

# Determining educational needs of families for a value oriented family education program

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## ABSTRACT

Family is the foundation stone of society. Education is very important for the health of the family and therefore society. A value-oriented family education program is designed to support families. The aim of this research is to determine the basic education needs of families for a value-oriented family education program. The study group of the research consists of 205 families who enrolled in 4 kindergartens in the city center of Gümüşhane in the 2020-2021 Academic Year. In the research, "Family Education Needs Assessment Form" and Personal Information Form given to families during registration were used as data collection tools. This study, which was carried out in accordance with the descriptive scanning model, was analyzed by document analysis method. Percentage and frequency distributions were used in the analysis of the data. In the research, it is important to determine which issues families attach more importance to in value-oriented family education, what they need and to create the program content accordingly. Subjects such as communication with the child, child-rearing attitudes and positive discipline methods, adjustment and behavioral problems observed in pre-school children, school-family cooperation, sexual education, teaching basic habits, books and children's books, play, preparation for primary school, television-internet and their effects on the child have been examined and it has been determined which of these the families need more in terms of family education. It is also seen that most of the families want to receive education in the morning and twice a week on weekdays. In addition, it was determined whether the educational needs of families differ according to the age of the child, the age of the mother, the age of the father, the education of the mother, the education of the father, the profession of the father, the family togetherness and the family income level.

**Keywords:** Family, value-oriented family education, family education needs, value.

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\*\* This study was inspired by the author's doctoral dissertation thesis.

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## INTRODUCTION

It is now a known fact that the early childhood period is very rapid and critical in terms of development and learning. Upon examining the literature, it is seen that the behaviors acquired in the early childhood period covering the ages between 0 and 6 are permanent and it is difficult to change these behaviors in the following years. The family has a decisive role in shaping the personality since the interaction is most intense with the family during these ages (Tatlı et al., 2012: 101). Having a healthy parent-child relationship during this period is essential for positive development throughout a person's life (Doh et al., 2016). Moreover, if the impact of parents on children's behavior are positive, it has positive effects on the child

as well, and negative effects are seen when the impacts are negative (Temel, 2001; Oktay, 1999). The healthy growth and development of the children depends on the positive, consistent and loving attitude of the family members since the family is an important environment for the children where they gain their first social experiences (Özyürek and Tezel-Şahin, 2005: 20).

The activities which are developed for parents in order to help them to raise their children in a healthy manner are called family education (Üstünoğlu, 1991: 82). The aim of family education is to increase the knowledge and skills that families need to educate their children, and thus ensuring that parents have confidence in themselves

in this regard (Çağdaş, 1997: 120). Parent education comprises a range of educational and supportive measures that help parents understand their own social, emotional, psychological and physical needs and those of their children (Yuen, 2017). Programs aimed at improving parenting skills and knowledge, coping with the problems experienced by families in positive ways, improving parents' learning experiences regarding child development and education are called family education programs (Bolat, 2011). The education to be given to parents is essential in order for families to develop expected attitudes regarding child development and education and to raise their children in a conscious environment.

A child is born with a certain potential through inheritance. How this potential will develop depends on many factors related to the family, such as parents' attitudes and behaviors in terms of child rearing, experiences, nutrition, health, socioeconomic and cultural characteristics of the child's environment etc (Bolat, 2011).

Many studies carried out show the significant and positive effects of family education on children and parents (Ercan, 1993; Bushfield, 2004; Landy and Menna, 2006; Taşkın and Erkan, 2009; Alkan Ersoy, Kurtulmuş and Tekin, 2014, Özel and Zelyurt, 2016; Hacısalıhoğlu et al., 2012; Yılmaz, 1999; Cavkaytar, 2000; Bogenschneider and Johnson, 2004).

In addition to being an economic and social institution, the family has a central role in social life in terms of the functions it undertakes. However, even though the family used to be the center of a happy, balanced and harmonious life, unfortunately today it is gradually drifting apart from this role due to the changes in social life. The increase in divorces in the society, the increase in the number of single-parent families, the incidence of concubinages, the increase of children born out of wedlock, the widespread use of substance addiction, not wanting to get married and have children put the family in trouble in fulfilling its functions (Gür and Kurt, 2011). These deteriorations in family life brought along a greater sense of the importance of value education within the family (Köylü, 2007: 300). The fact that changing a value of a child that developed incorrectly is more difficult than introducing a new value to the child indicates the importance of families in terms of value education (Baloğlu and Balgalmış, 2005: 23). Studies are carried out in many countries around the world on how to teach values in order to contribute to value education within families (Stanley, 1983: 242).

The necessity of family education programs is no longer a discussion topic these days. Studies are being carried out in order to develop and disseminate family education programs with different methods on different contents and subjects based on the needs of families. On the other hand, few scientific studies have been conducted regarding the educational needs of families (Bergman, 1990; Canpolat, 2001; Gür and Kurt, 2011;

Güzel, 2006; Aktaş, 1997). In addition to the foregoing, it is seen that the studies on parental education are mostly aimed at parents with disabled children, and less at parents with pre-school children (Saçan, 2015).

Need is "the gap between the current situation and the desired state" (Şimşek, 2009: 90). In program development studies, it is important to determine the needs in order to prepare the program and to meet these needs. Different methods such as document scanning, survey, observation, discussion, and event analysis can be used in determining educational needs or distinguishing priority needs (Gür and Kurt, 2011). Proper planning of the programs prepared for family education and arrangement of the same to include all the needs of the family affect the continuity of the family's participation in education (Gürşimşek et al., 2007: 181).

Children receive their primary education from their parents in a family environment (Yapıcı, 2010). Therefore, families should be provided with educational opportunities in the subjects they need. It is necessary to meet the educational needs of parents through family education programs and to eliminate their deficiencies, as well as to raise their awareness regarding child development and education. In today's changing conditions, this education to be given to parents is now required to be carried out systematically (Tezel Şahin, 2003: 46). In the Family Council V, the current situation regarding family education was reviewed and it was observed that in-depth needs analysis studies were not conducted on this subject (Asagem, 2008: 41).

### **Purpose of the research**

Determining the priorities regarding the families' educational needs for the value-oriented family education program is the main purpose of this research. For this purpose; the answers to following questions are sought:

1. What are the priorities of families in meeting their educational needs?
2. When and how often do families want to receive education?
3. Do the educational needs of families vary according to the age of the child, the age of the mother and father, the education level of the mother and father, the profession of the mother and father, the family income level, and the family's togetherness?

### **METHOD**

#### **Research model**

This study was designed using a qualitative research design. Qualitative data collection techniques such as observation, interview and document analysis are used in qualitative research, and the research is carried out by

following a realistic and holistic qualitative process within the natural environment without any intervention to events and facts (Yıldırım and Şimşek, 2011).

### Study group

The sample of the study was selected using convenience sampling method. Convenience sampling is a type of sampling where the sample is taken from a group of people easy to contact or to reach who are within the immediate environment (Ekiz, 2009). The study group of the research consists of 205 parents of students who enrolled in 4 kindergartens affiliated to the Directorate of National Education in the province of Gümüşhane in the 2020-2021 Academic Year and completed their registration documents completely.

### Data collection tools

In this study conducted using a qualitative research design, document analysis was performed as a data collection technique. With the permission obtained from the Gümüşhane Provincial Directorate of Education, the research data were collected by visiting kindergartens and examining the school registration documents. Data were collected using the Personal Information Forms and the Family Education Needs Assessment Forms requested from parents during enrollment.

### Statistical analysis

The registrations were entered into the SPSS program while evaluating the school registration documents. The data were analyzed by coding separately for each parent. This study, carried out in accordance with the descriptive scanning model, was analyzed with the document analysis method by coding the data separately for each parent and the percentage and frequency distributions were used in the analysis of the data.

## RESULTS AND DISCUSSION

When Table 1 is examined, it can be seen that 205 parents participated in the study. 12.2% of the parents have a 3-year-old child, 21.5% of them have a 4-year-old and 66.3% of them have a 5-year-old child. 20.5% of the mothers are between the ages of 20-29, 71.7% of them between the ages of 30-39, 7.8% are 40 years old and over. 4.4% of the fathers are between the ages of 20-29, 71.2% of them between 30-39, and 24.4% are 40 years old and above. 7.8% of the mothers are primary school graduates, 9.3% of them are secondary school graduates, 23.9% are high school graduates, 56.6% of

them have associate's-bachelor's degrees and 2.4% have postgraduate degrees. 5.4% of the fathers are primary school graduates, 4.4% of them are secondary school graduates, 24.9% are high school graduates, 61% of them have associate's-bachelor's degrees and 4.4% have postgraduate degrees. 38% of mothers work in public, and 8.8% of them work in private sector, and 53.2% of them do not work. 55.6% of fathers work in public, 43.7% in private sector, and 1% of them do not work. The income level of 4.4% of the families is between 2 thousand TL and below, 15.1% of them has an income level between 2 thousand and 4 thousand TL, 13.7% of them has an income level between 4 thousand and 6 thousand TL and the income level of 66.8% of them is 6 thousand TL and above. 97.6% of the families live together and 2.4% raise their children as single parents.

Table 2 shows what the primary education need of the families is. Upon examining Table 2, it is seen that communication with children is the first in the primary educational need of families with 45.9%. Then, there is child-rearing attitudes and positive discipline methods with 16.6%, adjustment and behavioral problems observed in children with 8.8%, preparation for primary school with 6.8%, pre-school sex education with 6.3%, teaching basic habits with 4.9%, television-internet and their effect on children with 4.4%, children's books with 2.4%, school-family cooperation with 2.4% and children and play with 1.5%, respectively.

The second educational needs of families are shown in Table 3. When Table 3 is examined, it is seen that the second educational need of families is child-rearing attitudes and positive discipline methods with 22%. Then, there is adjustment and behavioral problems observed in children with 14.1%, communication with the child with 13.7%, pre-school sex education with 12.7%, teaching basic habits with 7.8%, children's books with 7.3%, school-family cooperation with 7.3%, children and play with 6.3%, preparation for primary school with 4.4%, television-internet and their effect on children with 4.4%, respectively.

The third educational needs of families are shown in Table 4. Upon examining Table 4, it is seen that the third educational need of families is adjustment and behavioral problems observed in children with 25.9%. Then, there is children's books with 12.7%, television-internet and their effect on children with 11.7%, children and play with 8.8%, child-rearing attitudes and positive discipline methods with 8.3%, pre-school sex education with %8.3, communication with children with 7.3%, preparation for primary school with 4.4%, teaching basic habits with 6.3%, and school-family cooperation with 3.9%, respectively.

Table 5 provides the frequency table regarding the frequency of educational activities of the families. According to Table 5, 32.2% of the families want to carry out educational activities once a month. 31.2% want to do them twice a week, 19.5% once a week, 17.1% of them

**Table 1.** Descriptive features.

Variables	Groups	Frequency (n)	Percentage
Child's age	3	25	12.2
	4	44	21.5
	5	136	66.3
	Total	205	100
Mother's age	20-29	42	20.5
	30-39	147	71.7
	40 and above	16	7.8
	Total	205	100
Father's age	20-29	9	4.4
	30-39	146	71.2
	40 and above	50	24.4
	Total	205	100
Mother's aducation	Primary School	16	7.8
	Secondary School	19	9.3
	High School	49	23.9
	Associate's and Bachelor's	116	56.6
	Postgraduate	5	2.4
	Total	205	100
Father's education	Primary School	11	5.4
	Secondary School	9	4.4
	High School	51	24.9
	Associate's and Bachelor's	125	61
	Postgraduate	9	4.4
	Total	205	100
Mother's profession	Public	78	38
	Private	18	8.8
	Unemployed	109	53.2
	Total	205	100
Father's profession	Public	114	55.6
	Private	89	43.4
	Unemployed	2	1.0
	Total	205	100
Family's income level	2 thousand TL and below	9	4.4
	Between 2 and 4k TL	31	15.1
	Between 4 and 6k TL	28	13.7
	6 thousand TL and above	137	66.8
	Total	205	100
Family togetherness status	Together	200	97.6
	Single Parent	5	2.4
	Total	205	100

once in two weeks.

Table 6 provides the frequency table indicating when families want to carry out educational activities. According to Table 6, 55.6% of the families want to carry

out family education activities in the mornings on weekdays, 27.3% in the evenings on weekdays, 13.2% in the mornings on weekends, and 3.9% in the evenings on weekends.

**Table 2.** Frequency table regarding the primary educational need of the family.

<b>Educational need of the family</b>	<b>Frequency</b>	<b>Percentage</b>
Communication with the child	94	45.9
Child-rearing attitudes and positive discipline methods	34	16.6
Adjustment and behavioral problems observed in children	18	8.8
Preparation for primary school	14	6.8
Sexual education in preschool period (privacy education)	13	6.3
Teaching basic habits (toilet/sleep/nutrition)	10	4.9
Television & internet and their effects on children	9	4.4
Children's books	5	2.4
School-family cooperation	5	2.4
Children & play	3	1.5
Total	205	100

**Table 3.** Frequency table regarding the second educational need of the family.

<b>Educational need of the family</b>	<b>Frequency</b>	<b>Percentage</b>
Child-rearing attitudes and positive discipline methods	45	22.0
Adjustment and behavioral problems observed in children	29	14.1
Communication with the child	28	13.7
Sexual education in preschool period (privacy education)	26	12.7
Teaching basic habits (toilet/sleep/nutrition)	16	7.8
Children's books	15	7.3
School-family cooperation	15	7.3
Children & play	13	6.3
Preparation for primary school	9	4.4
Television & internet and their effects on children	9	4.4
Total	205	100.0

**Table 4.** Frequency table regarding the third educational need of the family.

<b>Educational need of the family</b>	<b>Frequency</b>	<b>Percentage</b>
Adjustment and behavioral problems observed in children	53	25.9
Children's books	26	12.7
Television & internet and their effects on children	24	11.7
Children & play	18	8.8
Child-rearing attitudes and positive discipline methods	17	8.3
Sexual education in preschool period (privacy education)	17	8.3
Communication with the child	15	7.3
Preparation for primary school	14	6.8
Teaching basic habits (toilet/sleep/nutrition)	13	6.3
School-family cooperation	8	3.9
Total	205	100.0

Table 7 shows the frequency table regarding the change in educational needs of families according to the age of the child. Based on Table 7, families that have a 3-year-old child prioritize the subjects of communication with children by 40%, child-rearing attitudes by 20%, and adjustment and behavioral disorders observed in children

by 12%, respectively in the first three ranks. 47.7% of the families that have a 4-year-old child need education on communication with children, 20.4% of them on child rearing attitudes, and 11.3% need education on adjustment and behavioral problems observed in children. 46.3% of the families that have a 5-year-old

**Table 5.** Frequency table regarding family education activity frequency.

Frequency of educational activities	Frequency	Percentage
Twice a week	64	31.2
Once a week	40	19.5
Once every two weeks	35	17.1
Once a month	66	32.2

**Table 6.** Frequency table regarding time of family education activities.

Time of educational activities	Frequency	Percentage
Mornings on Weekdays 10:00-11:30	114	55.6
Evenings on Weekdays 17:00-18:30	56	27.3
Mornings on Weekends 10:00-11:30	27	13.2
Evenings on Weekends 17:00-18:30	8	3.9

**Table 7.** Frequency table regarding the change in educational needs of families according to the age of the child.

Educational need of the family	Age	Frequency	Percentage
Communication with the child		10	40
Child-rearing attitudes and positive discipline methods	3	5	20
Adjustment and behavioral problems observed in children		3	12
Communication with the child		21	47.7
Child-rearing attitudes and positive discipline methods	4	9	20.4
Adjustment and behavioral problems observed in children		5	11.3
Communication with the child		63	46.3
Child-rearing attitudes and positive discipline methods	5	20	14.7
Preparation for primary school		12	8.8

child want to receive education on communication with children, 14.7% on child-rearing attitudes and 8.8% on preparation for primary school.

Table 8 shows the frequency table regarding the change in educational needs of families according to the mother's age. Based on Table 8, 59.5% of the mothers between the ages of 20-29 prioritize communication with children, 9.5% of them prioritize child-rearing attitudes and 9.5% of them prioritize adjustment and behavioral disorders observed in children, respectively, in the first three ranks. Mothers between the ages of 30 to 39 prioritize the subjects of communication with children by 40.8%, child-rearing attitudes by 18.3%, and adjustment and behavioral disorders observed in children by 8.8%, respectively. Mothers who are 40 and older prioritize the subjects of communication with children by 56.2%, child-rearing attitudes by 18.7%, and adjustment and behavioral disorders observed in children by 6.2%, respectively.

Table 9 shows the frequency table regarding the change in educational needs of families according to the

father's age. Based on Table 9, fathers between the ages of 20-29 prioritize the subjects of communication with children by 33.3%, child-rearing attitudes by 22.2%, and school-family cooperation by 11.1%, respectively in the first three ranks. Fathers between the ages of 30-39 prioritize the subjects of communication with children by 47.9%, child-rearing attitudes by 15.7%, and adjustment and behavioral disorders observed in children by 10.2%, respectively. 42% of the fathers who are 40 and older prioritize communication with children, 9% of them prioritize child-rearing attitudes, and 14% prioritize sexual education in pre-school period.

Table 10 shows the frequency table regarding the change in educational needs of families according to the mother's educational status. Based on Table 10, 56.2% of the primary school graduate mothers prioritize communication with children, 12.5% of them prioritize child-rearing attitudes, and 12.5% of them prioritize preparation for primary school subjects, respectively in the first three ranks. 68.4% of the secondary school graduate mothers prioritize communication with children,

**Table 8.** Frequency table regarding the change in educational needs of families according to mother's age.

<b>Educational need of the family</b>	<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
Communication with the child		25	59.5
Child-rearing attitudes and positive discipline methods	20-29	4	9.5
Adjustment and behavioral problems observed in children		4	9.5
Communication with the child		60	40.8
Child-rearing attitudes and positive discipline methods	30-39	27	18.3
Adjustment and behavioral problems observed in children		13	8.8
Communication with the child		9	56.2
Child-rearing attitudes and positive discipline methods	40 and above	3	18.7
Adjustment and behavioral problems observed in children		1	6.2

**Table 9.** Frequency table regarding the change in educational needs of families according to father's age.

<b>Educational need of the family</b>	<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
Communication with the child		3	33.3
Child-rearing attitudes and positive discipline methods	20-29	2	22.2
School-family cooperation		1	11.1
Communication with the child		70	47.9
Child-rearing attitudes and positive discipline methods	30-39	23	15.7
Adjustment and behavioral problems observed in children		15	10.2
Communication with the child		21	42
Child-rearing attitudes and positive discipline methods	40 and above	9	18
Sexual education in preschool period (privacy education)		7	14

**Table 10.** Frequency table regarding the change in educational needs of families according to the educational status of the mother.

<b>Educational need of the family</b>	<b>Education level</b>	<b>Frequency</b>	<b>Percentage</b>
Communication with the child		9	56.2
Child-rearing attitudes and positive discipline methods	Primary School	2	12.5
Preparation for primary school		2	12.5
Communication with the child		13	68.4
Child-rearing attitudes and positive discipline methods	Secondary School	2	10.5
Teaching basic habits (toilet/sleep/nutrition)		2	10.5
Communication with the child		20	40.8
Child-rearing attitudes and positive discipline methods	High School	11	22.4
Adjustment and behavioral problems observed in children		4	8.1
Communication with the child		49	42.2
Child-rearing attitudes and positive discipline methods	Associate's and Bachelor's	17	14.6
Adjustment and behavioral problems observed in children		13	11.2
Communication with the child		3	60
Child-rearing attitudes and positive discipline methods	Postgraduate	2	40

10.5% of them prioritize child-rearing attitudes, and 10.5% of them prioritize teaching basic habits subjects, respectively in the first three ranks. 40.8% of the high school graduate mothers prioritize communication with children, 22.4% of them prioritize child-rearing attitudes, and 8.1% of them prioritize adjustment and behavioral problems observed in children, respectively in the first three ranks. 42.2% of the mothers who have Associate's and Bachelor's Degrees prioritize communication with children, 14.6% of them prioritize child-rearing attitudes, and 11.2% of them prioritize adjustment and behavioral problems observed in children, respectively in the first three ranks. 60% of the mothers with Postgraduate Degrees prioritize communication with children and 40% of them prioritize child rearing attitudes.

Table 11 shows the frequency table regarding the change in educational needs of families according to the father's educational status. Based on Table 11, 72.7% of the fathers who are primary school graduates prioritize communication with children, 9% of them prioritize child-rearing attitudes, and 9% of them prioritize sexual

education in pre-school period, respectively in the first three ranks. 33.3% of the secondary school graduate fathers prioritize communication with children, 22.2% of them prioritize adjustment and behavioral disorders observed in children, and 11.1% of them prioritize child-rearing attitudes, respectively in the first three ranks. 43.1% of the fathers who are high school graduates prioritize communication with children, 21.5% of them prioritize child-rearing attitudes, and 7.8% of them prioritize sexual education in pre-school period, respectively in the first three ranks. 44% of the fathers who have Associate's and Bachelor's Degrees prioritize communication with children, 16.8% of them prioritize child-rearing attitudes, and 9.6% of them prioritize adjustment and behavioral problems observed in children, respectively in the first three ranks. 66.6% of the fathers with Postgraduate Degrees prioritize communication with children, 11.1% of them prioritize adjustment and behavioral problems observed in children, and 11.1% of them prioritize children's book subjects, respectively.

**Table 11.** Frequency table regarding the change in educational needs of families according to the educational status of the father.

<b>Educational need of the family</b>	<b>Education level</b>	<b>Frequency</b>	<b>Percentage</b>
Communication with the child	Primary School	8	72.7
Child-rearing attitudes and positive discipline methods		1	9
Sexual education in preschool period (privacy education)		1	9
Communication with the child	Secondary School	3	33.3
Adjustment and behavioral problems observed in children		2	22.2
Child-rearing attitudes and positive discipline methods		1	11.1
Communication with the child	High School	22	43.1
Child-rearing attitudes and positive discipline methods		11	21.5
Sexual education in preschool period (privacy education)		4	7.8
Communication with the child	Associate's and Bachelor's	55	44
Child-rearing attitudes and positive discipline methods		21	16.8
Adjustment and behavioral problems observed in children		12	9.6
Communication with the child	Postgraduate	6	66.6
Adjustment and behavioral problems observed in children		1	11.1
Children's books		1	11.1

Table 12 shows the frequency table regarding the change in educational needs of families according to the mother's profession. When Table 12 is examined, it is seen that 42.3% of the mothers working in public sector prioritize education in communication with children, 19.2% of them prioritize education in child-rearing attitudes, and 11.5% of them prioritize education in adjustment and behavioral problems observed in

children. 27.7% of mothers working in private sector prioritize communication with children, 22.2% of them prioritize child-rearing attitudes, and 22.2% of them prioritize pre-school sexual education. 51.3% of the unemployed mothers prioritize communication with children, 13.7% of them prioritize child-rearing attitudes, and 5% of them prioritize television-internet and their effects on children.



**Table 12.** Frequency table regarding the change in educational needs of families according to mother's profession.

<b>Educational need of the family</b>	<b>Mother's profession</b>	<b>Frequency</b>	<b>Percentage</b>
Communication with the child	Public	33	42.3
Adjustment and behavioral problems observed in children		15	19.2
Child-rearing attitudes and positive discipline methods		9	11.5
Communication with the child	Private Sector	5	27.7
Child-rearing attitudes and positive discipline methods		4	22.2
Sexual education in preschool period (privacy education)		4	22.2
Communication with the child	Unemployed	56	51.3
Child-rearing attitudes and positive discipline methods		15	13.7
Television & internet and their effects on children		8	5

Table 13 shows the frequency table regarding the change in educational needs of families according to the father's profession. When Table 13 is examined, it is seen that 43.8% of the fathers working in public sector prioritize education in communication with children, 15.7% of them prioritize education in child-rearing attitudes, and 11.4% of them prioritize education in adjustment and behavioral problems observed in children. 48.3% of the fathers working in the private sector prioritize communication with children, 17.9% of them prioritize child-rearing attitudes and 6.7% of them prioritize preparation for primary school. 50% of the unemployed fathers prioritize communication with the child and 50% of them prioritize school-family cooperation matters.

Table 14 shows the frequency table regarding the change in educational needs of families according to the income level of the family. Based on Table 14, 33.3% of the families with a family income of 2 thousand TL and

below prioritize communication with the child, 22.2% of them prioritize teaching basic habits, and 11.1% of them prioritize children and play subjects, respectively, in the first three ranks. 61.2% of the families with an income between 2 thousand and 4 thousand TL prioritize communication with the child, 16.1% of them prioritize teaching basic habits, and 6.4% of them prioritize school-family cooperation. 53.5% of the families with an income between 4 thousand and 6 thousand TL prioritize communication with children, 17.8% of them prioritize child-rearing attitudes, and 10.7% of them prioritize adjustment and behavioral problems observed in children, respectively in the first three ranks. 41.6% of the families with an income equal to 6 thousand TL and above prioritize communication with children, 16.7% of them prioritize child-rearing attitudes, and 10.9% of them prioritize adjustment and behavioral problems observed in children, respectively, in the first three ranks.

**Table 13.** Frequency table regarding the change in educational needs of families according to father's profession.

<b>Educational need of the family</b>	<b>Father's profession</b>	<b>Frequency</b>	<b>Percentage</b>
Communication with the child	Public	50	43.8
Adjustment and behavioral problems observed in children		18	15.7
Child-rearing attitudes and positive discipline methods		13	11.4
Communication with the child	Private Sector	43	48.3
Child-rearing attitudes and positive discipline methods		16	17.9
Preparation for primary school		6	6.7
Communication with the child	Unemployed	1	50
School-family cooperation		1	50

Table 15 shows the frequency table regarding the change in educational needs of families according to the family togetherness. When Table 15 is examined, it is

seen that families living together need education on communication with children by 45%, child rearing attitudes by 17%, and adjustment disorders observed in

**Table 14.** Frequency table regarding the change in educational needs of families according to the income level of the family.

<b>Educational need of the family</b>	<b>Income level</b>	<b>Frequency</b>	<b>Percentage</b>
Communication with the child		3	33.3
Teaching basic habits (toilet/sleep/nutrition)	2k and below	2	22.2
Children & play		1	11.1
Communication with the child		19	61.2
Teaching basic habits (toilet/sleep/nutrition)	2k - 4k	5	16.1
School-Family Cooperation		2	6.4
Communication with the child		15	53.5
Child-rearing attitudes and positive discipline methods	4k - 6k	5	17.8
Adjustment and behavioral problems observed in children		3	10.7
Communication with the child		57	41.6
Child-rearing attitudes and positive discipline methods	6k and above	23	16.7
Adjustment and behavioral problems observed in children		15	10.9

**Table 15.** Frequency table regarding the change in educational needs of families according to the togetherness of the family.

<b>Educational need of the family</b>	<b>Togetherness</b>	<b>Frequency</b>	<b>Percentage</b>
Communication with the child		90	45
Child-rearing attitudes and positive discipline methods	Together	34	17
Adjustment and behavioral problems observed in children		18	9
Communication with the child		4	80
Sexual education in preschool period (privacy education)	Single Parent	1	20

children by 9%, respectively, in the first three ranks. Single-parents, on the other hand, feel the need for education on communication with children with 80% and on sexual education in pre-school period with 20%.

## DISCUSSION AND CONCLUSION

In this research conducted to determine the education needs of families for the value-oriented family education program, the "Family Education Needs Assessment Form" obtained from 205 families have been examined. Families stated their primary educational needs as follows: communication with children with 45.9%, child-rearing attitudes and positive discipline methods with 16.6%, adjustment and behavioral problems observed in children with 8.8%, preparation for primary school with 6.8%, pre-school sex education with 6.3%, teaching basic habits with 4.9%, television-internet and its effect on children with 4.4%, children's books with 2.4%, school-family cooperation with 2.4% and children and play with 1.5%, respectively. The fact that families feel the educational need on communication with the child shows

that they are aware of the importance of the issue. In addition, their desire to receive education on child-rearing attitudes and positive discipline methods can be deemed as they feel deficient in this regard. In Güzel's (2006: 143) study on the educational needs of families, the perceived needs are stated as behavioral orientation, general personality development, and family communication issues, respectively. In the same study, in line with the findings of this research, families feel themselves competent about children and play, and this result supports the study conducted. That is because, in the research, the least selected subject by the families was children and play. Families want to participate in education in areas they feel insufficient (Gür and Kurt, 2011: 38). As a matter of fact, according to the study conducted by Demir Öztürk and Kuru in 2018, 73% of the parents stated that they needed family education for the development of their children. In addition, while it was observed that the needs of parents regarding children were mostly related to what they could do for the mental development of children, it was observed that parents themselves needed support for academic knowledge and skills as well.

It is seen that the families' secondary educational need is child-rearing attitudes and positive discipline methods with 22%. Then, there is adjustment and behavioral problems observed in children with 14.1%, communication with the child with 13.7%, pre-school sex education with 12.7%, teaching basic habits with 7.8%, children's books with 7.3%, school-family cooperation with 7.3%, children and play with 6.3%, preparation for primary school with 4.4%, television-internet and their effect on children with 4.4%, respectively. It is considered that the reason for this situation is that there are adjustment and behavioral problems in children, and families also need support in this regard. This result also means that families care about the sexual development of their children and they want to get education about teaching basic habits to their children as well. Based on the results of the studies conducted abroad and at home, it has been revealed that the educational needs of the families consist of topics such as intra-family communication, health in the family, family law, family economy, and media use within the family. Families feel insufficient in matters such as establishing relations with individuals with disabilities, personal development of family members, safety and protection from natural disasters, sexual education, and effective use of school time by the child (Gür and Kurt, 2011: 49). 117 parents participated a study conducted in Hakkari Çukurca to determine the educational needs of parents with an interview form. It was concluded in this study that the educational needs of the parents were mostly about academic knowledge and skills. They also wanted the educational program to be full of artistic activities (Demir Öztürk and Kuru, 2018).

In this study conducted, 32.2% of the families wanted to carry out educational activities once a month, while 31.2% of them wanted to carry out them twice a week. 55.6% of families preferred to receive education between 10:00 and 11:30 on weekdays. This result is important in determining the family's wishes for family education programs to be prepared. In another study conducted in 2019 to determine educational needs of families, it is seen that 60% of the families wanted to receive education once a month and 47.6% of them in the morning on weekdays (Arslan et al., 2019). Families do not really want to attend educations on weekends. In the study conducted by Demir Öztürk and Kuru in 2018, families mostly wanted to receive education on Mondays and between 14:00-15:00.

According to the results of the study, families who have a child aged three and families who have a child aged four prioritize receiving education on communication with children, child-rearing attitudes, adjustment and behavioral disorders observed in children, and families who have a child aged five prioritize education on communication with children, child-rearing attitudes and preparation for primary school. It will be fair to say that families need such education since children aged five are

about to start primary school.

In the study, no change was observed in the educational needs according to the age groups of mothers. Mothers of all age groups prioritize communication with children, child-rearing attitudes, and adjustment and behavioral problems observed in children. Fathers of all age group, on the other hand, prioritize communication with child, child-rearing attitudes and positive discipline methods in the first two places, while fathers between the ages of 20-29 prioritized school-family cooperation in the third place, and fathers aged 40 and older prioritized sexual education in the third place. In the study conducted by Gür and Kurt (2011), it was seen that parents in the younger age groups had a low perception of competence, but their desire to participate in education was higher. Older age groups can be encouraged to participate in educational activities.

In the research, all mothers with different education levels prioritized education in communication with the child and child-rearing attitudes in the first two places, while mothers who are primary school graduates prioritized primary school preparation in the third place, and mothers who are secondary school graduates give priority to teaching basic habits in the third place. The third educational need of fathers who are primary and high school graduates was about sexual education in the preschool period. In addition to the foregoing, while fathers with Postgraduate Degrees prioritized communication with children and adjustment and behavioral problems observed in children, they prioritized children's book subject in the third place. This result may indicate that the higher the education level of fathers, the more importance they give to books. The research conducted by Jacobson and Engelbrecht (2000) with 740 parents in Northern Texas supports this study. It was observed that the interests and needs of families who have children in the 0-5 age group with and without a university degree were similar, and their education level did not make any significant difference. In another study, it was observed that, as the education level of the participants increased, their competency levels also increased. However, the willingness to participate in family educations decreased substantially (Gür and Kurt, 2011). Families establish school-family cooperation in line with their own needs. Families with high education levels stated that they are competent in child education, and families with low education levels were open to school-family cooperation (Canpolat, 2001: 190).

In the study, while communication with the child, child-rearing attitudes and positive discipline methods come first based on the changes in educational needs according to mother's profession, mothers working in the private sector give priority to sexual education in the third place. Unemployed mothers, on the other hand, prioritize television-internet and their effects on the child. This may mean that mothers who are at home all the time care more about this issue. Fathers working in public sector

prioritize education in communication with children, child-rearing attitudes, and adjustment and behavioral problems observed in children. Fathers working in the private sector prioritize communication with children, child-rearing attitudes and preparation for primary school. Unemployed fathers prioritize communication with the child and school-family cooperation matters. In another study, it was seen that farmers and the unemployed were the groups who had the lowest perception of competence according to the profession, but they were the most willing groups to participate in training (Gür and Kurt, 2011).

In this study, families with a family income of 2 thousand TL and below and those with a family income between 2 thousand and 4 thousand TL prioritized communication with the child, and teaching basic habits, in the first two ranks. Families with an income of 2 thousand TL or less prioritized children and play in the third place, and families with an income between 2 thousand and 4 thousand TL gave priority to school-family cooperation in the third place. Families with an income of 4 thousand or more did not indicate any differences. All of them prioritized communication with children, child-rearing attitudes, and adjustment and behavioral problems observed in children, respectively. In the study of Gür and Kurt (2011), it was observed that as the income level increased, the competence perceptions of the participants also increased. However, the willingness to participate in family education decreased as well. In Özyürek's (2004) study which was conducted to examine the child-rearing attitudes of parents with children between the ages of 5 and 6 living in rural and urban areas, it was observed that parents living in rural areas displayed a stricter disciplinary attitude and were more protective than those living in urban areas. In addition, it was observed that there was no difference in displaying a democratic attitude according to the place of settlement. In the study conducted by Dursun (2010: 9) in which the relationship between behavioral problems of preschool children and parental attitudes were examined, it was observed that families with low socio-economic status applied more strict discipline than families with other socio-economic levels.

In this study, it was seen that families living together needed education on communication with the child, child-rearing attitudes and adjustment disorders observed in children, respectively. While the vast majority of single-parent families wanted to receive education in communication with the child, they feel the need to receive education on pre-school sexual education, in the second place. The research conducted by Arslan et al. in 2019 supports the results of this study as well. As the result of the study, it is seen that families living together need education on communication with the child, child-rearing attitudes and adjustment disorders observed in children. In addition to the foregoing, separated families feel the need to receive education on adjustment and behavioral disorders, communication with the child, and

teaching basic habits. In the study of Tatlıv et al. (2012) where they examined the family life and child-rearing attitudes of mothers who attend pre-school education, it was observed that the family life and child rearing attitudes of the mothers were influenced by the family type, place of residence, age of the mother, education level of the mother, education status of the father and profession of the father. It was also found out that it was affected by the age of the child as well. Based on the results of another study examining the variability of primary school students' parents' parenting attitudes according to their personality traits, as the education level increased from high school, a significant decrease was observed in overprotective behaviors (Kaya, 2010: 8). It is known that many factors such as the age of the parents, the number of children, the fact that the child is a desired and an expected child, and the education level of the parents are associated with the attitude of the parents towards the child (Uyanık Balat, 2007). It was concluded that parental education strengthens the communication of parents with children and provides an opportunity for the child and his/her parents to get to know each other better (Özel and Zelyurt, 2016).

In line with the studies carried out and the results of this research, it is concluded that families need educational programs. Families prioritize receiving education on communication with children, child-rearing attitudes and positive discipline methods, and adjustment and behavioral disorders. Integration between the needs of the family and the different needs of the child can be achieved within the content of educational programs and continuity in family education can be suggested in line with the needs.

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