



Examining the Effect of The Psychoeducation Program for Mothers of Preschoolers on Self-Efficacy Perception of Mothers and Communication with Their Children¹²

Esra Akosmanoğlu¹  Ahmet Bedel² 

¹Independent Researcher, Konya, Turkey
esra.akosmanoglu@hotmail.com

²Sinop University, Faculty of Education, Department of Guidance and Psychological Counseling, Sinop, Turkey
abedel@sinop.edu.tr

Article Info

ABSTRACT

Article History

Received: 19.04.2023

Accepted: 25.10.2023

Published: 26.10.2023

Keywords:

Self-Efficacy
Communication
Psychoeducation

The aim of the study is to examine the effect of a psychoeducation program for mothers of preschoolers on mothers' perceptions of self-efficacy and communication with their children. The study group was created by mothers who have children ages 4 to 6 in Selçuklu district of Konya province. Pretest-posttest, control group semi-experimental pattern was used. A needs analysis form was applied to determine the mothers who would participate in the study. As a result of the needs analysis, 20 volunteer mothers who needed an educational program and could participate in the training program formed the experimental group. The control group consisted of 20 mothers. The training program consists of 10 sessions of 90 minutes each. The data for the research were collected by the Personal Information Form, the Parent-Child Communication Evaluation Tool (ABÇİDA), and the Parental Self-Efficacy Scale. Non-parametric analyses were used. In the study, it has been concluded that the applied psychoeducation program increased sub-dimensions of communication consisting of speech, listening, and empathy; also, it has been concluded that it has a significant effect on the development of self-efficacy perceptions consisting of the sub-dimensions of interest, discipline, and participation. By contrast, mothers' messages and nonverbal communication and the care and health sub-dimensions of parental self-efficacy were not affected. In line with the results obtained from the research, recommendations for research and implementation have been developed.

Citation: Akosmanoğlu, E. & Bedel, A. (2023). Examining the Effect of The Psychoeducation Program for Mothers of Preschoolers on Self-Efficacy Perception of Mothers and Communication with Their Children. *Journal of Teacher Education and Lifelong Learning*, 5(2), 668-684.



"This article is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/) (CC BY-NC 4.0)"

¹ This study was presented at 23rd International Psychological Counseling and Guidance Congress

² This article is based on the first author's master's thesis, which was directed by the second author.

INTRODUCTION

Communication is an absolute part of human life. Confucius emphasized how important communication is in human life with this quote: "It is lovelessness that makes people incompetent. It is the miscommunication that makes each other hostile. It is indifference that destroys everything that favors beauty". Humans, due to their nature, need to communicate. Although communication is needed at all ages, it is important as a requirement of socialization as well. It is the process that continues from birth to death for humankind.

Communication is carried out in three ways: verbal, non-verbal, and written. The communication established by the individual is affected by elements such as tone of voice, emphasis, gaze, body posture, communication environment, gestures, and facial expressions. There are many elements that have an impact on communication, but one of the most important is the family. The individual's ability to establish positive relationships with his environment depends on his experiences in early childhood. In early childhood, the child learns by first observing, then imitating, and taking the parents around them as role models (Arabacı, 2011). Branden said that "the foundations of a person's way of looking at themselves and life are laid in childhood", and states that the individual's relationship with themselves appears in the reflection of their relationship with life (as cited in Cüceloğlu, 2019a). The first social environment that a child encounter is his family. The child's communication is shaped by the family. It is important for parents to be the right model for their children to develop healthy communication. Parents transfer the communication skills that they learned from their parents to their current, established family. Grusec (2007) stated that parents raise their children by modeling the raising style of their parents or using sources such as magazines, books, and the internet. The way for parents to develop healthy communication with their children is by learning the necessary communication knowledge and skills (Yalçın, 2013).

Positive communication skills, where the children are accepted as they are, not judged, and listened to, while positively affecting the child's personality, development, and emotional intelligence; negative communication skills, in which the child is not seen as an individual, is not allowed to express himself, and is criticized, negatively affect the personality, development, and emotional intelligence of the child. As Cüceloğlu (2019a) stated, the family that gives the message 'you exist, you are valuable' and uses positive communication will make their child feel valuable and gain self-confidence. The basis of quality communication is the family.

In the family, the mother is often at the forefront of the child's responsibility. Children's first communication begins when they are in their mother's womb. Pestalozzi said that the best teacher for children is their mother. When mother-child communication is evaluated, the self-efficacy perception of the mother about her parenting affects her behavior. Bandura used the concept of self-efficacy for the first time in 1977. Parental self-efficacy belief is the self-evaluation of parents about their parenting role (Kotil, 2010). Bandura (1977) states that the basis of parental behavior is based on parents' efficacy beliefs. High self-efficacy is related to active participation in the parenting process, while low parental self-efficacy is related to stress, anxiety, and depression. The child's behavioral problems stem from the mother's low self-efficacy (Coleman & Karraker, 2003). The more adequate the mother feels, the more positive the communication with her child will be. Parents with high self-efficacy perceptions will also make their children feel competent (Bandura, 1995). Parent-child communication and the concept of self-efficacy affect each other indirectly.

There are many factors that affect the self-efficacy perceptions of mothers. Some of these factors include the personality development of the mother, the child's characteristics, and the social environment. The level of self-efficacy of the mother also determines her communication with her child. While mothers with high self-efficacy levels communicate more healthily with their children, mothers with low self-efficacy levels have difficulty communicating with their children in a healthy

way. Studies have shown that parental self-efficacy is affected by positive communication (Coleman & Karraker, 1998; Demirtaş Zorbaz, 2018; Glatz & Buchanan, 2015). It has been observed that children whose mothers received training in effective communication have healthier communication skills than other children (Lado & Hart, 2002). While the communication established by the parents with their child can be affected by the self-efficacy perception of the parents, the established communication can also affect the self-efficacy perception of the parents (Ardelt & Eccles, 2001; Glatz & Buchanan, 2015; Jones & Prinz, 2005).

It has been observed that communication and self-efficacy issues are given limited space in psychoeducation programs in our country. Gable (2003) stated that every parent should establish a positive communication and healthy relationship with their child and that they can improve their effective communication skills with their children only by getting an education. Parents need help to be effective parents, to feel competent, to prepare a supportive environment for their children, to develop healthy communication with their children, and to increase their self-confidence (Özel & Zelyurt, 2016). Parent education programs guide families in line with their needs. Educational programs teach parents about both being a parent and childcare (Tezel Şahin & Ersoy, 1999; Tezel Şahin & Özbey, 2007). It is thought that the psychoeducation program prepared for mothers will contribute to self-efficacy and communication with their children, that parents will apply the new information they have learned in their communication with their children at home, that it will guide preventive studies, and that it will help the mothers to reduce the negative communication ways that they have established with their children and to raise awareness.

The general aim of the study is to examine the effect of the preschool mother psychoeducation program on mothers' self-efficacy perceptions and communication with their children.

The following hypotheses will be tested for the purpose of the study:

1. The pretest-posttest difference scores on the care, discipline, interest, participation, and health sub-dimensions of the Parental Self-Efficacy Scale differ significantly in favor of the experimental group.
2. The pretest-posttest difference scores on the speaking, listening, messaging, nonverbal communication, and empathy sub-dimensions of the Parent-Child Communication Assessment Tool differ significantly in favor of the experimental group.

METHOD

Research Design

A quasi-experimental design with a pretest-posttest control group was used for this study, which aimed to examine the effect of a preschool mother psychoeducation program on mothers' self-efficacy perceptions and communication with their children.

Participants

The universe of the study consisted of mothers with preschool children aged 4-6 years in Selçuklu district of Konya province. A needs assessment form was used to determine the mothers who would participate in the study. As a result of the needs analysis, 20 volunteer mothers who needed the training program and could participate in the training program formed the experimental group. 20 mothers formed the control group.

Table 1. Demographic features of research groups

Variables	Experiment Group	Experiment Group	Control Group	Control Group
-----------	------------------	------------------	---------------	---------------

		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Age of the Mother	25-30	5	25.0	4	20.0
	31-35	10	50.0	9	45.0
	36-40	4	20.0	5	25.0
	41 and above	1	5.0	2	10.0
	Total	20	100	20	100
Education Status of the Mother	Primary Education	1	5.0	2	10.0
	Secondary Education	10	50.0	8	40.0
	Bachelor's Degree	7	35.0	8	40.0
	Post Graduate Degree	2	10.0	2	10.0
Count of Child	1	6	30.0	5	25.0
	2	9	45.0	10	50.0
	3	4	20.0	4	20.0
	4	1	5.0	1	5.0
Working Status of the Mother	Yes	9	45.0	10	50.0
	No	11	55.0	10	50.0
Sex of the Child	Female	11	55.0	10	50.0
	Male	9	45.0	10	50.0

Examining Table 1, 5 (25%) of the mothers in the experimental group were between the ages of 25 and 30, 10 (50%) were between the ages of 31 and 35, 4 (20%) were between the ages of 36 and 40, and 1 (5%) was 41 years or older. In the control group, 4 (20%) were between the ages of 25-30, 9 (45%) were between the ages of 31-35, 5 (25%) were between the ages of 36-40, 2 (10%) is 41 years and older.

In the experimental group, the educational status of the mothers was as follows: 1 (5%) had completed primary education, 10 (50%) had completed secondary education, 7 (35%) had completed undergraduate studies, and 2 (10%) had completed postgraduate studies. In the control group, 2 (10%) of them graduated from primary school, 8 (40%) graduated from secondary school, 8 (40%) graduated from undergraduate, 2 (10%) graduated from graduate school.

In the experimental group, 6 (30%) had 1 child, 9 (45%) had 2 children, 4 (20%) had 3 children, and 1 (5%) had 4 children. In the control group, 5 (25%) had 1 child, 10 (50%) had 2 children, 4 (20%) had 3 children, and 1 (5%) had 4 children.

In the experimental group, 9 (45%) worked in a job, 11 (55%) did not work. In the control group, 10 (50%) worked in a workplace, 10 (50%) did not.

11 (55%) of the mothers in the experimental group had girls and 9 (45%) had boys. 10 (50%) of the mothers in the control group had girls and 10 (50%) had boys.

Research Instruments and Processes

The data of the study were collected with the Personal Information Form, Parent-Child Communication Assessment Tool (ABÇİDA) and the Parental Self-Efficacy Scale.

Personal Information Form

Personal Information Form prepared by the researcher, demographic characteristics of mothers and their children; it was created to obtain information about mothers' age, educational status, work status, child's gender, and number of children in the family.

Parent-Child Communication Assessment Tool (ABÇİDA)

The Parent-Child Communication Assessment Tool (ABÇİDA) was developed by Arabacı (2011)

to assess the communication behaviors of parents with children aged 48-72 months toward their children. It has five sub-dimensions: speaking, listening, message, nonverbal communication and empathy. It consists of 37 items. The tool, which can be administered individually or in groups, has eight items for speaking, six for listening, eight for message, six for nonverbal communication, and nine for empathy. There is no time limit for administration. Five-point Likert-type ratings, "always," "often," "sometimes," "rarely," and "never" were used. Reverse-coded items are item 6 in the Listening subscale, items 1, 3, 4, 6, 7, and 8 in the Message subscale, and item 1 in the Nonverbal Communication subscale. The internal consistency coefficient of the Parent-Child Communication Assessment Tool (ABCİDA) was 0.67 for the speaking subscale, 0.70 for the listening subscale, 0.60 for the message subscale, 0.56 for the nonverbal communication subscale, and 0.73 for the empathy subscale.

Parental Self-Efficacy Scale

The scale adapted by Kotil (2010) measures mothers' self-efficacy perceptions about parenting. The original scale developed by Coleman and Karraker in 2000 is the Self-Efficacy for Parenting Tasks Index (SEPTI). For the Turkish adaptation of the Parental Self-Efficacy Scale, 300 mothers with a 5-year-old child attending kindergarten were reached. As 3 of these mothers did not complete the forms, 266 mothers remained for the evaluation. Data were collected in a total of 24 schools. The scale consists of 5 subscales: interest, discipline, care, participation, and health. After adaptation, the scale was reduced from 36 to 20 items. A six-point Likert scale was used. Responses to items are "I strongly disagree", "I somewhat disagree", "I disagree", "I agree", "I somewhat agree" and "I strongly agree". Scoring is from 1 to 6, but 6 to 1 is used for reverse items. The number of items belonging to the subscales are indicated as; the interest subscale has four items as 1st, 2nd, 9th and 11th items, the discipline subscale has five items as 3rd, 8th, 13th, 15th and 17th items, the care subscale has four items as 5th, 7th, 12th and 20th items, the participation subscale consists of four items as 4th, 6th, 10th and 14th items, and the health subscale consists of three items as 16th, 18th and 19th items. The reliability coefficients for the sub-dimensions of the scale were found to be 0.81 for interest, 0.94 for discipline, 0.75 for care, 0.88 for participation, and 0.94 for health. The overall Cronbach's alpha coefficient was found to be 0.78.

Data Collection Process

The study was conducted in the first semester of the 2020-2021 academic year. In the study group, 40 mothers with preschool children aged 4-6 years were included in the study. 20 mothers formed the experimental group, and 20 mothers formed the control group. The scales were administered to the mothers at home by the researcher before the training program began. Necessary permission was obtained from the mothers in cases such as photographing and videotaping. The mothers who volunteered to participate in the study were given an invitation and a brochure, and it was explained that they would receive a certificate if they attended the program regularly. During the preparation of the mother education program, studies on family education were reviewed. The program was created by using four main books, which are; Parent Education Practice Guide with Creative Drama Method [Yaratıcı Drama Yöntemi İle Anne Baba Eğitimi Uygulama Rehberi], Şahin Karapınar (2015); Psychodrama 400 Warm-Up Game and Auxiliary Techniques [Psikodrama 400 Isınma Oyunu ve Yardımcı Teknikler], Altınay (2019); Mindfulness: The Art of Being in the Moment with Conscious Awareness [Mindfulness: Bilinçli Farkındalık Farkındalıkla Anda Kalabilme Sanatı], Atalay (2020); Speak So They Listen, Listen So They Speak: Ways to Communicate Correctly with Your Child [Konuş ki Dinlesin Dinle ki Konuşsun: Çocuğunuzla Doğru İletişim Kurmanın Yolları], Faber and Mazlish (2018). At the same time, a needs assessment form was prepared to determine the topics needed in the preparation of the content of the training program. While the creative drama method was dominant, methods such as narration, question and answer, problem solving, and group discussion were also used. Necessary tools and equipment were used according to the methods and techniques used in

the sessions. The training program consisted of 10 sessions of 90 minutes each. The sessions are structured with activities to realize the identified gains. A warm-up activity was performed before the start of the sessions. The training program was carried out with the experimental group once a week, on Fridays, at home. The mothers in the experimental group were given a movie projector, a poster was printed, and a room was set up for the presentation conditions only. At the end of some sessions, the participants were given homework. The scales used at the beginning of the program were administered again to the participants at the end of the program. After obtaining the feelings and thoughts of the group members about the training program, a certificate of participation was distributed at the end of the program and after the ceremony.

The content of the mother education program prepared for preschool mothers is as follows:

Session 1: Introduction to Mother Psychoeducation Program

Aims

1. Ability to recognize Mother Psychoeducation Program
2. Ability to gain knowledge about Mother Psychoeducation Program
3. Meeting group members

Materials: Some upbeat music, paper, pen, bag, color pencils, "Why I am Here?" form.

Process: The session started with the "My Name" activity, after applying the Parent-Child Communication Assessment Tool (ABCİDA) and the Parental Self-Efficacy Scale to the participants. The mother psychoeducation program was introduced. Activities applied during the presentation, respectively; "You Have a Letter!", "Who Am I?", "Introducing Myself", "Why Am I Here?" At the end of each activity, shares were received from the group members and the session was terminated.

Session 2: Developmental Characteristics of 4-6 Years Old Children

Aims

1. Gaining knowledge about developmental characteristics of 4-6 years old children
2. To understand the importance of getting to know children

Materials: The article "Are You Ready to Take the Responsibility of a Child?", paper, pencil, the article "King's Garden", the form "Completing Sentences", the form "Being a Parent", Documents prepared from newspapers about the Parent -child relationship.

Process: Warm-up activity: "Empty Chair" was applied, and the presentation started. Information on the developmental characteristics of children was given. The activities implemented respectively are "Are You Ready to Take the Responsibility of a Child?", "How Should I Raise My Child?", "Completing Sentences", "Being a Parent". At the end of each activity, shares were received from the group members and the session was terminated.

Session 3: Communication and Elements of Communication

Aims

1. To be able to explain the importance of communication
2. Obtaining information about communication types
3. To be able to comprehend the ways of communicating
4. To be able to raise awareness about the importance of body language in communication

Materials: Various soft rhythm music, book, form called "Tell Me!".

Process: Warm-up activity: "Missing Chair" was applied, and the presentation started. Information was given about communication and communication elements. The activities implemented are "Communication Starts with Me!", "Body Language", "Do the Reverse of What I Say!", "Read Me!", respectively. At the end of each activity, shares were received from the group members and the session was terminated.

Session 4: Interfamilial Communication

Aims

1. To be able to explain the importance of interfamilial communication
2. To be able to understand the characteristics of parent-child relation
3. To be able to gain awareness about interfamilial communication styles
4. To be able to gain awareness about "Acceptance", one of the most important variables of parent-child relation

Materials: The form named "Items are Talking", the form "If I Were", children's pictures used in Haluk Yavuzer's book "Child with Pictures", A-4 paper, crayons, "Do you accept me?" form.

Process: Warm-up activity: "Family Game" was applied, and the presentation started. Family communication was mentioned. The activities implemented are "Items are Talking", "Communication Begins with Family", "My Family", "Do You Accept Me?", respectively. At the end of each activity, shares were received from the group members, homework was given, and the session was ended.

Session 5: Obstacles Faced in Interfamilial Communication

Aims

1. To be able to detect the importance of the effect of obstacles in family communication on the child.
2. To be able to gain awareness about the obstacles in parent-child communication
3. To be able to realize the importance of effective use of time in parent-child communication

Materials: The article titled "20 Dollars Time", the form called "What Is It Saying?", the form called "Communication Obstacles", the form called "How Do We Use Communication Obstacles?"

Process: Warm-up activity: "Colors and Emotions" was applied, and the presentation started. Communication obstacles within the family were mentioned. The activities implemented are "Can you spare time for me?", "Yes-No", "What is he saying?", "Communication Barriers", respectively. At the end of each activity, shares were received from the group members and the session was terminated.

Session 6: Parent Attitudes

Aims

1. To be able to explain the effects of parental attitudes on child development
2. To be able to recognize the importance of positive parental attitude
3. To be able to gain awareness of parents' attitudes towards their children

Materials: "Race of Frogs", large size paper, pencil, form called "I'm a Mom/Dad", a form called "What Kind of Mom/Dad Am I?", "From You to Me, from Me to Them" named form.

Process: Warm-up event: "Chinese Roulette" was applied, and the presentation started. Information was given about the attitudes of the parents. The activities implemented are "How Should

You Treat Me?", "I Am a Mom/Dad", "What Kind of a Mom/Dad Am I?", "From You to Me, from Me to Them". At the end of each activity, shares were received from the group members and the session was terminated.

Session 7: Mother Child Conflicts and Their Effects on the Child

Aims

1. To be able to raise awareness about parent-child conflicts
2. To be able to raise awareness about the causes of conflicts between parents and children.
3. To be able to raise awareness for the resolution of parent-child conflicts

Materials: The article titled "Perspective", the form "Whose Problem?", the form "How Can I Solve the Problems I Have with My Child?", the form "Tactics Used in Coping with Conflict Situation", the form named "How Can I Solve Conflict?".

Process: Warm-up activity: "Empathy Study" was applied, and the presentation started. Information was given about mother-child conflicts. The activities implemented are "No Difficulty Can Depress Us!", "Whose Problem?", "How Can I Solve the Problems I Have with My Child?", "Let's Solve This Conflict!", "How Can I Solve Conflict?". At the end of each activity, shares were received from the group members, homework was given, and the session was ended.

Session 8: You Language- I Language and the Importance of Listening

Aims

1. To be able to raise awareness about the importance of listening in communication
2. To be able to comprehend the importance of active listening in parent-child communication
3. To be able to comprehend the importance of "I language" in parent-child communication

Materials: Instruction sheets in which listening types are written, the form called "How Do I Feel?", the form called "How Should You Listen to Me?", large paper, pencil.

Process: Warm-up activity: "The Object of Important Emotion" activity was implemented, and the presentation started. The importance of You-I language and listening was emphasized. The activities implemented are "What Did I Do Today?", "How Do We Listen?", "How Do I Feel?", "How Should You Listen to Me?", "You Language-I Language". At the end of each activity, shares were received from the group members, homework was given, and the session was ended.

Session 9: Ways of Coping with Anger and Anxiety

Aims

1. To be able to raise awareness about the causes of anger in parent-child communication
2. To be able to raise awareness about how to control the feeling of anger experienced in parent-child communication
3. Gain knowledge of ways to cope with anxiety

Materials: The form called "Emotion Bingo"; the form called "What Happens When I Get Angry?"

Process: Warm-up activity: "The Anger Machine, the Love Machine" activity was implemented, and the presentation started. Information was given about ways to cope with anger and anxiety. The activities implemented are "Reaction to Impact", "Emotion Bingo", "What Happens When I Get Angry?", respectively. Mindfulness-based practice studies were conducted on anxiety. These applications were: "Breath Monitoring", "3 Minute Breath Field", "4D". At the end of each activity,

shares were received from the group members and the session was terminated.

Session 10: Evaluation of the Mother Psychoeducation Program

Aim

1.To be able to evaluate the Mother Psychoeducation Program

Materials: Large paper, colored pencils, "Parent Education Program Evaluation Form".

Process: Warming up event: "Three Rooms" event has been applied. The activities implemented are "Complete My Sentence!", "What Have I Won?", "There Is a Letter to My Leader!", "I'm Making an Evaluation", respectively. After the leader's evaluation of the process, the Parent-Child Communication Assessment Tool (ABÇİDA) and the Parental Self-Efficacy Scale were administered to the participants. The session was ended by giving a certificate of participation and a story book to the group members.

Data Analysis

Non-parametric analyzes were used because the number of participants in the experimental and control groups ($n < 30$) was low (Büyüköztürk, 2020). Pretest-posttest was applied to the experimental and control groups. Research data were analyzed with the "IBM SPSS Statistics 23.0" package program. The Mann Whitney U-Test was used to compare the pretest scores and difference scores of the experimental and control groups (Büyüköztürk, 2020; Bayram, 2017).

Ethic

Ethics committee approval was obtained with the decision of Maltepe University dated 17.09.2021 and numbered 2021/24.

RESULTS

The general aim of the study is to examine the effect of the psychoeducation program for mothers with preschoolers on mothers' self-efficacy perceptions and communication with their children. Table 2 shows the descriptive statistics of the pretest-posttest scores of the mothers in the experimental and control groups on the parent self-efficacy scale and the parent-child communication assessment tool.

Table 2. Mean and standard deviation values of pretest and posttest scores of parental self-efficacy scale and parent-child communication assessment tool (abçıda)

Parental self-efficacy scale	Group	Test	N	\bar{X}	SD
Interest	Experiment	Pretest	20	12.90	2.80
		Posttest		7.75	2.95
	Control	Pretest	20	12.95	1.70
		Posttest		12.80	1.90
Discipline	Experiment	Pretest	20	16.85	3.49
		Posttest		14.70	3.13
	Control	Pretest	20	15.65	3.29
		Posttest		15.40	3.31
Care	Experiment	Pretest	20	11.65	3.54
		Posttest		9.05	2.96
	Control	Pretest	20	13.05	1.95
		Posttest		12.95	2.25
Participation	Experiment	Pretest	20	14.45	3.62
		Posttest		9.75	3.55
	Control	Pretest	20	13.40	3.20
		Posttest		13.25	2.95
Health	Experiment	Pretest	20	9.15	3.36
		Posttest		6.55	2.74

	Control	Pretest Posttest	20	8.35 8.40	1.38 1.78
Parent-child communication assessment tool	Group	Test	N	\bar{X}	SD
Speaking	Experiment	Pretest	20	15.55	4.48
		Posttest		29.40	5.68
	Control	Pretest	20	17.90	5.56
		Posttest		18.05	6.04
Listening	Experiment	Pretest	20	13.95	3.77
		Posttest		21.35	3.29
	Control	Pretest	20	15.65	4.22
		Posttest		16.00	4.21
Message	Experiment	Pretest	20	19.85	7.36
		Posttest		28.20	6.89
	Control	Pretest	20	19.15	7.74
		Posttest		18.90	7.41
Nonverbal Communication	Experiment	Pretest	20	16.70	5.30
		Posttest		21.15	2.99
	Control	Pretest	20	16.25	4.26
		Posttest		16.10	4.59
Empathy	Experiment	Pretest	20	22.65	8.36
		Posttest		33.95	6.58
	Control	Pretest	20	21.90	8.37
		Posttest		21.70	8.38

The pretest scores of the parent self-efficacy scale and the parent-child communication assessment tool sub-dimensions of the experimental and control groups were analyzed with the Mann Whitney U-Test, and the analysis results are given in Table 3.

Table 3. Results of mann whitney-u test for pretest scores of parental self-efficacy scale and parent-child communication assessment tool

		n	Rank Average	Rank Sum	U	p
Parental self-efficacy scale						
Interest	Experiment	20	21.45	429.00	181.00	.603
	Control	20	19.55	391.00		
Discipline	Experiment	20	23.13	462.50	147.50	.153
	Control	20	17.88	357.50		
Care	Experiment	20	18.35	367.00	157.00	.241
	Control	20	22.65	453.00		
Participation	Experiment	20	22.58	451.50	158.50	.259
	Control	20	18.43	368.50		
Health	Experiment	20	22.50	450.00	160.00	.275
	Control	20	18.50	370.00		
Parent-child communication assessment tool						
Speaking	Experiment	20	18.23	364.50	154.50	.217
	Control	20	22.78	455.50		
Listening	Experiment	20	17.78	355.50	145.50	.139
	Control	20	23.23	464.50		
Message	Experiment	20	21.80	436.00	174.00	.481
	Control	20	19.20	384.00		
Nonverbal Communication	Experiment	20	21.33	426.50	183.50	.654
	Control	20	19.68	393.50		
Empathy	Experiment	20	21.35	427.00	183.00	.645
	Control	20	19.65	393.00		

Examining Table 3, the sub-dimensions of the Parental Self-Efficacy Scale are interest (L:

181.00, $p > .05$), discipline (U:147.50, $p > .05$), care (U: 157.00, $p > .05$), participation (U: 158.50, $p > .05$) and health (U: 160.00, $p > .05$) there was no significant difference between the experimental and control groups in the analysis results. The sub-dimensions of the Parent-Child Communication Evaluation Tool are speaking (L: 154.50, $p > .05$), listening (U:145.50, $p > .05$), message (U: 174.00, $p > .05$), nonverbal communication (U: : 183.50, $p > .05$) and empathy (U: 183.00, $p > .05$) there was no significant difference between the experimental and control groups in the analysis results.

According to these results, it was observed that although there was a difference in the mean scores between the experimental and control groups before starting the experimental application of the "Parent Self-Efficacy Scale" and the "Mother-Father-Child Communication Evaluation Tool", this difference was not significant. The Mann Whitney U-Test results are given in Table 4 to look at the significance of the difference scores of the experimental and control groups.

Table 4. Results of mann whitney-u analysis of parental self-efficacy scale and parent-child communication assessment tool (abçıda) pretest

		n	Rank Average	Rank Sum	U	p
Parental self-efficacy scale						
Interest	Experiment	20	25.58	511.50	98.50	.005
	Control	20	15.43	308.50		
Discipline	Experiment	20	24.38	487.50	122.50	.033
	Control	20	16.63	332.50		
Care	Experiment	20	22.65	453.00	157.00	.238
	Control	20	18.35	367.00		
Participation	Experiment	20	25.73	514.50	95.50	.004
	Control	20	15.28	305.50		
Health	Experiment	20	23.60	472.00	138.00	.090
	Control	20	17.40	348.00		
Parent-child communication assessment tool						
Speaking	Experiment	20	14.00	280.00	70.00	.000
	Control	20	27.00	540.00		
Listening	Experiment	20	15.08	301.50	91.50	.003
	Control	20	25.93	518.50		
Message	Experiment	20	17.80	356.00	146.00	.139
	Control	20	23.20	464.00		
Nonverbal Communication	Experiment	20	17.75	355.00	145.00	.131
	Control	20	23.25	465.00		
Empathy	Experiment	20	16.15	323.00	113.00	.016
	Control	20	24.85	497.00		

Examining Table 4, it was concluded that, the sub-dimensions of the Parental Self-Efficacy Scale (U: 98.50, $p < .05$), discipline (U:122.50, $p < .05$) and participation (U:95.50, $p < .05$) pretest posttest difference scores differed in favor of the experimental group, and there was no significant difference between the experimental and control groups in the pre-test post-test difference scores of care (U:157.00, $p > .05$) and health (U:138.00, $p > .05$). It was concluded that the sub-dimensions Parent-Child Communication Assessment Tool speaking (U: 70.00, $p < .05$), listening (U:91.50, $p < .05$) and empathy (U:113.00, $p < .05$) pretest posttest difference scores differed in favor of the experimental group, and there was no significant difference between the experimental and control groups in the message (U:146.00, $p > .05$) and health (U:145.00, $p > .05$) pretest posttest difference scores. According to these results, it can be said that mother psychoeducation has a significant effect on the development of self-efficacy perceptions consisting of interest, discipline, and participation sub-dimensions of mothers in the experimental group, also has a significant effect on increasing the communication of mothers in the experimental group, which consists of the sub-dimensions of speaking, listening and empathy.

DISCUSSION AND CONCLUSION

In this in this study, the effect of the psychoeducation program for mothers of preschoolers on perceptions of mothers' self-efficacy and communication with their children was investigated. In the study, it has been concluded that mothers in the experimental group of mother psychoeducation increased their communication skills consisting of speaking, listening, and empathy sub-dimensions, and there was a significant effect on the development of self-efficacy perceptions consisting of interest, discipline, and participation sub-dimensions. On the other hand, it was concluded that there was no significant effect on messages, nonverbal communication, or the care and health sub-dimensions of mothers. This result obtained from the studies reflects the findings of other studies conducted in Turkey and abroad (Bağatarhan, 2012; Çağdaş et al., 2010; Elibol, 2007; Evirgen, 2002; Fox et al., 2006; Landy & Menna, 2006; MacPhee & Miller-Heyl, 2003; Naik-Polan, 2004; Öğretir & Demiriz, 2009; Özel & Zelyurt, 2016; Reid et al., 2004; Sala Razi, 2004; Simpkins et al., 2006; Yalçın, 2013; Temiz, 2014; Uçar Çabuk, 2017).

According to the results of the interest sub-dimension of parental self-efficacy, the psychoeducation program for preschooler mothers was effective in increasing interest significantly. It can be said that activities such as group animations and What Kind of Parent Am I, which are applied in the education program so that mothers can spend more productive time with their children and raise awareness about their attitudes towards their children, are effective in the positive development of mothers' self-efficacy perceptions about attention. When similar studies on this subject (Landy & Menna, 2006) are examined, it is revealed that the education given to mothers is effective in changing mothers' self-efficacy perceptions about interest in a positive way.

The finding for the parent self-efficacy discipline sub-dimension showed that the preschool mother psychoeducation program was effective in increasing mothers' self-efficacy perceptions about discipline. It can be said that activities such as conflict resolution skills, mindfulness-based practice exercises, which are applied in the education program to develop awareness for the resolution of mother-child conflicts, ways of coping with anger and anxiety, and ways to provide positive discipline are effective in the positive development of mothers' self-efficacy perceptions about discipline. When similar studies on this subject (MacPhee & Miller-Heyl, 2003; Reid et al., 2004) are examined, it is revealed that the education given to mothers is effective in changing the self-efficacy perceptions of mothers about discipline in a positive way.

The findings obtained for the parental self-efficacy participation sub-dimension showed that the preschool mother psychoeducation program was effective in increasing mothers' perceptions of participation self-efficacy. It can be said that activities such as playing games, spare time for me, what do children and parents say, etc., which are implemented in the education program so that mothers can spend productive time with their children, are effective in the positive development of self-efficacy perceptions of mothers about participation. When similar studies (Bağatarhan, 2012) on this subject are examined, it is revealed that the education given to mothers is effective in changing the self-efficacy perceptions of mothers about participation in a positive way.

The findings obtained for the parental self-efficacy care and health sub-dimensions revealed that the preschool mother psychoeducation program was not effective in increasing the self-efficacy perceptions of mothers about care and health. It can be said that the activities implemented in the education program so that mothers can feel competent about their parenting skills and that mothers can obtain information about the developmental characteristics of their children are not effective in the positive development of self-efficacy perceptions of mothers about care and health.

The finding obtained from the Parent-Child Communication Assessment Tool for the speaking sub-dimension showed that the preschool mother psychoeducation program was effective in increasing

the speaking skills of mothers in their communication with their children. The activities applied in the education program so that mothers can comprehend the importance of communication within the family and gain awareness about the communication styles, such as communication starts within the family, were positively effective in increasing the speaking skills of mothers with their children. It can be said that after education, parents benefit from effective communication skills in their conversations with their children. When similar studies (Duncan et al., 2006) on this subject are examined, it is revealed that the education given to mothers is effective in improving the speaking skills of mothers in their communication with their children.

The finding obtained for the listening sub-dimension of the Parent-Child Communication Assessment Tool showed that the preschool mother psychoeducation program was effective in increasing the listening skills of mothers in their communication with their children. It can be said that activities such as how we listen and how I want you to listen to me, which are applied in the education program so that they can comprehend the importance of active listening in mother-child communication, were effective in the positive development of listening skills of mothers in their communication with their children. After the training, parents stated that they started to realize that their children were being listened to. The children, who know that they are listened to by their parents, feel more peaceful and comfortable. As a result, the child develops emotionally and socially in a healthy way. The child who is listened to learns to listen to others (Navaro, 2020). When other studies (Akgün, 2008; Sevinç & Evirgen, 2004; Temiz, 2014) are examined in parallel with the research, it is revealed that the education given to mothers is effective in improving listening skills and the communication of mothers with their children.

The results obtained from the message and nonverbal communication sub-dimensions of the Parent-Child Communication Assessment Tool and the psychoeducation program for preschooler mothers were not significantly effective for the message and nonverbal communication of mothers with their children. It can be said that the activities applied in the education program to help mothers raise awareness about ways of communicating and the importance of body language were not effective in the positive development of message and nonverbal communication skills in the communication of mothers with their children.

The finding obtained for the empathy sub-dimension of the Parent-Child Communication Assessment Tool showed that the psychoeducation program was effective in increasing the empathy skills of mothers in their communication with their children. It can be said that activities such as how I feel and empathy practice, which are applied in the education program so that mothers can improve their awareness of what their children think and feel in a situation, were effective in the positive development of empathy skills in the communication of mothers with their children. After the training, parents stated that the frequency of putting themselves in their children's shoes and trying to understand their children increased. When we look at other studies in parallel with the research (Havighurst et al., 2010; Öğretir & Demiriz, 2009; Ünal, 2003), it is revealed that the education given to mothers is effective in improving the empathy skills of mothers in their communication with their children.

When the results of the research are evaluated, it is seen that the mother psychoeducation program applied to the mothers increased the communication of mothers consisting of speaking, listening, and empathy sub-dimensions; also, it has been concluded that there is a significant effect on the development of self-efficacy perceptions consisting of interest, discipline, and participation sub-dimensions. Some of the benefits of psychoeducational groups are that parents feel that they are not alone, that they understand other parents in the group through what they have shared about their lives, and that they gain new experiences and skills. It should be taken into account that it is important to show hope that other group members have successfully overcome similar problems that they have experienced. It is observed that parent education strengthens the family structure and makes its functionality healthy. Family education given to the parents of the child in the critical period has a great

contribution to lifelong learning. With family involvement, family members can become the best advocates of educational programs. They gain experience in how to support their children in the home environment and can contribute to the development of their children in many ways. By meeting the educational needs of parents, it contributes to their becoming more active in their relations with their children. The fact that the research was applied to a certain number of mothers in Konya and only mothers were included is among the limitations of the study. Future research can include studies involving their fathers. In future studies, demographic variables such as the relationship status of the parents and who provides care for the child (e.g., caregiver, grandparents) may be included. A study on family guidance education can be made into a policy by including the parents of children who need special education. Follow-up studies can be applied to see the long-term effects of the study.

REFERENCES

- Akgün, E. (2008). *Anne çocuk ilişkisini oyunla geliştirme eğitiminin anne çocuk etkileşim düzeyine etkisi* (Yayımlanmamış doktora tezi). Ankara Üniversitesi, Ankara.
- Altınay, D. (2019). *Psikodrama 400 ısınma oyunu ve yardımcı teknikler*. İstanbul: Epsilon Yayınevi.
- Arabacı, N. (2011). *Anne baba çocuk iletişimini değerlendirme aracı'nın (abçıda) geliştirilmesi ve anne baba çocuk iletişiminin bazı değişkenler açısından incelenmesi* (Yayımlanmamış doktora tezi). Gazi Üniversitesi, Ankara.
- Ardelt, M. & Eccles, J. S. (2001). Effects of mothers' parental efficacy beliefs and promotive parenting strategies on inner-city youth. *Journal of Family Issues*, 22(8), 944-972. <https://doi.org/10.1177/01925130102200800>
- Atalay, Z. (2020). *Mindfulness: Bilinçli farkındalık farkındalıkla anda kalabilme sanatı*. İstanbul: İnkılap Kitabevi.
- Bağatarhan, T. (2012). *Ebeveyn eğitim programının annelerin ebeveynlik öz-yeterliklerine etkisi* (Yayımlanmamış yüksek lisans tezi). Ankara Üniversitesi, Ankara.
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Bandura, A. (1995). *Exercise of personel and collective efficacy in changing societies*. A. Bandura (Eds.), Self - efficacy in changing societies (s. 1-45). USA, Cambridge University Press.
- Bayram, N. (2017). *Sosyal bilimlerde spss ile veri analizi*. Bursa: Ezgi Kitabevi.
- Büyüköztürk, Ş. (2020). *Sosyal bilimler için veri analizi*. Ankara: Pegem Akademi Yayıncılık.
- Coleman, P. K., & Karraker, K. H. (2003). Maternal self-efficacy beliefs, competence in parenting, and toddlers' behavior and developmental status. *Infant Mental Health Journal: Official Publication of The World Association for Infant Mental Health*, 24(2), 126-148. <https://doi.org/10.1002/imhj.10048>
- Coleman, P. K., & Karraker, K. H. (1998). Self-efficacy and parenting quality: Findings and future applications. *Developmental Review*, 18(1), 47-85. <https://doi.org/10.1006/drev.1997.0448>
- Cüceloğlu, D. (2019a). *İletişim donanımları*. İstanbul: Remzi Kitabevi.
- Çağdaş, A., Arslan, E., Erbay, F. ve Orcan. M. (2010). Etkili annelik eğitim programının annelerin benlik saygısına ve anne çocuk ilişkisine etkisinin incelenmesi. *Değerler Eğitimi Dergisi*, 8(20), 7-23. <https://dergipark.org.tr/tr/pub/ded/issue/29180/312467>
- Demirtaş Zorbaz, S. (2018). Ebeveyn özyeterkinliğinin yordayıcısı olarak ebeveyn - çocuk ilişkisi. *Buca Eğitim Fakültesi Dergisi*, (46), 144-153. <https://dergipark.org.tr/tr/pub/deubefd/issue/41774/487228>
- Duncan, Judith, Chris, Bowden & Anne B. Smith (2006). A Gossip or Good Yack? Reconceptualizing Parent Support in New Zealand Early Childhood Centre Based Programmes. *Internaional Journal of Early Years Education*, 14(1), 113. <https://doi.org/10.1080/09669760500446358>
- Elibol, F. (2007). *12-36 aylar arasında çocuğa sahip annelere verilen grup eğitiminin annelerin anne babalık görevlerinde öz yeterliliklerine yönelik katkısının incelenmesi* (Yayımlanmamış doktora tezi). Hacettepe Üniversitesi, Ankara.
- Evirgen, Ş. (2002). *Okul öncesi eğitim çerçevesinde'' okul destekli anne eğitim programının anneler üzerindeki etkilerinin incelenmesi* (Yayımlanmamış yüksek lisans tezi). Marmara Üniversitesi,

- Faber, A. & Mazlish, E. (2018). *Konuş ki dinlesin dinle ki konuşsun*. (T. Özer, Çev.). İstanbul: Doğan Egmont Yayıncılık ve Yapımcılık.
- Fox, R.A., Duffy, K.M., & Keller, K.M. (2006). Training community-based professionals to implement an empirically supported parenting program. *Early Child Development and Care*, 176(1), 19-31. <https://doi.org/10.1080/0300443042000302618>
- Gable, S. (2003). Communicating effectively with children. state extension specialist, human development. *University of Missouri Colombia*, 1-6. <https://extension.missouri.edu/publications/gh6123>
- Glatz, T., & Buchanan, C. M. (2015). Change and predictors of change in parental self-efficacy from early to middle adolescence. *Developmental Psychology*, 51(10), 1367. <https://doi.org/10.1037/dev0000035>
- Grusec, J. (2007). Parents attitudes and beliefs: Their impact on children's development. Encyclopedia on Early Childhood Development. <https://www.semanticscholar.org/paper/Parents%27-Attitudes-and-Beliefs%3A-Their-Impact-on-Grusec-Danyliuk/70c4ec88783022d7805b768b5f5cf354c1f2b6d9>
- Havighurst Sophie S, Wilson, Katherine R., Harley, Ann E., Prior, Margot R. & Kehoe, Christiane (2010). Tuning in to Kids: Improving Emotion Socialization Practices in Parents of Preschool Children- Findings from a Community Trial. *Journal of Child Psychology and Psychiatry*, 51(12), 1342–1350. <https://doi.org/10.1111/j.1469-7610.2010.02303.x>.
- Jones, T. L. & Prinz, R. J. (2005). Potential roles of parental self-efficacy in parent and child adjustment: A review. *Clinical Psychology Review*, 25, 341–363. <https://doi.org/10.1016/j.cpr.2004.12.004>
- Kotil, Ç. (2010). *Okul öncesi eğitim kurumuna yeni başlayan 5 yaş çocukların sosyal-duygusal uyum düzeylerine annenin ebeveyn öz yeterlik algısı ile okul beklentilerine uyum düzeyinin etkisi* (Yayımlanmamış doktora tezi). Marmara Üniversitesi, İstanbul.
- Lado, W. & Hart, C. H. (2002). Sequences in the development of competent play with peers: social and social pretend play. *Developmental Psychology*, 69(5), 31-38. <https://doi.org/10.1037/0012-1649.28.5.961>
- Landy, S. & Menna, R. (2006). An evaluation of a group intervention for parents with aggressive young children: improvements in child functioning, maternal confidence, parenting knowledge and attitudes. *Early Child Development and Care*, 176 (6), 605-620. <https://doi.org/10.1080/03004430500147425>
- MacPhee, D. & Miller-Heyl, J. (2003). *Parent Self-Efficacy Mediates the Impact of Family Intervention*. Poster Presentation. American Psychological Association Annual Conference, Toronto.
- Naik-Polan, A. J. 2004. *The Effectiveness of a Dyadic Parent Training Intervention with High Risk Families: Generalization to the Home*. Ph.D.Thesis (unpublished), DePaul University, Chicago, Illinois, USA.
- Navaro, L. (2020). *Gerçekten beni duyuyor musun?*. İstanbul: Remzi Kitabevi.
- Öğretir, A.D. ve Demiriz, S. (2009). Anne ev ziyareti eğitim programının annelerin tutumlarına ve empatik eğilimlerine etkisi. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 42(1), 421-433. https://doi.org/10.1501/Egifak_0000001154
- Özel, E. ve Zelyurt, H. (2016). Anne baba eğitiminin aile çocuk ilişkilerine etkisi. *Sosyal Politika*

- Reid M. J., Webster-Stratton C., Baydar N. (2004) Halting the development of conduct problems in head start children: *the effects of parent training*. *Journal of Clinical Child & Adolescent Psychology*, 33(2), 279-291. https://doi.org/10.1207/s15374424jccp3302_10.
- Sala Razi, G. (2004). *Anne babalara verilen anne baba çocuk iletişim eğitimi'nin etkinliği* (Yayımlanmamış doktora tezi). Hacettepe Üniversitesi, Ankara.
- Sevinç, M. & Evirgen, Ş. (2004). *Küçükçekmece okulöncesi eğitim merkezinde verilen okul destekli anne eğitim programının anneler üzerindeki etkileri*. Kültürlerin Buluşması: Erken Çocukluk Gelişimi ve Eğitimine Yansımaları. İstanbul: OMEP, 99-119.
- Simpkins, S. D., Weiss, H. B., McCartney, K., Kreider, H. M. & Dearing, E. (2006). Mother-child relationship as a moderator of the relation between family educational involvement and child achievement. *Parenting: Science and Practice*, 6(1), 49-57. https://doi.org/10.1207/s15327922par0601_2
- Şahin Karapınar, A. (2015). *Yaratıcı drama yöntemi ile anne-baba eğitimi uygulama rehberi*. Ankara: Nobel Akademik Yayıncılık.
- Temiz, G. (2014). *Anne çocuk iletişim becerileri eğitiminin çocukların duyguları tanıma ve ifade etme becerilerine etkisi* (Yayımlanmamış doktora tezi). Selçuk Üniversitesi, Konya.
- Tezel Şahin, F. ve Ersoy, Ö. (1999). 0-6 yaş döneminde anne-baba eğitim önemi. *Mesleki Eğitim Dergisi*, 1(1), 58-62.
- Tezel Şahin, F. ve Özbey, S. (2007). Aile eğitim programlarına niçin gereksinim duyulmuştur? aile eğitim programları neden önemlidir?. *Aile ve Toplum Dergisi*, 12, 7-12. <https://dergipark.org.tr/tr/pub/spcd/issue/21107/227319>
- Uçar Çabuk, F. (2017). *Ebeveyn çocuk iletişimi eğitim programı'nın anne baba çocuk ilişkisine ve iletişimine etkisi* (Yayımlanmamış doktora tezi). Gazi Üniversitesi, Ankara.
- Ünal, F. (2003). *Empatik iletişim eğitiminin okulöncesi çocuğu olan annelerin empatik beceri düzeylerine etkisi* (Yayımlanmamış doktora tezi). Gazi Üniversitesi, Ankara.
- Yalçın, H. (2013). Anne-çocuk iletişimi eğitiminin etkileri. *Süleyman Demirel Üniversitesi Sosyal Bilimler Dergisi*, 28, 179-194. <https://dergipark.org.tr/tr/pub/sufesosbil/issue/11409/136238>