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Determining the Parent Education Preferences and Needs of Parents with Children in Preschool Education Institutions in Turkey

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ABSTRACT

This study aimed determining the preferences of parents of 4-6-year-old children for their sources of information and their needs regarding parent education. It was also aimed to determine whether the parents' preferences for information sources and their needs regarding parent education vary according to their educational background. This quantitative study was designed as a survey research. The sample group consisted of 484 parents whose children attending preschool education institutions in Turkey. As a result of the study, it was determined that as the education level of the parents increased, they used more scientific resources and turned to printed and technological resources to obtain information about parenting. It was also determined that the "reading" learning strategy was preferred by parents as their level of education increased. In addition, as the education level of the parents differed, it was found that the preferred subjects about parent education showed a statistically significant difference.

KEYWORDS

Parent education; family education; parents' needs; parenting; preschool period.

INTRODUCTION

Parents are the first guides of their children in their actions to get to know, learn, and acquire information about the world. Parents are the individuals who will have lifelong effects on all developmental areas of the child including physical, social-emotional, cognitive, and language development. This effect starts from the prenatal period and significantly affects the child's perception style, skills, social relationships, personality, attitudes, preferences, and behaviors, and affects the whole life of the individual. Ecological System Theory states that the biological trends of the child are shaped by increasingly expanding systems such as family, immediate environment, school, extended family, and neighbors (Berk, 2013). Parents are in the microsystem and it is the innermost layer of this environment. The mutual interaction between the individual and children in the microsystem leaves permanent traces on development (Collins et al., 2000; Crockenberg and Leerkes, 2003).

Parents who leave permanent traces and have a very important place in child's life should develop their knowledge and skills in terms of both parenting, childcare, and education (Şahin and Özbey, 2007). In this regard, parent education emerges as an indispensable requirement. Gür and Kurt (2011) defined parent education as providing education and other practice opportunities for the family members required to increase their standards of living. Parent education is the process of providing parents with the knowledge and skills they need to fulfil their roles. With parent education, parents learn to establish and maintain a close, nurturing, and emotional bond with their children, to encourage healthy cognitive, physical, social, and emotional development in their children, and to teach the knowledge and skills necessary for children's development (National Parenting Education Network, 2020). Parent education aims at improving parents' knowledge of parenting skills and child development, supporting their developing strategies to cope with the problems positively, and improving their experiences regarding how they can contribute to the child's development areas (Şahin and Özyürek, 2020). Parent education can be provided in various ways. As a formal form of education, education programs can be organized through schools, other public institutions, and non-governmental organizations. Apart from this, for individuals preferring to learn individually, various alternatives can be offered through television programs, books, and the Internet sources for parent education. In addition to this, families can be brought together to have group discussions and benefit from each other's knowledge and experience. According to the Bronfenbrenner's Ecological Systems Theory (1979), the interaction of parents with their environment in different layers (microsystem, mesosystem, ecosystem, and macro system) affects the developmental outcomes of children. Through the interactions with parents, other family members, non-governmental organizations, and larger institutions, they learn the knowledge and skills about parenting. Each parent has different needs and preferences regarding parenting education as they come from different family environments and cultural backgrounds (ecosystem and macro system) (Kim, 2015). Therefore, it is important to find out what parents want or need before developing parent education programs.

Early childhood years are a critical period that significantly affects the entire life of the individual. Therefore, it is important to ensure families have information about their children, to support their development areas, to obtain information from reliable sources that they can use efficiently and to identify the child's interests and needs correctly for meeting these development and learning needs, and to meet the educational needs of families in this period. Information obtained by parents from unreliable sources or people can directly affect their parenting skills and, therefore, the development of the child. Parent education programs offered by preschool education institutions, non-governmental organizations, or other institutions may not respond to the individual needs of parents, do not include the necessary flexibility to work with different parent groups, and may not provide the desired contribution to the parents in acquiring parenting skills if they do not consider parents' preferences and needs (Wood III and Baker, 1999). Therefore, it is important to determine the preferences and needs of parents before preparing parent education practices and programs for parents.

the studies in the related literature were examined, it was seen that relevant studies were mostly conducted in the international literature. In a study carried out by Jacobson and Engelbrecht (2000), most of the parents stated that they preferred talking with their family and friends, talking with another parent, and reading books or scientific articles strategies. In a study carried out with the parents of 6 years old children by Devolin et al. (2012), it was determined that an increasing number of parents requested online information and preferred learning especially through the Internet and computer although parents wanted to receive parenting information from books, magazines, other parents (friends), school staff, information meetings, and television. When the studies carried out in literature were examined, it was seen that especially the Internet was an important source for parents to obtain information about parenting (Atkinson et al., 2007; Carroll et al., 2005). In studies investigating the effect of education levels of parents on their preferences regarding parent education, it was determined that parents with higher education levels used the Internet and computer sources to obtain information about parenting more than parents with lower education levels (Radey and Randolph, 2009; Rothabum et al., 2008) while parents with lower education levels preferred seminars and traditional sources such as mail, television, and radio more (Kim, 2012). In the international literature, although there were studies investigating the learning needs and preferences of parents, there was no study focusing on parenting education preferences and needs, especially focusing on the parents with children in the preschool period.

To address the families most efficiently, it is important to identify their learning needs, the subjects they want to learn, and the points they wonder as families want to participate in education programs on the subjects they need and are interested in (Ersay, 2013). Sociocultural characteristics, income level, and education level of the family are important variables to be considered when preparing educational content and educational programs for families (Powell, 2005). The existing studies may not be valid for all parents and cultures as the needs and preferences of parents regarding parent education vary according to the target audience.

Therefore, it is considered important to reveal the needs and preferences of the parents with children in the preschool period.

In this regard, this study aimed at determining the preferences of parents of 4-6-year-old children attending pre-school education institutions for their sources of information and their needs regarding parent education. It was also aimed to determine whether the parents' preferences for information sources and their needs regarding parent education vary according to their educational background. The research questions are listed below:

- Do the resources that help to mothers and fathers to obtain information about parenting differ according to their educational background?
- Do mothers' and fathers' parenting knowledge learning strategies differ according to their educational background?
- Do the topics preferred by mothers and fathers about parent education differ according to their educational background?

METHOD

This study was carried out using a survey method among quantitative research methods. Survey method allows to quantitatively define the tendencies, attitudes or views of a research universe by working with a sample in this universe (Fowler, 2008).

Population and Sample Group

The population of the study consists of parents of 4-6 years old children residing in Ankara, Turkey, and attending private and public preschool education institutions. The sample group of this study was determined by using the appropriate sampling method. Cohen and Manion (1998) stated that, in the appropriate sampling method, the researcher can work on a sample that will provide maximum savings, starting with the most accessible responders until they reach a sample group with the size they need. The sample group of the study consisted of a total of 484 parents, including the parents of 4-6 years old children attending private and public preschool education institutions in Ankara, Turkey.

The demographical information regarding the study group was presented in Table 1. When Table 1 was examined, considering the proximity of the person completing the questionnaire, it was seen that 71,1% of participants were mothers, 27,9% were fathers, and 1% were others (such as grandmother and grandfather). The children of 61,4% of the parents participating in this study attended preschool education for 0-12 months, 25% attended preschool education for 13-24 months, and 13,4% attended preschool education for more than 25 months. 95,2% of the parents participating in this study were married while 4,8% were single. While 24,6% of the parents stated that they participated in a parent education program, 75,4% of the parents stated that they did not participate in any parent education program. Considering the age range of mothers, it was seen that 43,4% of mothers were 31-35 years old in the first place and 25,4% of mothers were 26-30 years old in the second place. Considering the age range

of fathers, it was determined that most of the fathers, 43,2%, were 31-35 years old while 27,9% of the fathers were 36-40 years old.

Table 1. Demographical characteristics of parents

Variable	Categories	N	%	Variable	Categories	N	%
Proximity of the person completing the questionnaire	Mother	344	71,1	**Duration of child's preschool education**	0-12 months	297	61,4
	Father	135	27,9		13-24 months	122	25,2
	Other	5	1		25 months and more	65	13,4
	Total	484	100		Total	484	100
Marital status of the parent	Married	461	95,2	**Whether the parent participated in any parent education previously or not**	Yes	119	24,6
	Single	23	4,8		No	365	75,4
	Total	484	100		Total	484	100
Mother's age	21-25	29	5,9	**Father's age**	21-25	11	2,3
	26-30	123	25,4		26-30	45	9,3
	31-35	210	43,4		31-35	209	43,2
	36-40	84	17,4		36-40	135	27,9
	41 and over	38	7,9		41 and over	84	17,3
	Total	484	100		Total	484	100
Mothers' educational background	Primary School	61	12,6	**Fathers' educational background**	Primary School	41	8,5
	Middle School	161	33,3		Secondary School	153	31,6
	Associate Degree	53	11		Associate Degree	55	11.4
	Bachelor's Degree	171	35,3		Bachelor's Degree	179	37
	Master's Degree	34	7		Master's Degree	42	8,7
	Ph. D.	4	0,8		Ph. D.	14	2,9
	Total	484	100		Total	484	100
Mother's working status	Working	255	52,7	**Father's working status**	Working	468	96,7
	Not working	229	47,3		Not working	16	3,3
	Total	484	100		Total	484	100

When Table 1 was examined in terms of the educational background of mothers, it was seen that 12,6% of mothers had a primary school degree, 33,3% had a middle school degree, 11% had an associate degree, 35,3% had a bachelor's degree, 7% had a master's degree, and 0,8% had a Ph. D. degree. Considering the educational background of fathers, it was seen that 8,5% of fathers had a primary school degree, 31,6% had middle school degrees 11,4% had an

associate degree, 37% had a bachelor's degree, 8,7% had a master's degree, and 2,9% had a Ph. D. degree. 52,7% of mothers and 96,7% of fathers participating in this study were working.

Data Collection Tools

In this study, demographic information form was used for collecting demographic information, and Questionnaire for Determining Family Preferences and Needs, which was developed by the researchers, was used for determining parents' sources of information and their preferences regarding parent education. Surveys are among the methods used to determine the information that families want to learn and improve themselves (Ersay, 2013). The "Demographic Information Form" prepared by the researchers consisted of the following articles: the proximity of the person completing the questionnaire, the duration of child's preschool education, the marital status of the parent, whether the parent participated in any parent education previously or not, the age of parents, the educational background of parents, the working status of parents, the number of children parents had, and net income of the family. The "Questionnaire for Determining Family Preferences and Needs" included the sources that helped parents in obtaining parenting information, parenting information learning strategies, parents 'preferred learning methods, and subjects preferred by the parents regarding parent education. The questionnaire is a 5-point Likert-type scale and consists of 30 items. The study of Jacobson and Engelbrecht (2000) was used in the development of the questionnaire. After the questionnaire was translated into Turkish, it was revised by removing some items and adding new items according to the research purpose. Then, opinions were obtained from two experts. A pilot study was conducted with 17 parents and then the questionnaire was given its final form.

Data Collection Procedure and Analysis

In this study, the questionnaires and voluntary participation consent forms were sent to the preschool teachers working in private and public preschool education institutions in central districts of Ankara in the second semester of the 2019-2020 academic year and the data were collected by sending these forms to the parents through these teachers. A total of 750 questionnaires was sent and 484 parents volunteered to participate in the research.

The collected data were analyzed in SPSS 22 software by using descriptive statistics. In the analysis of the data, one-way analysis of variance (ANOVA) was used to determine the effect of the educational status of the parents on their preferences and needs regarding parent education and LSD test was performed when there was a difference according to the educational status.

RESULTS

Table 2. ANOVA results of the sources that helped in obtaining information about parenting according to the mothers' educational background

References	Variance Source	Squares Total	SD	Squares Average	F	p
Family	Intergroup	5,49	5	1,10	1,28	0,27
	Intragroup	408,57	478	0,85		
	Total	414,07	483			
Books	Intergroup	43,18	5	8,64	11,51	0,00*
	Intragroup	358,74	478	0,75		
	Total	401,93	483			
Friends	Intergroup	29,51	5	5,90	1,49	0,19
	Intragroup	1894,99	478	3,96		
	Total	1924,50	483			
Religious institutions	Intergroup	67,50	5	13,50	7,93	0,00*
	Intragroup	813,65	478	1,70		
	Total	881,16	483			
Teachers	Intergroup	1,73	5	0,35	0,45	0,82
	Intragroup	371,59	478	0,78		
	Total	373,32	483			
Counselor	Intergroup	8,44	5	1,69	1,02	0,40
	Intragroup	788,28	478	1,65		
	Total	796,72	483			
Television	Intergroup	8,35	5	1,67	1,36	0,24
	Intragroup	587,46	478	1,23		
	Total	595,81	483			
Internet sources	Intergroup	18,02	5	3,60	4,21	0,00*
	Intragroup	409,30	478	0,86		
	Total	427,32	483			

$p<0.05$

Considering the sources that helped in obtaining information about parenting, the analysis results showed that there was a significant difference among the books, religious institutions, and Internet sources respectively according to the mothers' educational background ($F(5,483) = 11,51$, $p<0,05$; $F(5,483) = 7,93$, $p<0,05$; $F(5,483) = 4,21$, $p<0,05$). In other words, it was seen that, among the sources that helped in obtaining information about parenting, parents' preference of books, religious institutions, and Internet sources respectively differed significantly depending on the mothers' educational background. The results of the LSD test conducted to understand which groups differed according to the mothers' educational background were examined. In this regard, considering the "books" dimension, it was

determined that the scores of the mothers with a middle school degree ($\bar{X}$=3,90), associate degree ($\bar{X}$=4,35), bachelor's degree ($\bar{X}$=4,11), master's degree ($\bar{X}$=4,29), and Ph. D. degree ($\bar{X}$=4,75) were higher than the scores of the mothers with a primary school degree ($\bar{X}$=3,33) while the scores of mothers with an associate degree ($\bar{X}$=4,35), bachelor's degree ($\bar{X}$=4,11), and master's degree ($\bar{X}$=4,29) were higher than the scores of the mothers with a middle school degree ($\bar{X}$=3,90). Considering the "religious institutions" dimension, it was seen that the scores of the mothers with primary school degree ($\bar{X}$=3,16) and middle school degree ($\bar{X}$=3,07) were higher than the scores of the mothers with an associate degree ($\bar{X}$=2,58), bachelor's degree ($\bar{X}$=2,32), and master's degree ($\bar{X}$=2,23). Considering the "Internet sources" dimension, it was seen that the scores of the mothers with middle school degree ($\bar{X}$=4,01), associate degree ($\bar{X}$=4,28), bachelor's degree ($\bar{X}$=4,20), and master's degree ($\bar{X}$=4,15) were higher than the scores of the mothers with primary school degree ($\bar{X}$=3,64).

Table 3. ANOVA results of parenting information learning strategies according to the mothers' educational background

Learning strategies	Variance Source	Sum of Squares	SD	Average of Squares	F	p
By watching other parents	Intergroup	10,51	5	2,10	1,58	0,16
	Intragroup	637,23	478	1,33		
	Total	647,74	483			
By watching TV	Intergroup	7,37	5	1,47	1,23	0,29
	Intragroup	574,30	478	1,20		
	Total	581,68	483			
By reading books or articles	Intergroup	22,86	5	4,57	5,17	0,00*
	Intragroup	422,75	478	0,88		
	Total	445,61	483			
By attending an education program	Intergroup	22,23	5	4,45	3,76	0,00*
	Intragroup	565,19	478	1,18		
	Total	587,42	483			
By talking to friends or family	Intergroup	3,14	5	0,63	1,05	0,34
	Intragroup	285,49	478	0,60		
	Total	288,63	483			
By talking to other parents	Intergroup	23,19	5	4,64	5,07	0,00*
	Intragroup	436,86	478	0,91		
	Total	460,06	483			

$p<0.05$

The analysis results showed that there was a difference in the scores of the parents who learned parenting information by "reading books or articles", "attending an education program" and "talking to other parents" according to the mothers' educational background (F (5,483)

=5,17, F (5,483) =3,76, F (5,483) =5,07; p<0,05). In other words, it was seen that the scores of parents learning parenting information by "reading books or articles", "attending an education program" and "talking to other parents" differed significantly depending on the mothers' educational background. The results of the LSD test conducted to understand which groups differed according to the mothers' educational background were examined. In this regard, considering the mothers learning by "reading books or articles", the scores of the mothers with a middle school degree ($\bar{X}$=3,98), associate degree ($\bar{X}$=4,19), bachelor's degree ($\bar{X}$=4,27), and master's degree ($\bar{X}$=4,11) were higher than the scores of the mothers a with primary school degree ($\bar{X}$=3,59), bachelor's degree ($\bar{X}$=4,27), and middle school degree ($\bar{X}$=3,98). Considering the mothers learning by "attending an education program", it was determined that the scores of the mothers with an associate degree ($\bar{X}$=4,09) and bachelor's degree ($\bar{X}$=4,02) were higher than the scores of the mothers with a primary school degree ($\bar{X}$=3,46) and middle school degree ($\bar{X}$=3,67). Considering the mothers learning by "talking to other parents", it was seen that the scores of the mothers with a middle school degree ($\bar{X}$=3,90), associate degree ($\bar{X}$=3,87), bachelor's degree ($\bar{X}$=4,01), and master's degree ($\bar{X}$=4,06) were higher than the scores of the mothers with a primary school degree ($\bar{X}$=3,34).

Table 4. ANOVA results related to the preferred subjects about parent education according to the mothers' educational background

Subjects	Variance Source	Sum of Squares	SD	Average of Squares	F	p
Mental development	Intergroup	3,36	5	0,67	1,72	0,13
	Intragroup	186,36	478	0,39		
	Total	189,72	483			
Language development	Intergroup	1,46	5	0,29	0,72	0,61
	Intragroup	194,71	478	0,41		
	Total	196,17	483			
Motor/movement development	Intergroup	17,89	5	3,58	5,92	0,00*
	Intragroup	288,88	478	0,60		
	Total	306,77	483			
Social and emotional development	Intergroup	8,13	5	1,63	4,98	0,00*
	Intragroup	155,92	478	0,33		
	Total	164,05	483			

Personality development	Intergroup	5,77	5	1,15	4,12	0,00*
	Intragroup	133,75	478	0,28		
	Total	139,51	483			
Sexual development	Intergroup	21,08	5	4,22	4,96	0,00*
	Intragroup	405,92	478	0,85		
	Total	427	483			
Mother-father-child interaction	Intergroup	0,66	5	0,13	0,49	0,78
	Intragroup	127,34	478	0,27		
	Total	128	483			
Sibling relationships	Intergroup	5,50	5	1,10	0,18	0,97
	Intragroup	2857,94	478	5,98		
	Total	2863,44	483			
Discipline in the family	Intergroup	0,99	5	0,20	0,64	0,66
	Intragroup	147,54	478	0,31		
	Total	148,54	483			
Children's books and toys	Intergroup	0,37	5	0,07	0,16	0,98
	Intragroup	219,66	478	0,46		
	Total	220,04	483			
Play	Intergroup	3,12	5	0,62	1,23	0,29
	Intragroup	243,51	478	0,51		
	Total	246,63	483			
Childcare and nutrition	Intergroup	2,62	5	0,52	0,95	0,44
	Intragroup	262,32	478	0,55		
	Total	264,95	483			
Child diseases	Intergroup	0,84	5	0,17	0,43	0,82
	Intragroup	185,77	478	0,39		
	Total	186,61	483			
Accidents	Intergroup	3,05	5	0,61	1,14	0,34
	Intragroup	255,38	478	0,58		
	Total	258,44	483			
Coping with negative behaviors	Intergroup	1,15	5	0,23	0,58	0,71
	Intragroup	189,60	478	0,40		
	Total	190,75	483			
Indoor activities	Intergroup	1,16	5	0,23	0,54	0,74
	Intragroup	205,09	478	0,43		
	Total	206,25	483			

*p<0.05

Considering the subjects preferred by the parents regarding parent education, it was seen that there was a difference in "motor/movement development", "social and emotional

development", "personality development", and "sexual development" subjects according to the mothers' educational background (F (5,483) =5,92, F (5,483) =4,98, F (5,483) =4,12, F (5,483) =4,96; p<0,05). In other words, the scores of the families preferring "motor/movement development", "social and emotional development", "personality development", and "sexual development" subjects regarding parent education differed significantly depending on the mothers' educational background. When the researchers examined which groups were different according to mothers' educational background, considering the parents preferring "motor/movement development" subjects regarding parent education, it was determined that the scores of the mothers with an associate degree ($\bar{X}$=4,53), bachelor's degree ($\bar{X}$=4,50), and master's degree ($\bar{X}$=4,35) were higher than the scores of the mothers with a primary school degree ($\bar{X}$=4,00) while the scores of the mothers with an associate degree ($\bar{X}$=4,53) and bachelor's degree ($\bar{X}$=4,50) were higher than the scores of the mothers with a middle school degree ($\bar{X}$=4,19). Considering the mothers preferring "social and emotional development", it was determined that the scores of the mothers with an associate degree ($\bar{X}$=4,73) and bachelor's degree ($\bar{X}$=4,75) were higher than the scores of the mothers with a primary school degree ($\bar{X}$=4,49) and middle school degree ($\bar{X}$=4,63). Considering the mothers preferring "personality development", it was determined that the scores of the mothers with an associate degree ($\bar{X}$=4,70) and bachelor's degree ($\bar{X}$=4,81) were higher than those of the mothers with a primary school degree ($\bar{X}$=4,49) while the scores of the mothers with a bachelor's degree ($\bar{X}$=4,81) were higher than those of the mothers with a middle school degree ($\bar{X}$=4,63). Considering the mothers preferring "sexual development", it was determined that the scores of the mothers with a middle school degree ($\bar{X}$=4,07), bachelor's degree ($\bar{X}$=4,36), and master's degree ($\bar{X}$=4,26) were higher than the scores of the mothers with a primary school degree ($\bar{X}$=3,74) while the scores of the mothers with a bachelor's degree ($\bar{X}$=4,36) were higher than the scores of the mothers with an associate degree ($\bar{X}$=3,98) and middle school degree ($\bar{X}$=4,07).

Considering the sources that helped in obtaining information about parenting, presented in Table 5, the analysis results showed that there was a significant difference among the family, books, religious institutions, television, and Internet sources respectively according to the fathers' educational background (F (5,483) =3,73, p<0,05; F (5,483) =7,49, p<0,05; F (5,483) =4,64, p<0,05; F (5,483) =2,50; F (5,483) =5,32, p<0,05). In other words, it was seen that, among the sources that helped in obtaining information about parenting, parents' preference of family, books, religious institutions, television, and Internet sources respectively differed significantly depending on the fathers' educational background. The results of the LSD test conducted to understand which groups differed according to the fathers' educational background were examined. In this regard, considering the "family" dimension, it was determined that the scores of the fathers with a primary school degree ($\bar{X}$=4,34), middle school degree ($\bar{X}$=4,25), and associate degree ($\bar{X}$=4,36) were higher than the scores of the fathers with a bachelor's degree ($\bar{X}$=3,98) and Ph. D. degree ($\bar{X}$=3,57) while the scores of the fathers with master's degree ($\bar{X}$=4,26) were higher than the scores of the fathers with Ph. D. degree ($\bar{X}$=3,57). Considering the

"books" dimension, it was determined that the scores of the fathers with a middle school degree ($\bar{X}$=3,81), associate degree ($\bar{X}$=4,04), bachelor's degree ($\bar{X}$=4,16), master's degree ($\bar{X}$=4,33), and Ph. D. degree ($\bar{X}$=4,14) were higher than the scores of the fathers with a primary school degree ($\bar{X}$=3,41) while the scores of fathers with a bachelor's degree ($\bar{X}$=4,16) and master's degree ($\bar{X}$=4,33) were higher than the scores of the fathers with a middle school degree ($\bar{X}$=3,81).

Table 5. ANOVA results of the sources that helped in obtaining information about parenting according to the fathers' educational background

References	Variance Source	Squares Total	SD	Squares Average	F	p
Family	Intergroup	15,53	5	3,11	3,73	0,00*
	Intragroup	398,53	478	0,83		
	Total	414,07	483			
Books	Intergroup	29,19	5	5,84	7,49	0,00*
	Intragroup	372,73	478	0,78		
	Total	401,93	483			
Friends	Intergroup	21,96	5	4,39	1,10	0,36
	Intragroup	1902,54	478	3,98		
	Total	1924,50	483			
Religious institutions	Intergroup	40,83	5	8,17	4,64	0,00*
	Intragroup	840,32	478	1,76		
	Total	881,16	483			
Teachers	Intergroup	1,81	5	0,36	0,46	0,80
	Intragroup	371,51	478	0,78		
	Total	373,32	483			
Counselor	Intergroup	8,40	5	0,68	1,02	0,41
	Intragroup	788,32	478	1,65		
	Total	796,72	483			
Television	Intergroup	15,18	5	3,03	2,50	0,03*
	Intragroup	580,63	478	1,21		
	Total	595,81	483			
Internet sources	Intergroup	22,54	5	4,51	5,32	0,00*
	Intragroup	404,78	478	0,85		
	Total	427,32	483			

p<0,05

Considering the "religious institutions" dimension, it was determined that the scores of the fathers with a primary school degree ($\bar{X}$=3,02) were higher than the scores of the fathers with a bachelor's degree ($\bar{X}$=2,41) and Ph. D. degree ($\bar{X}$=2,14) while the scores of the fathers with a middle school degree ($\bar{X}$=3,03) were higher than the scores of the fathers with a

bachelor's degree ($\bar{X}$=2,41), master's degree ($\bar{X}$=2,56), and Ph. D. degree ($\bar{X}$=2,14). Considering the "television" dimension, it was determined that the scores of the fathers with an associate degree ($\bar{X}$=3,87) were higher than the scores of the fathers with a primary school degree ($\bar{X}$=3,24), middle school degree ($\bar{X}$=3,50), bachelor's degree ($\bar{X}$=3,34), and Ph. D. degree ($\bar{X}$=3,14). Considering the "Internet sources" dimension, it was determined that the scores of the fathers with a middle school degree ($\bar{X}$=4), associate degree ($\bar{X}$=4,23), bachelor's degree ($\bar{X}$=4,21), master's degree ($\bar{X}$=4,16), and Ph. D. degree ($\bar{X}$=4) were higher than the scores of the fathers with a primary school degree ($\bar{X}$=3,44) while the scores of the fathers with a bachelor's degree ($\bar{X}$=4,21) were higher than the scores of the fathers with a middle school degree ($\bar{X}$=4).

Table 6. ANOVA results of parenting information learning strategies according to the fathers' educational background

Learning Strategies	Variance Source	Sum of Squares	SD	Average of Squares	F	p
By watching other parents	Intergroup	7,79	5	1,56	1,16	0,33
	Intragroup	639,95	478	1,34		
	Total	647,74	483			
By watching TV	Intergroup	17,14	5	3,43	2,90	0,01*
	Intragroup	564,54	478	1,18		
	Total	581,67	483			
By listening to the radio	Intergroup	14,79	5	2,96	2,50	0,03*
	Intragroup	566,10	478	1,18		
	Total	580,88	483			
By reading books or articles	Intergroup	24,72	5	4,94	5,62	0,00*
	Intragroup	420,89	478	0,88		
	Total	445,61	483			
By attending an education program	Intergroup	20,54	5	4,11	3,46	0,00*
	Intragroup	566,88	478	1,19		
	Total	587,42	483			
By talking to friends or family	Intergroup	10,82	5	2,16	3,72	0,00*
	Intragroup	277,81	478	0,58		
	Total	288,63	483			
By talking to other parents	Intergroup	13,72	5	2,74	2,94	0,01*
	Intragroup	446,34	478	0,93		
	Total	460,06	483			

$p<0,05$

The analysis results showed that there was a difference in the scores of the fathers who learned parenting information by "watching TV", "reading a book or article", "attending an

education program", "talking to friends or family", and "talking to other parents" according to the fathers' educational background (F (5,483) =2,90, F (5,483) =2,50, F (5,483) =5,62, F (5,483) =3,46, F (5,483) =3,72, F (5,483) =2,94; p<0,05). In other words, it was seen that the scores of parents learning parenting information by "watching TV", "reading a book or article", "attending an education program", "talking to friends or family", and "talking to other parents" differed significantly depending on the fathers' educational background. The results of the LSD test conducted to understand which groups differed according to the fathers' educational background were examined. In this regard, considering the fathers learning the information about parenting by "watching TV", it was determined that the scores of the fathers with a primary school degree ($\bar{X}$=3,46), middle school degree ($\bar{X}$=3,40), and associate degree ($\bar{X}$=3,47) were higher than the scores of the fathers with a bachelor's degree ($\bar{X}$=3,07) while the scores of the fathers with an associate degree ($\bar{X}$=3,47) were higher than the sores of the fathers with a master's degree ($\bar{X}$=3). Considering the fathers learning by "reading books or articles", it was determined that the scores of the fathers with a middle school degree ($\bar{X}$=3,94), associate degree ($\bar{X}$=4,07), bachelor's degree ($\bar{X}$=4,26), master's degree ($\bar{X}$=4,28), and Ph. D. degree ($\bar{X}$=4,14) were higher than the scores of the fathers with a primary school degree ($\bar{X}$=3,49) while the scores of the fathers with a bachelor's degree ($\bar{X}$=4,26) and master's degree ($\bar{X}$=4,28) were higher than the scores of the fathers with a middle school degree ($\bar{X}$=3,94). Considering the fathers learning by "attending an education program", it was determined that the scores of the fathers with an associate degree ($\bar{X}$=4,18), bachelor's degree ($\bar{X}$=3,93), and Ph. D. degree ($\bar{X}$=4,21) were higher than the scores of the fathers with a primary school degree ($\bar{X}$=3,49); the scores of the fathers with an associate degree ($\bar{X}$=4,18) and bachelor's degree ($\bar{X}$=3,93) were higher than the scores of the fathers with a middle school degree ($\bar{X}$=3,67), and the scores of the fathers with an associate degree ($\bar{X}$=4,18) were higher than the scores of the fathers with a master's degree ($\bar{X}$=3,71). Considering the fathers learning by "attending an education program", it was determined that the scores of the fathers with a bachelor's degree ($\bar{X}$=4,55) were higher than the scores of the fathers with a middle school degree ($\bar{X}$=4,14); the scores of the fathers with an associate degree ($\bar{X}$=4,36) were higher than the scores of the fathers with a master's degree ($\bar{X}$=4,09) and Ph. D. degree ($\bar{X}$=3,86), and the scores of the fathers with a master's degree ($\bar{X}$=4,55) were higher than the scores of the fathers with a bachelor's degree ($\bar{X}$=4,09) and Ph. D. degree ($\bar{X}$=3,86). Considering the fathers learning by "talking to other parents", it was determined that the scores of the fathers with an associate degree ($\bar{X}$=4), bachelor's degree ($\bar{X}$=3,92), and master's degree ($\bar{X}$=4,26) were higher than the scores of the fathers with a primary school degree ($\bar{X}$=3,54) while the scores of the fathers with a master's degree ($\bar{X}$=4,26) were higher than the scores of the fathers with a middle school degree ($\bar{X}$=3,78) and bachelor's degree ($\bar{X}$=3,92).

Table 7. ANOVA results related to the preferred subjects about parent education according to the fathers' educational background

Subjects	Variance Source	Sum of Squares	SD	Average of Squares	F	p
Mental development	Intergroup	4022	5	0,84	2,17	0,06
	Intragroup	185,51	478	0,39		
	Total	189,72	483			
Language development	Intergroup	4,96	5	0,99	2,48	0,03*
	Intragroup	191,21	478	0,40		
	Total	196,17	483			
Personality development	Intergroup	7,31	5	1,46	5,28	0,00*
	Intragroup	132,21	478	0,28		
	Total	139,51	483			
Sexual development	Intergroup	13,82	5	2,76	3,20	0,01*
	Intragroup	413,18	478	0,86		
	Total	427	483			
Mother-father-child interaction	Intergroup	2,10	5	0,42	1,60	0,16
	Intragroup	125,27	478	0,26		
	Total	128	483			
Sibling relationships	Intergroup	29,17	5	5,83	0,98	0,43
	Intragroup	2834,27	478	5,93		
	Total	2863,44	483			
Discipline in the family	Intergroup	2,15	5	0,43	1,40	0,22
	Intragroup	146,38	478	0,31		
	Total	148,53	483			
Children's books and toys	Intergroup	1,09	5	0,22	0,47	0,79
	Intragroup	218,95	478	0,46		
	Total	220,04	483			
Play	Intergroup	2,27	5	0,45	0,89	0,49
	Intragroup	244,37	478	0,51		
	Total	246,63	483			
Childcare and nutrition	Intergroup	4,15	5	0,83	1,52	0,18
	Intragroup	260,80	478	0,55		
	Total	264,95	483			
Child diseases	Intergroup	1,89	5	0,38	0,98	0,43
	Intragroup	184,72	478	0,39		
	Total	186,61	483			
Accidents	Intergroup	3,10	5	0,62	1,58	0,16
	Intragroup	187,65	478	0,39		
	Total	190,75	483			
Coping with negative behaviors	Intergroup	0,91	5	0,18	0,43	0,83
	Intragroup	205,34	478	0,43		
	Total	206,25	483			
Indoor activities	Intergroup	4,74	5	0,95	1,79	0,11
	Intragroup	253,69	478	0,53		
	Total	258,44	483			

p<0.05

Considering the subjects preferred by the parents regarding parent education, it was seen that there was a difference in “language development”, “personality development”, and “sexual development” subjects according to the fathers’ educational background (F (5,483) =2,48, F (5,483) =5,28, F (5,483) =3,20; p<0,05). In other words, the scores of the parents preferring “language development”, “personality development”, and “sexual development” subjects regarding parent education differed significantly depending on the fathers’ educational background. When the researchers examined which groups were different according to the fathers’ educational background, considering the parents preferring “language development” subjects regarding parent education, it was determined that the scores of the fathers with a Ph. D. degree ($\bar{X}$=5) were higher than the scores of the fathers with a primary school degree ($\bar{X}$=4,51), bachelor’s degree ($\bar{X}$=4,56), and master’s degree ($\bar{X}$=4,57) while the scores of the fathers with an associate degree ($\bar{X}$=4,74) and Ph. D. degree ($\bar{X}$=5) were higher than the scores of the fathers with a middle school degree ($\bar{X}$=4,51). Considering the parents preferring “personality development” subjects, it was determined that the scores of the fathers with an associate degree ($\bar{X}$=4,42), bachelor’s degree ($\bar{X}$=4,46), and master’s degree ($\bar{X}$=4,45) were higher than the scores of the fathers with a primary school degree ($\bar{X}$=4,07) and middle school degree ($\bar{X}$=4,13). Considering the parents preferring “sexual development” subjects, it was determined that the scores of the fathers with an associate degree ($\bar{X}$=4,65), bachelor’s degree ($\bar{X}$=4,75), master’s degree ($\bar{X}$=4,64), and Ph. D. degree ($\bar{X}$=4,93) were higher than the scores of the fathers with a primary school degree ($\bar{X}$=4,36) while the scores of the fathers with a bachelor’s degree ($\bar{X}$=4,75) and Ph. D. degree ($\bar{X}$=4,93) were higher than the scores of the fathers with a middle school degree ($\bar{X}$=4,48).

DISCUSSION AND CONCLUSION

In this study, it was determined that there was a statistically significant difference between the sources that helped parents in obtaining parenting information depending on the educational background of the parents. Considering the sources that helped mothers, it was determined that the mothers with a middle school degree and over preferred books and Internet sources more compared to the mothers with a primary school degree while the mothers with a primary school and middle school degree preferred religious institutions more compared to the mothers with an associate degree and over. Considering the sources that helped fathers, it was determined that the fathers preferred the family as a helpful source in obtaining parenting information as the fathers’ educational level decreased. It was determined that the fathers with a middle school degree and over preferred books and Internet sources as a helpful source more compared to the fathers with a primary school degree while the fathers with a primary school degree preferred religious institutions as a helpful source more compared to the fathers with a bachelor’s degree and Ph. D. degree. In addition to this, the preference of television as a helpful source in the results of the fathers showed a significant difference depending on their educational background. It was determined that the fathers with an associate degree preferred

television as a helpful source more compared to the fathers with a middle school degree, bachelor's degree, and Ph. D. degree. In a study carried out by Smith et al. (2015), with fathers, it was stated that fathers preferred to obtain information about parenting from their own family and relatives rather than from professional people and institutions, as well as from people in the immediate vicinity rather than from a technology-based resource. Similarly, in a study carried out by Jacobson and Engelbrecht (2000), it was determined that parents generally preferred sources such as family, books, and religious institutions, which were in their daily lives, for learning information about parenting. In addition to this, in parallel with the findings of this study, it was determined that parents who did not attend higher education preferred written information less than the parents who attended higher education. Similarly, in a study carried out by Kim (2012), the parents with higher education preferred to be informed about parenting through e-mail and Internet more compared to the parents with a low level of education while the parents with a low level of education preferred traditional sources such as mail, TV, and radio more. In parallel with the findings of this study, in a study carried out by Rowland and Wampler (1983), it was determined that the mothers with lower education levels benefited from religious institutions more than the mothers with higher education levels.

To conclude up, it was determined that as the education level of the parents increased, they used more scientific sources and they turned to printed and technological sources in obtaining information about parenting. The studies conducted in the literature indicated that the education level of parents was effective on the socioeconomic status of the family (Bornstein and Bradley, 2014; Chen et al., 2018; Hauser, 1994) In parallel with the findings of this study, the studies conducted in the literature showed that parents with a higher education level preferred computers and the Internet more than parents with a lower education level for acquiring information about parenting (Jacobson and Engelbrecht, 2000; Kim, 2012; Radey and Randolph, 2009; Rothabum et al., 2008). The results of this study and the studies in the literature showed that the socioeconomic status of the family also increased as the education level of the parents increased and, therefore, parents with higher education levels could access resources such as books and Internet sources more. It is considered that parents who are not graduates of higher education generally resort to the people and institutions (family, religious institutions) they can trust in their immediate environment instead of making inferences by accessing scientific and written information.

In this study, it was concluded that the strategies of learning information about parenting differed significantly according to the educational background of the parents. In this study, it was determined that as the level of education of the mothers increased, the use of "reading a book or article" learning strategy was preferred more by the mothers, and mothers with an associate and bachelor's degree preferred "attending an education program" learning strategy more compared to the mothers with a primary and middle school degree. Similar to the results of this study, in a study carried out by Wood III and Baker (1999), it was found that parents with higher educational levels preferred to attend parent education programs more than the parents

with lower educational levels. Considering the results obtained from the fathers, it was found that the fathers with a primary, middle school and associate degree preferred to learn about parenting information by watching TV more than the fathers with a bachelor's degree. Similar to the results obtained from the mothers, it was concluded that "reading books or articles" learning strategy was preferred by fathers more as fathers' educational level increased. It was also determined that mothers and fathers preferred "talking to other parents" learning strategy more as their educational levels increased. Similarly, in a study conducted by Jacobson and Engelbrecht (2000), it was determined that most of the parents stated they preferred to talk to their family and friends, talk to another parent, read books or articles, and that the parents who studied at university preferred reading books or articles more than the parents who did not. The literature and the study results showed that the parents who graduated from higher education considered the exchange of ideas with other parents and reading books or articles on the subject as more useful strategies than the parents who did not graduate from higher education. This indicates that parents with high educational levels have the necessary high-level skills to manage their situation by generalizing what they read, see, and discuss.

Considering the findings related to the subject preferred by parents regarding parent education, it was found that "motor/movement development", "social and emotional development", "personality development", and "sexual development" subjects differed significantly depending on the mothers' educational background. It was determined that the mothers with an associate degree and over preferred "motor/movement development", "social and emotional development", and "personality development" subjects for parent education practices more compared to the mothers with a primary and middle school degree. It was determined that the mothers with a middle school degree, bachelor's degree, and master's degree preferred "sexual development" subject more than the mothers with a primary school degree while the mothers with a bachelor's degree preferred the same subject more than the mothers with an associate degree and middle school degree. In this study, it was concluded that as the education level of the mothers increased, they preferred "motor/movement development", "social and emotional development", "personality development", and "sexual development" subjects. Considering the subjects preferred by parents regarding parent education according to the education levels of the fathers, it was found that the fathers with a Ph. D. degree preferred "language development" subject more than the fathers with a primary school degree, middle school degree, bachelor's degree, and master's degrees while the fathers with an associate degree graduates preferred the same subject more than the fathers with a middle school degree. It was determined that "personality development" and "sexual development" subjects were preferred by the fathers with an associate degree and over more than the fathers with a primary and middle school degree. In a study conducted by Kim (2012) with 684 parents who had 0-5 years old children in southern Nevada, parents reported their learning needs about the activities that would help their child's learning and development, ways to support their child's mental development, ways to use children's books to improve academic

success, tips for keeping their children healthy and safe, and developmental characteristics of the age group of their children. The results of this study and other studies in the literature show that the educational needs of families differ according to the learning needs of the target audience, the age groups of the children that parents have, and the socio-cultural backgrounds of the parents.

Families want to learn about the issues they need and interest and to participate in parent education practices (Ersay, 2013). In addition to this, the educational background and socioeconomic level significantly affect parents' parenting beliefs, parenting skills, and, therefore, parent education needs (Wood III and Baker, 1999). For parent education to be efficient, it is also important to include learning strategies suitable for adults in the target audience of education (Gestwicki, 2004). Therefore, parent education programs prepared should be suitable for the needs of the parents and the issues they are concerned about. Before providing education for families, needs analysis should be carried out regarding what subjects the parents want to learn, and the demographic and socio-cultural characteristics of parents should be examined. Parent education programs should be developed and implemented using the learning methods and techniques preferred by the parents, with a learning-centered approach based on scientific resources on the subjects the parents want to learn.

In the process of developing parent education programs, the scientists need to support the development of programs by conducting studies with large samples including parents from different sociocultural environments. In addition to this, important duties fall on policymakers and government agencies to encourage working parents to participate in parent education programs. In this regard, necessary legal arrangements should be made by the relevant ministries such as the Ministry of Family and Social Policies, and the Ministry of Treasury and Finance to establish flexible working periods and to provide paid leave during the period of the parent education.

In parent education programs, it is necessary to organize parent education programs in which both parents constituting the family can participate together. In addition to this, parent education programs should be designed in a way that will increase the participation of fathers. When designing these education programs, the periods when fathers are not working should be determined in advance and facilitating arrangements should be made by providing an environment for nursing the child/children at home during the meeting. In addition to this, when determining the content of parent education programs, attention should be paid to considering the socioeconomic and cultural conditions of the parents the changes in the society. In parent education programs, activities should be organized, and educational environments should be designed to allow parents to exchange ideas with each other and share their experiences.

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