

THE EDUCATIONAL NEEDS OF MOTHERS OF CHILDREN

AGED 60 TO 72 MONTHS: THE SOCIO-ECONOMIC DIFFERENCES

SENEM HAN UYSAL

BOĞAZIÇI UNIVERSITY

2018

THE EDUCATIONAL NEEDS OF MOTHERS OF CHILDREN
AGED 60 TO 72 MONTHS: THE SOCIO-ECONOMIC DIFFERENCES

Thesis submitted to the
Institute for Graduate Studies in Social Sciences
in partial fulfillment of the requirements for the degree of

Master of Arts
in
Adult Education

by
Senem Han Uysal

Boğaziçi University

2018

DECLARATION OF ORIGINALITY

I, Senem Han Uysal, certify that

- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution;
- this thesis contains no material that has been submitted or accepted for a degree or diploma in any other educational institution;
- this is a true copy of the thesis approved by my advisor and thesis committee at Boğaziçi University, including final revisions required by them.

Signature.....

Date25.05.2018.....

ABSTRACT

The Educational Needs of Mothers of Children Aged 60 to 72 Months:

The Socio-Economic Differences

This study aims to identify the educational needs of mothers of children aged 60 to 72 months. It also intended to understand if there are any differences between mothers coming from different socio-economic background, which in this study, is the high socio-economic status mothers and low socio-economic status mothers. To accomplish this, a qualitative study with 33 in depth interviews was carried out in one public and one private school. A semi-structured interview with open-ended questions was applied to the mothers to understand their educational needs about parenting. The results of the study demonstrate that, although some significant differences were observed in terms of the educational needs of mothers, there are also some common issues. Differences in the demographic and family characteristics such as the schools they send their children to, their educational level and socio-economic status was helpful in understanding the results. In any case, no matter how similar or different the results of the two groups were, it can be stated that the results of the study helped understanding the educational needs of mothers of children aged 60 to 72 months. It is assumed that, the data collected in this study can be useful in revisiting existing parent education programs for caregivers of children at an early age. In spite of the limitations of the study, it will make certain contributions to the field, especially in reviewing existing parent education programs for mothers.

ÖZET

60-72 Aylık Çocuđu Olan Annelerin Eđitim İhtiyaçları: Sosyo Ekonomik Farklılıklar

Bu çalışma, 60-72 aylık çocuđu olan annelerin eğitim ihtiyaçlarını tespit etmeyi amaçlamıştır. Ayrıca, farklı sosyo-ekonomik geçmişe sahip anneler- bu çalışmada düşük sosyo-ekonomik seviye anneleri ve yüksek sosyo-ekonomik seviye anneleri olarak belirtilmiştir- arasında herhangi bir farklılık olup olmadığını da anlamayı amaçlamıştır. Bu amaca ulaşmak için, bir kamu ve bir özel olmak üzere iki farklı okuldan annelerle toplam 33 derinlemesine görüşme yapılmıştır. Eğitim ihtiyaçlarını anlamak için, annelerle tamamı açık uçlu sorulardan oluşan yarı yapılandırılmış röportajlar yapılmıştır. Araştırmanın sonuçlarına göre, annelerin eğitim ihtiyaçları açısından bazı önemli farklılıklar gözlemlense de, her iki gruptan annelerin benzerlik gösterdiği sonuçlar da vardır. Çocuklarını gönderdikleri okullar, eğitim düzeyi ve sosyo-ekonomik durum gibi demografik ve aile özelliklerindeki farklılıklar, sonuçların anlaşılmasına yardımcı olmuştur. Araştırmanın sonuçlarının, 60-72 aylık çocukların annelerinin eğitim ihtiyaçlarını belirlemeye yardımcı olduğu söylenebilir. Bu çalışmanın, küçük çocukların anneleri için varolan ebeveyn eğitimi programlarının yeniden değerlendirilmesinde yararlı olacağı düşünülmüştür. Çalışma sınırlamalarına rağmen, özellikle anneler için varolan aile eğitimi programlarının yeniden değerlendirilmesi konusunda alana belirli katkılar sunmuştur.

ACKNOWLEDGEMENTS

Foremost, I would like to express my sincere gratitude to my advisor Prof. Zeynep Kızıltepe, for the continuous support of my research, for her patience, motivation, enthusiasm, and immense knowledge. Her guidance helped me in all the time of research and writing of this thesis. Besides my advisor, I would like to thank the rest of my thesis committee: Assist. Prof. Mine Göl Given and Assist. Prof. Ayşe Aylin Buran for their encouragement, insightful comments, and hard questions.

My sincere thanks also goes to my partner, sister and precious friend Canan Gürşen Tayanç whose love and guidance are with me in whatever I pursue. She not only helped me about writing my thesis, but also took all the responsibility of our company during this hard process.

Last but not the least, I would like to thank my family: my mother Cansel Güven, my grandmother Latife Gencer, my sister Merve Han for supporting me spiritually throughout my life. All of the work done during the preparation of this thesis would not have been possible without the support of my husband. His patience, support and love made me feel like the luckiest person in the world.

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION.....	1
1.1 Significance of the study.....	3
1.2 Statement of purpose.....	4
1.3 Research questions.....	4
CHAPTER 2: LITERATURE REVIEW.....	6
2.1 Adult education.....	6
2.2 Parent education.....	10
2.3 Needs assessment.....	21
CHAPTER 3: METHODOLOGY.....	25
3.1 Settings.....	25
3.2 Sample.....	27
3.3 Instruments.....	28
3.4 Procedures.....	29
CHAPTER 4: FINDINGS.....	34
4.1 Demographic characteristics of the participants.....	34
4.2 Parenting sources that mothers appeal while raising their children	39
4.3 Problems mothers encountered in bringing up their children.....	43
4.4 First point of consultancy to overcome the difficulties that mothers faced.....	47
4.5 Topics preferred in a possible parent education program	52
4.6 Phase maternity that the strongest need for a training was felt	56
4.7 Different needs for training (more than one child).....	59
4.8 The requirements for being a good mother.....	62
4.9 Previous participation in a parent training program.....	67
4.10 Location, topic and duration of the previous parent education programs	68

4.11 Usefulness of the previous parent education programs	70
CHAPTER 5: DISCUSSION AND CONCLUSIONS.....	72
5.1 Demographics and family characteristics.....	73
5.2 Parenting resources that mothers use in bringing up their children.....	75
5.3 Problems mothers encountered in bringing up their children.....	77
5.4 Mothers' expectations of parent education programs.....	79
5.5 Conclusions.....	82
5.6 Strengths and limitations of the current study.....	83
5.7 Recommendations for future parent education programs.....	84
5.8 Recommendations for further research.....	86
APPENDIX A: The interview form in Turkish	87
APPENDIX B: Demographic data form in Turkish.....	89
APPENDIX C: The interview form in English.....	91
APPENDIX D: Demographic data form in English.....	93
APPENDIX E: Translations of the quotes from the interviews.....	95
REFERENCES.....	111

CHAPTER 1

INTRODUCTION

Recent research show that parents have a crucial impact in children's development and education especially in the early years. Akinsola (2011) states that children develop their characters and vital abilities that shape their lives by means of parent-child relations. It's clear that parents' understandings and beliefs about child care and development affect their parental practices. According to Bornstein and Sawyer (2006), apart from defining the genetic makeup of their children, beliefs and behaviors of parents have a vital effect on the experiences and development of children of their own. Besides the explained importance of parenting, it may have even more crucial effects when early ages are considered. Bekman (2007) argues that since the role of environment is quite apparent, effect of parenting is more substantial during the early years of development. Supporting Vygotsky's Socio-cultural Theory of Cognitive Development (1980), Kızıltepe (2004) states that cognitive operations were accepted, arrogated and became a part of children's cognitive scheme, after they were built through social interactions. Academic success and language and literacy development of a child is significantly affected by their immediate surroundings and parents who might be considered as their initial teachers (Cole, 2011).

Parenting skills are important for the development of a child, but also a challenging issue for the parents. With the growth of their children, parents need to conquer deviated difficulties and obstacles. Although the obligations of raising a child seems very natural to the parents, it might be very hard for them to confront these challenges (Kuhl, 2007). It seems obvious that almost all the parents need help

while raising their children, and parent education programs are the key to help parents in their parenting practices. Research shows that parents who attend in parent education programs arouse their children's cognitive and language skills more than the ones who do not through the activities such as playing, reading books before sleep, reading in general, and reading frequency (Chang et al, 2009). Bekman (2007) states that, when mothers participate in Mother-Child Education Program (Anne Çocuk Eğitim Programı- AÇEP), their children were effected positively in terms of character development and social emotional development. They are more independent, have a better perception of themselves, adapt to school easier and show less offensive behaviors. Since the nineteenth century, these results about significance of parenting stresses how crucial the parent training programs are (Bekman, 2007).

Each parent is unique according to their life contexts. For example, health and safety issues are far more important for the mothers who are younger, who comes from minority groups and low socio-economic status, while college-graduated mothers are more willing to gain knowledge about learning and development in general (Gowen, Christy, & Sparling, 1993). Forehand and Kotchick (2002) argued that families who are candidates of parent education programs differ in many ways. Their needs and the amount of time and resources which they can dedicate to parent training programs are all different from each other. Therefore, a needs assessment is necessary for planning a parent education program. Also, the needs of parents vary according to external factors such as culture, income level, education degree, and life standards. As a result, each parent education program should be planned according to the specific needs of a certain socio-cultural group.

1.1 Significance of the study

In the last two decades, there is an increased amount of research related to parent education programs. However, the number decreases considering the studies which are related to parents of young children. Chang et al. (2009) clarifies that, although crucial effects of parent education programs are confirmed by many studies, recent studies showing the influence of parent education programs in preschool or childcare programs have not been emphasized enough. Moreover, research on the effect of parent education programs for young children have been less considered than those of older children. Majority of the studies about parent education programs focus on the effectiveness of the programs rather than assessing the needs of the parents (Turtorean, 2014; Chen, & Chan, 2016; Ling, Tibbets & Scharfe, 2017; Mejia, Calam & Sanders, 2015). The ones which tend to assess parental needs mainly focus on the needs of a specific group of parents, such as single mothers, parents who go through a hard situation or illness, or parents of children with special needs (Davis, 2007; Kuhl, 2007).

In Turkey, very limited number of research has been done in parent education field and only a couple of them aim to state the needs of parents of preschool children. These are namely, Bergman (1990), which aimed to identify the needs of parents whose children were 36 to 72 months old. The study was replicated in 2006 by Güzel. The world is changing and so do the needs of parents, so these studies could not reflect the needs of today's mothers in Turkey since they were carried out more than a decade ago. In addition, as both studies mentioned above were conducted with quantitative research method, so taking a qualitative approach will also be a contribution for this field. Although quantitative studies reach more participants compared to qualitative ones, qualitative studies provide a deeper

understanding of the phenomena through a deeper work with less data (Seggie & Bayyurt, 2017). Therefore, an updated study that examines the needs of mothers of young children would be helpful in revisiting the current education programs in Turkey.

1.2 Statement of purpose

The purpose of this study is to investigate the educational needs of mothers of children aged 60 to 72 months. It also intends to understand if there are any differences between mothers coming from different socio-economic backgrounds, which in this study was stated as low socio-economic status mothers (LSESM) and high socio-economic status mothers (HSESM). It aims to gain vital information to be used in the development of parent education programs. Apart from clarifying the needs of mothers, the needs assessment will foster creating parent education programs as well as matching the content and structure of these programs with the needs of parents. Such a study would be beneficial for parent education programmers, psychologists who are working with parents of young children and preschool teachers. Finally, this study focuses on developing a general understanding of what mothers of typical children need and want to learn in parent education programs, unlike many of the recent studies which worked on parents of children with special needs.

1.3 Research questions

The following are the two main questions of the study:

1. What are the educational needs of mothers of children aged 60 to 72 Months?

2. Are there any differences between mothers coming from different socio-economic backgrounds, which in this study, is Low SES Mothers and High SES Mothers?

CHAPTER 2

LITERATURE REVIEW

2.1 Adult education

Today, many different definitions of adult education are present in the educational field. Before defining adult education, it is important to understand a specific term that explains how adults learn; andragogy. At the beginning of 1970s, Malcolm Knowles, one of the most noteworthy investigators of adult education field, described the term ‘andragogy,’ as the idea which states that adults and children acquire knowledge differently. This notion was revolutionary and flashed successive research and argument of that time (Knowles, Holton, & Swanson, 2012).

Andragogy is described by Peterson (2017) explained as follows;

Adult learners have a different approach to learning. By the time you reach adulthood, you’re most likely responsible for your own success and you’re perfectly capable of making your own decisions once you have the information you need. Adults learn best when learning is focused on them, not the teacher. This is called andragogy, the process of helping adults learn (para. 2).

Titmus (2014) stated that children’s main motion is education which is the matter of ‘pedagogy’, while ‘andragogy’ is occupied with the education of adults who accomplished or break off the preliminary schooling to be able to participate in their other key motions and social roles. Jarvis and Griffin (2003) indicates that the most crucial distinction between children and adults in terms of learning is the perception of themselves. Children are subject to others in every sense. Psychologically being an adult means shifting from being dependent on others to being independent, which is the center of the notion called andragogy (Jarvis & Griffin, 2003).

While creating novel educational programs, designers of adult education programs should consider the well-known basis of andragogy (Finn, 2011). Finn further described these codes as follows;

- Adults are autonomous
- Adults infer through trial
- Adults' promptness to learn can be defined by societal character.
- Adults learn better through solving difficulties rather than focusing on topics.
- Adults master better with domestic incentives.
- Adults demand the reasons of the decisions made about things they are going to master.

As Gõni (2006) quantifies, educating people in a manner that empowers them to decide independently is the goal of education for all ages. Adult education was also defined at the United Nations Educational, Scientific, and Cultural Organization's (UNESCO) General Conference held in Nairobi in 1976 as follows;

The term "adult education" denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development (UNESCO, 1976, Annex section, page 4).

Along the same line, Merriam and Brockett (2011) describe adult education as a way of acquiring fresh information, abilities, manners or beliefs for adults through participating in methodical and continual self-educating activities. Their definition of adult education represents an extensive mindset as defined by many others which can be stated as all activities that adults participated to accomplish learning (Merriam &

Brockett, 2011). From the time when humanity came into existence, adults are being taught conspiratorially, although it is assumed by many people that the development of adult education has been after 1930s (Titmus, 2014).

Adult education is a broad term and there is a difference between these forms of it; formal education, non-formal education and informal learning. One of the very first explanations of non-formal education was as follows;

Non-formal education is any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children. Thus defined, non-formal education includes, for example, agricultural extension and farmer training programs, adult literacy programs, occupational skill training given outside the formal system, youth clubs with substantial educational purposes, and various community programs of instruction in health, nutrition, family planning, cooperatives, and the like. (Coombs & Ahmed, 1974, p. 8).

Formal education, on the other hand, was described by Merriam and Brockett (2011) in this way; “Formal education refers to educational institutions including all levels of schools both private and public, as well as specialized programs offering technical and professional training”. (International terms section, para. 6)

In addition to these descriptions there is a reason why it is called as ‘informal learning’ rather than informal education. Cross (2011), explains informal learning as follows;

Informal learning can happen intentionally or inadvertently. No one takes attendance, for there are no classes. No one assign grades, for success in life and work is the measure of its effectiveness. No one graduates, because learning never ends. Examples are learning through observing, trial-and-error, calling the help line, asking a neighbor, traveling to a new place, reading a magazine, conversing with others, taking part in a group, composing a story, reflecting on the day’s events, burning your finger on a hot stove, awakening with an inspiration, raising a child, visiting a museum, or pursuing a hobby. (Second section, para. 10)

It is also important to clarify the difference between adult education versus adult learning to be able understand the term informal learning, while the difference was

indicated by the concept of intentionality (Ross-Gordon, Rose, & Kasworm 2017).

Although there is a difference between these terms, Tight (2012) claims that one can be used in place of other or interrelatedly as he described in Figure 1.

Education/Learning

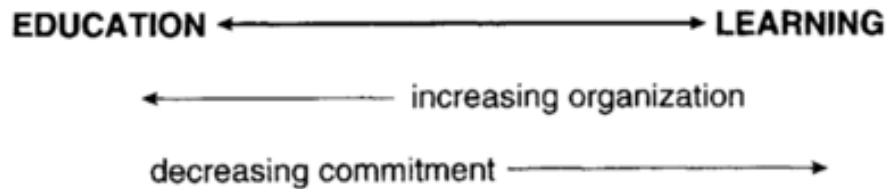


Figure 1: Education Versus Learning (Tight, 2012)

In addition to the general understanding of adult education, it is vital to describe adult education in Turkey. The adult education system and adult education organizations in Turkey were explained in the study of Ministry of Family and Social Policy (2013) as follows;

When we take a look at non-formal education practices, these are fulfilled by some governmental or non-governmental organizations in or outside the formal education. Ministry of Education provides literacy courses, various social and cultural activities and vocational courses appealing to adults for citizens via community colleges. They are also provided via maturing institutions of Ministry of Education, practical art schools for girls, private education institutions under the control and observation of the ministry and various educational institutions such as private colleges and courses (p 13).

Okçabol (2006) states that in recent years, important progressions were occurred in the adult education field in Turkey. For example, many of the companies started to organize in service trainings for the overall development of their workers and universities started to focus on continuing education out of working hours (Okçabol, 2006). According to Turkish Statistical Institute (Türkiye İstatistik Enstitüsü-TUIK), 22.7% of the adults participated in non-formal or formal educational activities. 48.9% of the adults who attended these activities were aged 18 to 24 and 31.2% of them were aged 25 to 34. 49.5% of the participants were university graduates,

whereas only 2.4% of them did not graduated from any school. 16.8% of the adult population participated in non-formal education activities, whereas 9.4% of the adult population attended formal education activities. When the participants were asked about the reasons why they attended these activities the themes emerged as follows; %61.9 “to be able to do their job better”, %49.9 “because it was mandatory”, %49.8 “to be able to gain everyday life skills” (TUIK, 2016).

2.2 Parent education programs

Parent education was defined as an integral and particular section of adult education (Fine, 2014). Turtorean (2014) claims that the parents need adult education not only for their personal development but also for being a good role model and a teacher for the other members of the society, beginning with their children. Turtorean further indicates that:

Parents have to learn more about the lifelong learning education, to achieve some techniques which will allow them to be the best educators for their children, which means to participate in different educational programs in order to achieve some knowledge about how to be better parents for their children. (p. 1220)

Parents play a substantial role in the total welfare of the child, additionally, physical and social emotional development of the child are affected from the environment provided by the caregivers and society (Bekman, Aksu-Koç, Erguvanlı-Taylan, & Vakfi, 2004). When the behaviours of caregiver change, so the children, which can be stated as the main purpose of parent education programs (Deković, Stoltz, Schuiringa, Manders, & Asscher, 2012).

2.2.1 What is parenting?

The idea of parenting was under-researched until 1990s, in spite of the fact that it is being used for many years by society (Baker, 2014). Parenting is a duty of relationships between a child and an adult which keeps the maintenance of that child. Baker further indicates that although it is difficult to understand the parents, their relationship effects the bringing up and growth of their child remarkably.

Ponzetti (2015) claims that giving birth to a child might seem as an inherent act as opposed to taking care of a child which stands in need of endeavor and time. Although parenting is tough, troublesome, exhausting and mainly confusing, it is an unimaginable experience at the same time. It is the most crucial connection among the ones that a person finds throughout the life. For many people parenting is most avid work of their life, when fulfilled decently it is also very gratifying (Ponzetti, 2015). Individual features, cultural features and the circumstances they live in affect, alter and designate parent's behaviors towards children (Özyürek & Şahin, 2005). Attitudes of parents can be changed by changing these conditions which underlines the importance of parent education programs.

2.2.2 What is parent education?

Characteristics of a child is defined by both nature and nurture in Erikson's Theory of Psychosocial Development (1963), which puts emphasis on the position of parents in their youngsters' development. For hundreds of years the notion of supporting parents exists because being a parent was always tough (Kuhl, 2007). Because there is an increasing necessity of supporting parents nurturing their children to make them full-fledged, the importance of the parent education concept has been well understood (Baker, 2014). The phrases of parent training and parent education can be

used as each other's substitute of and are hard to distinguish from one another. Wide meaning of parent education contains parent training which aims to instruct certain abilities compared to the extensive content of parent education (Dembo, Sweitzer, & Lauritzen, 1985).

Parents are considered as adults who look for, request and appeal support for accomplishing full potential parenting. Hence, the perception of them that describes parents as a person who decides rights and wrongs, penalize or regulates their children's behavior has been changed. It is now accepted that proficiency, specific services and suggestions are the needs of nurturing a child which considered as a learning journey (Vansieleghem, 2010). In a study of Virginia Statewide Parent Education Coalition (VSPEC), parenting is explained as:

Parent education is a process for helping parents to understand children's development, needs and uniqueness, and their own parental roles and responsibilities by offering strategies, tools, and insight for observing, interpreting, and responding to children's behaviors in order to maximize positive outcomes for both children and families. (VSPEC, 2013, p. 2)

Parents are not consciously aware of parenting necessities and objectives, which influence how they are raising their children. Vansieleghem (2010) claims that parent education programs identify those deficiencies and wishes of parenting and supply them with objective knowledge. Since these needs and necessities are all different among parents, it is suggested to develop parent education programs that serves certain needs and demands of parents of youngsters (Costa et al., 2012).

Objectives, subject matters, tools, respondents and facilitator's history, rationale and principles, duration, the area it was executed, methods, the way the equipment was developed (whether the respondents develop them or they are ready to use) are the aspects of a parent education program which may diverge according to the type of the program (Bergman, 1997). Programs designed for mothers and

fathers vary according to the philosophy they were built on or in which form they are served. Behavioral, humanistic, or Adlerian therapy are the example of methods founded on counselling approach, whereas individual, couples, family or group are different examples of programs in terms of how were served (Lundahl, Risser, & Lovejoy, 2006). Specification of the targeted group such as poor parents or divorced parents is likely, in addition to the content of the program (Kuhl, 2007). Others have recognized this;

Effective parent education programs come in many forms and can be found in many locations. Some effective parent education programs are universal - designed for any parent while others are targeted to a specific population's needs. Parent education can be home-based, group-based, or even provided through newsletters or community services. (Samuelson, 2010, p. 2)

2.2.3 History of parent education programs

Although, governments severely designed programs on parenthood throughout 1800s and 1900s, the earliest academy for 'mothers' came into existence at the end of 1800s and at the beginning of 1900s in France and in England. These schools aimed to decrease the number of children who dies before one year old by instructing mothers about fundamentals of child-care and hygiene issues (Polivanova, Vopilova, & Nisskaya, 2016). UNESCO Institute for Education organized two large symposiums held in 1955 in Hamburg and in 1959 in Paris, which gave rise to official realization of the value of the parenting education both locally and globally (Stern, 1960). From late 1970s and onwards, the most favored model of parenthood programs was competence-based training (Polivanova et al., 2016).

Ira Goldon, whose study predicates the emergence of a new theory claims that parent education programs should be related to the connection of home, school and society (Olmsted, Rubin, True, & Revick, 1997). In addition to Gordon, when the foundations of parent education programs are taken into consideration, three

people should be vocalized: Carl Rogers, Alfred Adler and B. F. Skinner. First of all, Rogers' humanistic approach, T-groups that develop communication skills and deferent ties between couples gave rise to very popular education programs such as Gordon's Parent Effective-ness Training (P.E.T.) (Polivanova et al., 2016). Gordon's (2008) P.E.T. basically intended to introduce parents being effective about parenting issues. Second of all, the vitality for someone to perceive his or her significance and the participation in adjacent relationships turned into foundations for designing a parent education program which is related to Adler's taught about the necessity of tackling inferiority complex (Polivanova et al., 2016). For example, the Systematic Training for Effective Parenting (STEP) program intends to introduce parents' opinions and skills bringing up blameworthy children and help them perceive themselves as more sufficient and contended in terms of parenting through an educational program (Dinkmeyer & McKay, 1975). Lastly, B.F. Skinner's theory of learning turn out to be the origin for several behavioral competence-based parenting training models, such as Parental Behavior Training (PBT) (Graziano & Diament, 1992).

2.2.4 Effect of parent education programs

The diuturnal positive effects of parent education programs on parent-child interactions and healthy development are proven with several studies. To be able to overcome the difficulties of parenting, new abilities are needed for the caregivers. Parent education programs should step in to not to allow internalization of negative behaviors for youngsters and caregivers, because they can be prohibited with these endorsement programs (Elibol, 2007). Through various ways of parent education programs the way parents act changes, and so do the children, in the light of the

findings of several studies (Dembo et al., 1985). The negative manners of children are changing to more obedient, tranquil and relaxed manners in consequence of the enhancing abilities of parents in the wake of planned results (Rossi, 2009). It is very well known that parent education programs are useful especially for the youngsters and caregivers who are coming from “socio-culturally disadvantaged” groups. These settings provide parents the opportunity to share their apprehensions or the things that they ponder (Kılınç & Aral, 2015).

Others also state that educational programs increase the competence level of mothers and support children to have a better development (Elibol, 2007). Others stated the effects of parenting education in terms of their study as follows;

When compared to the parents who did not participate in parenting classes, those who attended parenting classes: (1) increased their children’s cognitive and language stimulation over the years; (2) engaged in more parent-child activities such as parent-child play, reading bedtime routines, reading daily, and reading frequency; and (3) had children with higher scores in the Bayley assessment over the three waves. (Chang et al., 2009, p. 170)

2.2.5 Parent education programs in other countries

Many different types of parent education programs executed all over the world since the 1800s. It is impossible to address every one of them. But, some of the very popular ones are Parent Effective-ness Training (P.E.T.), the Home Instruction Program for Youngster (HIPPY), Systematic Training for Effective Parenting (STEP) and Stop, Think, Ask and Respond (STAR) Parenting Program will be explained in the following sections.

2.2.5.1 P.E.T.

P.E.T. program is one of the most admired parent education programs designed by Thomas Gordon. Some of the very important components of the program such as I

messages, no-lose method and active listening not only being used inside the program but also used by many people in their social relations (Gordon, 2008). Being receptive towards children, not being critical in a negative way is the key to P.E.T. method. In P.E.T (Gordon, 1970). restrained methods such as acting out a parenting scenarios give chances to parents to gain crucial skills necessary to be an effective parent. These methods also increase the self-efficacy of parents and will help them to overcome real-life difficulties related to parenting (Bergman, 1997). Research showed that the communication method used in P.E.T. is influential by means of solving problems and forming efficient interactions (Gordon, 2000).

2.2.5.2 HIPPY

The HIPPY program emerged in Israel, aiming to support both disadvantaged children and their mothers to be able to make mothers perceive themselves as teachers in their habitats and to turn children into more liable, recipient and prosperous students. In the program mothers get together every two weeks, share the difficulties that they are faced and ideas about how to overcome them. Mothers also take a set of materials with them to use with children. The material kit includes items that teaches children resolving conflict and language skills (Bergman, 1997).

2.2.5.3 STEP

In STEP program, each gathering consists of the aggregation of different elements. In every meeting, an expert instructs the parents shortly, parents attend in exercises that improve their abilities, talk over the articles they are assigned, talk about the homework which contains practical exercises to be done at home and evaluate

conflict cases in addition to their implications to caregivers' apprehensions (Dinkmeyer & McKay, 1975). the goal of STEP program was described by others as follows;

The purpose of STEP is to help: (1) develop understanding of a practical theory of human behavior; (2) learn new procedures for developing more effective relationships with your children; (3) improve communication between parents and children through developing skills for listening, resolving conflicts with children; (4) develop skills in using encouragement, logical consequences and other active oriented procedures; and (5) develop more self-confidence in one's ideas about children and one's abilities as a parent. (Dinkmeyer & McKay, 1975, p. 2)

2.2.5.4 STAR parenting program

Fox and Fox (1991), describes the STAR as a parenting program which is based on cognitive-behavioral theory, a theory that intends to teach caregivers how to approach positively when they face with a tough situation about their children. In the program, a narrow group of parents gets together every week for more than two months. They explain the meaning of the acronym which gives its name to the program as follows;

The STAR in STAR Parenting is an acronym for this cognitive strategy where parents learn to S-stop themselves from reacting emotionally to their child in a negative manner, T-think about how they are feeling and to regain control of feelings, A-ask themselves whether or not their expectations for their child in a given situation are reasonable, and R-respond to their child in a thoughtful and effective manner. By slowing down the parents' responses to their children through the use of this cognitive strategy, negative and potentially abusive parent-child interactions may be reduced. (Fox and Fox, 1991, p. 35)

2.2.6 Parent education programs in Turkey

In this section, some of the popular parent education programs from Turkey will be described, such as: 0-4-Year-Old Mother- Child Education Program, Parent School, The Mother-Child Education Program and Father Support Program.

Parent education programs in Turkey are served through institutions such as non-governmental organizations, universities, governmental institutions, schools, private parenting centres, public education centres (halk eğitim merkezleri) and so on. When parents want to participate in any of the programs held in these organisations they directly need to contact with the institution to enroll for the program.

2.2.6.1 0-4-Year-Old Mother- Child Education Program

The implementation of this program started in 1993, in the light of a research carried out with the collaboration of UNICEF, Gazi University and Ministry of Education (Milli Eğitim Bakanlığı - MEB). The program is composed of Mother Education Program and Developmental Education Program sections. Section of Mother Education Program aims to teach mothers basic skills related to their children's overall well-being, health, care, nutrition and development through instructions given by experts and other various methods. For practical reasons home visits are made for mothers of infants and toddlers, whereas group discussions are executed at public education centers for the ones who have children from two to four years old. The Section of Developmental Education Program was designed by a play-based approach which intends to teach parents developmentally appropriate games that they can play with their children at home. (Şahin & Ersoy, 1999).

2.2.6.2 Parent School

The Parent School aims to teach parents a wide range of information about parenting which was a big opportunity for Istanbul University to bound with the society and to test if the theoretical information works in practice. It was designed based on the data collected by a survey for parents which was applied by İstanbul University students

(Parlayıcı, 2010). The program guides care givers for effective parent-child interactions and an appropriate approach towards children. In the program, a wide range of topics are discussed including effective interactions, effects of parents on children's development, how to deal with behavioral problems of children, sexuality education, responsive relations among couples, father specific topics, mother specific topics and so on. These topics are discussed in terms of a broad age range starting from infancy to adolescents (Aydoğmuş, et al., 2010).

2.2.6.3 The Mother-Child Education Program (AÇEP)

Mother-Child Education Program is a two-way program aims to reach both mothers and children. The starting point of the program was strengthening mothers and fostering the development of children coming from low income families by intervening their close environment which was a new phenomenon in early childhood and adult education in Turkey (Kağıtçıbaşı, Bekman, & Göksel, 1995). The program was designed on the basis of ecological theory which aims to foster not only the child itself but also the close surroundings of it including the mother who plays a vital role in the youngster's life (Bekman, 1998).

The foundations of AÇEP reside on Turkish Early Enrichment Project that was started in 1982. It started as a home intervention program which turned into a center-based program. One the two fundamental components of Mother Enrichment Program was supporting the whole child by educating mothers through group discussions was one of the two fundamental components. The other component intended to support cognitive development of the child through a customized and Turkish version of HIPPI (the Home Instruction Program for Youngster) (Bekman, 1998). Kağıtçıbaşı (2012) states that after the first version they turned the program

into a more cost-effective condensed version, changed the home visits with group discussions, changed HIPPIY Program with the genuine Cognitive Education Program and changed the targeted group as the six-year-old children and their mothers. The program consisted of these fundamental components after these changes; (1) cognitive education program for children, (2) mother enrichment program to make mothers sensitive to the development of the child, (3) reproductive health and family planning program. After all these changes with the collaboration of Unicef and Ministry of Education and a private bank called Finansbank, the program was applied to many more parents and children (Kartal, 2007; Kağıtçıbaşı, 2012). Another important evolvement was the establishment of Mother and Child Education Foundation (Anne Çocuk Eğitim Vakfı - AÇEV) which gave rise to the widespread application of the program.

2.2.6.4 Father Support Program (Baba Destek Programı - BADEP)

According to the every nine out of ten fathers in Turkey, mothers should be committed to child care (AÇEV, 2017). Father Support Program aims to reach father of children from 3 to 11-year-old to generate an awareness of fatherhood role which affects the overall development of the child. The purpose is to decrease brutality, encourage equal roles and responsibilities in families and to promote fathers to be aware of and septennial about their children's development and needs. The program started in the middle of 1990s and worked with a huge number of fathers from Turkey. Effectiveness of the program was described as follows;

The program, updated in line with scientific advances and the society's needs, is shown to create positive change in fathers' attitudes on parenting. The FSP has proven to influence a significant decrease in authoritarian and permissive parenting attitudes. Graduates reported becoming more understanding of their children's need for play and close interaction,

spending more time with their children, and showing them more affection. (AÇEV, 2017)

The program lasts for more than three months, including weekly group discussions where fathers can share ideas and difficulties and are encouraged to take practical decisions reflecting their own parenting practices (MEB, 2017).

2.3 Needs assessment

Researchers defined the term “need” as follows; Need is a gap -between real and ideal conditions- that is both acknowledged by community values and potentially amenable to change (Ferguson, Carter, Berkowitz, & Reviere, 2013, p. 5). According to Knowles (1980), a person has many needs namely global individual needs, needs that one feels while getting mature, psychological development needs, updating needs, and iterant. Among them there is a need as a desire to gain new knowledge which is related to family improvement (Knowles, 1980). Although there are many different definitions of need, many can agree on that it is the extent between what is expected as a result and what is already owned (Bergman, 1997).

According to McCawley (2009), needs assessment can be defined as working on a targeted group participating a planned matter about their skills, familiarities, insights, skills, passions, or behaviors with an organized methodology. Considering educational programs, it is a way of understanding the current situation and what is needed to accomplish the learning goal. It means that the facilitator understands how to design a better program and what to invest which gives rise to reaching more people with a more effective program. Needs assessment provide the facilitator to make these judgments consciously. A direct needs assessment means literally asking the participants about their needs by the way of academic study, whereas the indirect assessment gathers information from collateral sources or by asking opinions of

experts rather than the participant. Consequently, when the information is directly collected from the participants, it is more likely to reflect actual needs of the respondents, in spite of the fact that it is not very cost-effective (McCawley, 2009).

2.3.1 Needs assessment in parent education programs

Many different definitions of needs assessment have been done so far. Some researchers defined needs assessment as follows;

Needs assessment is basically a method of data collection or population description. The present approach differs. Need assessment is defined here as a systematic and ongoing process of providing usable and useful information about the needs of the target population to those who can and will utilize it to make judgements about policy and programs. Need assessment is population-specific, but systematically focused, empirically based, and outcome oriented. (Ferguson, Carter, Berkowitz, & Reviere, 2013, p. 6)

It is obvious that even if an average education program for parents is designed considering parent's average needs and expectations of parenting, most probably it won't answer the purpose. If not, designing an educational parenting program consisting of different methods might at least enables more people to acquire knowledge simultaneously (Gilmer et al., 2016).

Independent of being either a part of diverse bunch of people in the same society or different societies considering different countries, cultural differences about bringing up a child are noteworthy (Bornstein, 2013). Bronfenbrenner (1979), states that in accordance with ecological theory, maturity comes with how people relate to their surroundings that adjusts over time. This gives an idea to assess caregiver's perceptions of their needs. Parents immediate environment shapes the way they nurture their children. "Need assessment" is a must for parent education programs which is a vital "intervention" for the crucial period of being a caregiver. This brings the discussion to use appropriate assessment mechanisms for pairing

desires, choices and “needs” of the parents with the designed parent education programs. In contrast with the significance of it, only a few studies can be found related to needs assessment and educational choices of certain caregivers. The programs are designed according to the common understanding and nature of average parents (Jacobson & Engelbrecht 2000). Identifying parenting experiences, challenges, know-how about “child development” and parental aims in bringing up their children are the components of the desired need assessment. When needs assessment is applied properly, it enables facilitators to design the program according to parents needs which gives rise to a more purposeful and desired attendance. (Dembo et al.,1985). All these arguments prove the significance of needs assessment before planning an appropriate parent education program which literally meets the needs of specific groups.

2.3.2 Needs assessment and effectiveness of parent education programs

Powerful parent education programs make an attempt to organize their content and services according to the different needs of parents and their children (Gadsden, Ford, & Breiner, 2016). Virginia Statewide Parent Education Coalition (VSPEC) states that, the more parent education programs focus on the particular needs of participants, the more they become successful (2013). It is crucial to consider the needs of parents when designing the programs, because it has a direct influence on the effectiveness of the programs by means of participation rates. For example, parents reported that not receiving transportation, not having someone to take care of the child, and unsuitable schedule of the programs are some of the practical issues, which affected their participation in the parent education programs negatively (Morawska et al., 2011). However, when the schedules of the programs are

organized in terms of parents' needs, the rates of participation increase in the parent education programs (Gross, Julion, & Fogg, 2001). The participation rates are also effected negatively by the complications that parents faced such as cultural differences or language obstacles (Eisner, & Meidert, 2011). These studies show that clarifying the individual needs of parents play an important role in increasing the effectiveness of the parent education programs.

CHAPTER 3

METHODOLOGY

This study was conducted with the qualitative method. Two schools were chosen purposefully to be able to identify educational needs of mothers and clarify the differences between the needs of mothers from different socio-economic backgrounds. A focus group study was conducted, and an interview form was designed in the light of it. A semi-structured interview with open-ended questions was applied to the mothers of children aged 60 to 72 months to understand their educational needs about parenting. 33 in-depth interviews were conducted with the mothers -18 from the Public School and 15 from the Private School-. After the data was collected, it was analyzed through content analysis. In this section, the overall methodology of the study, setting, sample, instruments and procedures of the study will be described.

3.1 Settings

Two different schools from Sarıyer district of İstanbul were chosen by using purposeful sampling. Due to confidentiality reasons, from now on these schools will be mentioned as the Public School and the Private School. And the participants from the Public School will be named as low socio-economic status mothers (LSESM) and participants from the Private School will be named as high socio-economic status mothers (HSESM)

Istanbul is a city which goes through a quick urban transformation which influenced possessions and socio-economical structure of the districts. (Torus and Yönet, 2016). Both schools are located in the Sarıyer District. Sarıyer is a location

where squatter houses and very luxury sites are located side by side. The conditions of schools are a mirror of Sariyer. They are located very closely, but the physical conditions and socio-economic status of the families are totally different.

The Private School is one of the most prestigious and expensive the Private Schools which high socio-economic status parents in Turkey send their children. It is the Private School which educates children from preschool to high school. The school is located in a very big and green campus in which indoor and outdoor swimming pools, tennis courts and a real sized cinder track were located. The primary, secondary and high school are in the same building, called the main building but located in different floors. The preschool is in a totally different building next to the main building of school. The preschool building includes ten classrooms, a music room, an art room, an indoor play room, a library, a teachers' room, three administration offices, one lunch room and an office for the school counselor. Twenty-six teachers including eleven Turkish preschool teachers, eleven English teachers, one librarian, one music, one art teacher, one school counselor and two administrators, and four support staff work in the school. There are approximately 180 students every year. All the classrooms are located on the entrance floor and have access to the three different gardens of the school. The school has a very big indoor court in the middle of the classrooms which is used for celebrations, educational activities and parent meetings. The preschool serves children aged 36 to 72 months old.

The Public School is right across the street in which many squatter houses are placed, and the majority of the people from low socio-economic level are settled. The preschool building is located under the primary school building on the basement floor. There is a garden that belongs to preschool with a concrete floor. There are

three classrooms in the preschool. Children in preschool ranged in age from 60 to 72 months old. Four teachers, one support staff, one administrator (who is also the head of primary school) works in the preschool. Because the school is the Public School, it is free, but the parents pay extra for the branch lessons.

3.2 Sample

Participants in the study were the mothers of children aged 60 to 72 months. Thirty-three mothers participated in this study. Eighteen of them were from the Public School and fifteen of them were from the Private School. At the beginning, it was planned to reach both mothers and fathers to assess their educational needs. But at the end, all the participants were mothers, because only they were willing to attend the interviews. The thirty-three participants varied greatly in their demographic characteristics. The only criterion for inclusion in the study was that the parent must have at least one child within the three to six-year-old range, and each of the thirty-three participants met this inclusion criterion.

The sample was chosen by convenience sampling. It was planned to choose one public and one the Private School. The public and the private schools in this study were the ones which the researcher can easily access. After the schools were selected and necessary permissions were taken, meetings were arranged with the administrators to explain the study. The administrators arranged a meeting with the teachers. Teachers called all parents to schedule the interview times with the ones who are willing to participate. In the Public School the administrator gave permission to the researcher to work only with the five-year-old class which contains children from 60 to 72 months old. To be able to have a more meaningful data, the parents of the same age group was picked in the Private School.

3.3 Instruments

In this study, an interview form (see Appendix A) and a demographic data form (see Appendix B) were used as a means of collecting research data. As Buran (2017) stated, in the most general sense, an interview is a process that the researcher gathers information through asking a range of structured and non-structured questions. Interview questions in this research were designed as open-ended as possible.

3.3.1 Interview form

After a comprehensive literature review and a focus group study, an interview form was prepared. According to the answers and literature review, an interview form was designed containing twelve open-ended questions. The form was presented to two academicians and evaluated in terms of scope, content and language, and necessary corrections were made accordingly. The interview form took its final form and slight differences in the formulation of the questions occurred to the nature of the subjects. The original form was in Turkish, then it was translated into English (see Appendix C).

Each question aimed to define different things including the resources that parents needed when they raise their children, the difficulties they went through, how come they handled these difficulties, in which topics they feel the need for education in terms of parenting, in which period of their children's life they felt this need, if they ever attended to a parenting class, what was the content and duration of it and if they found it useful or not. All the questions were open ended questions, only some of them include examples of possible answers. This was decided after the focus group. Some parents found it very difficult to answer when you directly ask their educational needs of them without giving them any examples. Although the

examples of the possible answers directed parents' responses to a certain extent, their answers were differed at many points.

3.3.2 Demographic data form

This form is prepared by the researcher and aimed to find out some demographic information about parents and children. The original form was in Turkish, then it was translated into English (see Appendix D). In addition to basic demographic data such as age, graduation level, working status and income, some questions are added to understand family life. The people that live in their house and who is taking care of the child except for school hours are some examples (see appendix D).

3.4 Procedures

The aim of the study was to identify the educational needs of mothers of young children and clarify the differences between the mothers from different socio-economic backgrounds. To be able to accomplish this purpose, two schools in which parents were reflecting different socio-economic status were searched. Then, two schools were chosen purposefully from the Sarıyer district which were located at the opposite sides of the same street that are completely matching with the purpose of the researcher. One was a public school and the other one was a private school in which group of mothers reflect totally different SES; the mothers from the Private School were reflecting high socio-economic status, the mothers from the Public School were reflecting low socio-economic status. The researcher discussed with the school heads about the purpose and application of the study. School heads directed the researcher to the teachers. The teachers called parents of their classroom, explained the aim of the study and asked if they wanted to attend the study. First, a

focus group was conducted with ten parents. Five of them were chosen from the Public School and five of them were chosen from the Private School among the parents who were willing to participate in the study. In the light of readings, and the focus group study, an interview form was designed. A semi-structured interview with open-ended questions was applied to the mothers of children aged 60 to 72 months to understand their educational needs about parenting. 33 in-depth interviews were conducted with the mothers -18 from the Public School and 15 from the Private School-.

3.4.1 Focus group

Before finalizing the interview questions a focus group was conducted. McCawley, explained focus group as follows: “Focus groups are group discussions conducted in person with a limited number of stakeholders to gain information about their views and experiences on a topic. Focus group interviewing is particularly suited for obtaining several perspectives about the same topic” (2009, p. 14). In the focus group study, it was aimed to understand effective ways of analyzing parental needs and to have a general impression about how parents react open-ended questions. Ten participants were asked only one question; “as a parent in what subjects you feel the need for parenting education?”. Five of the participants were parents from the Public School, the other five was from the Private School. In the Public School, the interview lasted very short compared to the one in the Private School. Parents from the Public School needed more directions and explanations after the question was asked. On the other hand, parents from the Private School explained their ideas in a more detailed way. That was similar in the main study. The focus group directed the

way the interview questions were prepared. Some examples of possible answers were added to some of the questions after focus group.

3.4.2 Data collection

The interview was conducted by the researcher herself. When the interview times scheduled with the participants, they took place in the available rooms of both schools. On the day of the interview, a short summary of the aim of the study was given by the researcher. Then the participants were asked to fill the demographic data form. After that, the investigator did structured interviews with the respondents. As Buran (2017) described, structured interview is a type of interview where the researcher explicitly knows the order and the content of the questions. All questions in the interview form were asked to the participants in the same way and in the same order. Some supplementary questions to clarify statements and expand details were asked to the participants at times. Duration of the interviews varied greatly which is shown in Table 1. The data collection lasted one month.

3.4.3 Data analysis

According to McMillan and Weyers (2007), “qualitative research, by its very nature, implies a degree of bias. However, maintaining objectivity is as important as in the conduct of the research as it is in reporting findings” (p. 125). For that reason, a long process took place during data analysis period in this study. Once the data was gathered, the researcher decoded all the interview records including every single detail. This process showed that the average duration of the interviews conducted in the Public School was shorter than the ones in Private School. The mothers from the Private School explained their ideas and feelings in a more detailed way. The

minimum duration of the interview among LSESM were 6.56 minutes, whereas it was 14.14 among HSESM. The maximum duration of the interview among LSESM were 29.02 minutes, whereas it was 33.29 among HSESM. The mean of the duration of the interviews among LSESM were 11.71 minutes, whereas it was 20.68 among HSESM. To be able to show the difference more concretely, the durations of the interviews were shown in Table 1.

Table 1. Duration of the interviews

Participant	Duration (Min)	Participant	Duration (Min)
HSESM 1	33.29	LSESM 1	16.27
HSESM 2	24.50	LSESM 2	12.13
HSESM 3	14.14	LSESM 3	9.54
HSESM 4	26.08	LSESM 4	9.07
HSESM 5	21.41	LSESM 5	29.02
HSESM 6	17.34	LSESM 6	08.59
HSESM 7	16.51	LSESM 7	09.10
HSESM 8	32.15	LSESM 8	19.58
HSESM 9	16.43	LSESM 9	09.04
HSESM 10	25.50	LSESM 10	09.53
HSESM 11	15.15	LSESM 11	10.42
HSESM 12	17.12	LSESM 12	8.37
HSESM 13	15.05	LSESM 13	10.57
HSESM 14	19.14	LSESM 14	10.53
HSESM 15	16.44	LSESM 15	8.10
		LSESM 16	10.26
		LSESM 17	6.56
		LSESM 18	14.23
Mean HSESM	20.68	Mean LSESM	11.71

As Şekerler stated, it is very important to review the data a couple of times since some crucial information can only be captured after several readings (Şekerler, 2017). Because of that, the investigator read the whole data a couple of times to have an impression. Then it was analyzed line by line in a very detailed manner.

Preliminary themes were created at this step by using the open-coding method. After

the remaining data was assessed, to be able to condense these themes, they were transformed into main categories (Kızıltepe, 2017). This progressing form of coding allowed for a precise and well-organized analysis of the data. Then the frequencies of these categories were defined and noted to be used in the findings section.

The method of expert consensual validation from others was used for creating reliable and convincing results in the study (Brick, 1993). One of the colleagues of the researcher who is familiar with adult education and early childhood education topic analyzed the data independently. The expert generated her own category system which is then compared with the researcher. 90% of the categories were very similar. The remained 10% was derived from the different organization of the preliminary themes. The differences were later discussed with the expert and the researcher finalized the categories accordingly.

Once the thematic coding of the data was complete, it was analyzed and compared with the participants' demographic information. This enabled the researcher to evaluate the role of demographic differences in parental need. After all these findings were documented, the researcher went through all of it, to understand the meaning behind them. At this point the researcher took notes about the meaning of these data for writing the findings section of this study easily. The investigator also decided which striking quotes from the participants will be used to support the meaning of the results.

CHAPTER 4

FINDINGS

In this section, first the demographic and family characteristics of the participants will be clarified. In table 2 all top three topics for LSESM and HSESM which emerged from data analyzed will be summarized, to create a clear picture in the readers' mind. Then findings about each question in the interview form will be described in a detailed manner.

4.1 Demographic characteristics of the participants

Age, education level, working status, income and family characteristics of the participants, similarities and differences between LSESM and HSESM will be examined under this topic. The summarized data will be shown in table 3 and table 4.

4.1.1 Age

All the participants were mothers, 100% (n = 33) were female. They ranged in age from 28 to 47 years old with an average age of 34.6 years. In the Private School mothers ranged in age from 31 to 47 years old with an average age of 38 years. In the public-school mothers ranged in age from 25 to 43 years old with an average age of 31.9 years. When asked about marital or relationship status, participants stated the following: married 97% (n = 32), divorced 3% (n = 2). Only one participant from the Private School mentioned that she is divorced.

Table 2. Summary of the findings

	HSESM	LSESM
Resources referred in order to obtain the information needed while bringing up the child	1. Professionals	1. Family and relatives
	2. Books	2. The Internet
	3. Friends and immediate surroundings	3. Myself and motherhood instincts
Difficulties while bringing up the child	1. Emotional and behavioral problems	1. Emotional and behavioral problems
	2. Problems related with the mother	2. Health and care
	3. Problems about siblings	3. Problems related with the mother
First point of consultancy to overcome these difficulties	1. Professionals	1. Family
	2. Teachers	2. Professionals
	3. Myself and motherhood instincts	3. Friends and immediate surroundings
Topics preferred in a possible parent education program	1. Social-emotional skills	1. Parental Behavior
	2. Parental Behavior	2. Social-emotional skills
	3. Care and self care	3. Care and self care
Phase of maternity that the strongest need for a training was felt	After 2 years old	After 2 years old
	0 to 6 months	0 to 6 months
	0 to 2 years	Pregnancy
Different needs for training (more than one child)	Yes: 9 No: 1	Yes: 11 No: 2
In which topics the need was felt	Characteristics and behaviors of the child	Characteristics and behaviors of the child
	Health, care and self-care	Health, care and self-care
	Interests	
The reason for this	Experience of the mother	Experience of the mother
	Characteristics of the child	Characteristics of the child
	Gender of the child	Gender of the child
The requirement for being a good mother	Dealing with the child	Dealing with the child
	Showing appropriate behaviors and attitudes	Showing appropriate behaviors and attitudes
	Showing affection and compassion	Being self-sacrificing
Participated in a parent training program before	Yes: 8 No: 7	Yes: 1 No: 17
Found it useful	Yes: 7 No: 2	Yes: 1 No: 0

Table 3. Demographic features of mothers from the private school

Participant	Age	Graduation	Working Status	Job	Monthly Income of the Household
HSESM 1	40	Ph.D.	Yes	Academician	5001TL and above
HSESM 2	35	M.A.	No	-	5001TL and above
HSESM 3	35	Bachelor	Yes	Tourism	5001TL and above
HSESM 4	36	Ph.D.	Yes	Art Education	5001TL and above
HSESM 5	44	Bachelor	No	-	5001TL and above
HSESM 6	42	Ph.D.	Yes	Academician	5001TL and above
HSESM 7	40	Bachelor	No	-	5001TL and above
HSESM 8	38	Bachelor	No	-	5001TL and above
HSESM 9	37	Bachelor	No	-	5001TL and above
HSESM 10	31	Bachelor	No	-	5001TL and above
HSESM 11	30	Bachelor	Yes	Food Engineer	5001TL and above
HSESM 12	36	Bachelor	Yes	Trading	5001TL and above
HSESM 13	40	Bachelor	Yes	Life Couch	5001TL and above
HSESM 14	47	M.A.	No	-	5001TL and above
HSESM 15	37	Bachelor	Yes	Independent Business	5001TL and above

4.1.2 Education

In regard to education level, of the 33 participants in the study, 6% (n = 2) stated that they never went to school. 9% (n = 3) completed primary school, 33.3% (n = 3) completed secondary school, 21.2% (n = 7) completed high school, 30.3% (n = 10) had a Bachelor's degree, 6% (n = 2) had a Master's degree, and 9% (n = 3) had a Doctorate.

Table 4. Demographic features of mothers from the public school

Participant	Age	Graduation	Working	Job	Monthly Income
LSESM 1	29	High School	No	-	1301-2500 TL
LSESM 2	29	Middle	No	-	1301-2500 TL
LSESM 3	35	Middle	No	-	2500-5000TL
LSESM 4	30	Middle	No	-	1301-2500 TL
LSESM 5	36	Middle	Yes	Hospital	2500-5000TL
LSESM 6	43	Middle	No	-	2500-5000TL
LSESM 7	31	Middle	No	-	2500-5000TL
LSESM 8	32	High School	No	-	2500-5000TL
LSESM 9	30	Primary	No	-	1301-2500 TL
LSESM	28	High School	No	-	1301-2500 TL
LSESM	25	High School	No	-	2500-5000TL
LSESM	28	High School	No	-	2500-5000TL
LSESM	30	High School	No	-	1301-2500 TL
LSESM	32	-	Yes	Husband's	1301-2500 TL
LSESM	36	High School	No	-	2500-5000TL
LSESM	30	Primary	No	-	1301-2500 TL
LSESM	43	-	No	-	1300 TL and above
LSESM	28	Primary	No	-	1301-2500 TL

In the Public School the highest level of education is the high school; 16.6% (n = 3) had completed primary school, 33.3% (n = 3) had completed secondary school, 38.8% (n = 7) had completed high school, 11.1% (n = 2) had never been to school. In the Private School, all participants went to college; 66.6% (n = 10) had a Bachelor's degree, 13.3% (n = 2) had a Master's degree, and 20% (n = 3) had a Doctorate.

4.1.3 Working status and income

In regard to income, 3% (n = 1) stated that the monthly income of their household was TL1300 or less, 27.2% (n = 9) stated that it was TL1301 to TL2500, 24.2% (n = 8) stated that it was TL2501 to TL5000, 31% (n = 10) stated that it was TL5001 or

more. In the Private School, all mothers stated that it was TL5001 or more, whereas in the Public School they all stated they earned under TL5000.

All in all, 27.2% (n = 9) of the mothers stated that they are working. 88.8% of the mothers from the Public School, and 40% of the mothers from the Private School stated that they are not working. All the mothers stated that their husbands are working.

4.1.4 Family characteristics

The number of children they had, ranged from one to five. The participants in this study had 1.97 children on average, inclusive of the child they discussed in the interview. The targeted children were defined as being 60 to 72 months old. In terms of the gender of targeted children, 45.4% (n = 15) of them were male, 54.5% (n = 18) of them were female. In the Public School, 44.4% (n = 8) of them were male, 55.6% (n = 10) of them were female. In the Private School, 46.7% (n = 7) of them were male, 53.3% (n = 8) of them were female.

In the demographic data form, mothers were asked to describe the people who lives in their house. All the mothers stated that the father of the children lives with them except for one from the Private School who is divorced. 80% (n = 12) of mothers from the Private School stated that in addition to mother, father and children, the nanny of the children lives in their house, whereas all mothers from the Public School stated that they do not have a nanny. In the Public School 11.1% (n = 2) of mothers stated that in addition to mother, father and children, an extra person -including grandmother, grandfather and other relatives- live in their house, whereas in the Private School the only extra person was the nanny.

The mothers were also requested to describe the people who takes care of the child except for school hours. All mothers stated that they took responsibility for their children's care. All mothers who lives with their nannies stated that their nanny took responsibility in the child care. Grandmother, grandfather, neighbor, other children were the other people who took responsibility in child care in some families. Only two of the participants, one from public, one from the Private School stated that the father took responsibility in children's care.

4.2 Parenting sources that mothers appeal while raising their children

In question number one mothers were asked to define the resources that they used while they were raising their children. Seven key themes emerged here: (1) professionals, (2) the Internet, (3) books, (4) family and relatives, (5) friends and immediate surroundings, (6) teachers and (7) mother herself and motherhood instincts.

4.2.1 Professionals

This was the theme which the mothers in total stated the most (F=18). It was generally stated" by the mothers from the Private School (F=14), compared to the mothers from the Public School (F=4). Under this theme six categories emerged: (a) psychologist (F=3), (b) pedagogue (F=3), (c) psychiatrist (F=2), (d) seminar (F=2), (e) child doctor (F=2), (f) nurse (F=2).

In the Private School, some participants stated that they went to a professional not only because of a problem with their children but also to check the development of the children in general. For example, HSESM 3 expressed her experience as following;

Frankly, they were rather small; starting from 1 year of age there has always been a pedagogue in our life every 3 to 6 months. This was only intended for controlling, I have never had an experience necessitating a call to the pedagogue; but we have started with Aksel, as he was late to begin to talk. Later when we had our second baby, we continued to receive help due to the sibling problems. She has always kept her hands on us (see Appendix E, 1).

On the other hand, some of the participants from the Public School, such as LSESM 8 generally sought professional help when a problem occurred;

The birth of my son somehow had an impact on my daughter. We maintained with the help of a pedagogue also at that time. We got support from a pedagogue in one of the paediatric hospitals at Bakırköy (see Appendix E, 2).

4.2.2 Books

Sixteen participants reported books, it was the second most referred source to be used when raising a child (F=15). 80% of the mothers from the Private School defined books as a source that they used when they are raising their children (F=12), whereas only 22,2% of the mothers stated books (F=4). Participant HSESM 9 expressed that the books were their main resource about parenting;

We totally benefited from books; both from Turkish and foreign. Both Hakan and I have read much for Ece. Of course, we did not need to read for Ömer as we have had memorized everything. The books were of great help to us. Since her infancy we have read a lot of books particularly about the physical care, and also for mental and academic development, as well as psychological and social development (see Appendix E, 3).

Some of the participants stated that information that they gained from the books were more reliable than the data on the internet. For example, respondent HSESM 4 specified as follows;

Until 5 years of age, I tried to search for different methods by reading books frequently, asking his teachers, trying to figure out how it happens, what is being done in the classroom, how I may support, how I can help the development of my child. I would rather read the books by the paediatric psychologists, or the authors I know better (see Appendix E, 4).

4.2.3 The Internet

Fifteen participants reported the Internet, which was used by many mothers from both public and the Private School. Among all mothers the Internet was third most referred source to be used when raising a child (F=15). Amongst mothers from the Public School it was the subject with the highest frequency (F=9), whereas it was at the third rank among mothers from the Private School (F=6). Some of the mothers from the Public School indicated that “google” was the tool that they appeal for any of the questions about raising a child. Participant LSESM 7 stated;

I frequently refer to the Internet. We write on Google, for instance, how the sleeping time of the child should be, etc. I am following the forums. For instance, I used to wake Elif up at nights to take her to the toilet. Later on, I noticed at several occasions that she was asking not to be woken up, and I did not after that point; things like that (see Appendix E, 5).

Some parents from the Private School who did not see the Internet as a source for raising their child explained that they do not find the information on the Internet secure enough to use. Participant HSESM 14 explained her concerns as follows;

I do not refer to the web, as I had an experience: I had a bleeding incidence when I was pregnant to Mert. The test results were awful, I was informed that I had thyroid disease. At that time, when I was referring to the internet, I figured out that the web was full of disinformation. For this reason, I currently try to keep away from the Internet as possible (see Appendix E, 6)

Even if they used the Internet as a source, they were still suspicious about the trustabilty of it. Participants HSESM 4 said;

Many sources are available on the Internet. I follow these a little bit, not much. I do not refer to these, because I find some of them much generalized, or I am not sure how reliable they are. (see Appendix E, 7)

4.2.4 Family and relatives

This theme emerged mostly among mothers from the Public School (F=10), while only a few of mothers from the Private School stated that they appeal their family while raising their children (F=4). The respondents described parents and relatives as

their mother, father, sister, mother in law and other relatives. The mother (F=6) was the first, mother in law was the second most referred category (F=4) among all.

Participant public 16 stated that they since her mother in law lived with them, she helped her a lot about parenting;

We have raised the children together with my mother-in-law. My mother and my sister helped too, as the kids were twins. We are living together with my mother-in-law. She was of great help (see Appendix E, 8).

On the other hand, mothers who did not see their families as a source to be appealed when raising their child had several reasons. Participant private 14 described the reason as follows;

I do not ask my parents too much as our visions are somehow different. Everyone has a different way of raising children. Furthermore, grandparents treat their grandchildren different than they treat their own children. When I asked them not to buy a toy, for instance, they buy three different versions of the same toy. I do not want toys! Either buy books, or invest money in a bank account, but no toys. Then they do not recognize the value of anything (see Appendix E, 9).

4.2.5 Friends and immediate surroundings

60% of the participants from the Private School (F=9) reported their friends and their immediate surroundings as a source when raising their children, but only 22% of the respondents from the Public School reported (F=4). Declaration of HSESM 13 is as follows; “The sharing of experience during friendly chats is also exploited. The discussions go around children, as they are the common point.” (see Appendix E, 10).

4.2.6 Teachers

21.2% of the mothers referred this theme (F=7), only 6.6% of the mothers from the Public School stated teachers (F=1), although 40% of the mothers from the Private School said teachers (F=6) experience of teachers and family members. They

described teachers as the classroom teacher and the counselor. Respondent HSESM 1 defined how the teachers supported her as follows;

However; the greatest help was provided by the classroom-teacher when she was in kindergarten. I received much support both from the classroom-teacher and from the consultant teacher. I mean, I learned a lot I did not know. For instance, when we were studying pedagogy in the university, the hierarchy is not a good thing, we've learnt about democracy. Whereas Asena said, she is in kindergarten, almost for babies, "hierarchy" is important she said to me. I realized that I was doing wrong. She said, "You became close friends; however, you are a mother". I have also learnt my mistakes from her (see Appendix E, 11).

4.2.7 Mother herself and motherhood instincts

21.2% of the mothers referred this theme (F=7). Six out of eighteen mothers from public school stated this theme, whereas only one out of fifteen mothers from the Private School did so. Here are some examples of how participant HSESM 9 and HSESM 1 explained this theme; "Well, I usually relied on my own capabilities. Certainly, I ask other parents; I generally did it on my own." (see Appendix E, 12) and "I did the correct things depending on what I know, and I interpreted those sounding wrong to me with my maternal instinct." (see Appendix E, 13).

4.3. Problems mothers encountered in bringing up their children

In question number two, mothers were requested to define if they had to overcome any difficulties while raising their children and if yes, what kind of difficulties they had. Five key themes emerged here: (1) emotional and behavioral problems of the children, (2) problems related with the mother, (3) health and care, (4) problems about siblings and (5) developmental issues.

4.3.1 Emotional and behavioral problems of the children

This was the theme where the mothers in total stated the most (F=29). It was stated by 54,5% of the mothers in total both from private (F=16) and public (F=13) school. the mothers described this theme in many different ways such as; anxiety, aggressiveness, shyness, pertness, obstinacy, hitting, nastiness, dependency and so on. Here are some examples of how LSESM 7 and PR1 and conveyed the emotional and behavioral problems of their children;

My daughter is just too shy; she is not naughty but too shy. First, we thought of going to a psychologist, but we did not go. We overcame it with the help of the school; we sent her to kindergarten when she was 3 years old, she is better this year (see Appendix E, 14).

There have been times when she used to hit her father, for instance. In this break-off period (from the mother), the sources we have referred to were advising to ignore, ignore the wrong behaviour, and not to entreat. However, we have then learned that ignoring has limits as well. As long as we ignored, she thought that she could do it. We have learned all these from pedagogues, from consultant teachers, and from her teachers at that time. At a certain point, you really need something academic. At some point, you need help (see Appendix E, 15).

4.3.2 Problems related to the mother

Sixteen participants reported this category, it was second most referred difficulty when raising a child (F=16). Participants from the Private School stated this category more than the participants from the Public School. 66,6% of the mothers from the Private School talked about problems related with them (F=10), whereas only 33.3% of the mothers stated this category (F=6). The mothers described this theme in many different ways such as; sleeplessness, hormonal changes, tiredness, apprehension, working conditions, patience and inconsistent parenting attitudes between mother and father. HSESM 2 voiced that the difficulties that she had to overcome made herself a more aggressive and stressful person. She clarified her experience as follows;

From restlessness to hormonal changes, physical exhaustion had a great impact on me. I think I turned out to be a more nervous, more stressful person, after becoming a mother (see Appendix E, 16).

Some of the participants stated that the problems about their children inherently affect the mother. For example, HSESM 4 specified as follows;

We have experienced severe problems due to insomnia. I was too nervous when I could not sleep, but I think the worst is the sleepless child, because I was at nervous wreck when I cannot rest, and cannot fulfil your responsibilities. I've had a very difficult time. When I gave birth to my first son, it felt like I was having a postpartum syndrome for about 9 months (see Appendix E, 17).

Mothers also stated that since it is a hard process they had a very few time for themselves. Especially one of the respondents, who has tweens stated;

As I said, they are twins, and for this reason you do not have spare time. Once you are done with one of them, you put him to sleep; you start with the other one. One after another, you can never have spare time! I used to pray God to send me a visitor so that she could take care of one of the babies at least, and I could take my time for my own (see Appendix E, 18).

4.3.3 Health and care

Eleven participants reported health and care, which is used by many mothers especially from both public and school. Among all mothers, health is third most referred source to be used when raising a child (F=11). 26.6% of mothers from the Private School (F=4) referred this theme, while 38.8% of mothers from the Public School stated that they had a difficulty about health and care while raising their children (F=7). The subcategories emerged from this theme are sleep (F=4), nutrition (F=4), illness (F=2) and child care (F=1). LSESM 7 stated that she had a difficulty about the nutrition issue because her daughter was allergic to something and it took some time to discover for them. She stated her experience in this way;

My daughter is now 5 years old, but she had alimentation difficulties when she was a baby. I always found the solutions on my own. We have then realized that she had an allergy, she was vomiting all the time, not eating anything; and I was giving her more as she was puking (see Appendix E, 19).

Some parents from the Private School who did not see health and care as a difficulty to overcome while raising their child, explained that their nannies help them about this. Demographic findings also show that 80% of the mothers from the Private School lives with the nannies of their children (n = 12). HSESM 5 explained her experience as follows;

Actually, I had no inconvenience when she was a baby. A babysitter is certainly important; I coincidentally found a baby nurse, and I even learned from her. I mean, I have never had problems with the baby-care (see Appendix E, 20).

4.3.5 Problems about siblings

This theme emerged mostly among mothers from the Private School (F=4), while only one of the mothers from the Public School stated that she had this problem (F=1). Being jealous towards the sibling (F=2), fight of the siblings (F=2) and unable to spend enough time with both of the children (F=1) were the categories emerged from this theme. LSESM 4 stated that they since there are only a few years between the siblings, she had a difficult time to manage them. She stated that;

Their ages are too close, they have 2.5 years of difference, and this was somehow problematic. Taking care of the older one was more difficult particularly together with the little one. There was much jealousy; we have had difficulties in this aspect (see Appendix E, 21).

HSESM 4 described this difficulty as one of the hardest problems which she couldn't manage to sole. She clarified that;

He had some problems with his sister. For instance, while playing games, when we used to tell him while he was playing games -for instance- that it was the time for a shower, he was asking her sister to take off her pyjamas as well and to wait so until he is done. Then he was letting his sister go to the bathroom and take a shower, and was again asking her to put on her pyjamas. He was having a nervous breakdown when he could not get what he wanted. Frankly, I was not able to sort this out. The psychologist advised us to let him cry as much as he wanted, and it was how the problem was sorted out (see Appendix E, 22).

4.3.6 Developmental issues

Only 9% of the participants stated this category. Developmental issues were described by the mothers as following; toilet training, language delay and problems about development in general. Some declarations of the HSESM 3 and HSESM 14 about the category are as follows;

Some problems emerge after becoming a mother. These are particularly the problems with the development of the child. The baby starts talking late, and this is troublesome (see Appendix E, 23).

Additionally, the toilet training -actually the poop training- was very difficult. We were somehow not able... I learned what to do. I learned these all from the sources; but this is not something that you can find out all of a sudden, not something you can say 'ok, let's do it this way'. I received support in these two matters while raising my child (see Appendix E, 24).

4.4 First point of consultancy to overcome the difficulties that mothers faced

In this question mothers were requested to define how they handled the difficulties about parenting that described in the previous question. Eight key themes emerged here: (1) family, (2) professionals, (3) the Internet, (4) myself and motherhood instincts (5) friends and mothers' immediate surroundings, (6) school and teachers, (7) books and (8) getting divorced.

4.4.1 Family

This was the theme where the mothers in total stated the most (F=29). It was stated by 77.7% of the mothers from the Public School (F=14). On the other hand, only 33.3% of the mothers from the Private School (F=5) said that they turn to their parents when there is a problem about raising their children. The findings about this theme is very similar with the findings of question number one. In question number one, very similarly, mothers from the Public School (F=10) stated family theme compared to mothers from the Private School (F=4). the mothers described family as such; mother (F=6), husband (F=5), sister (F=3), mother in law (F=2), father (F=1), family (F=1) and daughter (F=1).

Amongst participants from the Public-School family theme has the highest frequency (F=14). LSESM 5 defined family as the key to overcome problems. She stated that;

I called my family. it is very important to set up a family if you would like to get rid of some inconvenience. I mean, one of them provides financial support; one of them stands next to you to help, things like that. Family is of much importance, having a crowded family is important. For instance, my daughter was born sick. She had decrease in the number of her cells. A very sensitive care was needed, maximum attention was required at all times, and she shouldn't fall down. I was lucky to have some people always around. The person I thought of calling for help had her own responsibilities, like business and family, and for this reason we had passed through difficult times but, how should I say, we overcame hand-in-hand as a family (see Appendix E, 25).

On the other hand, respondents from the Public School explained why they did not appeal parents to solve a problem in many different ways. Here are some examples of HSESM 1, HSESM 8 and HSESM 2;

The correct address is not the relatives, because what we name relatives is the grandmother, aunt, etc. The child is the weakness for them all. They are not the correct address as they are not able to exclude themselves. Of course, if they are not academicians. I think the correct address is a pedagogue who knows the child well (see Appendix E, 26).

Apart from that, I have never been supported by the family elders; this is because my mother is not alive. Both of our grandmothers are too young and their social lives still go on. I respect that. Furthermore, I am happy with that, as they do not intervene in our private lives. I manage the way I want; however sometimes I take it to my heart when I need any help from someone I do not know in person (see Appendix E, 27).

Unfortunately, our family elders were too old, and some of them passed away at their early ages. Therefore, I could not get any support from any family elders (see Appendix E, 28).

4.4.2 Professionals

This was the theme which was second most referred (F=13). It was mostly stated by the mothers from the Private School (F=8), compared to the mothers from the Public School (F=5). Amongst mothers from the Private School it is the subject with the highest frequency (F=8). Under this theme five categories emerged: (a) pedagogue (F=6), (b) child doctor (F=3), (c) psychologist (F=2), (d) psychiatrist (F=1), (d) seminar (F=1). HSESM 12 explained that she chose to go to a professional when there is a problem because she defined herself as solution oriented; “I applied directly to the pedagogues as I am result-oriented. In order to be able to solve the problems, I consult two pedagogues instead of one.” (see Appendix E, 29).

On the other hand, in the Public Schools some participants conveyed that they were able to reach the professionals through the Internet.

As I said, we have one pedagogue and I am following her. I am following her on internet, I am reading her books. I try to behave as she advises, but we are parents, we have patience, but sometimes it causes overstress (see Appendix E, 30).

4.4.3 The Internet

Ten participants reported the Internet, which was used by mothers from both public and the Private School. Among all mothers the Internet was third most referred source when they have a problem about parenting (F=15). It was stated by 40% of

the mothers from the Private School (F=6), while declared by 22.2% of the mothers from the Public School (F=4). Again, google was the most referred the Internet source. One of the mothers from the Public School signified that she raised her child through the Internet. LSESM 3 stated;

Google: So many men, so many minds... I do not read everything I find on Google, but the material from reliable psychologists. I always tell everyone that I raised my child on the web! I did not have so many people around who I could take consultancy from (see Appendix E, 31).

Some parents from the Private School who did not see the Internet as a source for overcoming problems about parenting stated that the data on the Internet is confusing. Participant private 14 explained her ideas as follows;

It might be confusing reading on the web. I use the book for self-training and generally to provide a good environment for my children, but I prefer to get professional help to solve the specific problems (see Appendix E, 32).

4.4.4 Mother herself and motherhood instincts

This theme emerged mostly among mothers from the Private School (F=5), while some of the mothers from the Public School stated that this is a source to solve problems about parenting (F=3). Many of the respondents claimed that since every child is unique, so the way how the mothers solve the problems about them. This is the reason why they trust their motherhood instincts instead of a solution in general such as reading a book. Here are some examples of how HSESM 3 and HSESM 7 expressed their ideas;

It's a little instinctive, of course. As I said, I consulted the pedagogue with 3 to 6 months of intervals, when I experienced difficulties, but -as a mother- you somehow sort it out inside yourself. You approach with a maternity instinct, correct or wrong, and then you say "this is my child and this is my correct; correct or wrong, he will grow together with me (see Appendix E, 33).

I have never read books; including my pregnancy. I think I am raising my children with my instincts. I believe that each child is different; you take something from the book but it might be a little instinctive to implement according to the child's character. Moreover, the child changes periodically. The child may develop different characters with 3 months of intervals for instance. They are changing rapidly (see Appendix E, 34).

4.4.5 Friends and mothers' immediate surroundings

24.4% of the participants stated this category (F=8). 26.6% of mothers from the Private School (F=4) referred this theme, while 22.2% of mothers from the Public School stated that they this category explains how they solve their problems about parenting (F=2). Some of the participants declared that friends are the first step when there is a "light" problem, but if it is a "serious" problem the appeal to a professional. HSESM 2 explained her ideas in this way;

However, when I look at the people around, either my friends who are not psychologists or most of the people around, consult each other first, but then they unconditionally apply to an expert as a next step (see Appendix E, 35).

HSESM 8 also stated that she turns to her best friend when she comes across a problem about parenting. She defines her ideas as; "I am applying to my best friends, as I believe that they are objective and less judging to the minimum extent, and that they would really like to help." (see Appendix E, 36).

4.4.6 Books

Only 12% of the participants stated this category (F=4). Compared to the books category (F=15) in question number one, mothers use books as a source of raising their child more than a source of solving problems. HSESM 2 stated that; "I usually refer back to my psychology books. Actually, I fall back on the psychologist, if the problem starts to impose a deep impact over my life." (see Appendix E, 37).

4.4.7 Getting divorced

Only one of the mothers stated that she handled problems about parenting by getting divorced. Since this theme couldn't be located under any other theme by its nature, the researcher wanted to keep it that way. Respondent private 12 stated that; "I overcame it by getting divorced. My ex-partner has personality disorders." (see Appendix E, 38).

4.5 Topics preferred in a possible parent education program

In this question mothers were asked to define the which topics they would prefer if they would attend to a parent education program. Analysis of the data related to this question revealed seven major themes: (1) social emotional development, (2) Appropriate parent attitude, (3) care and self-care, (4) cognitive development, (5) personality development, (6) play and quality time, (7) everything.

4.5.1 Social emotional development

This was the theme where the mothers in total stated the most (F=36). It was mostly stated by the mothers from the Private School (F=25), compared to the mothers from the Public School (F=11). Mothers define social emotional development in many different ways such as; fears, anxiety, social relations, seeking attention and so on.

In the Private School, one of the participants stated that social emotional topics such as death, might require professional help. HSESM 3 expressed her experience as following;

For example, feelings, concerns related to death. Death was only an example. Did she experience any other concerns? Hmmm, she did not actually; I wish we have had a main title like "feelings-concerns". It might have covered death, or anything else (see Appendix E, 39).

Among the Public Schools participants violence is a topic of interest as respondent LSESM 10 stated; “Socializing, with no tendency towards violence, because my daughter is shy. I want her to have self-confidence and to express herself well whenever she is in a community.” (see Appendix E, 40).

4.5.2 Appropriate parent attitude

Sixteen participants reported books, it was second most referred source to be used when raising a child (F=24). 86.6% of the mothers from the Private School said that appropriate parent attitude is a topic that describes their educational needs (F=13). Very similarly, 77.7% of the mothers from the Public School stated this topic (F=14). Participants seek help about how to intervene to the child when there is an inappropriate behavior. For example, LSESM 2 expressed her ideas as follows;

Sometimes I hesitate about how I should behave her. Behaviours, feeding, correct feeding, how she should behave within a community... the communication of the family with the child is important, but at the top of all, it is also important to know how to react in case of any wrong behaviour. At this age, the child takes the family as a role model; and for this reason, I would like to get help about how I should behave (see Appendix E, 41).

Some of the participants mentioned that they wanted to find out about right or wrong parenting behaviors considering their motherhood. HSESM 9 specified as follows;

I would like to have seen my mistakes, as I want my child to be a helpful person to the community. We are all doing that. I want him/her to be a good person with a good character and successful both academically and socially. I would like to receive a training that would show me my failures as well as my achievements (see Appendix E, 42).

4.5.3 Care and self-care

45,4% of the participants reported this theme, which is stated more by mothers from the Private School (F=10) compared to the mothers from the Public School (F=5).

Among all mothers care and self-care is third most referred theme (F=15). Five

categories emerged from this theme; nutrition (F=6), sleep (F=5), being neat and tidy (F=1), care after child birth (F=2) and toilet training (F=2). The results are contradictory to the data of question number two which describes if the mothers had to overcome any difficulties while raising their children and if yes, what kind of difficulties they had. In that question, only 26.6% of mothers from the Private School (F=4) referred this as a problem, although 66.6% of them stated they wanted to attend a training related to this topic.

Many of the mothers from indicated that the wanted to participate a parent education program about nutrition topic. LSESM 13 stated;

Generally, we are good with them all but we need somehow improvement about nutrition, as our child is on a uniform diet. He only eats macaroni, rice, French fries, red lentil soup but nothing else, as he refuses to eat anything else. He started to get familiar with new tastes as he has begun to school. He looks at his friends and tastes the food which his friends leave, saying “I like it, I will eat it” or “I do not like it”. I mean he is getting used to. We have problems only about eating and we are good in other matters (see Appendix E, 43).

On the other hand, some of the mothers stated that the nutrition was not a crucial topic for parent training because it has very general and simple rules to follow.

HSESM 11 explained her ideas as follows;

Nutrition is important and people may have more or less knowledge about nutrition. Both adults and children eat the same food after a certain age. The most important part of it is that he takes organic food, no sugar, etc. (see Appendix E, 44).

4.5.4 Cognitive development

Nine participants reported cognitive development, which is used by many mothers from both public (F=4) and the Private School (F=5). HSESM 11 said that academic achievement is very crucial and she already started to spend time about it. She described her ideas as such;

The most important thing for me would be the training about violence, as well as the academic achievement of course. I have already started searching; I want her to attend to the school at the counter side (the Private School). We will look for one hundred per cent scholarship (see Appendix E, 45).

However, participant private 1 stated that academic achievement and cognitive development are not the topics of her interest because she thinks the school is responsible of improving them. She explained her ideas as follows;

Hmmm, academic achievement... I have registered him to the school at the end of an in-depth research; I have visited all of the schools in İstanbul. For this reason, my expectation at present is not the academic achievement but it is that my child is always in environments of love. I always stress this out because I never expect academic achievement from any children until 6 years of age. Of course, holding the pencil correctly is essential, this was supposed to be the responsibility of the preschool. But, this is not an academic achievement, but I perceive it as related to the functionality of the muscles. None of these are academic achievements for me. Mental development, I mean, it is something supporting this, and I would not want it either. I would not want anything like that because I left it entirely to the school (see Appendix E, 46).

4.5.5 Play and quality time

15.5 % of the participants referred this theme (F=7). Although it wasn't referred by many people, some of the participants stressed the importance of play in a very detailed way. HSESM 1 expressed her ideas as follows;

Play is of much importance. In my opinion, playing games helps both emotional and mental development of the children. Playing games keeps the child alive; the games you play and the things you do together... For instance, the child is also not aware what to play with, how to play, how many toys are available at home... Each minute he asks for more toys. Which toys at home should be eliminated, which toys would be suitable for children of specific age groups, for instance putting the cubes one over another, grouping the similar figures? I mean, I would like to learn all these (see Appendix E, 47).

4.5.6 Personality development

Only 9% of the participants referred this theme (F=3). Two categories emerged from this theme; having a solid character in the future (F=2) and self-esteem (F=1).

LSESM 5 stated her ideas as following;

My family raised me but do I have the character which my family would like me to have? I am asking myself whether I would be able to give it to my child or not. What do I want him to be in the future? I want him to be successful in the business life, to have a good career taking firm steps, self-confident, and want him to take good care of himself, meaning all together, a strong person with a strong character (see Appendix E, 48).

4.5.7 Everything

This is the least referred theme out of all themes emerged from this question. Some examples were given after the question number four was read. The respondents who referred this theme stated that they were interested in any topics related to parenting.

Participant private 3 stated her taught as such;

Of course, when you tell me all about these at the moment, I would like to learn anything new. Knowledge has no limits; thus, we buy so many books, we perform the Internet searches and we occasionally perform searches to buy toys. From time to time you may need to focus on matters like aggressiveness depending on the particular need at that particular period. When it comes to the children, people may become much more sensitive and they would like to learn much more (see Appendix E, 49).

4.6 Phase maternity that the strongest need for a training was felt

In this question mothers were requested to define when did they need to participate an education considering their children's development. The data in that question revealed five major themes; (1) After two years old (F=18), (2) 0-6 months (F=18), (3) 1-2 years old (F=3), (4) pregnancy (F=4), (5) 1-4 years old (F=4).

4.6.1 After two years old

This is the most referred theme among all mothers. Many of mothers explained that they had many different difficulties after two years old, because they think their child started to be more independent, more social and to be able to express themselves verbally. Here are some examples of how HSESM 3 and HSESM 14 expressed their ideas;

More like after two years of age, because whatever you do is deemed to be correct until the child starts talking. Once he starts talking; relations, school, problems at school and problems with friends may emerge. Children are usually merciless to each other; they may break each other's hearts. In such cases I experienced difficulties in sorting out all these without causing distress both for myself and for my child, also avoiding being too much protective. This gets out of our scope, their best friends at school are the teachers (see Appendix E, 50)

In my opinion, after two years of age. Certainly, you would like to learn to start from the first day onwards. Today my son is almost 5 years old. The most significant part is the period after two years of age, when he first started talking (see Appendix E, 51)

4.6.2 0-6 months

Eleven out of thirty-three participants referred this theme. 44.4% of the participants from the Public School stated that they seek the need for education when their child was 0-6 months old, whereas only 20% of the mothers from the Private School stated so. The respondents asserted that they needed parent education program at this time period because they said they were very inexperienced about child care. This need was so obvious especially if they gave birth for the first time as LSESM 15 stated or if they have twins as HSESM 5 described;

In my opinion, this should be within the first 6 months. You know nothing, when you become a mother for the first time, and you have no idea what to do. This is necessary for this reason (see Appendix E, 52)

Of course, the first couple of months. When they were first born, it was a nightmare coming back to home from the hospital. They are twins; you do not know what to do. I was not able to wash her, as I was scared. Soo difficult (see Appendix E, 53).

4.6.3 Pregnancy

This theme stated mostly among mothers from the Public School (F=3), while only one of the mothers from the Private School did so (F=1). Many of the respondents claimed that they were so open to be educated at this period because they were very curious and they do not have enough knowledge about how to take care of the baby.

Here are some examples of how LSESM 8 and LSESM 18 explained it;

Pregnancy; because you have no experience. People are usually more curious at that time, but you leave it to the stream after the birth (see Appendix E, 54).

I wish I was well trained when I first took the baby in my arms. You are not able to change his/her cloths, you get scared, and you are always alert thinking something will happen. Maybe it is because I was unexperienced at my first baby. I experienced the same at my second child too (see Appendix E, 55).

4.6.4 1-2 years old

9% of the participants stated this category (F=3). LSESM 6 declared that she wanted to attend a parent training at this period to be able protect her child, because the child gets very active at this age.

Most possibly 1 or 2 years of age. The child is talking, now he answers you. There may be much more dangers, now she wants to get out. I wish I was more knowledgeable to protect her. I breast-fed her for the first 6 months; we have had no problems with that. This could have been up to 1 or 2 years of age (see Appendix E, 56).

4.6.5 1-4 years old

Only 6% of the participants stated this theme (F=2). Two out of fifteen mothers from the Private School stated this theme, while none of the mothers from the Public School stated it. HSESM 4 declared that;

Between 1 to 4 years of age, I tried to collect information from the people all around. The development of my child, holding the pencil, eating, taking shower, going alone to the toilet, I have learned all these from the resources I have mentioned, namely from the teachers, from friends, the Internet, books, etc. This age range is very important. For instance, if a child learns that he/she cannot get what he/she wants by crying, then she/he stops crying at that time (see Appendix E, 57).

4.7 Different needs for training (more than one child)

Question number six was asked only to the participants who have more than one children (F=23). This question consists of three parts; (a) if respondents have different needs considering all of their children (b) if yes, in which areas their needs were differentiated (c) what is the reason of this differentiation.

4.7.1 If respondents have different needs considering all of their children

23 out of 33 participants answered that question, since the rest of them have only one child. Only 8.6% claimed that their needs were not different when raising their children (F=2), while 91,4% stated they were (F=21). 7.6% of the mothers from the Public School said no, whereas 92.4% of them said yes.

4.7.2 Areas that their needs were differentiated

Three major themes emerged in this question; (1) Characteristics and behaviors of the child (F=19), (2) Health, care and self-care (F=15), (3) Interests (F=1).

4.7.2.1 Characteristics and behaviors of the child

This category was described in many different ways by the respondents, such as aggressiveness versus calmness, being social versus anti-social, introvert versus extravert, neat versus messy and so on. HSESM 10 and LSESM 16 explained how both of her children were different than each other as follows;

The second children are absolutely unamenable, or the first ones get much more in our radar. I could not leave Eren and go out to dinner, because I was breast-feeding. He never accepted the nursing bottle. He was making the fur fly. I could not leave him even overnight; otherwise he was making the scene (see Appendix E, 58).

My daughters are totally different. One of them is interested in reading and painting, and the other is totally different, she is mindful to be tidy, and helpful to me. The two sisters are so contradictory that one is disorganized and the other tells her to tidy up. One of them is highly interested in reading, while the other says 'I am bored, I do not want to do it (see Appendix E, 59).

4.7.2.2 Health and self-care

This category was clarified in several ways by the respondents, such as; sleep, nutrition, self-care and health. HSESM 4 and LSESM 4 explained how both of her children were different than each other in terms of health and self-care;

The elder child had problems in sleeping, and the other used to sleep comfortably. Of course, there are differences, but I cannot recall at the moment (see Appendix E, 60).

Medical assistance was highly essential for my first child: what he should have eaten, how much his body weight was. None of these were important for my second and third children. Of course, vaccination takes place biannually, thus this was not the concern, but for instance nothing like "should I give her now apple, or carrot?" took place (see Appendix E, 61).

4.7.2.3 Interests

Only one out of twenty-three respondents referred this category. She explained her ideas as follows;

Certainly, there are differences due to the gender, but these are small differences. What are they? Slightly different interests... One of them is interested in blood-and-thunder, Spiderman, etc., and my daughter... Actually, she was not so highly interested in dolls. I can say that they have common interests, there is no big difference (see Appendix E, 62).

4.7.3 The reason of this differentiation

19 out of 23 respondents answered this part of the question. Three major themes emerged in this question; (1) Experience and behaviors of the mother (F=9), (2) Characteristics of the child (F=8) and (3) Gender of the child (F=2).

4.7.3.1 Experience and behaviors of the mother

Many of the mothers both from public (F=5) and private (F=4) school mentioned this theme. Participants claimed that since the mother are more experienced after the first child, their mood and behaviors become more relaxed. Most of the problems that they went through in the first child were no more problems in the following children since their way of thinking changed. HSESM 4 and HSESM 11 explained their behaviors and the way of thinking changed after the first child as follows;

I think, what is described as problems starts to change as the mothers gain more experience. The small one, for instance, has a concentration problem. I would have applied to the psychologist, should my first child have developed this problem. As I have the third one now, I believe that such a problem may be left into the stream, and this can most possibly be overcome in collaboration with the teachers. Should this have been my first experience, I would then be in panic, but for the time being I am a resource of my own (see Appendix E, 63).

I have never had problems with Ozan (second child). Mums are usually more comfortable with their second children. When I make a self-assessment over myself, I take my first child as a basis. All weekend plans are always based on the first child (see Appendix E, 64).

4.7.3.2 Characteristics of the child

This category was clarified by four mothers from public and four mothers from the Private School. The mothers asserted that although some people are raising them their personalities turn out so different. They explained the reason as the inherently different inborn characteristics of the children. Here are some examples of how HSESM 14 and HSESM 13 clarified their taught;

The difference is first due to the different characters of the children. At your second child, you are more experienced; thus, more comfortable as you automatically do the things you needed at your first child; however, their characters are totally different. I'm sure that I will have to work about what I can do to make Murat quieter, while I try to help Mert reveal his feelings (see Appendix E, 65).

I have to say they are of different doughs as they individually have their own characters. No matter how much you try to shape up, they have innate characteristics (see Appendix E, 66).

4.7.3.3 Gender of the child

Only two out of twenty-three respondents referred this category. LSESM 5 explained her ideas as follows;

I experience difficulties right in this period. I ask my child's father to help, and I find it difficult when I cannot get help from him. The child says, "My father has no objections mum, I can go there"; however, her father should talk to her so that she wouldn't do it. In our case, my child ignores me and doesn't do what I say. I have difficulties particularly with that. Girls are not like this, but this happens generally with the boys (see Appendix E, 67).

4.8 The requirements for being a good mother

In question number seven, the researcher tried to find out the respondents' perceptions about motherhood. The participants were asked to describe what is it like to be a good mother. Analysis of the data related to this question revealed eight major themes: (1) dealing with the child, (2) showing appropriate behaviors and attitudes, (3) showing affection and compassion (4) fulfilling child's needs, (5) being self-sacrificing, (6) being un-permissive, (7) raising a happy child, (8) provide a good future and education.

4.8.1 Dealing with the child

This was the theme where the mothers in total stated the most (F=19). It was mostly stated by the mothers from the Private School (F=12), compared to the mothers from

the Public School (F=7). Mothers define dealing with child in many different ways such as; spending quality time, making contact with the child, being bound up with the child, being aware of the child's life and so on.

In the Private School, one of the participants exemplified almost all these categories with her response. HSESM 4 expressed her thoughts as following;

The priority must be to spend time with your children. "Quality instead of quantity", as the saying goes, and I believe in that. I think that spending sketchy time the whole day could be the same as spending less but more quality time. Quite a high number of mums are lacking assistance, and they are not working. As a matter of fact, they would not be able to spend 10 hours with their children in full concentration; however, spending quality time, half an hour in the morning and half an hour in the evening for instance, this is supposed to be the most important thing for me. Spending quality time means talking face-to-face, paint together, reading books, etc. and also being familiar with the life of your child (see Appendix E, 68).

4.8.2 Showing appropriate behaviors and attitudes

51.5% of the participants reported that it is crucial to show appropriate behaviors, values and attributes as a mother to be able to be a good mother (F=17). Respondents clarified this theme in several ways such as; being patient, listening to the child, improving herself, being respectful, guiding the child, being a model to the child, doing the best of her and so on. 66.6% of the mothers from the Private School said that appropriate behaviors and attitude is a topic that describes being a good mother (F=10), while 38.8% of the mothers from the Public School stated that (F=7).

HSESM 1 referred to her own mother as an example of a good mother and she expressed the reasons as follows;

I believe that is something related to listening. For instance, my mum is a good mother. I sometimes ask to myself if I could be just like her; because you are a role model to her. Now I understand this very well. Everything I do, everything I say, I speak in Turkish, all my words, the tone of my voice, the opening ration of my eyes. All these are very important. After becoming a mother, you turn out to be a completely different person. I was a career-oriented person; but nowadays I am living for my child. He/she is at the top of everything for me. How can one be a good mother? I do not know; for instance, my mum was a good mother, because she always listened to us. She always allowed us to make our own choices. She has never imposed pressure on us (see Appendix E, 69).

Some of the participants mentioned that it is vital to guide the child but not to pressure and give the opportunity to the child to explore his/her own way. HSESM 7 specified as follows;

I think the good mother is the one who listens to her baby, and who guides him/her in order to help him/her develop personally, reveal his/her potential. It is up to the child to find his/her own way. Always being with her, supporting her and making her feel love (see Appendix E, 70).

4.8.3 Showing affection and compassion

39.3% of the participants reported this theme, which is stated more by mothers from the Private School (F=8) compared to the mothers from the Public School (F=5).

HSESM 8 and LSESM 14 described their ideas in this way;

Being a good mother means approaching the child unconditionally with love; and to make him/her feel 24 hours a day that he/she is being loved. I think everything else is trash. If the child knows that he/she is being loved and he/she doesn't feel alone, then you are a good mother (see Appendix E, 71).

You have to explain everything well, violence never works. If I am aggressive towards my child, he will do the same to his own child. Love is much important (see Appendix E, 72).

4.8.4 Fulfilling child's needs,

Nine participants reported this them, but mainly mothers from the Private School (F=8). Some of the participants stressed the importance of being aware of the child's

needs and fulfilling them as much as possible. HSESM 6 and HSESM 2 explained their ideas as such;

I suppose being next to the child whenever he/she needs you. You become his/her first one to remember, the closest one. Dealing with all of his/her needs to the extent possible (see Appendix E, 73).

Therefore, I think being a good mother consists of seeing all needs of the child, hearing him, giving as much as you can (see Appendix E, 74).

However, only one participant from the Public School referred this theme. She stated as follows; “Meeting her needs and giving her love are the most important ones. Being a good mother is supposed to be seeing them happy.” (see Appendix E, 75).

4.8.5 Being self-sacrificing

24.2 % of the participants referred that being a good mother means being self-sacrificing (F=8). 33.3% of the mothers from the Public School stated this theme, while only 13.3% of the mothers from the Private School did so. Mothers who think being self-sacrificing is important to be a good mother described it as sacrificing her sleep and other needs for her child. HSESM 9 expressed her ideas as follows;

For instance, I have witnessed many mothers who never sacrifice their sleep. If the child wakes up at 7 a.m., I unconditionally wake up at the same time. Anyway, they rush into our bed as soon as they are up. I never tell them “go away, I will sleep”, although we spend the whole day together. There are some mothers who send away their children to keep on sleeping. These are important for me. I believe that real motherhood means making every effort with sacrifice to meet the children’s needs (see Appendix E, 76).

Mothers from the Public School asserted that they always put their children’s needs in the first place even if it is backbreaking at times. Here are some examples of how LSESM and LSESM 11 clarified their taught;

Sacrifice comes first to my mind. I have never gone to sleep leaving my children to their father, never went for a walk leaving them to their grandma; but this was exhausting for me. I wish I could be a little unconcerned (see Appendix E, 77).

I mean forcing everything for my daughter. I can sacrifice everything, everything is for her. Whatever I do, I do it for her (see Appendix E, 78).

4.8.6 Being un-permissive

This theme only emerged from responses of mother from the Public School (F=5).

None of the mothers from the Private School stressed that being un-permissive is related to being a good mother. On the other hand, respondents from the Public School asserted that it is important to not to accept all demands of children, although it makes you a bad mother in their eyes. Borstein (2012), stated that culturally constructed beliefs can be so powerful that parents are known to act on them, setting aside what their senses might tell them about their own children. LSESM 5 stated her ideas as following;

I am not spoiling my children. Of course, you are a good mother in the eyes of your children, if you do everything they want; but in their eyes. I am not working; but I have the opportunity, but I do not want to work (see Appendix E, 79).

LSESM 15 stated that it is necessary to behave despotically for the sake of the child; “In my opinion, you need to be despot. Being soft makes no use, because they never listen. You need to be somehow despot for their future.” (see Appendix E, 80).

4.8.7 Raising a happy child

15.1% of the mothers called being a good mother means raising a happy child (F=5).

It was mostly stated by the mothers from the Private School (F=4), compared to the mothers from the Public School (F=1). HSESM 5 stated her ideas as such;

I must admit that it is very difficult being a good mother, but my criterion in raising a child successfully is to see my child happy, in good balance, meaning mentally healthy. If the child is happy, and if I supported him in this respect, this would be sufficient for me (see Appendix E, 81)

4.8.8 Providing a good future and education

This is the least referred theme out of all themes emerged from this question. Only 6% of the participants, including none from the Private School stated that providing a good future and education is related to being a good mother. Here are some examples of how the respondents clarified their taught; “Giving the children a good future.” (see Appendix E, 82), “It could be providing your child with a good education, sparing time for him/her.” (see Appendix E, 83).

4.9 Previous participation in a parent training program

In the question mothers clarified if they ever participated to parent education program. If they said no, they were asked if want to participate when there is any parent education program available. 72.7% of the participants never attended to a parent education program (F=24), while 27.3% of them did (F=9).

Majority of the mothers who participated in a parent education program are from the Private School (F=8). Two out of eight said if there is any parent education program available, they would want to attend it. The rest of them did not answer this this part of the question. Only one participant from the Public School stated that she attended a parent education program before, while seventeen of them responded that they didn't. Sixteen out of seventeen said if there is any parent education program available, they would want to attend it, while one of them said she wouldn't.

Participant public 17 explained why she wouldn't want to attend a parent education program as such;

No, it is difficult as I take care of my mum. My mother is sick and I am accompanying her to the doctor. I have siblings however they cannot take care of her; thus, I am all alone with this responsibility. My grandmother was taking care of us, she raised us. I cannot leave as I grew up apart from my mother. I registered to the mid-school, and I had to quit as I was not able to attend (see Appendix E, 84).

Participant public 8 clarified that she would want to participate a parent education program if there is any available; “No, I did not participate. If it takes place at school, I would love to participate. I used to have time problem but now it is fine. Education is important at every age.” (see Appendix E, 85).

4.10 Location, topic and duration of the previous parent education programs participated

In this questions mothers were asked to clarify the location, topic and duration of the parent education programs that they attended.

4.10.1 Location

Under this part of the question five key themes emerged; (1) School (F=5), (2) Hospital (F=2), (3) parenting center (F=1), (4) municipality (F=1), (5) others (F=4). School theme emerged from the data of mothers from the Private School. The Private School organizes parent education programs almost every month. 33.3% of the mothers from the Private School stated that they at least once attended these parent education programs. Private 11 explained her experience as such; “I attended to the one-time seminar at school. There was a seminar about the behaviours in children when the new sibling is born, and I like that. I attended to numerous seminars about nutrition.” (see Appendix E, 86).

Hospital theme also emerged from mothers from the Private School. They stated that they participated a parent education program about child care and social emotional issues given by the hospital that they gave birth. “The American Hospital had a training, physical care, including everything social and emotional.” (see Appendix E, 87).

One of the participants from the Private School stated that she joined several parent education programs in a parenting center; We participated in the family training program. We participated in the training of Istanbul Parenting Class for 0-1-year-old and 1-3-year-old groups.” (88). One of the participants from the Public School, LSESM 6 stated that she attended several parent education programs located in the parent centers of municipality;

I attended to the trainings in that neighborhood, which were about children’s training. Whenever we had any problems, we used to talk about that. As long as I was able to find such trainings, I was taking my chance to participate. For instance, we have just started in our neighborhood, it will be held once a week and last until June (see Appendix E, 89).

Others category refers several places where parent education programs were organized by independent professionals such as a baby nurse, psychologist or nutrition specialists. HSESM 3 stated as follows;

For instance, I participated in several trainings of the school. Our pedagogue, Feriha Dildar, has an office at Nişantaşı, and I attended to a couple of her seminars from time to time. Each of them lasted about 1.5 – 2 hours but my attendance to these was not on a regular basis (see Appendix E, 90).

4.10.2 Topic

Respondents clarified that they participated parent education programs about different topics such as; nutrition, sleep, milestone of child development, social emotional development, child care, sexuality and sibling rivalry. HSESM 6 explained her experience as such;

For instance, I participated in a training which was about the adaptation of children to sleep, and this was a single training which lasted about 1 hour. I searched the web a little. There was a sex training, and I obtained the notes as I was not able to participate. What else let me remember? Again, there was another one at Enka about the social and emotional development of children, and another one about the fear of death, but -well- that one wasn't completely, well. For example, the child says: Mom, where is Atatürk now, is he dead? Yes, he is. Then he is in heaven, what is he doing there? Resting... But the dead do not need to rest. This is out of scope, but you cannot always sort out everything in face-to-face sessions. I have never attended to a regular training lasting for 1 week for instance, but always short trainings (see Appendix E, 91).

4.10.3 Duration

The duration of the parent education programs varied greatly, but it is possible to state that there are two major types; (1) One time classes and (2) Long term programs. One time classes generally last for couple of hours and occurs just for once. On the other hand, long term programs take place several times, and the durations change depending on the nature of the program. HSESM 15 explained her experience as follows;

We went there once a week. We went there one-to-one, as parents. We watched videos and attended to the general narrations. There was also another couple but the attendance was limited to two couples only. Much more special training; particularly more examinations for the training for babies of 1 to 3 years of age. There were no other couples. The training session was held in a small room in which two cogenes were located. Attendance with the other couple was good, because we had the chance of increased share of experience, and this also meant an increased material. Particularly in one of the sessions of the training for babies of 1 to 3 years of age, there was another couple. Yes, it was very useful. Not so crowded, but a small group (see Appendix E, 92).

4.11 Usefulness of the previous parent education programs participated

In this question mothers clarified if they found the parent education programs useful or not. Since nine out of thirty-three participants attended parent education programs, only that many of them answered that question. Eight out of nine participants stated that the parent education program was useful, while two out of nine said they didn't.

The total number doesn't match with the number of participants who answered this question, because one of the respondents joined more than one parent education program, and she found one of them useful and the other one not. HSESM 6 explained why the parent education program was useful as such;

I found useful; I have never thought what to say about death for instance. Well, actually I found all of them useful, because no matter what it is useful even if you learn just one word. I mean, if such trainings are organized in the future, I frankly would like to participate in one of these; if I had the chance (see Appendix E, 93).

On the other hand, private 8 asserted that the parent education program that she attended was not useful, because the information given was so general. She stated her ideas as follows;

No, I did not find. Too general, for instance the training at the kindergarten was for the children of 3 to 5 years of age. It was so general that I was bored indeed. Both the pedagogues and the trainers have their own experiences. I felt that they were extremely generalizing the topics during this training, and frankly this led to inconvenience. You see the development went up to 6 to 7 years of age (see Appendix E, 94).

CHAPTER 5

DISCUSSION

It is hard to follow how quickly children grow and change fully in the first few years of life. Whatever happens in children's lives will affect their development and personality, so their future (Kim, 2012), and parent-child relationship plays a significant role in their development (Gupta, Lausten & Pozzoli, 2018). What is more, these essential years of life are significant for cognitive development. These early years are significant for children (Pecora, Whittaker, Maluccio, & Barth, 2012), but might be challenging for parents. Therefore, caregivers need support in their parenting practices to use various resources for help and suggestion. Parent education programs are one of these resources. Although there are quite a lot of studies on parenting education in the field (Fine 2014; To, So, Tisoi, Kan & Chan, 2018), many of them focus on the effectiveness of the programs rather than assessing the needs of the parents (Turturean, 2014; Chen, & Chan, 2016; Ling, Tibbets & Scharfe, 2017; Mejia, Calam & Sanders, 2015). The ones who tend to assess the parental needs mainly focus on the needs of a specific group of parents which goes through a hard situation or illness, such as single mothers or parents of children with special needs (Schultz, Schmidt, & Stichter, 2011). This is probably because need assessment is not considered as a must step in designing general parent education programs (Kuhl, 2007). However, considering the significance of the needs assessment for parent education programs, facilitators should put it in the first place. Because identifying desires, needs of parents and the difficulties that they went through has a vital role in enabling parents to be aware of their rights and wrongs, duties and to feel adequate

about care giving which is possible with a proper educational program matching to those individual needs (Baker, 2014).

In this section, the overall results of the study will be discussed in the light of findings. First, the main similarities and differences in demographics and family characteristics of the sample will be clarified. Then, the sources parents use in general while raising their children and types of problems that they encountered when raising their child and how they overcome these difficulties will be discussed. Later, the expectations of mothers from a parent education program will be clearly described. Finally, in the conclusion part, suggestions for further research will be done, after clarifying the strengths and limitations of this study and evaluating how far the current results are different from the expected ones.

5.1 Demographic and family characteristics

The demographic characteristics somehow helps to understand the results of a study (McDonell, 2007), so it is very important to understand individual and family characteristics of our participants and what that data tells us. It can be stated that, “socioeconomic status” and the level of education has an impact on how parents bringing up their children (Davis, 2007).

First of all, 45% of the participants graduated from a university, they at least have a bachelor’s degree. This is more than three times of the percentage of adults who graduated from a university in Turkey’s (TUIK, 2016). None of them are the mothers from the Public School. The difference between the two groups of mothers is not only the backgrounds of the school that their child is in, but also the educational level of them. Another difference is also noteworthy, all mothers from the Public School claimed that the monthly amount of money the household earns is

less than 5000 TL, whereas mothers from the Private School claimed the opposite. This means that, in that study when the mothers from two different schools are considered, there is a clear distinction between the income of total household. Majority of the mothers (73%) stated that they are not working. This average is high in the Public School, where 88.8% of the mothers are not working. The average age of mothers is 34,6 which means on average they gave birth before 30 years old. This is similar to the findings of Bergman (1997), in which the majority of mothers were under 35 years old. In addition, the mothers from the Private School were older than the mothers from the Public School with an average of 38 years old. In sum, mothers from the Private School, are older, have higher level of education, have a better monthly income and more of them are working compared to the mothers from the Public School.

Considering the family characteristics, there is an important difference between respondents from public and the Private School. In the Public School, only 11% stated that another person such as a grandmother, grandfather and so on lives in their house in addition to the nuclear family, whereas 80% of the mothers from the Private School stated that the nannies of the children live with them. While, this extra person was from an extended family in the Public School, it is a nanny, a person outside of the family in the Private School. This might be a possible reason for the difference of topics that mothers from public and the Private School seek help or their ideas about care issues. In addition, when mothers were asked about the person who is taking care of the child, they all stated that took care of their children themselves; independently of public or the Private School. And only two of them said father takes a responsibility in the child care. This shows us the gender roles and the idea that child care is the responsibility of the mother doesn't change according

to the socio-economic background (Villicana, Garcia & Biernat, 2017). The statistics of TÜİK (2017), supported that in Turkey, the most referred person who is responsible for childcare is mothers with the percentage of 86%. They are also responsible for housework such as cooking, cleaning, ironing in compatible with their gender roles. Some mothers from the Public School stated that one of the extended family members deal with their children's care except for the mother herself (Gleeson, Hsieh, & Cryer-Coupet, 2016), while the mothers from the Private School claimed that this person is the nanny.

5.2 Parenting sources that mothers appeal while raising their children

Radey and Karen (2009) stated, only a few studies have been done about the resources parents use or the types of them. The goal of this question was to clarify the resources parents used to acquire information about parenting practices. The seven major themes that emerged from the data were; professionals, the Internet, books, family and relatives, friends and immediate surroundings, teachers and myself and motherhood instincts. Although mothers stated a wider range of resources in that study, the majority of them are parallel to previous findings. For example, Jacobson and Engelbrecht (2000), stated that most of the parents prefer sources like family, books, friends, and church for practices of parenthood.

A significant difference was identified between the preferences of mothers from the Public School and mothers from the Private School. This is in harmony with the findings of the previous research, in which, types of resources used by parents were associated with the demographic characteristics of the participants (Radey & Karen, 2009). Professionals and books are the first two preferences of mothers from the Private School in terms of parenting resources, whereas mothers

from the Public School stated, family and relatives and the Internet at most. One of the possible reasons for the differences in mothers' preferences is the educational level of them. Mothers with a bachelor's degree found reading a book more useful than less educated mothers. This is perhaps related to the higher level of cognitive ability to generalize to their own situations from written information (Jacobson & Engelbrecht, 2000). Seeing books as a useful source for parenting is in harmony with the some of the previous findings (Raffaetà, 2015), and contradictory with the others (Steiner & Borstein, 2017). Another possible reason might be the total income of the household. Since all the mothers from the Private School stated that their monthly total income is more than 5000 TL, they might reach these professionals easier than the mothers from the Public School. The statements of some of the participants from the Public School also support this idea. Some of them indicated that, since they don't earn enough money, they couldn't see a professional, rather they raised their children with their own facilities such as family, relatives, neighbors and so on. In contrast to the private school mothers, family and relatives are the most preferred resource among the mothers from the Public School, possibly because they were easier to reach. On the contrary, some of the mothers from the Private School indicated that they do not see family as a source of parenting, because they believe that their own points of view and parenting practices are significantly different than their parents' (Gürçayır-Teke, 2014). They also indicated that they find the experts more trustable and they consult them because they want to be sure of doing the right thing for their children.

Another difference was about the Internet to be preferred as a source of parenting (Nieuwboer, Fukkink, & Hermanns, 2013). Among mothers from the Public School, the Internet is the second most preferred resource of parenting, while,

among mothers from the Private School it is one of the less preferred ones. This is contradictory to their results of previous research, where less educated mothers tend to use the Internet less than the mothers with higher educational level (Radey & Karen, 2009). Mothers from the Private School stated that they do not find the Internet trustable enough to be used as a parenting source. Some of them had bad memories about the knowledge gained from the Internet, some of them think they are too general to use for their children. Even if they chose it as a resource, they just make a quick overview of the topic and use additional resources to make a decision. On the other hand, some mothers from the Public School stated that they raised their children through the Internet, they searched over Google, forums and Facebook groups to find whatever knowledge they are after. This is contradictory with the previous findings which shows socio-economic status is not related with the use of the Internet as a parenting source (Baker, Sanders, & Morawska, 2017).

5.3 Problems mothers encountered in bringing up their children

Parents are facing with a lot of tough situations in which they hardly find an effective solution that drives them to feel unsure of their parenting practices (Baker, 2014; Rossiter et al., 2017). In that study parents were asked to determine the types of problems they encountered, how they dealt with them, if there were any differences among their children, if yes what was the reason for it. When mothers were asked about the challenges five themes emerged; emotional and behavioral problems of the children, problems related to the mother, health and care, problems about siblings and developmental issues. Findings underline the similarities and differences between the mothers from the Public School and the mothers from the Private School. Emotional and behavioral problems of the children were at the first rank for

both groups. One possible reason might be lack of knowledge about child development and what is right or wrong for their child especially in tough situations. Another possible reason might be that, because many sub themes were located under this category mothers mentioned one or the other.

On the other hand, differences between two groups are also present. Although, problems related to the mother were emerged in both groups, the percentage is quite high among the mothers from the Private School. Considering their educational level and monthly income of the household, mothers from the Private School probably have more chances of focusing on themselves, their own problems and needs. Similarly, percentages of health and care theme are quite different between the two groups. Majority of the mothers from the Private School did not mention this theme who have a nanny living with them. Plus, some of these mothers stated that right after the birth a baby nurse came to help them with childcare. On the other hand, only a few of the mothers from the Public School stated that they share the responsibility of their children with family members. These arguments explain the reason why mothers from the Private School did not mention this theme as much the mothers from the Public School.

When the mothers asked how to deal with these problems again some similarities and differences are present. First choices were the same as the results of question number one; mothers from the Private School consulted professionals, whereas mothers from the Public School consulted their families. In recent research (McLachlan et al., 2008), mothers stated that when they take professional support their anxiety level and fears decreases. But following choices changed in both groups, mothers from the Public School referred professionals instead of the Internet, and mothers from the Private School referred to teachers instead of books. The

Internet was a theme that emerged from both groups. But unlike the first question, fewer people defined the Internet among mothers from the Public School as a source to be used in tough situations. Probably people used the Internet for general knowledge, but did not recognize it trustable when a challenging situation was present. Göl-Güven (2014), states that teachers are seen as the person with whom the responsibility of child care can be allocated. The results of this question supported that argument. Many parents from the Private School referred teachers as a source to be consulted when there is a problem. They believed that if the school is good, so the teachers are, which in turn, drives them to the idea of that the teachers in their children's school were trustable sources when a problem occurred (Landeros, 2011). Especially among mothers from the Private School being trustable is an issue among these resources. Many of them mentioned that they talk to friends or family members when the problem is light, but if it is serious they rather consult a professional or the qualified teachers of their children.

Majority of the mothers who have more than one children stated that differences are present between the problems they went through while raising different children. The problems differ mainly in characteristic and behaviors of the child, health, care or self-care. Mothers explained the reasons for these differences as such; experience and behaviors of the mother changed by time, characteristics and the gender of the children were different. No significant difference between the responses of the mothers from two different groups were recognized.

5.4 Mothers' expectations of parent education programs

Some questions in the interview form intended to directly ask mothers about their expectations of an educational program. Some differences related to their preferences

about the time period they needed a parent education program and the opportunity to attend a parent education program in the past were observed. Whereas, only a few differences about the preferred topics of a parent education program were defined. Nowadays, it is very popular to split up the parent education program into sessions which are related to different subjects (Baker, 2014). Social-emotional development, appropriate parent attitude, care and self-care, cognitive development, personality development, play and quality time, and everything were the themes when mothers were asked to determine the topics that they want to see in a parent education program.

Responses are not significantly different between two different groups of mothers considering the topics that they want to acquire knowledge. Social-emotional issues are at the first rank in both groups. Plus, majority of the parents want to sort out how to handle with a difficult situation. This is supported with the results of previous findings, which parents are curious about social emotional development, communication skills and discipline methods (Davis, 2007; Baker, 2014; Bergman, 1997; Güzel, 2006). However, cognitive development was one of the top topics in previous research, in contrast with the results of this study (Davis, 2007; Güzel, 2006).

The only difference between the two groups of the mothers in this study was about health and care. Mothers from the Private School mentioned this theme more, compared to mothers from the Public School, which is contradictory with the results of the question which explained the difficulties faced during childrearing. In that question only a few of the mothers from the Private School stated that they had difficulties about health and care compared to mothers from the Public School. This wasn't surprising because as the demographic data tells us, the majority of mothers

from the Private School indicated that they are living with a nanny whom they shared the responsibility of childrearing. However, more mothers from the Private School referring health and care as a preferred topic in a parent was a contradiction to that.

In this study mothers were also requested to define when they needed to participate in a parent education program considering their children's development. The data in that question revealed five major themes; After two years old, 0-6 months, 1-2 years old, pregnancy and 1-4 years old. Although, majority of the mothers from both groups stated that they needed to participate in a parent education program after their children are two years old, differences were observed in others' responses. Many mothers from the Public School stated that they needed a parent education program either when they are pregnant or when their child is 0-6 months. This is relevant with the previous findings which underlines that new mothers self-assured of their motherhood in terms of well maintenance of the baby (McLachlan et al., 2008). On the other hand, the percentage is very low among the mothers in the Private School.

Another question in the survey was to determine whether the mothers participated in any parent education programs in the past or not. In accordance with the previous findings (Baker, Sanders, & Morawska, 2017), the majority of the mothers did not participate in a parent education program. Only one of the mothers was from the Public School among the ones who participated in a parent education program. Most of the mothers participated a parent education program in the school of their children. During the interviews, the mothers from the Private School indicated that the school of their children organizes a parent seminar every month about different topics such as developmental milestone, sexuality, communication skills and so on. This increased the percentage of the people who attended a parent

education program among the mothers from the Private School. A few of them participated parent education programs outside of the school such as hospital, municipality building, private clinic or private parent education center. Majority of the programs were one-time and lasted one to two hours. Only a few of them were regular, such as once a week for two months.

5.5 Conclusions

This study aimed to identify the educational needs of mothers of children aged 60 to 72 months. It also intended to understand if there are any differences between the mothers from a different socio-economic background which in that study stated as mothers from the Private School and mothers from the Public School. The data collected, assumed to be useful in designing new parent education programs for caregivers of young children. To accomplish that thirty-three in depth interviews were done from two different schools, with mothers of children aged 60 to 72 months.

The outcomes of the study exhibit that although some major differences were observed in terms of educational needs of mothers, there are also some issues which mothers from both groups stated similar things. Demographic and family characteristics such as the schools that they are sending their children, educational level and socio-economic status determine the results. Questions which directly asked the educational needs of mothers and questions that managed this indirectly were both included in the interview form. It is so clear that, there is a significant difference considering the results of indirect questions between the mothers from two different schools. For example, a significant difference between the resources that mothers use for childrearing or the ones used to sort out a problem was defined

considering two different groups. There are slight differences in the results of some of the direct questions used in assessing educational needs, such as the time period of motherhood which they needed a parent education program most. Of course, some similarities were also clarified, such as the problems that mothers went through or the topics that they seek to acquire knowledge. When the topics that mothers desired to have in a parent education program were generally similar. Slight differences were identified in the previous sections in terms of topics of a parent education program. Generally, the themes emerged from the results were similar whereas the percentages and ranks were different, which shows us the differences in mothers' preferences.

In any case, either the results were similar or different between the two groups, it can be stated that the results of the study help the researchers to find out the educational needs of mothers of children aged 60 to 72 months. This was accomplished either by the direct questions about the educational needs or by the indirect ones such as the difficulties mothers encountered or parenting resources and so on. In spite of the limitations of the study, it will make certain contributions to the field especially in designing new educational programs about parenting for the mothers.

5.6 Strengths and limitations of the current study

As every study, this research has strengths and limitations. The qualitative method was used in that study where in-depth interviews were done with thirty-three respondents. Although, the number of the respondents who should participate in a qualitative study was not defined strictly, the number of respondents was quite high in this study which can be considered as a strength. Also, the participants represent two different groups with different characteristics in terms of education level,

monthly income and family characteristics. LSESM and HSESM gave the researcher the opportunity to compare and contrast two different groups.

On the other hand, several limitations of the study can be described. First of all, the sample was defined purposefully, but that resulted in reaching only mothers and no fathers as respondents. Although, a need assessment is crucial for program planning for every parent, only mothers of children aged 60 to 72 months were used as the sample of this study. The attendance of the fathers would enrich the results of the study. Secondly, the age range of the participant's children were limited, only the mothers of the children aged 60 to 72 months were considered as participants. It would be better if mothers from different age groups were included in the study.

5.7 Recommendations for future parent education programs

In this section, considering the findings of the study, suggestions for future education programs will be explained. One of the most significant differences between LSESM and HSESM was about their demographic and family characteristics. These differences show that their life styles are quite different. So, while planning a parent education program these differences should be considered in designing the content, the teaching strategies, and schedule of the programs (Eisner & Meidert, 2011). For instance, since many of the HSESM have a nanny who takes the responsibility in their children's care, it is easy for these mothers to participate programs, which takes place after school. However, this is too hard for the LSESM. Considering their high educational level and possible intellectual capacity, the content and teaching strategies prepared for HSESM might also be more advanced compared to the ones for LSESM.

The preference of the parent education program topics in both groups was not very different. Both groups stated that they would prefer a topic about social and emotional issues or appropriate parental behaviors. The results show that when planning a parent education program there is no need to differentiate the topics of the program according to the SES level. But it is crucial that the topics and content of the parent education program are directly matching with the needs of the specific participants (Gadsden, Ford, & Breiner, 2016). The topics should not be so general; they should be specific. For example, HSESM 8 explained why she did not find the parent education seminar that she attended useful as follows;

It was too general, for instance the training at the kindergarten was for the children of 3 to 5 years of age. It was so general that I was bored indeed. Both the pedagogues and the trainers have their own experiences. I felt that they were extremely generalizing the topics during this training...I would prefer an education about more specific topics, it should be organized in small groups and in more interactive forms such as workshop (see Appendix E, 94).

As the participant HSESM 8 suggested, it is better to organize parent education programs in more flexible forms, such as workshops, group discussions, sharing personal stories and so on, rather than just instructing about a topic. Flexible and informal programs also increase the participation rates (Pearson & Thurston, 2006).

For parents from all SES groups availability of the programs considering schedule, location, and being informed about the presence of the program are noteworthy (Su et al., 2016). The findings of the study also show that many of the participants attended a parent education program, which took place in the school of their children during school hours. For future programs, organizing the program in schools during school hours might increase the participation rate.

5.8 Recommendations for further research

As discussed before, it is important to study parent education programs, more specifically on assessment of parent education needs in Turkey because of the lack of the studies made in the field. In the future, it is suggested to focus on more studies related to educational needs assessment of parents of young children. Although the qualitative method gave the opportunity to gather a wide range of information about participants' perceptions, a mixed method including both qualitative and quantitative analysis can be used in further research. The quantitative part will make it easier to reach more participants which makes the results more generalizable.

Another suggestion about further research is related to the sample. In the following studies fathers should also be included in terms of assessing the educational needs of parents. This gives the researcher the chance to look deeply in gender differences considering parental needs. Also, the age range of children of the participants can be extended. In this study only mothers of children aged 60 to 72 months were considered. In the future studies mothers of young children between zero to six might be considered as participants. In any case, studies related to educational needs of parents of young children should be encouraged.

APPENDIX A

THE INTERVIEW FORM IN TURKISH

1_ Çocuğunuzu yetiştirirken gerekli bilgilere ulaşmak için ne tür kaynaklara başvurduunuz? Örneğin gazete okumak, kitap okumak, internetten araştırmak, akraba veya arkadaşlara danışmak, okuldan (öğretmen, idareci, psikolojik danışman) yardım almak, bir psikologtan destek almak, aile eğitimi programına katılmak, bunlardan bir veya birkaçı olabilir, hiçbiri olmayabilir veya bunların dışında bir şey varsa da belirtebilirsiniz.

2_ Çocuğunuzu yetiştirirken hiç sıkıntı çektiniz mi? Evet ise hangi konularda?

3_ Bunların nasıl üstesinden geldiniz? Ya da Yardıma ihtiyaç duyduğunuzda ilk kime başvuruyorsunuz? Örneğin, gazete okumak, kitap okuyarak mı, internetten araştırarak mı, akraba veya arkadaşlara danışarak mı, okuldan (öğretmen, idareci, psikolojik danışman) yardım alarak mı, bir psikologtan destek alarak mı, aile eğitimi programına katılarak mı? Bunlardan bir veya birkaçını kullanmış olabilirsiniz, veya bunların dışında bir şey varsa da belirtebilirsiniz.

4_ Çocuk yetiştirmek pek çok farklı ihtiyaçlar doğuruyor. Bir ebeveyn olarak siz bir aile eğitimine katılsaydınız hangi konularda daha fazla bilgi edinmek isterdiniz / eğitime ihtiyaç hissederdiniz? Örneğin eğitim alabileceğiniz bazı konular şunlar olabilir: bakım ihtiyaçları, uyku, beslenme, akademik başarı, zihinsel gelişim, öfke ve şiddet, sosyal duygusal gelişim, arkadaş ilişkileri, duyguları, kaygıları, korkuları, çocukla iletişim, çocukla kaliteli zaman geçirme.

5_ Hamilelikten başlayarak düşünürseniz anneliğinizin en çok hangi evresinde çocuğunuzla ilgili bir konuda eğitime ihtiyaç hissettiniz? Örneğin hamilelikte mi, ilk 6 ayda mı, ikinci 6 ayda mı, 1-2 yaş arası, 2 yaşından sonra mı?

6_ (Birden fazla çocuğu olanlar için) Çocuklarınızı yetiştirirken farklı konularda ihtiyaçlar hissettiniz mi? Evet ise hangi konularda? Sizce bu neden kaynaklanıyor?

7_ İyi bir anne olmak sizce neyi gerektirir/ size ne ifade ediyor?

8_ Daha önce bir aile eğitimine katıldınız mı?

9_ Evet ise ismi neydi, ne kadar sürdü, nerede yapıldı?

10_ Faydalı buldunuz mu, neden?

APPENDIX B

DEMOGRAPHIC DATA FORM IN TURKISH

Boğaziçi Üniversitesi Eğitim Fakültesi Yetişkin Eğitimi Bölümü'nde yüksek lisans yapıyorum. Tez çalışmam için 3-6 yaş çocukların anne ve babalarına uygulanacak bir eğitim programı ile ilgili ön bilgi topluyorum. Bu çalışmada amaç daha sonra geliştirilecek aile eğitimi programları için gerekli konuları belirlemektir. Katıldığınız için teşekkür ederim.

1_ Kaç Yaşındasınız?

2_ Okula gittiniz mi? Evet Hayır

3_ Eğitim Durumunuz:

	Mezun	Devam Ediyor	Terk
İlkokul			
Ortaokul			
Lise			
Üniversite			
Yüksek Lisans			
Doktora			

4_ Çalışıyor musunuz? Evet Hayır

Ne iş yapıyorsunuz?.....

5_ Medeni Haliniz: Evli Bekar Boşanmış

6_ Eşiniz kaç yaşında?

7_ Eşiniz okula gitti mi ? Evet Hayır

8_ Eşinizin eğitim durumu:

	Mezun	Devam Ediyor	Terk
İlkokul			
Ortaokul			
Lise			
Üniversite			
Yüksek Lisans			
Doktora			

9_ Eşiniz çalışıyor mu? Evet Hayır

Ne iş yapıyor?.....

10_ Evinize giren aylık para miktarı

1300 TL ve altında 1301-2500 TL 2501-5000 TL 5000 TL üzeri

11_ Kaç çocuğunuz var?

12_ Çocuklarınızın yaşı ve cinsiyetini yazar mısınız?

Doğum Tarihi Cinsiyeti

-/...../ 20..... K E
-/...../ 20..... K E
-/...../ 20..... K E
-/...../ 20..... K E
-/...../ 20..... K E

13_ Evinizde kimler yaşıyor?

.....

14_ Çocuğunuzun okul dışındaki saatlerde bakımını kim üstleniyor?

.....

15_ Eşinizden çocuğunuzun bakımı ile ilgili destek alıyor musunuz?

.....

16_ Anneanne, babaanne, dede yaşıyor mu?

.....

17_ Çocukların bakımında rol alıyorlar mı?

.....

18_ Çocuğunuz hangi okula gidiyor? Daha önce gittiği başka bir okul var mı?

Şimdi:

Daha Önce:.....

APPENDIX C

THE INTERVIEW FORM IN ENGLISH

1. What kind of resources did you refer to in order to obtain the information needed while bringing up your child? For instance, reading newspapers, reading books, searching the web, consulting relatives or friends, obtaining help from school (teacher, administrator, psychological consultant), obtaining help from a psychologist, participating in a family training program. Your answer may consist of one or more, or none of these, or you may specify if other than the given.

2. Have you ever experienced any inconvenience while bringing up your child? If yes, please clarify.

3. How did you overcome these? Or what is your first point of consultancy when you need help? For instance, reading newspapers, reading books, searching the web, consulting relatives or friends, obtaining help from school (teacher, administrator, psychological consultant), obtaining help from a psychologist, participating in a family training program. Your answer may consist of one or more, or none of these, or you may specify if other than the given.

4. Many different needs may emerge while raising a child. If you have ever participated in a family training, what would be the topic you would like to obtain more knowledge / about, or need to be trained on? For instance: caring needs, sleep, alimentation, academic success, mental development, anger and violence, social and

emotional development, relations with friends, feelings, concerns, fears of the child, communication with the child, spending quality time with the child.

5. If you consider the period starting from your pregnancy, in which phase of your maternity have you noticed the strongest need for a training on any topic related to your child? For instance, was it during your pregnancy, within the first 6 months, within the second 6 months, when your child was between the age of 1 and 2 years, or after 2 years?

6. If the participant has more than one child) While bringing up your child, have you ever noticed any need for training in different fields? If yes, please specify these training needs. What, in your opinion, is this resulting from?

7. What do you think is the requirement for being a good mother / what does it mean to you?

8. Have you ever participated in a family training before?

9. If yes, what was the name of the training, how long did it take, where was it held?

10. Did you find the training useful, why?

APPENDIX D

DEMOGRAPHIC DATA FORM IN TURKISH

I am a master student at Boğaziçi University Faculty of Education Department of Adult Education. I am collecting preliminary information about a training program for the mothers of children aged between 3 and 6 years, and this is intended to be used in my master thesis. The objective of this study is to determine the essential frame of the parent education programs which will be developed in the future. Thank you for your participation.

1_ How old are you?

2_ Have you ever attended to a school? Yes No

3_ Your educational background

	Graduated	Continuing	Left
Primary School			
Middle-school			
Lyceé			
University			
Post-graduate			
Doctorate			

4_ Are you working? Yes No

What is your occupation?

5_ Your marital status: Married Single Divorced

6_ How old is your spouse?

7_ Has your spouse ever attended to a school? Yes No

8_ Your spouse's educational background

	Graduated	Continuing	Left
Primary School			
Middle-school			
Lyceé			
University			
Post-graduate			
Doctorate			

9_ Is your spouse working? Yes No

What is you're the occupation of your spouse?

10_ What is the amount of your monthly household income?

- 1300 TL and below 1301-2500 TL 2501-5000 TL above 5001 TL

11_ How many children do you have?.....

12_ Please write below the date of birth and the gender of your children.

Date of Birth	Gender
•/...../ 20.....	<input type="checkbox"/> G <input type="checkbox"/> B
•/...../ 20.....	<input type="checkbox"/> G <input type="checkbox"/> B
•/...../ 20.....	<input type="checkbox"/> G <input type="checkbox"/> B
•/...../ 20.....	<input type="checkbox"/> G <input type="checkbox"/> B
•/...../ 20.....	<input type="checkbox"/> G <input type="checkbox"/> B

13_ Who are living at your home?

.....

14_ Who is responsible for your child's care outside school hours?

.....

15_ Do you get support from your spouse for your child's care?

.....

16_ Do the grandparents live with you?

.....

17_ Do they take part in your child's care?

.....

18_ Which school is your child attending to? Any other school he/she formerly attended to?

Currently:

Formerly:

APPENDIX E

TRANSLATIONS OF THE QUOTES FROM THE INTERVIEWS

1. Valla bayağı küçüklerdi, bir buçuk yaşından itibaren 3-6 ayda bir hep hayatımızda bir pedagog oldu. Kontrol amaçlı oldu, hiçbir zaman gitmemi gerektirecek bir durum olmadı ama mesela aksel geç konuştuğu için onunla başladık, sonra ikinci olunca kardeş şeyinden dolayı gitmeye devam ettik hep hani bir kontrolü üstümüzde oldu.
2. Oğlum doğduğu zaman kızım biraz etkilenmişti o zaman da pedagog yardımıyla devam ettik. Bakırköyde bir çocuk hastanesinde bir pedagoğtan destek aldık.
3. Biz tamamen kitaplardan faydalandık. Hem yerel kitaplardan hem de yabancı kitaplardan. Hakan da ben de çok okuduk Ece'de. Tabii Hakan'da ihtiyaç kalmadı ezberlemiştik zaten. Kitaplardan çok faydalandık. Çocuğun bebeklikten beri öncelikle fiziksel bakımıyla ilgili kitaplar daha sonra da hem zihinsel ve akademik açıdan geliştirmek hem de psikolojik ve sosyal açıdan geliştirmek ile ilgili bir sürü kitap okuduk.
4. 0-5 yaş arası sık sık kitap okuyarak, değişik yöntemler araştırmaya çalıştım, kendi öğretmenlerine sorarak, işte nasıl oluyor neler yapılıyor sınıfta, ben nasıl destek olabilirim, nasıl geliştirebilirim çocuğumu. Daha ziyade tanıdığım çocuk psikologları veya yazarların kitaplarını tercih ediyorum.
5. İnternette çok bakıyorum. Mesela çocuğun uyuma saati nasıl olması gerekiyor vs. google'a yazıyoruz. Forumları takip ediyorum. Mesela elifi ben gece çiş için kaldırıyordum, sonra baktım kaldırmayın diyor birçok yerde, sonra kaldırmadım mesela, böyle şeyler.

6. İnternete başvurmuyorum. Benim çünkü şöyle bir deneyimim oldu; ben Mert'e hamile kaldığım dönemde bir kanamam oldu. Sonuçlarım çok kötü çıktı ve Tiroit hastası çıktım. O zaman ben internetten okuduğumda çok yanlış bilgi olduğunu gördüm. O yüzden internete çok dokunmamaya çalışıyorum.
7. İşte internette artık çok kaynak bulunuyor. Onları da bir miktar takip ediyorum çok değil. Çünkü onların da bazılarının fazla genel veyahut ne kadar güvenilir olduğundan emin olmadığım için çok başvurmuyorum.
8. Zaten kayınvalidem ile birlikte büyüttük çocukları. Zaten ikiz oldukları için annem ve kız kardeşim de yardımcı oldu. Ama zaten kayınvalidem ile beraber yaşıyoruz. O çok yardımcı oldu.
9. Annem ve babama pek sormuyorum çünkü biraz farklı vizyonlarımız var. Herkesin çocuğu büyütme şekli farklı. Bir de anne ve baba kendi çocuğuna evet ama toruna gelince çok farklı. Hayır bunu almayın dediğim zaman üç tane aynı oyuncaktan almış oluyorlar. Oyuncak istemiyorum. Ya kitap alın ya da bir banka hesabı açalım para koyun ama oyuncak almayın. O zaman hiçbir şeyin değerini bilmiyorlar.
10. Muhabbetlerin, arkadaşların tecrübelerinden de faydalanılıyor. Ortak nokta çocuklar olduğu için en çok onlar konuşuluyor.
11. Ama en büyük desteği anasınıfındayken sınıf öğretmeninden. Hem sınıf öğretmeninden hem de rehber öğretmenden, çok destek gördüm. Yani bilmediğim birçok şeyi. Mesela biz üniversitede pedagoji okurken, Asena'nın şeyiydi bu, hiyerarşi şeyi, demokrasiyi öğrendik. Halbuki anaokulu, yani küçüklerde, hiyerarşi dedi bana. Yanlış yaptığımı öğrendim. İşte siz dedi çok arkadaş olmuşsunuz ama siz annesiniz dedi. Yani hatalarımı da ondan öğrendim.

12. Normalde kendi imkanıyla şey yaptım. Tabii çocuğu olan arkadaşlara da sordum tabii de genelde kendim şey yaptım.
13. Doğrusunu kendimce yaptım, yanlış geleni annelik içgüdüsüyle yorumladım.
14. Benim kızım sadece çok çekingen, yani yaramazlığı filan yok öyle ama çok çekingen. Psikoloğa filan gidelim dedik hatta da gitmedik sonra. Okula gittikçe üstesinden geldik, 3 yaşında oyunevine verdik mesela, bu sene daha iyi.
15. Mesela babayı çok dövüyordu bir dönem. İşte bu kopma (anneden) döneminde, bizim okuduğumuz kaynaklarda şey diyordu ignore edin, yanlış davranışı ignore edin. Bunun üzerine gitmeyin. Ama ignore etmek de bir noktaya kadarmış diye öğrendim. Yani biz ignore ettikçe o bunu yapabilir olarak gördü. Dolayısıyla biz o dönemde şeyden, hem pedagoğlardan, hem rehber öğretmenlerden, hem kendi öğretmeninden öğrendik bunları. Bir nokta hakikaten akademik bir şey gerektiriyor. Bir nokta destek gerektiriyor.
16. İşte uykusuzluktan tutun hormonal değişiklikler, fiziksel yorgunluğun benim üzerimde çok büyük bir etkisi olmuştu. Daha sinirli, daha stresli bir insan oldum bence anne olduktan sonra.
17. Çok fazla uyku problemi yaşadık. Uykumu alamayınca ben de çok gergin oldum, bence en kötüsü uyumayan çocuk. Çünkü siz dinlenemediğiniz zaman, sorumluluklarınızı yerinize getiremediğiniz zaman tamamen sinirleriniz bozuluyor. Çok zor bir dönem atlattım. İlk oğlumda 9 ay filan Loğusa sendromuna girdim gibiydi.
18. Dedim ya ikiz oldukları için, mesela kendine vakit ayıramıyorsun. Birisini hallediyorsun, uyutuyorsun mesela, ötekisi başlıyor. Bire bir hiçbir zaman vakit ayıramıyorsun. Böyle şey derdim “Allah’ım ne olursun bugün bana bir misafir gelsin.” Hani birini o tutsun ben de kendime bir zaman ayırayım bir şey yapayım.

19. Kızım şu an 5 yaşında ama bebekken beslenmesiyle ilgili problemler vardı ama kendi kendime çözdüm hep. Alerjisi varmış onu fark ettik, hep kusuyordu yemiyordu. Ben kustukça yedirmeye çalışıyordum.
20. Yani bebekken hiç çekmedim. Mesela tabii yardımcı olması filan da önemli, bebek hemşiresi buldum ben tesadüf yani. Ondan öğrendim yani hatta. Yani bakımıyla alakalı hiçbir sıkıntı çekmedim.
21. İkisi çok yakın araları, 2.5 yaş var aralarında, o biraz sıkıntı oldu. Küçük olduğu zaman büyükle ilgilenmek daha zor oldu. Kıskançlık çok oldu, o yönlerden zorluk çektik.
22. Onun biraz da ablasıyla sorunu vardı. Mesela oyun oynarken hadi duş zamanı dediğimizde, ablası duşa girip kendisi girmediyse ablasının pijamasını çıkartıp bekletip kendisi duşa girip sonra ablasının duşa girmesini ve pijamalarını giymesini istiyordu ve istediği olmadığı zaman sinir krizine giriyordu. Onu çözemedim açıkçası. Psikolog da bırakın istediği kadar ağlasın dedi ve öyle çözüldü açıkçası.
23. Anne olunca bir takım sıkıntılar var. çocuğun gelişimiyle ilgili birtakım sıkıntılar var. işte geç konuşuyor dert ediyorsunuz.
24. Bir de tuvalet eğitimi çok zordu. Büyük tuvalet eğitimi. Yani onu bir türlü böyle şey yapamadık. Nasıl davranmam gerektiğini öğrendim. Yani kaynaklardan hep öğrendim. Ama bu böyle pıt diye bir anda bilinen, hadi öyle yapmalıyım denilen bir şey değil yani. Yani bu iki konu çok, yetiştirirken destek aldığım konular oldu.
25. Aileme. Eğer bir şeylerden kurtulmak istiyorsanız aile kurmak çok önemli. Yani biri maddi yardım yapıyor, biri senin yanında oluyor, ne bileyim aile çok önemli. Kalabalık bir aile çok önemli. Mesela kızım hasta olarak doğdu. Hücrelerinde azalma vardı. Çok ince bakılması gerekiyordu, sürekli dikkat edilmesi, düşmemesi

gerekiyordu. Neyse ki yanımda sürekli birileri vardı. Yanıma çağıracağım insanın da kendi işi ailesi var onun için de zor bir dönem geçirdik ama o dönemi de nasıl diyeyim el birliği ile derler ya öyle ailece kalkındık. Ailece atlattık. İnanın ben tek olsam yapamazdım inanın çocuğuma bir zarar verirdim ve kendim bir zarar görürdüm, yapamazdım yani olmazdı. Ama tabii kalabalık ailenin verdiği sorumluluk. Abim bile gidiyordu bez alıp getiriyordu bana, hani ben evden çıkamam çocuğun yanından ayrılmasın diye annem bile gelir mamasını yapardı kaç yaşında kadın. Bana eğlenceli şeylerden bahsederlerdi, beni alır sahile götürürlerdi. Hani üzülür bir şeye de sütü kesilir, çocuk besinsiz kalır diye.

26. Yani bir kere akraba yanlış bir adres oluyor. Çünkü bu akraba dediğimiz, anneanne, babaanne, teyze filan, zaten ona zaafi olan insanlar oluyor. Yani kendilerini çok dışarı çekemedikleri için, olayın dışına, onlar doğru adres olmuyorlar. Eğer akademik bir yönü yoksa yani. Bence doğru adres, onu tanıyan bir pedagog.
27. Onun dışında aile büyüklerinden hiç destek almadım. Kendi annem hayatta olmadığı için. Çok genç anane babanelerimiz var. Sosyal hayatları hala devam ediyor. Saygı duyuyorum. Hatta memnunum hayatlarımıza karışmıyorlar. Kendi istediğim şekilde yönlendiriyorum. ama bazen tanımadığımız yardımcıları muhtaç olmak ağrıma gidiyor.
28. Bir de aile büyükleri de bizde maalesef çok yaşlılardı ve erken yaşta vefatlar oldu. Dolayısıyla hiçbir aile büyüğünden destek alamadım.
29. Direk pedegoglara başvurdum çünkü sonuç odaklıyım. Sorunu çözmek için bir değil iki pedagoga danışırım.

30. Dediğim gibi bir pedagog var onu takip ediyorum. İnternette takip ediyorum kitaplarını okuyorum. Onun dediği gibi davranmaya çalışıyorum ama annemiz, babamız, sabırlıyızdır ama bazen aşırı zorluyor.
31. Google. Her kafadan bir ses çıkıyor, googleden da her bulduğumu okumak değil de güven veren hocalardan filan. Ben herkese de söylüyorum, çocuğumu internette büyüttüm diye. Bir de etrafımda çok başvurabileceğim biri yoktu.
32. İnternette okuyunca kafa karıştırıcı olabiliyor. Kitabı da kendimi eğitmek ve genel anlamda çocuklarıma güzel ortam sağlamak için kullanıyorum. Ama spesifik problemi çözmek için profesyonel yardım almayı tercih ediyorum.
33. Yani biraz içgüdüsel oluyor tabii ki. Hani çok sıkıştığım zaman dediğim gibi 3-6 aylık pedagoğa kontrollere danıştığım oldu ama biraz anne olarak bir şekilde içinizde çözüyorsunuz. Anneliğin verdiği içgüdüyle bir şekilde yaklaşıyorsunuz, doğru ya da yanlış, sonradan diyorsunuz ki hani bu benim çocuğum ve benim doğrum, doğru ya da yanlış bir şekilde benimle büyüyecek.
34. Kitap hiç okumadım ben. yani hamileyken de okumadım. yani biraz içgüdüsel yetiştiriyorum galiba. Her çocuk farklı diye düşünüyorum bir şey alıyorsun kitaptan ama çocuğun yapısına göre davranmak biraz içgüdüsel oluyor, bir de dönem dönem de değişiyor çocuk. Hep böyle 3 aylık periyotlarda bambaşka kişilikler oluyor mesela. Çok hızlı değişiyorlar.
35. Ama yani bakarsanız gördüğüm psikolog olmayan arkadaşlarım da yine benim gördüğüm bizim çevrede herkes önce bir birbirine danışıyor ama sonra next step mutlaka bir danışmana gidiyorlar
36. En çok en yakın arkadaşıma başvuruyorum. Çünkü onların objektif ve minimal yargılayıcı olup gerçekten yardım etmek isteyeceğine inanıyorum.

37. Genelde işte psikoloji kitaplarıma geri dönüp bakıyorum. Yani işte psikoloğa gitme artık o problem benim çok hayatımı etkilemeye başladıysa benim son çarem.
38. Boşanarak üstesinden geldim. Eşimde kişilik bozukluğu var.
39. Mesela duygular, kaygılar, yani ölümle ilgili. Ölüm bir örnekti sadece. Başka kaygı yaşadı mı? Sera öyle çok şey yapmadı, duygu-kaygı diye bir ana başlık olsaydı isterdim. Yani onun içinde ölüm de çıkacaktı, başka şey de çıkacaktı.
40. Sosyalleşmesi, şiddete eğilimi olamaması, çünkü kızım çekingen, bir yere gittiği zaman kendini düzgün ifade edebilsin, aktif özgüveni yüksek olsun isterdim.
41. Bazen ona nasıl davranacağım konusunda tereddütte kalıyorum. Davranış, beslenme, doğru beslenme, toplum içinde nasıl davranması gerektiği. Ailenin çocukla iletişimi ama en çok, bir de yanlış bir şey yaptığında nasıl tepki vermek gerek. Çocuk bu yaşta tabii aileyi kopyalıyor, nasıl davranacağım konusunda yardım almak isterdim.
42. Ben çocuğumun topluma faydalı bir çocuk olmasını istediğim için o yönde yaptığım hataları görmek isterdim. Yapıyoruz hepimiz mutlaka. Hem akademik açıdan hem sosyal açıdan hem de kişilik olarak iyi bir insan olmasını istiyorum. Yaptığım hataları ya da yaptığım doğruları bana gösterecek bir eğitim almayı isterim.
43. Genelde hepsi ile iyiyiz ama beslenme konusunda biraz zayıfız bizimki tek tür besleniyor. Makarna, pilav, patates kızartması, kırmızı mercimek çorbası, başka bir şey yemez mesela reddeder. Yeni yeni okula başladığı için okulda yeni tatlar almaya başladı. Arkadaşlarına bakıyor, onların yemeklerinden tadına bakıyor, “ben sevdim yiyeyim bu yemeği” ya da “beğenmedim” diyor. Alışıyor yani. Ama sadece yemek konusunda diğer konularda çocuğumla ben gayet iyiyiz.

44. Beslenme yine önemli ama yine az çok bir şekilde insan beslenmeyle ilgili bir bilgiye sahip. Belirli bir yaştan sonra yetişkinle çocuk beslenmesi aynı. Önemli olan organik beslensin, şeker yemesin vs.
45. Şiddet olarak bir eğitim isterdim, bir de akademik başarı tabii ki. Şimdiden bakmaya başladım zaten, karşıdaki okulu (the the Private School) istiyorum yüzde yüz burslu bakalım.
46. Akademik başarı, onu zaten çok büyük araştırmalar sonucu içime sinen bir okula, bütün İstanbul okullarını gezdim. Onun için benim zaten şu an beklentim akademik başarı değil, beklentim sevgi dolu bir ortamda olması, bunu hep böyle altını kocaman çiziyorum. Çünkü altı yaşına kadar ben hiçbir çocuktan akademik başarı beklemiyorum. Ha bu, kalemi doğru tutması evet, kalemi yanlış tutmasını düzeltmek anaokulunun göreviydi bence. Bu akademik başarı değil, bu kasla ilgili bir şey diye ben algılıyorum. Dolayısıyla bunlar benim için akademik başarı değil. Zihinsel gelişim, yani bunu da aslında destekleyen şey, bunu da istemezdim. Böyle bir şey istemezdim çünkü bunu tamamen okula bıraktım.
47. Oyun çok önemli. Çocuğu bence ilerleten, duygusal olarak, zihinsel olarak, bence oyun. Oynadığınız oyunlar, yaptığınız şeyler, onu hayatta tutan şey oyun. Mesela onun farkında da değil, neyle nasıl oynamak gerekiyor, evde neyi ne kadar... Çünkü her dakika oyuncak istiyor, bu evdeki oyuncaklar arasından neyi elemek gerekiyor, hangi yaş gurubunda ne oynaması gerekiyor ve mesela hangi yaş gurubunda ne bileyim küpleri üst üste koymak, şekilleri yan yana koymak. Yani bunları öğrenmek isterdim açıkçası.
48. Şimdi ailem beni yetiştirdi ama bakalım ben ailemin istediği kişilikte miyim? İşte ben bunu çocuğuma verebilir miyim? İlerde ben nasıl olmasını istiyorum, işinde

- gücünde, kariyer sahibi hani sağlam adımlar atan, özgüveni yüksek, kendine bakan yani sağlam kişilikli bir çocuk olsun isterim.
49. Tabii yani şimdi siz sayınca bunların hepsiyle ilgili yeni şeyler öğrenmek isterim. Bilginin sınırı yok oyüzden yani o kadar kitaplar alıyoruz, internetten araştırıyorsunuz, yeri geliyor oyuncak araştırıyorsunuz. Yani o deönemki ihtiyacına göre, çocuk agresif dönemindeyse neden bu hırçınlık mesela onun üzerine gidiyorsunuz dönem dönem. Tabii çocuk olunca insanlar biraz daha hassas, her şeyin daha fazlasını öğrenmek istiyor.
50. Daha çok 2 yaş sonrası. Çünkü zaten konuşmadığı sürece siz zaten kendi yaptığınızın doğru olarak geldiği bir şekilde gidiyor bu iş. Ne zamanki konuşmaya başlıyor; ilişkiler, okul, üzüntüleri başlıyor okuldan dolayı, arkadaştan dolayı. Çocuklar acımasız birbirlerine hani, kırabiliyorlar. O gibi durumlarda çocuğu da, kendinizi de fazla üzmeden, fazla da kollayıcı olmadan o durumdan nasıl kurtulacağım konusunda zorlandım, okulla birlikte. Bizim sahamızdan çıkıyor, okulda arkadaşları öğretmenler
51. Bence iki yaşından sonra. Tabii ilk günden beri hep bir şey öğrenmek istiyorsunuz. Bugün benim oğlum neredeyse beş yaşında, baktığınız zaman, iki yaşından sonra konuşmaya başladıktan sonraki kısmı önemli.
52. Bence ilk 6 ayda olması gerekiyor. Hiçbir şey bilmiyorsun. İlk defa anne oluyorsun ne yapacağını bilmiyorsun. O yüzden gerekiyor.
53. İlk aylar tabii ki. İlk doğdular hastahaneden eve gelmek kabus gibiydi. Bir de ikiz, ne yapacağını bilmiyorsun yani, ben tutup yıkayamadım korkumdan. Çok zor.
54. Hamilelik. Çünkü hiç tecrübeniz yok, insan o zaman daha meraklı oluyor. Ama doğduktan sonra daha akışına bırakıyorsunuz.

55. Bebek kucağıma geldiğinde o zamana eğitilmiş olmak isterdim. Çünkü üzerini değiştiremiyorsun, korkuyorsun, sürekli dikkatli yaklaşıyorsun bir şey olacak diye. Bilmediğim için belki de ilk çocukta. İkinci çocuğumda da aynı şeyleri yaşadım.
56. 1-2 yaşta heralde. Çocuk konuşuyor artık sana cevap veriyor. İşte daha tehlikeli şeyler olabilir artık çıkmak istiyor. Onu korumak adına daha bilgili olmak isterdim. İlk 6 ay anne sütü verdim bir sıkıntı olmadı. O yüzden 1-2 yaş olabilir.
57. 1-4 yaş arası bütün etrafıma danışarak bilgi sahibi olmaya çalıştım. Gelişimi, kalem tutabiliyor mu, yemek yiyebiliyor mu, duşunu çişini kendisi yapabiliyor mu, bunların hepsini bahsettiğim resurcelardan, öğretmenler olsun, arkadaşlar, internet, kitap olsun, o tarz şeylerden. Bir de o yaşlar çok önemli. Mesela bir çocuk o yaşlarda ağlayarak bir şey elde edemeyeceğini öğrenirse, o zaman davranış o zaman bitiyor bence.
58. Bir kere 2. çocuklar kesinlikle daha başına buyruk oluyorlar, ya da biz daha üzerine düşüyoruz birincinin. Ereni bırakıp akşam yemeğe bile çıkamıyordum, çünkü meme vardı. Çünkü emzik biberon hiçbir şekilde kabul etmiyordu, annem olsun, başkası olsun. Kıyametler kopuyordu yani, bir gece bile ondan ayrılamıyordum. Yoksa bayağı bir olay çıkarıyordu
59. Kızlarım çok farklı. Birisi okuyayım boyayım çok meraklı, diğeri hiç öyle değil o derli toplu olayım, anne sana yardım edeyim. O kadar zıtlar ki biri dağınık diğeri ona “niye dağıttın topla buraları” diyor. İşte biri okumaya çok hevesli biri yok ben sıkıldım, yapmak istemiyorum diyor.
60. Büyükte uyutma sorunu vardı, diğeri daha rahat uyuyordu. Tabii bir şeyler oluyor farklar ama şimdi gelmiyor aklıma
61. Mesela ilkinde çok medikal yardım çok önemliydi, ne yemesi gerek, kilosunu ne kadar. Mesela 2. ve 3. de onlar hiç önemli değildi. Tabii yani bir aşı bir sene var bir

sene yok, onlar için değil tabii de, mesela şimdi elma mı versem havuç mu gibi şeyler olmadı yani.

62. Tabii ki kız ve erkek olmasından kaynaklı farklılıklar var. Ama bunlar küçük farklılıklar onlar da nedir ilgi alanlarının biraz farklı olması biri dövüş Spiderman onlara ilgi duyuyor, diğeri de aslında bebelere falan çok da yönelmedi benim kızım...Ortak onların ilgileri aslında, çok bir farklılık yok.
63. Bence annelerin tecrübeleri arttıkça onların problem olarak nitelendirdikleri şeyler değişiyor. Küçüğün mesela bir konsantrasyon problemi var. Bu mesela ilk çocuğumda olsaydı, ben hemen psikoloğa danışırdım. Ama mesela 3. olduğu için bunun biraz daha sürece bırakabileceğini, işte öğretmenlerle biraz işbirliği içinde çalışarak büyük bir olasılıkla atatabileceğimi düşünüyorum. İlk olsaydı çok panik olurum çünkü artık kendim de kendim için bir resourceum.
64. Ozan'da hiçbir zaman bir sıkıntı yaşamadım. Bir de ikinci çocuklarda anneler daha rahat oluyor. Hala da kendimi gözlemlediğim zaman hep birinci çocuk üzerinden bakıyorum. Bütün hafta sonu planları hep birinci çocuk üzerinden yapılıyor.
65. Bir kere çocukların karakterleri birbirinden farklı o yüzden farklı oluyor. İkincisi siz daha deneyimli olduğunuz için ilkinde ihtiyaç duyduğunuz şeyleri ikincisinde otomatik olarak yaptığınız için daha rahat oluyorsunuz. Ama karakterler çok farklı. Ben eminim ki Mert'in duygularının ortaya çıkarmasına yardımcı olmaya çalışırken Murat'ın da daha sakin bir çocuk olması için ne yapabileceğim üzerine çalışmam gerekecek diye düşünüyorum.
66. İkisi apayrı karakterler olduğu için hamurları da farklı demek zorundayım Ne kadar şekillendirseniz de doğuştan gelen özellikler var.
67. Bu dönemde işte ben çok zorlanıyorum. Babadan destek istiyorum. baba da bir şey sağlayamayınca orda zorlanıyorum evet. “Babam bir şey demiyor anne ben buraya

gidebilirim.” Ama babası da bir şey desin ki çocuk da bunu yapmasın. O zaman ne yapıyor beni kale almıyor benim dediğimi yapmıyor. Burada zorlanıyorum. Kız çocuklarında bu yok. Erkek çocuklarında genellikle oluyor bu.

68. Bence şöyle, öncelikle çocuklarınızla vakit geçirmek lazım. Şeye çok inanıyorum ben öyle bir laf vardır, quality not quantity. İlla ki bütün gün yarım yamalak vakit geçirmek, çok daha kısa ama kaliteli bir zaman geçirmekle aynı şey olabilir diye düşünüyorum. Bir sürü anne var tabii yardımcıları yok, işleri yok. Onların tabii full konsantre 10 saat çocuklarıyla vakit geçiremeyecekleri doğal. Ama mesela sabah yarım saat akşam yarım saat de olsa kaliteli zaman geçirmek, benim için en önemlisi bu herhalde. Kaliteli zaman geçirmek yani, birebir sohbet etmek, boyama yapmak, kitap okumak vs. bir de çocuğunuzun hayatından haberdar olmak.

69. Ya bence dinlemekle alakalı bir şey o. Mesela yani benim annem çok iyi bir anne. Yani ben bazen diyorum ki ben de onun gibi olabilecek miyim? Çünkü siz ona bir rol figürsünüz. Şimdi bunu çok net anlıyorum. Yaptığım, konuştuğum her şey, kullandığım Türkçe, kullandığım kelimeler, sesimin tonu, gözümün açılış oranı... Bunlar hep çok önemli. Zaten anne olduktan sonra bambaşka biri oluyorsunuz. Yani ben çok böyle kariyer odaklı falan bir insandım, şimdi tamamen çocuk odaklı yaşıyorum. Yani her şey bir yana o bir yana yani. İyi anne nasıl olur? Bilmiyorum yani benim annem iyi bir anne örneğin, bizi hep dinledi çünkü. Hep kendi seçimlerimizi yapmamıza izin verdi. Hiçbir şekilde bizi baskıyla büyütmedi.

70. Bence iyi bir anne ona kulak veren, kişisel gelişimini, potansiyelini açığa çıkarabilmesi için yol gösteren bir anne olabilir diye düşünüyorum, kendi yolu bulmak ona kalmalı. Her zaman yanında olmak destek olmak, sevgiyi hissettirmek.

71. İyi bir anne olmak çocuđuna 24 saat her koşulda çocuđuna sevgi dolu yaklaşmak ve ona sevildiđini hissettirmek. Bence diđerleri hepsi fasa fiso. Sevildiđini bilen ve yalnız hissetmeyen çocuk iyi anne olmanın şartı.
72. Her şeyi güzellikle anlatman lazım, şiddetle hiç bir şey iyi olmuyor. Ben çocuđuma şiddet göstersem o da kendi çocuđuna gösterecek. Sevgi çok önemli yani.
73. Yani herhalde çocuk ihtiyacı olunca onun yanında olmak. Hani onun ilk aklına gelecek çocuk oluyorsun, yani en yakın kiři. İşte her şeyiyle elinden geldiđi kadarıyla ilgilenmek.
74. Dolasıyla yani bence iyi anne olmak çocuđa, onun bütün ihtiyaçlarını görmek duymak, verebildiđin kadarını da verebilmek.
75. Onların ihtiyaçlarını karşılamak ve sevgi en önemlisi, onları mutlu görmektir herhalde iyi annelik.
76. Mesela bir çok anneyi görüyorum uykusundan fedakarlık etmeden, mesela çocuk yedide kalkıyorsa ben kesinlikle yedide uyanmış olurum, zaten bizim yatađa doluşurlar. Yok sen git ben uyuyacađım demem, ne kadar bütün gün beraber olacaksak da demem onu. Bazı anneler çocuđu uykusu için gönderiyorlar. Bunlar benim için önemli. Gerçek annelik benim için özverili davranıp çocuđun ihtiyaçlarına göre hareket etmek diye düşünüyorum ben.
77. Önce fedakarlık geliyor aklıma. Hiçbir zaman şey olamadım ben uyuyayım babası baksın, ben gezeyim babaannesi baksın demedim. Ama tabii çok yordu beni, keşke biraz olabilseydim.
78. Yani kızım için her şeyi zorlamak. Her şeyden fedakarlık edebiliyorum, her şey onun için. Ne yapsam onun için yapıyorum yani.

79. Çocuklarımı şımartmıyorum. Tabii ki çocukların her istediğiniz yaparsan güzel iyi anne olursun. Onların gözünde kendi gözünde değil tabii. Ben çalışmıyorum, çalışsam imkanım var tabii ama çalışmayı istemiyorum.
80. Bence despot olmak gerekiyor. Yumuşak olmayacaksın. Çünkü hiçbir şekilde dinlemiyorlar. Onların geleceği için biraz despot olmak gerekiyor.
81. Valla çok zor iyi anne olmak ama benim için kriter çocuğum mutlu ve dengeliyse, yani ruhen sağlıklıysa iyiy yetiştirmişim demektir. Mutlu çocuksa, ben de onu destekledimse, benim için yeterli olan bu.
82. Çocuklara iyi bir gelecek vermek.
83. Çocuğuna iyi eğitim vermek, onunla ilgili olmak olabilir.
84. Yok annemle ilgilendiğim için zor oluyor, annem rahatsız onu getirip götürüyorum. Kardeşlerim var ama onlar da bakmıyor bana kaldı. Bir de bize anneannem baktı, gençken bizi o büyüttü. Anneden ayrı büyüyünce bırakamıyorum. Ortaokula yazılmışım onu da bıraktım gidemiyorum.
85. Yok katılmadım. Okulda olursa seve seve katılırım tabii, zaman problemim vardı ama şimdi yok. Eğitim her yaşta önemli tabii.
86. Okuldaki tek seferlik seminerlere geldim. Kardeş gelince çocuklara davranış biçimi semineri vardı o hoşuma gitmişti. Beslenmeyle ilgili çok seminere katıldım.
87. Amerikan hastanesinin bir eğitimi vardı. Fiziksel bakım, duygusal ve sosyal olarak herşey vardı içinde.
88. Biz aile eğitim programına katıldık. İstanbul Parenting Class'ın 0-1 yaş ve 1-3 yaş arası bir eğitimi vardı, onlara katıldık.
89. Genel çocuk eğitimi konusunda o mahalledekilere katıldım. Ya da bir sorunumuz olduğunda açıp üzerine konuşuyorduk. Ben buldukça böyle şeyler hep

gidiyordum. Bizim mesela Őimdi baŐladık mahallede, hazirana kadar devam edecek haftada bir.

90. Mesela okulun bazı eęitimlerine gittim, iŐte bizim feriha dildar pedagog, niŐantaŐında yeri, onun hani bazı seminerlerine ufak tefek katıldığım oldu. Ama oyle tek seferlik yani, herbiri 1-5 saatlik 2 saatlik Őeyler.
91. Mesela çocukların uykuya alıŐtırılmasıyla ilili gitmiŐtim, bōyle tek seferlik 1 saat filan. İnternette biraz baktım. Bir cinsellik eęitimi vardı katılamamıŐtim onun notlarını almıŐtim. Bakayım baŐka, enkada yine sosyal duygusal geliŐimi ile ilgili bir Őey vardı, bir de Őlüm korkusuyla ilgili bir eęitim, ama onu hala tam çok Őey yapamadım. Mesela çocuk Őey diyor, atatürk nerde anne Őldü mü, Őldü, peki Őimdi cennette, napiyo orda, oturuyo, ama Őlüler oturamaz. Yani konumuz dıŐı ama eęitimle de bazen her Őeyi yüzde yüz halledemiyorsun bazen. Ama bōyle dūzenli, mesela 1 haftalık filan bir eęitime hiç gitmedim, hep bōyle kısa kısa.
92. Biz haftada bir gittik. Zaten teke tek olarak, anne-baba ebeveyn olarak gittik. Video gōsterimi vardı, genel anlatım vardı. Bazen bir çift daha olmuŐtu ama en fazla iki çift olduk. Daha Őzel bir eęitim Őzellikle 1-3 yaŐ arası eęitiminde daha çok tektik. BaŐka çift yoktu. Bōyle iki kanepeli ufak bir odada olmuŐtu eęitim. İki olmak da gūzeldi. PaylaŐım artıyordu. Ya da malzeme getiriyordu. Őzellikle 1-3 yaŐ arası eęitimde bir ders bir çift daha gelmiŐti. Faydalı oldu evet. Çok kalabalık deęil ama mini grup.
93. Ben faydalı buldum çünkü Őey mesela Őlüm konusunda ne diyeceęimi hiç dūŐünmemiŐtim. Yaniben aslında hepsini faydalı buldum çünkü ne olursa olsun bir kelime Őğrensen kardır. Yani bōyle bir eęitim olsa yine fırsatım olursa katılmak isterdim ačıkçası.

94. Hayır. Bulmadım çok genel, mesela anaokulundaki eğitim 3-5 yaş çocuk eğitimiydi. O kadar geneldi ki açıkçası çok sıkıldım. Pedagoğun da eğitmenin de kendi tecrübeler oluyor. Onların bu eğitimde çok genelleştirildiğini hissettim ve açıkçası rahatsız oldum. Mesela gelişim gelişim işte 6-7 yaşa kadar gitti.
95. Çok geneldi, mesela anaokulundaki eğitim 3-5 yaş çocuk eğitimiydi. O kadar geneldi ki açıkçası çok sıkıldım. Pedagoğun da eğitmenin de kendi tecrübeler oluyor. Onların bu eğitimde çok genelleştirildiğini hissettim ... Dolayısıyla eğitim olursa daha spesifik konularda olmasını ve belki biraz daha küçük gruplar arasında olmasını, daha böyle workshop şekilde daha interaktif bir şey olmasını tercih ederdim.

REFERENCES

- Akmehmet Şekerler, S. (2017). Derinlemesine görüşme. In F.N. Seggie & Y. Bayyurt (Eds.). *Nitel araştırma: Yöntem, teknik, analiz ve yaklaşımlar* (pp.186-202). Ankara, Türkiye: Anı Yayıncılık,
- Aydoğmuş, K., Oktay, A., Baltaş, Z., Yavuzer, H., Navaro, L., Baltaş, A., Konuk, E., Razon, N., & Güngörmüş, O. (2010). *Ana-baba okulu*. İstanbul, Türkiye: Remzi Kitabevi.
- Baker, J. (2014). *Parent education programmes for early childhood development: Reflections of practitioners* (Unpublished doctoral dissertation). Stellenbosch University, Stellenbosch.
- Baker, S., Sanders, M. R., & Morawska, A. (2017). Who uses online parenting support? A cross-sectional survey exploring Australian parents' internet use for parenting. *Journal of Child and Family Studies*, 26(3), 916-927.
- Bekman, S. (1998). *A Fair Chance: An evaluation of the mother-child education program* (2nd ed.). Istanbul, Turkey: Mother-Child Education Foundation.
- Bekman, S., Aksu-Koç, A., Erguvanlı-Taylan, E., & Vakfi, A. Ç. E. (2004). Güneydoğu Anadolu bölgesinde bir erken müdahale modeli: Yaz anaokulu pilot uygulaması. *Boğaziçi Üniversitesi ve Anne-Çocuk Eğitim Vakfı*, 20(10), 2014.
- Bornstein, M. H. (2013). *Cultural approaches to parenting*. Hillsdale, NJ: Psychology Press.
- Coombs, P., & Ahmed, M. (1974). *Attacking rural poverty. How non-formal education can help*. Baltimore, MD: John Hopkins University Press.
- Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA: Harvard University Press.
- Buran, A.A. (2017). Nitel araştırmada veri toplama. In F.N. Seggie & Y. Bayyurt (Eds.). *Nitel araştırma: Yöntem, teknik, analiz ve yaklaşımlar* (pp. 43-58). Ankara, Turkey: Anı Yayıncılık.

- Chang, M., Park, B., & Kim, S. (2009). Parenting classes, parenting behavior, and child cognitive development in Early Head Start: A longitudinal model. *School Community Journal, 19*(1), 155.
- Chen, M., & Chan, K. L. (2016). Effects of parenting programs on child maltreatment prevention: A meta-analysis. *Trauma, Violence, & Abuse, 17*(1), 88-104.
- Cross, J. (2011). *Informal learning: Rediscovering the natural pathways that inspire innovation and performance*. San Francisco, CA: John Wiley & Sons.
- Cole, J. (2011). A research review: The importance of families and the home environment. Retrieved from <https://files.eric.ed.gov/fulltext/ED521654.pdf>
- Costa, A., Cabrita, A., Ferreira, L., Encarnação, P., Navalho, P., & Narciso, I. (2012). Parent education programs: (Co) Construction with parents. *Global Journal of Community Psychology Practice, 3*, 163-168l.
- Çeviktürk, Ö. (1997). *Need assessment for a training program of parents to promote increased parent involvement in mathematics education* (Unpublished master's thesis). Bosphorus University, İstanbul, Turkey.
- Davis, J. R. (2007). *Assessing parental needs in parent education programs: Parents of toddlers between the ages of 1–3* (Unpublished doctoral dissertation). University of Southern California, Los Angeles, California, United States of America.
- Deković, M., Stoltz, S., Schuiringa, H., Manders, W., & Asscher, J. J. (2012). Testing theories through evaluation research: Conceptual and methodological issues embedded in evaluations of parenting programmes. *European Journal of Developmental Psychology, 9*(1), 61-74.
- Dembo, M. H., Sweitzer, M., & Lauritzen, P. (1985). An evaluation of group parent education: Behavioral, PET, and Adlerian programs. *Review of Educational Research, 55*(2), 155-200.
- Dinkmeyer, D., & McKay, G. D. (1975). *Systematic training in effective parenting [STEP]*. Circle Pines, MN: American Guidance Service.

- Eisner, M., & Meidert, U. (2011). Stages of parental engagement in a universal parent training program. *The Journal of Primary Prevention*, 32(2), 83-93.
- Elibol, F. (2007). *12-36 aylar arasında çocukları olan annelere verilen grup eğitiminin annelerin anne-babalık görevlerinde öz yeterliliklerine yönelik katkısının incelenmesi* (Unpublished master's thesis). Hacettepe University, Ankara, Turkey.
- Erikson, E. H. (1963). *Childhood and society*. New York, NY: Norton.
- Ferguson, C. G., Carter, C. C., Berkowitz, S., & Reviere, R. (2013). Introduction: Setting the stage. In C. G. Ferguson, C. C. Carter, S. Berkowitz & R. Reviere (Eds.), *Needs assessment* (pp. 17-28). New York, NY: Routledge.
- Fine, M. J. (1980). The parent education movement: An introduction. In M. J. Fine (Ed.), *Handbook on parent education* (pp. 3-26). New York, NY: Academic Press.
- Finn, D. (2011). Principles of adult learning: An ESL context. *Journal of Adult Education*, 40(1), 34-39.
- Forster, D. A., McLachlan, H. L., Rayner, J., Yelland, J., Gold, L., & Rayner, S. (2008). The early postnatal period: exploring women's views, expectations and experiences of care using focus groups in Victoria, Australia. *BMC Pregnancy and Childbirth*, 8(1), 27-38.
- Fox, R. A., Fox, T. A., & Anderson, R. C. (1991). Measuring the effectiveness of the Star Parenting Program with parents of young children. *Psychological Reports*, 68(1), 35-40.
- Gadsden, V. L., Ford, M., & Breiner, H. (2016). *Parenting matters: Supporting parents of children ages 0-8*. Washington, DC: National Academies Press.
- Gilmer, C., Buchan, J. L., Letourneau, N., Bennett, C. T., Shanker, S. G., Fenwick, A., & Smith-Chant, B. (2016). Parent education interventions designed to support the transition to parenthood: A realist review. *International Journal of Nursing Studies*, 59, 118-133.

- Gleeson, J. P., Hsieh, C. M., & Cryer-Coupet, Q. (2016). Social support, family competence, and informal kinship caregiver parenting stress: The mediating and moderating effects of family resources. *Children and Youth Services Review, 67*, 32-42.
- Gordon, T. (1970). *PET: Parent effectiveness training: The tested new way to raise responsible children*. New York, NY: PH Wyden.
- Gordon, T. (2000). *PET: Parent effectiveness training: The proven program for raising responsible children*. New York, NY: The Three Rivers Press.
- Gordon, T. (2008). *Parent effectiveness training: The proven program for raising responsible children*. New York, NY: The Three Rivers Press.
- Gowen, J. W., Christy, D. S., & Sparling, J. (1993). Informational needs of parents of young children with special needs. *Journal of Early Intervention, 17*(2), 194-210.
- Göni, J. (2006). *What is adult education? UNESCO answers*. Retrieved from <http://www.unesdoc.unesco.org/images/0014/001494/149411e.pdf>.
- Graziano, A. M., & Diament, D. M. (1992). Parent behavioral training: An examination of the paradigm. *Behavior Modification, 16*(1), 3-38.
- Gross, D., Julion, W., & Fogg, L. (2001). What motivates participation and dropout among low-income urban families of color in a prevention intervention?. *Family Relations, 50*(3), 246-254.
- Gupta, N. D., Lausten, M., & Pozzoli, D. (2018). Does mother know best? Parental discrepancies in assessing child behavioral and educational outcomes. *Review of Economics of the Household, 16*(2), 407-425.
- Gürçayır Teke, S. (2014). A netnographic analysis on the transformation of motherhood: Blogger mothers. *Milli Folklor, (103)*, 32-47.
- Güven, M. G. (2014). Back to basics: What do parents and teachers expect of early childhood education and care. *Boğaziçi Üniversitesi Eğitim Dergisi, 31*(1), 19-43.

- Güzel, Ş. (2006). *Dört altı yaş grubu çocuğa sahip annelerin aile eğitimine yönelik ihtiyaç duydukları konuların belirlenmesi* (Unpublished master's thesis). Gazi University, Ankara, Turkey.
- Jacobson, A. L., & Seward, R. R. (2011). International research on parenting and parent education: Collaborative conference and beyond. *Journal of Comparative Family Studies*, 42(1), 1-13.
- Jacobson, A. L., & Engelbrecht, J. (2000). Parenting education needs and preferences of parents of young children. *Early Childhood Education Journal*, 28(2), 139-147.
- Jarvis, P., & Griffin, C. (2003). Introduction to part three. In P. Jarvis & C. Griffin (Eds.), *Adult and continuing education: Adult education-viewed from the disciplines* (pp. 59-61). London: Routledge.
- Kağıtçıbaşı, Ç. (2012). *Benlik, aile ve insan gelişimi*. İstanbul, Turkey: Koç Üniversitesi Yayınları.
- Kagıtçibasi, C., Bekman, S., & Goksel, A. (1995). A multipurpose model of nonformal education: The mother-child education programme. *Coordinators' Notebook*, (17), 1-11.
- Kartal, H. (2007). Erken çocukluk eğitimi programlarından anne-çocuk eğitim programı'nın altı yaş grubundaki çocukların bilişsel gelişimlerine etkisi. *İlköğretim Online*, 6(2), 234-248.
- Kılınç, F. E., & Aral, N. (2015). Erken müdahale için bir model: Anne çocuk etkileşim programı. *Hacettepe University Faculty of Health Sciences Journal*, 1(2), 63-76.
- Kızıltepe, Z. (2004). *Öğretişim: Eğitim psikolojisine çağdaş bir yaklaşım*. İstanbul, Turkey: Merteks.
- Kızıltepe, Z. (2015). İçerik analizi. In F.N. Seggie. & Y. Bayyurt (Eds.). *Nitel araştırma: Yöntem, teknik, analiz ve yaklaşımlar* (pp. 253-267), Ankara, Turkey: Anı Yayıncılık.

- Kızıltepe, Z. (2017). Alanyazın derlemesi. In F.N. Seggie. & Y. Bayyurt (Eds.). *Nitel araştırma: Yöntem, teknik, analiz ve yaklaşımlar* (pp. 36-43), Ankara, Turkey: Anı Yayıncılık.
- Kim, Y. (2012). *Parenting needs for parents of young children in Southern Nevada*. Reno, NV: Nevada Cooperative Extension.
- Knowles, M. S., Holton III, E. F., & Swanson, R. A. (2012). *The adult learner*. New York, NY: Routledge.
- Knowles, M. S. (1980). *The modern practice of adult education (revised and updated)*. New York, NY: Cambridge.
- Kuhl, A. R. (2007). *A qualitative assessment of parenting needs: Themes presented by parents of typical children 6–10 years old* (Unpublished doctoral dissertation). University of Southern California, Los Angeles, CA, United States of America.
- Lashgari, K., Shahidian, A., Goodarzi, S., & Branch, D. (2011). Adult teaching: Methods and principles. *Nature and Science*, 9(8), 94-97.
- Landeros, M. (2011). Defining the ‘good mother’ and the ‘professional teacher’: Parent–teacher relationships in an affluent school district. *Gender and Education*, 23(3), 247-262.
- Ling, D. S., Tibbetts, G., & Scharfe, E. (2017). Once upon a time: Lessons learned from the benefits of parent-child mother goose. *Child Welfare*, 95(2), 9-31.
- Lundahl, B., Risser, H. J., & Lovejoy, M. C. (2006). A meta-analysis of parent training: Moderators and follow-up effects. *Clinical Psychology Review*, 26(1), 86-104.
- McCawley, P. F. (2009). *Methods for conducting an educational needs assessment*. Retrieved from <https://www.cals.uidaho.edu/edcomm/pdf/BUL/BUL0870.pdf>
- McMillan, K., & Weyers, J. (2007). *How to write dissertations & project reports*. London, England: Pearson Education Limited.

- McDonnell, J. R. (2007). Neighborhood characteristics, parenting, and children's safety. *Social Indicators Research*, 83(1), 177-199.
- Mejia, A., Calam, R., & Sanders, M. R. (2015). A pilot randomized controlled trial of a brief parenting intervention in low-resource settings in Panama. *Prevention Science*, 16(5), 707-717.
- Merriam, S. B., & Brockett, R. G. (2011). *The profession and practice of adult education: An introduction*. Hoboken, NJ: John Wiley & Sons.
- Ministry of Family and Social Policy (2013). *Apl & career planning centers in social services for sentenced women: Non-formal education in Turkey*. Turkey: Author. Retrieved from <http://www.apltransfer.gov.tr/data/550acd10369dc52488d41bf9/Non-Formal%20Education%20in%20Turkey.pdf>
- MOCEF. (n.d.). *Father Support Program*. Retrieved from <https://en.acev.org/what-we-do/for-mothers-and-fathers/father-support-program/>
- Morawska, A., Sanders, M., Goadby, E., Headley, C., Hodge, L., McAuliffe, C., ... & Anderson, E. (2011). Is the Triple P-Positive Parenting Program acceptable to parents from culturally diverse backgrounds?. *Journal of Child and Family Studies*, 20(5), 614-622.
- Nieuwboer, C. C., Fukkink, R. G., & Hermanns, J. M. (2013). Peer and professional parenting support on the Internet: a systematic review. *Cyberpsychology, Behavior, and Social Networking*, 16(7), 518-528.
- Nyangaga, J., & Mehta-Bhatt, P. (2011). *Pedagogy and adult training: A trainer's manual*. Nairobi, Kenya: ILRI Publications.
- Olmsted, P. P. (1980). *Parent education: The contributions of Ira J. Gordon*. Washington, DC: Association for Childhood Education International.
- Özyürek, A., & Şahin, F. T. (2005). 5 ve 6 Yaş Grubunda Çocuğu Olan Ebeveynlerin Tutumlarının İncelenmesi. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 25(2), 19-34.

- Parlayıcı, H. (2010). *Okul öncesi eğitim kurumlarında anne baba eğitimine ilişkin veli, öğretmen ve yönetici görüşleri* (Unpublished doctoral dissertation). Selçuk University, Konya, Turkey.
- Pearson, C., & Thurston, M. (2006). Understanding mothers' engagement with antenatal parent education services: A critical analysis of a local sure start service. *Children & Society, 20*(5), 348-359.
- Pecora, P. J., Whittaker, J. K., Maluccio, A. N., & Barth, R. P. (2012). *The child welfare challenge: Policy, practice, and research*. New York, NY: Aldine de Gruyter.
- Peterson, D. (2017, March 8). The Basics of Adult Learning [Web log post]. Retrieved from <https://www.thoughtco.com/what-is-adult-learning-31425>
- Polivanova, K. N., Vopilova, I., & Nisskaya, A. (2016). *Parenting education history and modern trends: Self- efficacy as a methodological base for the development of educational programs for parents*. Moscow: HSE Publishing House.
- Ponzetti Jr, J. J. (2015). Overview and history of parenting education. In J. J. Ponzetti Jr (Ed.). *Evidence-based parenting education* (pp. 29-37). London, England: Routledge.
- Radey, M., & Randolph, K. A. (2009). Parenting sources: How do parents differ in their efforts to learn about parenting?. *Family Relations, 58*(5), 536-548.
- Raffaetà, R. (2015). My parents never spent time with me! Migrants' parents in Italy and hegemonic ideals of competent parenting. *Journal of Family Issues, 36*(9), 1192-1211.
- Republic of Turkey Ministry of Education. (n.d.). *Baba Destek Eğitimi programları*. Retrieved from <http://aileegitimi.meb.gov.tr/programlar/BADEP%20WEB%20Tanimim.pdf>
- Riley, D. (1994). Some principles for designing effective parenting education/support programs. In K. Bogenschneider, D. Riley, K. Morgan, & S. Lundeed (Eds.), *Can Government Promote Competent Parenting?* (pp. 7-14). Madison, Wisconsin: University of Wisconsin-Madison.

- Rossiter, C., Schmied, V., Kemp, L., Fowler, C., Kruske, S., & Homer, C. S. (2017). Responding to families with complex needs: a national survey of child and family health nurses. *Journal of Advanced Nursing*, 73(2), 386-398.
- Ross-Gordon, J. M., Rose, A. D., & Kasworm, C. E. (2017). *Foundations of adult and continuing education*. San Francisco, CA: Jossey Bass.
- Rossi, C. (2009). *Parent training programs: Insight for practitioners*. Atlanta, GA: Centers for Disease Control.
- Samuelson, A. (2010). What works, Wisconsin - Research to practice series. *Best Practices for Parent Education and Support Programs*, (10), 1-8.
- Schultz, T. R., Schmidt, C. T., & Stichter, J. P. (2011). A review of parent education programs for parents of children with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 26(2), 96-104.
- Seggie, F. N., & Bayyurt, Y. (2017). *Nitel araştırma yöntem, teknik, analiz ve yaklaşımları*. F. N. Seggie & Y. Bayyurt (Eds.). Ankara, Turkey: Anı Yayıncılık.
- Staton, J. (1991). Family resource, support, and parent education programs: The power of a preventive pproach. In J, Staton, T. Ooms & T. Owen (Eds.). *Family Impact Seminar* (pp. 1-46). Washington, DC: Association for Marriage and Family Therapy, Research and Education Foundation.
- Steiner, L., & Bronstein, C. (2017). Leave a comment: mommyblogs and the everyday struggle to reclaim parenthood. *Feminist Media Studies*, 17(1), 59-76.
- Stern, H. H. (1960). Parent education: An international survey. *Educational Review*, 12(2), 103-111.
- Su, D., Toure, M.D., Ramos, A., Houston, W., Hill, J., Trinidad, N., & Do, K. (2016, May 25). *Parenting education needs sssessment in Nebraska; Final report*. Retrieved from http://dhhs.ne.gov/publichealth/TFKF/Documents/ParentingEducationNeedsAssessment_June2016.pdf
- Sydnor, K. D., Holt, M., Headen, G., Moore, S., Yates, D., & Gee, T. (2007). Exploring the impact of Head Start on parents: A pilot study. *Progress in*

Community Health Partnerships: Research, Education, and Action, 1(2), 123-124.

Şahin, F., & Ersoy, Ö. (1999). Erken çocukluk döneminde Türkiye’de yapılan anne baba eğitim çalışmaları. *Mesleki Eğitim Dergisi*, 1(1), 58-62.

Tight, M. (2012). *Key concepts in adult education and training*. London, England: Routledge.

Titmus, C. J. (Ed.). (2014). *Lifelong education for adults: An international handbook*. Oxford, Great Britain: Pergamon Press.

To, S. M., So, Y. Y., Tsoi, K. W., Iu Kan, S. M., & Chan, T. S. (2018). Supporting parents in late modernity through parent education: A mixed-methods study in Hong Kong. *Journal of Social Work*, 18(2), 164-184.

Turkish Statistical Institute (Turk Stat). (2014). *Adult Education Survey: 2012*. Ankara, Turkey: Author.

Turkish Statistical Institute – İstatistiklerle Kadın, 2016. (2016). *Haber Bültenleri*. Retrieved from <http://www.tuik.gov.tr/PreHaberBultenleri.do?id=24643>

Turturean, M. (2015). Rethinking the role of adults for building the lifelong learning society. *Procedia-Social and Behavioral Sciences* 180, 1215-1220.

US Department of Health and Human Services, & US Department of Health and Human Services. (2010). Head Start impact study: Final report. *Washington, DC: Author*.

UNESCO. (2010). *Guidelines for TVET Policy Review*. Retrieved from <http://unesdoc.unesco.org/images/0018/001874/187487e.pdf>

UNESCO. (1976). *General Conference, 19th Session Report*. Nairobi: Author.

Vansieleghem, N. (2010). The residual parent to come: On the need for parental expertise and advice. *Educational Theory*, 60(3), 341-355.

Villicana, A. J., Garcia, D. M., & Biernat, M. (2017). Gender and parenting: Effects of parenting failures on evaluations of mothers and fathers. *Group Processes & Intergroup Relations*, 20(6), 867-878.

Virginia Statewide Parent Education Coalition (VSPEC). (2013). *VSPEC parent education referral toolkit*. Retrieved from: <http://pcav.org/wp-content/uploads/2013/04/2Revised-March-2013-VSPEC-Parent-Ed-intro-to-judges.pdf>

Vygotsky, L. S. (1980). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.