

THE EFFECTS OF A PARENT TRAINING ON  
DIFFERENT DIMENSIONS OF PARENT ADOLESCENT  
RELATIONSHIPS

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## **ABSTRACT**

### THE EFFECTS OF A PARENT TRAINING ON DIFFERENT DIMENSIONS OF PARENT ADOLESCENT RELATIONSHIPS

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The purpose of the study was twofold, first to create an example of a parent training for parents of adolescents and second to explore the effects of a parent training on different dimensions of parent-adolescent relationships and communication skills of parents of adolescents.

The participants of this study were the parents of 9<sup>th</sup> and 10<sup>th</sup> grade adolescents from two different lycees in Ankara; METU Foundation School and Deneme Lycee. 10 volunteer parents (mothers or fathers) from METU Foundation School and 11 parents

from Deneme Lycee participated in that study as the members of the experimental group.

In this study, an experimental design with treatment and control groups and 3 measurements (pre, post and follow up) was used. The 5-session training for parents generally consisted of activities aimed at developing their communication skills and their relationships with their children. The program mainly focused on social skills for parents to develop better communication and improve the satisfaction of parents and also to help parents improve their parenting skills.

Data were collected through qualitative and quantitative methods. In order to assess the effects of training on parents, instruments called Parent Success Indicator and Communication Skills Evaluation Scale were used in the study. Moreover, an open-ended evaluation form was used to evaluate the effectiveness of the training. In order to explore the differences between experimental and control groups, two way repeated measures of analysis of variance was used. The results revealed no significant differences between groups, however, the qualitative findings indicated that the parent training in this study helped parents to develop positive interaction with their children.

**Keywords:** Parent Training, Parent Involvement, Parent-Adolescent Relationship

## ÖZ

### ANNE-BABA EĞİTİMİNİN ANNE-BABA ERGEN İLİŞKİLERİNİN FARKLI BOYUTLARI ÜZERİNE ETKİLERİ

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Bu çalışma, ergen anne-babaları için örnek bir eğitim programı oluşturmayı ve bu programın anne-baba ergen ilişkilerinin farklı boyutları ve anne-babaların iletişim becerileri üzerindeki etkilerini araştırmayı amaçlamaktadır.

Katılımcılar, Ankara ilinde Deneme Lisesi ve ODTÜ Geliştirme Vakfı Özel Lisesi'nde 9. ve 10. sınıfa devam eden öğrencilerin anne/babalarından oluşmuştur. Anne-baba eğitimine, ODTÜ Geliştirme Vakfı Özel Lisesi'nden 10, Deneme Lisesi'nden 11 gönüllü anne/baba katılmıştır.

Bu çalışmada, deney ve kontrol grubu ve 3 farklı ölçümden (öntest, sontest ve takip çalışması) oluşan deneysel araştırma deseni kullanılmıştır. Anne-babalar için 5 oturumluk eğitim programı genel

olarak anne-babaların iletişim becerilerini ve çocuklarıyla ilişkilerini geliştirmeyi amaçlamaktadır. Programda temel olarak, anne-babaların daha iyi iletişim kurabilmeleri ve anne-babalık becerilerini geliştirebilmeleri için gerekli sosyal beceriler üzerinde durulmuştur.

Araştırma verileri nitel ve nicel yöntemlerle toplanmıştır. Anne-baba eğitiminin anne-babalar üzerindeki etkilerini belirleyebilmek için Anne-Babalık Becerileri ve İletişim Ölçeği ve İletişim Becerilerini Değerlendirme Ölçeği kullanılmıştır. Bunun yanında, programın etkililiğini değerlendirmek için, açık uçlu sorulardan oluşan bir değerlendirme formu uygulanmıştır. Deney ve kontrol grupları arasındaki farkı ortaya çıkarmak için tekrarlı ölçümler için iki yönlü varyans analizi kullanılmıştır. Sonuçlar, deney ve kontrol grupları arasında anlamlı bir fark olmadığını göstermiştir. Bununla birlikte, araştırmanın nitel bulgularına göre, bu çalışmadaki anne-baba eğitiminin anne/babaların çocuklarıyla olumlu ilişkiler geliştirmelerine yardımcı olduğu söylenebilir.

Anahtar Kelimeler: Anne-Baba Eğitimi, Anne-Baba Katılımı, Anne-Baba Ergen İlişkileri

*To My Parents*  
&  
*My Dear Sister Sezen*



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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1. Background of the Study**

Family system has been changing through the changing demands of the world in recent times. In this changing process, besides the traditional roles and demands, new areas of needs arise for families and their children.

Families and schools are the primary sources for the education of children. Each contributes to children's socialization process at different levels. The families' contribution to children's development has been considered important since they spend most of their times at home. The education of parents is so important since the socialization of the child begins in the family. The child learns and practices things first in the family. Parent child interaction, then, is crucial for both parties but especially children since they start to learn interaction, communication, and other social skills in their family first.

Parents are always responsible for their children's behavior. Most of us think that for every problem that is created by their child, parents are the "bad" examples; all their behavior can be the result of their fault. At that point, it is crucial to think to educate the parents about different subjects, such as parenting skills, effective communication skills, etc. Teaching effective communication skills

help parents to establish better relationships with their children and create a healthy environment (Gable, 2003).

Mahoney and Kaiser (1999) argued for the importance of educating parents to carry out specific strategies, instruction, and interaction with their children as a means of early intervention. According to them, typical goals of parent training include helping parents manage children's behavior, teaching parents strategies to help children in attaining developmental skills, and enhancing parents' skills in encouraging their children in play and social interaction.

Schools also contribute to children's development and socialization in many aspects. Children can learn many skills and ideas from the schools. Main objective of schools is to contribute to the total development of children. Academic development is only a part of it. In order to achieve the other areas of development, the schools should work with parents in coordination. Partnership between home and school then creates the home-school consistency, which has been considered as very important in child development. Effective family-school partnership has been emphasized as a main force in supporting the adjustment of children to school (Keith, Keith, Troutman, Bickley, Trivette, & Singh, 1993). Raffaele and Knoff (1999) stated that home-school collaboration appeared to be particularly important for children who had some risk factors such as economic impoverishment, limited parental training, and stressful home situations. They also pointed out that home-school collaboration seemed least likely to occur without systematic planning.

Adolescence is a fascinating and a critical period of development. There are many rapid and dramatic changes that we

cannot see in another period of life. Physical, emotional, social changes occur in this period of development. Adaptation to these changes can create anxiety both in children and their parents (Strom, Strom, Collinsworth, & Strom, 1998). Eccles and Harold (1993) stated that if parents and schools worked together, they could promote healthy adolescent development. However, it has been indicated that collaboration between family and schools seemed to decrease as the child moved to adolescence.

One of the significant groups of skills in adolescent development is the social skills. The development of social skills continues to be of major importance to educators. Since there are strong relationships among child's academic, social, and psychological functioning, it has been given more importance (O'Rourke & Worzbyt, 1996). Social skills such as effective communication, conflict resolution, expression of feelings, problem solving are the skills that need to be learned earlier at life. The earlier the individuals acquire them, the better functioning in life they have. There were some prevention programs in the literature that examined some social skills of elementary school children and effects of parent training. They revealed positive results on behalf of children and parents (Eddy, Reid, & Fetrow, 2000; Gross & Grady, 2002). Children at school age need to be trained for the skills that they need to be developed to become healthy individuals in their future life. Then it is crucial for children and adolescents that they can be served these kinds of interventions.

Active parental involvement in the education of children has been very important in all over the world and has been considered as strongly connected with the school system. There are lots of studies about the subject and it still continues to be investigated. A group of researchers investigated the perspectives and practices of

school psychologists toward family-school partnership activities. It has been stated that school psychologists recognized the importance of partnership and were willing to devote their time to improve the relationship between families and schools (Pelco, Ries, Jacobson, & Melka, 2000). They also indicated the classification of parent involvement in 4 categories: participation of school activities and programs, home variables that support learning, communication with children about school, and parental academic expectations for children. The term parent involvement consists of series of activities, including all ways of school-parent interaction, like parent education or parent training (Gestwicki, 2004). It can be said that parent involvement is a more general term. In this study, the terms parent involvement and parent education, or parent training were at times used interchangeably, as it is in the literature.

There are many advantages when parents play an active role in the educational process. Children spend much more time at home than school. However, home environment is more familiar and intimate for the child than the school environment, since there is more chance to have one to one relationships. Therefore, achieving home-school consistency and information exchange between parties can be seen as important for academic, personal, and social development of children. Children whose parents are involved in their formal education have many advantages. They have better grades, test scores, long-term academic achievement, attitudes and behaviors than those with disinterested parents (Peterson, 1989). It is stated in the literature that parental involvement has an important positive and direct influence on student academic performance (Fehrmann, Keith, & Reimers, 1987; Wanat, 1997). In addition, development of positive interaction between educators and parents is also an important outcome of active parental involvement. Wanat (1997) conducted a study with parents who were actively

involved with their child's education. Her study conceptualized parent involvement in school from the perspectives of parents, and parents reported that parental involvement helped to increase learning, helped to shape kid's attitudes toward school, helped to build self-esteem, and helped children to take school seriously.

In Turkey, the changes in educational system in recent years support the idea of active parental involvement in education. These studies are also accepted as adult education and especially it is considered as very important for education of mothers. However, the studies related with parental involvement are new and there are limited studies on that subject. There is especially a need for experimental studies in this topic of study, so that the effectiveness of these programs can be tested and implemented in all schools.

Current studies about parent involvement or parent training were mostly about parents of children at elementary levels. For the adolescents and their parents, scarce number of research has been conducted on this subject.

In our educational system, parent involvement activities are strongly needed to help parents to know more about the school environment and school system, and to have more information about development of their children. Another advantage of these programs is that parents can feel that they are the active participants of the educational process. Moreover, these trainings are considered as important opportunities for parents, especially mothers, to develop themselves and become better parents. However, parental involvement in educational process has not been widely implemented in our country yet. It has not reached the desired place in our modern educational system. In spite of the

importance of the subject, the research and practices in our country are scarce and need to be improved.

### **1. 2. Purpose of the Study**

The purpose of this study is to determine the effects of a parent training on different dimensions of parent-adolescent relationships and communication skills of parents of adolescents. Furthermore, since there were not many programs for parents, this study aims to create an example of group-based parent training for parents of adolescents in our educational system.

### **1. 3. Significance of the Study**

The related literature revealed that home-school partnership and involvement of families into educational processes significantly contributed to the children's development in all areas and also empowerment of parents (Eddy, Reid, & Fetrow, 2000; Herman & Yeh, 1980; Peterson, 1989; Wanat, 1997).

Considering the main aim of the educational process as to contribute the total development of individuals, any attempt in assisting development of them is valuable. Both schools and families have vital roles in socialization and development of individuals. The interaction between them is significant so that children can learn knowledge and skills in a consistent environment. This study can be an example of establishing home-school interaction as a function of school.

It has been stated that home-school partnership was especially valuable for the children who had some risk factors economically and socially (Raffaele & Knoff, 1999). Moreover, parent

training as a means of preventive efforts has been revealed in the literature (Gordon, 2002; Özcebe et al., 2002). Preventional activities are important not only for children with early ages, but it is also crucial in the period of adolescence.

According to Gestwicki (2004), there is a need to support and help all parents, regardless of their difficulties with their children. The parent involvement programs can be seen as the opportunity for strengthening the families. If the group activities in this study are helpful and supportive for parents, the participants may be helped to gain awareness of themselves and their problems with their children and may be more informed about their adolescents and characteristics of development. Furthermore, they may be more conscious in rearing their children and how to communicate with them. Better communication with their children may affect the entire family atmosphere.

Adolescence is a period of development that is very critical because of the changes in individual's experiences. As stated in Strom, Strom, Collinsworth, and Strom (1998), in adolescence, physical, emotional, social changes emerged and adaptation to these changes can be stressful for both children and their parents. Parents could be worried about their child's experimenting with drugs, alcohol, smoking, sexual activity, joining a gang, or becoming involved with criminal activity. To overcome the difficulties that the parents face and to prevent risky behaviors that can be common at adolescence, parent training for the parents of adolescents is needed. In short, parent training programs are one way of helping families in learning to cope with their child's problematic behavior through altering parent-child interactions (Mooney, 1995). The present study may contribute to the awareness on the importance of

working with parents of all children, regardless of their ages and existence of a problem.

Similarly, there is a change in thinking about interventions for families of adolescents. Contribution of parent training to healthy adolescent development has been widely recognized in the literature (Toumbourou & Gregg, 2001). Parents of adolescents strongly need those kinds of services since they are mostly confused with developmental characteristics and changes of this period. At this critical period of development, training parents about parenting and communication skills can lead to a decrease in conflicting situations between parents and adolescents, and help to prevent problematic behaviors of adolescents.

It is expected that the present study may contribute to the field of education and counseling by creating an example of an effective parent training and testing its effectiveness. Furthermore, because those kinds of trainings are common for the elementary school students and their parents currently, this study would be the first empirical study, which used group-based training as an intervention method for the parents of adolescents. In the literature, the studies were mostly descriptive, and the small number of others was experimental. Therefore, developing and testing different parent training programs were needed.

In Turkey, based on the changes in educational system, the need for parent involvement or parent training programs has been increased. However, the increasing number of studies conducted was mostly at elementary and preschool level (Akkök, Ögetürk, & Kökdemir, 1998; Aydın, 2003; Kağıtçıbaşı, 1991; Özdemir, 1992). There were few studies for parents of adolescents (Akkök, Kararımak, Kocabaş, & Toker, 2003; Utku, 1999). Developing,



implementing and testing different parent programs especially for parents of adolescents are a step for most suitable programs in Turkey.

In conclusion, the comprehensive school programs stress on the function of prevention and the parent training programs can be included in “preventive” function of counseling programs. Moreover, the activity of consultation is important for these programs. Both activities require working with parents. This study may be helpful in disseminating those kinds of parent training programs, and may be an example in establishing parent training programs in schools.

#### **1. 4. Hypotheses**

The aim of this study was to test the following hypotheses:

- 1) There is a significant effect of parent training on the mean scores of the participants in each subscale of Parent Success Indicator (PSI) (communication, satisfaction, use of time, information needs and confidence).
- 2) There is a significant effect of parent training on the mean scores of the participants on Communication Skills Evaluation Scale.
- 3) There is a significant difference between the posttest scores of experimental and control groups' subjects in each subscale of PSI (communication, satisfaction, use of time, information needs and confidence).

- 4) There is a significant difference between the posttest scores of experimental and control groups' subjects of the Communication Skills Evaluation Scale.
- 5) There is a significant difference between the follow-up test scores of experimental and control groups' subjects in each subscale of PSI (communication, satisfaction, use of time, information needs and confidence).
- 6) There is a significant difference between the follow-up test scores of experimental and control groups' subjects of the Communication Skills Evaluation Scale.

#### **1. 5. Variables**

The dependent variables of this study were communication skills and dimensions of parent-adolescent interaction, namely, communication, satisfaction, use of time, confidence, and information needs. The independent variable in the study was the parent involvement training.

#### **1. 6. Limitations of the Study**

Since the experimental and control groups in this study was not chosen randomly, the difference in the pretest scores of the experimental and control groups on measurements could not be controlled. Since there were a limited number of volunteer participants for the study, the experimental group was formed with all volunteers whereas the control group was formed with the help of the school administration. Therefore, it was not possible to equalize the pretest scores of the two groups.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. Families and Roles of Parents in the Socialization Process**

In the changing world, the roles of the families while rearing up their children are also changing. Changes in the lifestyles of the families arise new demands and conditions. To meet these needs, the traditional sources of help, which is extended family, relatives, friends, neighbors and professionals are sought by parents for advice and support. However, among these sources, mainly the extended family and neighborhood are less available in today than they were in the past (Powell, 1990.)

Besides the changes in the families, the change of women's role in the family, women's entering the workplace and feeling of equality encouraged the formation of some alternatives for women, and within those, emphasis was made on parent training (Berger, 2004).

The rapid changes in the society affect parental knowledge and skills and therefore problems the parents face about their children socialization process increase (Öztop & Telsiz, 1998). The education of children in the family is important, so the education and empowerment of parents regarding the needs of the changing demands of families and the society is required. This support, namely parent training, aims to help families in developing effective

communication with their children and in modifying the behaviors of children positively (Öztop & Telsiz, 1998).

According to Gable (2003) effective communication with children requires the age-appropriate communication styles and behavior. It could be said that teaching the effective communication skills to parents was necessary to create a healthy environment both for children and families.

Throughout adolescence period, the youngsters face with many difficulties. However, identity development is the most crucial struggle for the young people. Identity development as an individuation process is the most important issue in this developmental period. Parental support and provision of structure are linked to positive outcomes in adolescents, yet the influence of parental involvement on identity development during adolescence has not been clearly established. Parental encouragement and support are crucial to this process as adolescents develop their identities. The individuation process is a cooperative endeavor between parent and child that involves the child asserting and parents granting independence while both maintain their connection and healthy communication (Sartor & Youniss, 2002). It was revealed that parental knowledge of the daily activities of adolescents is associated with higher identity achievement and emotional support from parents is positively related to identity achievement.

### **2. 1. 1. Importance of Parent Participation in Educational Process**

Effective communication between parents and schools allows parents to become partners in education. It is very important for schools to have good communication with parents. This

communication can be one way or two way. One-way communication includes offering parents information through newsletters, handbooks, newspapers, etc. Two-way communication lets parents to communicate with all school personnel with telephone calls, home visits, classroom visits, etc. To keep on developing communication between school and parents, those activities should continue all year, which include classroom visits, parent training groups, workshops, projects, suggestions etc. (Berger, 2004).

Rutherford and Billig (1995) mentioned about the school-family partnership in the middle grades. In the middle grades, young adolescents make personal and educational decisions, wrestle with authority, independence, have a change in family relationships, and have increased visibility in the community. All these require practicing social skills in the community. Schools could create programs that respond to the unique needs of middle grade students and families. Rutherford and Billig (1995) also stated that teachers and other school personnel are the key persons in the parent involvement programs. Schools should support the relationship between teachers and the parents. Also families should be encouraged to build personal relationships with school staff.

Parent participation in an educational process is crucial in facilitating children's development and achievement, and in preventing and remedying both developmental and educational problems. This process has benefits for both children and their parents (Becher, 1986). Children whose parents are involved became more successful and showed increased cognitive development (Herman & Yeh, 1980). Moreover, the parent-child relationship is improved and eventually, parents become better teachers of their children (Becher, 1986).

Although research support that home-school relationship is important for children's total development, there are difficulties in achieving this. In the study of Bilgin (1990) the problems of family-school cooperation in Turkey were stated. The findings revealed that the teachers and administrators perceived themselves cooperative but they perceived parents as not cooperative. On the other hand, for successful home-school cooperation, an agreed action plan needed for both parties (Başaran & Koç, 2000).

The parent training programs mostly concentrate on educating parents of preschool children. Many studies reported positive effects of parent training on parenting skills and socialization of parents in transition to parenting. Jacobson and Engelbrecht (2000) conducted a study to search the parenting training needs and preferences of parents of young children. They revealed that college-educated parents found watching other parents and reading a book or article as a more helpful strategy to learn parenting topics than less educated parents, and experiential learning strategies were more helpful with less educated parents. According to them, for high educated ones, giving them resource list and reading list was helpful. Moreover, the parents stated developing their children's self esteem, as the most needed topic of education.

Brown (1989) stated that parent participation in their children's schooling generally enhanced children's self-esteem, improved academic achievement and parent-child relationships, helped parents to understand schooling process better.

Similarly, Becher (1986) revealed that children whose parents are involved in their schooling demonstrated an increase in their academic and cognitive development. Moreover, improvement in parent-child relationship and increased participation in child's

activities were observed. Parents who were involved also developed positive attitudes toward themselves.

Schools also provide parents some strategies to support success of their adolescents. In addition to coping with emotional and physical changes of adolescence, the students and their families must deal with changes in the elements of the school system, such as communication patterns, courses, teachers, etc. These challenges could become opportunities for parent involvement (Rutherford & Billig, 1995).

The importance of establishing effective home-school partnership is supported conceptually by Bronfenbrenner's ecological theory for understanding child behavior and individual differences in development. The ecological theory provides a conceptual framework for parents' involvement in educational process and parent training. It provides a framework that can be used to predict parenting processes and child outcomes by analyzing different settings in which the children and their caregivers function (Christenson & Cleary, 1990).

According to Meyers (1998), the model suggests five environmental systems that affect human development:

- Microsystem- immediate, perceived environment of the child (e.g. the child's interactions at home and school)
- Mesosystem- relationships that emerge between major settings of the child (e.g. how relationships between parent and child affect the child's behavior at school)
- Exosystems- settings that have indirect effects on family interactions (e.g. how parental work patterns affect the child's emotional well-being)

- Macrosystem- overarching economic, political, cultural and social forces that influence individuals

These four systems affect each other in a dynamic manner.

According to the theory, understanding child's behavior requires examination of four levels in the model, two in which the child directly participates (microsystem and mesosystem), and two in which the child does not directly participate but he/she is affected (exosystem and macrosystem). According to circular causality principle of the ecological model, school difficulties affect child's behavior in the family and family problems influence student's achievement and behavior in school. It could be stated that the ecological theory provides a support for understanding and enhancing the reciprocal influences of home and school (Christenson & Cleary, 1990).

The school-home relationship and parent participation in educational process then, is important for preventional and developmental activities in schools. Interventions based on ecological perspective tend to involve coordination with other service providers such as teachers and counselors (Meyers, 1998). Preventing problems and supporting individual development could be achieved by applying principles of ecological model into practice and establishing cooperation with families.

In schools, if developmental and preventive function of school counseling services combined with remedial services, the effects of these services would be better. The main aim of preventive services in schools is to increase the possibility of needed behaviors, and prevent the undesired ones. Moreover, the developmental activities are an important part of preventive efforts (Korkut, 2004). Similarly, Gordon (2002) mentioned that changing risk factors for adolescents'



risky behaviors such as substance abuse was possible with prevention programs.

Primary prevention requires empowerment of parents before problem arise. There is a strong need of preventing some possible problems specific to that period, like alcohol, cigarette, and drug use, sexually transmitted diseases, unwanted pregnancies etc. Moreover, the education of parents is important in preventing and decreasing the frequency of those possible problems (Özcebe, Sönmez, Akıncı, Baycu, Karaçay, Kargın, Öncül, & Öz, 2002).

The concept of preventing consists of preventing problems as well as enriching individual development. The ecological viewpoint mentions that individuals develop by interacting with the related social structure, there are many systems affecting the structure, for example, parents. So in order to prevent problems and support individual development, cooperation with families is important (Korkut, 2004). In terms of educating parents of adolescents, Öztıp and Telsiz (1998) stressed on the fact of establishing effective communication with adolescents and importance of creating an open and positive atmosphere with them.

## **2. 2. Parent Involvement**

The term parent involvement is used as general term that includes a series of activities. It describes all manners of school-parent interaction such as policy making and parent training. There is no single model of parent involvement (Gestwicki, 2004).

Boone and Barclay (1995, as cited in Gestwicki, 2004) mentioned about four categories of parent involvement that have been identified by Home and School Institute in Washington, DC.

One of categories is defined as home school communication, which includes activities like newsletters, telephone calls, informal notes, and conferences. Second one is parent training, and it used methods such as parent workshops, home visits, written materials. The other two include the public relations and volunteerism.

Similarly, Gestwicki (2004) revealed information about Epstein's model that identifies six types of parent involvement activities. She stated that many schools have been following this model currently. The model includes:

- Parenting: This function includes helping families with parenting, child rearing skills, developmental knowledge, creating supporting conditions at home.
- Communicating: School communicates with parents through notices, conferences, newsletters, phone-calls, electronic messages. The topics of this communication mainly include school programs and student progress.
- Volunteering: This type includes schools' effort to involve families in school programs and in supporting students as volunteers.
- Learning at home: Schools involve families by giving learning activities for home, including homework and other curriculum related activities.
- Decision-making: Schools include families as participants in school decisions, different committees, advisory councils.
- Collaborating with the community: Schools' effort to coordinate services and resources for families and the school, as well as schools' contribution to the community through services.

In addition to these functions, Powell (1990) indicated four dimensions of a high-quality parent program in order to promote the

family contribution to early childhood education and development. These dimensions were; first establishing collaborative and equal relationships with parents, for example using open-ended discussion of parent-initiated topics; second, maintaining a balanced focus on both parents and child needs; third, being responsive to the needs and characteristics of the population that was served; and finally, devoting a significant amount of time to parent nominated open-ended discussions, which helped to gain new insights.

There are many ways to involve parents in schools and in the education process. Parents' visits to school, classroom, parent meetings and workshops, parent-teacher conferences are the effective ways of parent involvement especially for elementary school children. However, Dudley-Marling (2003) stated that parent involvement often took the form of helping and supporting children's homework. Within the involvement activities, McKinney (1980) stated that parents enjoy mostly participating in class activities, parent meetings and policy planning. They were most interested in meetings about educational problems and personal growth and development.

On the other hand, Brown (1989) mentioned that one kind of parental involvement included participating in parent-teacher conferences and establishing and continuing written communications with the teacher. Volunteer activities like working in the library or lunchroom were the other forms of participation. Moreover, parent-teacher associations were another source of getting involved in the school process. Teacher's home visits, carrying out home-based activities were other types of involvement.

According to Brown (1989), in involving parents to the educational process, it was very important to keep communication

open. Except from notes and newsletters, phone calls could be used, to keep in touch and give a message of interest to communicate without a problem.

In the States, parent involvement and education programs have been developing over the years and changed their focus with respect to societal change. All these programs were developed mainly for parents of children in early ages first (Berger, 2004). In high schools, however, the activities of involving parents changed their shapes. Related with the characteristics of high schools and period of adolescence, some activities could not take place, like classroom visits.

### **2. 2. 1. Parent Training**

As parallel to changes in family life, the changes in education occurred. The programs were adapted to meet the needs of the changing society, for example in family life, and this brought the concept of parent training.

The term “parent training” typically evokes the image of lecturing mothers about the developmental characteristics of the children. There is a view of staff-directed, didactic activity for parent training but this image cannot cover the actual function of the programs. The concept of parent training has broadened fast to meet the needs of the society (Powell, 1990).

Parent training could be defined as a well-established family based approach (Gordon, 2000). Several parent training applications are trying to strengthen the families, reduce the problem behaviors of children and prevent the risky behaviors of adolescents.

Parent training is one of the traditional ways of reaching parents in the school system. Commonly, occasional meetings have been held by the school for this purpose. It was argued by Gestwicki (2004) that parental needs of support, social contact, and information could be met by these meetings. The parent training services requires offering a wide range of services, which aim to increase parents' understanding of children and their competence in caring, and to supplement their responsibilities and knowledge (Gestwicki, 2004).

Jacobson and Engelbrecht (2000) stated that parent training was one aspect of socialization and could be very helpful in transition to parenthood. Learning to be a parent could be facilitated through education.

There are diverse programs about parent training. While they differ in the way the activities are carried out, they have some set of principles common. Focusing on prevention rather than treatment, recognition of the need of working with all family and community, regarding the family as active participant rather than passive client are some of the common principles as stated by Kagan (1995).

Gestwicki (2004) stated some assumptions underlying parent training which involves parents actively in a dynamic process. The assumptions were listed as:

- 1) Parenting behaviors can be learned.
- 2) There is a knowledge base for parents that can help parents become more effective.
- 3) To develop competence, knowledge alone is not enough; feelings and attitudes must be dealt with.
- 4) All parents (no matter how well educated, well adjusted, etc.) need education and help.

- 5) Parents want to learn.
- 6) Parents learn best when the topics are closely related to them and their children.
- 7) Parents can often learn best from one another.
- 8) Parents learn in their own ways, each has different patterns of learning.

Kagan (1995) revealed that changes in the scientific terminology used for parent training were an important issue. Besides parent training, the terminology included the following terms: Parent empowerment, family education, family life education, parent support, family support. Gestwicki (2004) also stated that the change in the terminology used indicated the change in emphasis and structure.

In this context, parent training takes many forms with different purposes. All efforts of parent involvement were referred as parent training in some programs, but the term is generally used to describe offering support and knowledge to parents aiming at increasing parental effectiveness. When parent training is thought broadly, it indicates a dynamic learning process in which parents are active participants. This learning process grows out from the parents' interests and needs (Gestwicki, 2004).

The traditional parent training model consists of giving parents necessary information that was determined by professionals. The parents are the passive audience and can feel helpless and dependent on the advice of the professional. Informational programs could be failed if the programs stress the authority of professionals and incompetence of parents. It was argued that the more the parent training models emphasized attitudes and practices that support

parents' sense of competence, the more they could be effective (Gestwicki, 2004).

Gestwicki (2004) has listed the focus of parent training. According to her, parent training focused on: Educational experiences to give parents new knowledge and understanding, support for parenting roles, support for marital roles, support for self-awareness and personal growth, support for adult roles and relationships within the community, opportunities to question habitual ways of thinking and acting, and help to develop new methods in relationships with children.

Examination of parent training needs should be researched to implement effective parent training activities. For that reason, Öztop and Telsiz (1996) examined the parents' needs of different groups of parents. Results revealed that parents of lycee students needed help in teaching their children to clean his/her room, helping them to choose their friends, and motivating them about school work. Regardless from the educational level of parents, all mentioned that they needed help in motivating their children. The most powerful source for the parents to learn about parent training was found to be as television for all parents.

### **2. 2. 2. Effects of Parent Involvement Programs**

It was stated that effective programs are responsive to the unique needs of parents. Recently, it is recognized that in order to support parents in their performance of parenting, social networks and support are important. Different from the traditional programs which rely on disseminating information to parents with the aim of affecting their behavior, parent support approach supposes that social interaction with other parents, sharing ideas and experiences

in groups and supporting each other can be as important as information and affects parent functioning positively (Gestwicki, 2004).

According to Gestwicki (2004), there is a need to support and help all parents. The parent training involves supplying all parents the necessary support and attitudes that encourage them to use and depend what they know, to share their experiences with other parents, support what they do and reveal them new ideas they have not considered before.

It was stated that parents who were involved in child care and educational programs developed positive attitudes about themselves, increased their self-confidence, and often enrolled in programs to enhance their personal development. They were also more positive about school and school personnel (Herman & Yeh, 1980).

Effects of parent training programs on parents were less examined than effects on children, however, revealed evidence of some immediate positive effects on interaction and attitudes. Most of the studies focused on children, and the effects of the programs on children yielded some short-term effects (Gestwicki, 2004). Moreover, most research about parent involvement programs indicated significant improvements on children, parents, and their interaction. But, there was no detailed research about effects of parent involvement programs for parents of adolescents.

A study by Gross and Grady (2002) described the theory and objectives of parent training as a prevention intervention for preschool-aged children with conduct problems. They implemented a parent training in multiple day care centers in low-income neighborhoods in Chicago and listed 10 characteristics of effective



parent training programs that they have figured out from their experiences. They argued that among many training programs developed in the past, most programs for parents of child conduct problems could be grouped in one of two theoretical categories: Cognitive-behavioral based programs and relationship-based programs. Cognitive-behavioral programs are based on the principles of social learning theory. They aimed to alter the parent reinforcements to children's maladaptive behavior. Relationship based programs, on the other hand, based on Adlerian, humanistic, or family systems theories. These programs also aim to develop parent's communication skills, guiding parents to communicate with their children in a more open and accepted manner. Although both categories are guided by different theories, they share some common goals, like developing more enjoyable relationships with children.

Eddy, Reid, and Fetrow (2000) conducted a study related with a prevention program called LIFT (Linking the Interests of Families and Teachers) for elementary school children. Three major activities of LIFT were classroom based social and problem solving skills training, playground based behavior modification, and group delivered parent training. As one of the main findings, it has been found that following the intervention, observed aggressive behavior decreased dramatically for the LIFT participants. In terms of long-term effects, it has been indicated that LIFT delayed the time that participants first became involved with antisocial peers during middle school, as well as the time to first patterned alcohol and drug use.

Moreover, in their study, Gross and Grady (2002) asked parents about what they enjoyed most about the parent program. Most of the parents revealed the opportunity to exchange

information and gain support from other participants, which was a characteristic of effective programs, resulted in enhanced learning.

Wolfe and Hirsch (2003) conducted a study based on reevaluation counseling, which focused on improving the lives of individuals and their social context. This study analyzed the effectiveness of the program called Listening to Children (LTC). LTC was a kind of self-help group, and consisted of 8 weekly meetings. Presentation of information, class activities, reading assignment and home works were the common activities for parent training programs. The evaluation of LTC revealed positive results on behalf of husbands, who assessed the program and experience. Moreover, in general, significant positive effects were observed in both studies (initial evaluation and replication of LTC), and results suggested that LTC could improve parental attitudes and reduce parenting stress level.

The parent training program in Wolfe and Hirsch's study (2003) focused on parental self-reflection, social support, parenting stress, empowerment, and skill building of parents, and covered by the supportive elements of self-help groups. This focus was represented by a theory asserted by Jackins (1994, as cited in Wolfe & Hirsch, 2003) that some inherited characteristics, like huge capacity for cooperative, adaptive behavior has been diminished because of experienced distress in early years of life. If adequate emotional discharge takes place (for example with crying, laughing), people get well and become more effective in looking out for their interests and interests of others.

Gordon (2000) described a different method for parent training; using a video-based interactive CD-ROM in training parents and families about child management and relationship

enhancement skills. Controlled evaluations of the method mentioned improvements in parenting skills and knowledge, and in reducing problem behaviors of children. Moreover, teenagers have been affected positively as they moved from clinical range of problems to the normal range, after their mothers used the CD-ROM.

As a type of parent intervention, Lang (1988) mentioned the goals of parent counseling discussion groups. According to her, those groups informed parents on issues of normal child development, and increased awareness of their children and their behaviors. They also improved the communication and problem solving skills, and enhanced self-esteem. Furthermore, it has been stated that those interventions reduced the conflict at home and provided a loving environment.

To increase the parent participation in schools, Yıldırım (2000) had some recommendations like signing a contract between the school and parents, designing and implementing “educational meetings” with parents, arranging meeting time at weekends.

Gordon (2002) described the strengthening families program which had three components, parent training, skill training of children and family skills training and its effectiveness in preventing risky behaviors and improving parenting skills. The parent skills training component had 14-hour sessions, teaching parents to increase desired behaviors of their children. Drug education related with drugs used by adolescents was included as a component. The skill training for children component tried to teach children understanding and sharing feelings, communication, dealing with criticism and anger, complying with parental rules, and problem solving. There was a discussion session for the children about drugs and alcohol. Finally family skills component gave parents additional

information about family meetings, providing parents to practice newly acquired skills.

A study by Ballenski and Cook (1982) examined the mothers' perceptions of their competence in managing selected tasks, for five different stages of parenting that was infancy, preschool, school age, and adolescence. For the parents of adolescents, the results indicated that they felt least comfortable about their effectiveness in their parenting role. The difficulties they expressed mostly were the ones like dealing effectively with the adolescent's growing needs for independence and coping with changeable emotions and moods. However, the parents reported that they felt high levels of competency in areas of coping with sexuality, alcohol and drugs. Interest in parent training services was also asked to the parents of children with different ages in this study, and the study reported that mothers of infants and adolescents expressed their desire for parent training more than others.

Kagan (1995) stated that parent training enhanced the overall competency and self-efficiency of parents, increased the parents' knowledge of their children's development and the capacities of effective parenting.

It was generally revealed that parent training programs had showed improvements in parental feelings of competence, increased knowledge of child development, closer monitoring, establishing clear expectations from child and having more verbal exchanges (Bogenscheidner & Stone, 1997). They further mentioned the effectiveness of parent training programs for high risk and low risk families and argued that they had yielded different results. Small (1990, as cited in Bogenscheidner & Stone, 1997) argued that those programs might be more successful with more educated and less

stressed families since their need of information on adolescent development and general parenting skills was higher because of their met simple needs. Moreover, parents with strong social networks benefited more than the isolated ones.

Despite the general effects of the parent programs, some research focused on effects of parent involvement on the period of adolescence. Toumbourou and Gregg (2001) explored the meaning and ways of family interventions to help healthy development of adolescents. They concluded that the improved communication and reduced conflict were found as a common thread in family interventions.

Parent training is also very important at adolescence. Parent-child interaction at adolescence period changes as the physical, cognitive, and emotional changes arise in adolescents. Parental changes also influence the quality of this relationship (Santrock, 1997). This area of development has its own characteristics, like conflict with parents. Adolescents believed that parents tended to dominate conversations, and did not provide them opportunities to express their views (Noller & Callan, 1990). However, parents remain an important influence in the lives of their adolescents at this time of development. Since adolescents develop best when they live and develop within a supportive home and family environment, the communication between parents and adolescents become very important. Moreover, better communication skills may decrease the intensity of the conflicting situations between both parties. This could be achieved by parent involvement programs or educating parents. However, research found that parent involvement tends to decline as children grow, moving from elementary to middle school to high school (Van Voorhis, 2003). Similarly, while Eccles and Harold (1993) stated the critical role of parents and teachers in

supporting healthy adolescent development, the collaboration between parents and schools seems to decrease rather than increase as they move to adolescence.

Similar with those, Strom (1985) stated that although there were many parent programs available for small children, programs for parents of adolescents were very rare. Since the parents felt and thought that their role became more difficult, there was a need for parent training. He added that there is a need of long-term parent training programs instead of meeting the short term needs.

A study evaluating the parent training for adolescent mothers indicated significant improvement in knowledge and attitudes. The findings of the study suggested that knowledge of child growth and development could be increased through parent training. It is important that such gains will result in better parenting behaviors (Mann, Pearl & Behle, 2004).

Moreover, using newsletters as an effective method of parent training has been widely used with parents of infants, where the Bogenscheidner and Stone's study (1997) extended this to parents of adolescents. They conducted a study on the effectiveness of parent training newsletters among parents of 9th to 12th graders. The newsletters included information about worries, needs, and interests of parents of adolescents. When compared with the control group, parents read all the material reported closer monitoring and more parent-teen discussions.

Another study about the effectiveness of these programs revealed that the most effective programs were the ones that serve to the population that needed them more, like disadvantaged families (Bogenscheidner & Stone, 1997).

Additionally, in implementing a parent training program, selecting the style of meeting and selecting a time for meeting were some important criteria that need to be concerned for the effectiveness of the program.

### **2. 2. 3. Applications of Parent Involvement Programs**

In the States, according to Powell (1990), there are many efforts to initiate the parent involvement programs at different levels especially in supporting families with young children and families with disability (e.g. Headstart, Minnesota's Early Childhood and Education Program, etc.).

The parent involvement programs in the literature mostly focus on education needs of parents of young children. There are several popular program models, which have been used mostly with middle-class parents. Parent Effectiveness Training (PET), Systematic Training for Effective Parenting (STEP), Active Parenting Today, the AVANCE Parenting Education Curriculum and the program from Center for the Improvement of Child Caring were the examples of some program models that have been used in United States (Gestwicki, 2004).

In the States, there are federally funded programs about parent involvement, such as Head Start, and parents play an active role in policymaking. They involve parents as advisors of policymaking and they have a power to decide budget, curriculum, and hiring positions. Parent cooperative schools generally allow their parent boards to make all policy decisions. Many school districts in States have established their decision-making parent advisory councils for each school site. Other parent councils in other educational settings function as only an advisory base.

Gordon's (1996) model of Parent Effectiveness Training (PET) is another example of parent programs. It was developed for parents of early ages to adolescence. The program basically consisted of teaching parents effective communication skills (e.g. "I" messages and listening), and conflict resolution skills. The research about the program revealed that the program helped to develop more positive interaction between parents and their children, in terms of having less conflict, developing respectful, friendly and closer relationships.

In Turkey, the parent involvement programs were initiated by TED Ankara College and Arı Schools. These sources became a model for parent involvement programs for elementary schools in Turkey. These programs included activities such as parent meetings, sending bulletins, written materials, and home activities to the parents, using communication notebooks, etc. One of the written materials that were sent to parents was the informational brochures which were published as booklets and sent to parents to provide user-friendly handbook (Akkök, Öğütürk, Kökdemir, Annak, & Çakın, 2002; Akkök, İncioğlu, & Elbir, 2002).

Parent involvement has gained importance in our country as well as in the world. Concerning the small number of experimental studies in the related literature and the contribution of the experimental studies to the practical implementations, research efforts including those kinds of parent training seem important and vital.

#### **2. 2. 4. Difficulties in the Implementation of Programs**

The literature strongly supports the efficacy of home-school collaboration. There are many positive gains in student's academic and social development when the parents and teachers or schools



work together, but there are also some difficulties on both parts of this collaborative work (Fine, 1990).

Although it has been stated in the literature that there are many advantages of parent involvement in education, it is not very easy for parents to participate in those kinds of programs. They require time and energy, and parents need to confront their uncomfortable experience of visiting the school (Brown, 1989).

Gordon (2002) stated that there were serious obstacles in implementing and disseminating such programs for parents and families especially about substance abuse, delinquency and other problems. The participation in the first meeting was high for all types of interventions, which are family therapy, parent training or parent training programs. Gordon added that if the teens were involved, there was a difficulty for parents to bring their children or teen to the sessions. Transportation costs of treatment, arranging child care, scheduling the program were other barriers. Another difficulty mentioned was that parent training groups was not offered continuously and reached to few numbers of parents.

Başaran and Koç (2001) examined the reasons behind the lack of involvement of parents by asking both to the administrators and parents. The reasons of not participating in the meetings were mostly mentioned by the parents as the time of the activities, economic reasons, and lack of announcements. However, the administrators' thoughts were different about the reasons. They perceived parents unwilling to participate in the meetings, and thought that low educational level, not recognizing the importance of school-family collaboration, unable to get permission from their work, and worrying about hearing complaints from the school about their children were the reasons behind parents' lack of involvement.

### **2. 3. Studies in Turkey**

Limited number of studies has been reported about the topic of parent involvement in Turkey. There were studies about the educational needs of parents, communication between parents and adolescents and importance of parent involvement (Öztop & Telsiz, 1996, 1998; Özcebe et. al., 2002). However, the experimental research was found to be very rare.

The present experimental studies are mostly about the parents of children in early ages and children with disabilities. There are very limited numbers of studies for the parents of adolescents.

There are some studies in Turkey that describe the importance of family involvement, describing the activities conducted under those programs. The studies related with parental involvement are new and there are not so many studies on that subject. One of the studies related with parental involvement was conducted by Akkök, Ögetürk, and Kökdemir in 1998. Another one again was performed by Akkök, Ögetürk, Kökdemir, Annak, and Çakın in 2000. These studies mentioned the parent involvement programs at the elementary level. They were all initially conducted on parents of first grade children and extended to other grades of the elementary school. Later, these studies have been implemented in five grades of elementary school and early childhood levels (İncioğlu & Elbir, 2001). It was observed that the program helped the parents to increase the positive interaction between the school and their children.

In Turkey, one of the first systematic parent training models was initiated by Istanbul University Department of Educational Sciences, which was called as “parent schools”. The main aim of the model was to teach parents about developmental characteristics of

their children, how to communicate effectively with them, to develop positive attitudes and behaviors, and guide parents about different subjects that was related with their children (Çağdaş, 2002). The program was mainly for the families with early school-age children, and at the end of the study it was indicated that there was a decrease in extremely protective and authoritarian attitudes of parents (Yavuzer, 1998).

Another program in Turkey which has a primary focus of training mothers of children at early ages was called Mother –Child Education Program (AÇEP). The children whose mothers got training had improvement in all development areas when compared to other parents. It was also stated that the program had a positive effect on the self-perception of mothers (Özdemir, 1992).

There were several studies conducted and evaluated by Mother Child Education Foundation (AÇEV) ([www.acev.org](http://www.acev.org)) for children and parents. They were generally about mother-child education for early ages. The findings of programs implemented revealed positive results on academic and social skills of children. Moreover, they also contributed to positive mother-child relationship. It was indicated by the studies of AÇEV that the parents who participated in the programs affected positively, in terms of changing their child rearing styles, understanding themselves and their environment more, and cooperating with school teachers (Bekman, 1998; Bekman & Topaç, 1999-2000; 2000-2001).

Another program with the aim of supporting parents of children at early childhood years was called Parent Training Program and initiated by Gazi University Faculty of Vocational Education. The program included home visits for parents of children with 0-24

months and also meetings for parents with 24-48 months. The study yielded positive results on supporting children's positive development (Çağdaş, 2002).

Similarly, Aydın (2003) conducted a study with parents of kindergarden children. She designed an experimental research investigating the effects of father involvement training for fathers of kindergarden children. She found significant differences between experimental and control groups in perceiving their roles of fathering. Moreover, considering the evaluations of the training process, positive contribution of the training program to the communications between fathers and children was stated.

For preschool children and their parents, a longitudinal study was conducted by Kağıtçıbaşı (1991) for a four-year period. She has examined the effects of parent involvement on the students' academic and social performance. She educated parents and got them involved in the educational process of their children. The results of the study revealed that the children whose mother's got involved in the process were found to become more successful and developed more positive attitudes toward school.

Özel's study (1996) examined the differences between parents who have attended parents' school and those who have not. The results mentioned that the differences between two groups were statistically meaningful on family life and communication with children.

The effects of a parental guidance program were studied by Hamamcı (1996). The effects of the program on the level of knowledge of parents about career development and on helping their children for their career development were examined and the study

suggested that parental guidance program was effective in these dimensions.

A descriptive study by Başaran and Koç (2001) covered the parent school relationship in Turkey. They have collected their data from administrators, teachers, parents, and students to find out the barriers in family involvement and ways to overcome these barriers in elementary schools. They also had the aim of developing a model to increase the parent involvement education in primary schools. They found that teachers and administrators agreed on the ways to overcome the barriers but parents have different opinions about the barriers. The teachers and administrators wanted parents to participate in services that make education in school easy, whereas parents wanted to participate in decision-making.

As an experimental study about parent involvement for early adolescents, Utku's study could be an example. Utku (1999) examined the effects of a parent involvement program on the 6<sup>th</sup> grade children's academic and social development. She compared the two research groups (experimental and control groups) and found the significant improvements in an achievement test. However, no significant effect of the program for the social skills was indicated. The qualitative data acquired from observations of teachers and parents revealed positive contributions of the program on student's social and academic development.

One of the few studies conducted was related with parents of adolescents and explored the effects of a parental guidance program to prevent negative identity development in adolescents (Akkök, Kararırmak, Kocabaş, & Toker, 2003). The study revealed positive results in terms of developing better communications with

adolescents and parents' self understanding based on the self-evaluations of parents.

A study evaluating the communication of adolescents and mothers among 238 1st class students of Ankara Gazi High School indicated that both female and male students shared their problems with their mothers, close relatives and their friends. The findings of the study suggested that mothers must be educated in problems related to adolescence first, and then about the frequent health problems seen in that period and communication with adolescents (Özcebe et. al., 2002).

The literature suggests that there are some programs in Turkey at least for parents of young children. However, there are not many studies about parent involvement programs and their effects on adolescents and their parents.

## **CHAPTER III**

### **METHOD**

#### **3. 1. Overall Research Design**

This study investigated the effects of a parent training on different dimensions of parent-adolescent relationships and communication skills of parents of adolescents. For testing this purpose, an experimental design that is the 2x3 factorial design with 2 treatments, 2 control groups and 3 measurements (pre, post and follow up) was used.

#### **3. 2. Participants**

The participants of this study were the parents of 9<sup>th</sup> and 10<sup>th</sup> grade adolescents from two different lycees in Ankara; METU Foundation School and Deneme Lycee. 10 volunteer parents (mothers or fathers) from METU Foundation School and 11 parents from Deneme Lycee participated in the study as members of the experimental group. Control group also consisted of 9 parents from METU Foundation School and 10 parents from Deneme Lycee. However, during the follow-up study, the number of parents at METU School decreased to 7 for each groups. The number of parents from Deneme Lycee decreased to 7 for experimental group and 6 for the control group.

Some demographic variables like age, education, working status of the parents were collected with a separate form attached to one of the instruments (PSI), and these variables are summarized in Table 3.1. and 3.2.

**Table 3. 1.** Some Demographic Variables of Parents at METU School

<b>METU School</b>	Number of participants	$\bar{x}$ age of the children	Age range of parents	Education of parents
Experimental	10 9 mothers 1 father	14	30-50 and above	1 postgraduate 7 undergraduate 2 high school
Control	9 7 mothers 2 fathers	14.8	30-50 and above	5 undergraduate 3 postgraduate 1 high school

**Table 3. 2.** Some Demographic Variables of Parents at Deneme Lycee

<b>Deneme Lycee</b>	Number of participants	$\bar{x}$ age of the children	Age range of parents	Education of parents
Experimental	11 9 mothers 2 fathers	14.6	30-49	5 high school 3 undergraduate 2 secondary 1 elementary
Control	10 5 mothers 5 fathers	14.9	30-49	4 undergraduate 2 high school 2 secondary 2 elementary

At METU Foundation School, the experimental group consisted of 9 mothers and 1 father, who were all married at the time of the study. Six of them had sons and 4 of them had daughters. Mean age for their children was 14. Seven of them were



in between 40 and 49 years old, 2 of them were 50 and above and 1 of them was in between 30 and 39. Six of the parents worked as a full-time employee whereas 4 of them did not work. The educational level of the participants was high, 1 of the parents had a graduate degree, 7 of them were university graduates, and 2 of them had high school diplomas.

At Deneme Lycee, the characteristics of the parents were different. This group consisted of 9 married, 1 divorced and 1 widowed parent. Five of the parents were non-employees, 4 of them were working full-time whereas 2 of the parents were working part-time. The educational levels of the parents were different as well; there were 5 lycee, 3 university, 2 secondary school and 1 elementary school graduates in the group. There were some similarities between parents of two schools as well. There were 9 mothers and 2 fathers; 7 of them had sons and 4 of them had daughters. Their children's mean age was found 14,6. The age range of the parents was between 40 and 49 for 8 of participants, and 3 of them were in between 30 and 39. There were no parents who were above 50 in Deneme Lycee group.

The control group at METU School consisted of 9 parents, who were all married. There were 7 mothers and 2 fathers; 7 of them had daughters and 2 of them had sons. Mean age for their children was 14,8. Age range for the participants were in between 40 and 49 for 5 parents, in between 30 and 39 for 3 parents and 50 and above for 1 of the parents. Of 9 parents, 8 of them were full-time and 1 of them was part-time employee. The educational level of the group was again high; there were 5 parents with a university degree, 3 with a graduate degree and 1 with a high school diploma.

At Deneme Lycee, the control group was composed of 5 mothers and 5 fathers who were all married. All of them had daughters, with the mean age of 14,9. Their ages were in between 40 and 49 for 6 parents, and 30 and 39 for 4 parents. Seven of them were full-time employees and 3 of them were not working.

### **3. 2. 1. Selection of Participants**

The original design of the study consisted of four groups; that is, three experimental groups; namely, only parent training group, parent training group plus adolescent training group and only adolescent training group and one control group. After some trials of participant selection procedure, as sufficient number of participants could not be found for the only adolescent training group, this group was dropped from the study. Similarly, the adolescents involved in the study dropped out from the sessions after 4 sessions; so the groups of adolescents were taken out from the study completely. Therefore, the study has been completed with one only parent training group and one control group in each school.

To form the groups for the study, the selection process of participants started at METU School at spring term of 2001-2002 academic year. The original design of the study included the parents of 9<sup>th</sup> and 10<sup>th</sup> grade adolescents and adolescents themselves. In order to select and form groups, the invitation forms were prepared for both adolescent and parent groups indicating the purpose, duration and the content of the study, and were distributed to 9<sup>th</sup> and 10<sup>th</sup> grade students and their parents. Parents and adolescents were asked to fill the form after reading the letter and choose the best choice from the alternatives that were listed for them. The

alternatives were “As a parent, I want to participate in the program”, “As a parent I am not going to participate in the program, only my child is going to participate in”, “As parent and child, we both want to participate in the program” and “I am not going to participate in the program”. Despite the low return rate, the forms were collected and volunteers were divided to the experimental and control groups. Unfortunately, in spring term of 2001-2002, the required number of participants could not be reached in forming three groups. Then the intervention was postponed to the next term.

In fall term of 2002-2003, the same process of selecting participants for the study was repeated. In addition to the same procedure, the researcher participated in the parent meeting organized by the school administration and announced the program and distributed the forms to the parents. Moreover, guidance and counseling center of the school announced the program to the students and encouraged them to participate in such training. By the beginning of November 2002, experimental and control groups were formed and implementation of the program was initiated. The program was initiated with three groups, 2 parent groups (8 participants each) and one adolescent group (7 participants, 5 with their parents in the parent group).

Since the “only adolescent training group” was taken out from the study and there was a modification in the design, a new lycee was added to the study to be able to make a comparison about the effectiveness of the model according to SES. Deneme Lycee was chosen for this purpose as a middle SES school and the same invitation forms were distributed for the selection of 9th grade students. There were approximately 18 classes of 9th grade students. Students of 12 classes were randomly selected to

distribute the invitation forms. Moreover, the researcher participated in the parent meeting of the 9th grades and announced the program content, purpose and duration and distributed the invitation forms. After this procedure completed, the program was initiated with 2 parent groups (approximately 15 participants each) and 1 adolescent (20 members at the beginning) group.

Since there were a limited number of volunteer participants for the study in both schools, the experimental groups were formed among the volunteers. In forming control groups, there were no volunteer participants, so they were formed with the support of the school administration.

In both schools, after the first session, the number of participants in one of the parent groups has dropped and finally two parent groups were merged and the program was completed with one parent group.

Similarly, for the adolescent group, in both schools, number of participants decreased; they dropped out from the sessions and after 4 sessions groups were terminated (At METU School, group started with 7 students, and they dropped out to 4; at Deneme Lycee, group started with 20 students and after 4 sessions there were 7 students attending regularly).

### **3. 3. Data Collection Instruments**

The psychological measures that were used in the study, “Parent Success Indicator” and “Communication Skills Evaluation Scale” are described below.

#### **3. 3. 1. Parent Success Indicator**

In order to assess the effects of the parent training on parents and their relationship with their children on different dimensions, an instrument called Parent Success Indicator (PSI) was used (Appendix A). The instrument was developed by Strom and Strom in 1998. It has 2 parallel forms called parent form and child form. The parents and children both have a chance to assess the effectiveness of an intervention. The instrument was adapted to Turkish by the researcher. However, because the adolescent training group was taken out from the study, only the scores of the parent form of instrument were used as pre-test, post-test and follow-up measures.

Original form of PSI identifies the educational needs of parents of 10-14 years olds. It has 60 Likert-type items focusing on behavior of parents between ages 10-14 years. These 60 items divided equally into six sub-scales which emphasize different aspects of parent development. The subscales are as follows:

- Communication: skills of advising children and learning from them,
- Use of time: making decisions regarding the management of time,

- Teaching: the scope of child guidance which is expected of parents,
- Frustration: child attitudes as well as behaviors that bother parents,
- Satisfaction: aspects of being a parent that bring satisfaction,
- Information needs: things that parents need to know about their child.

As well as parent and child forms of the instrument, there is another form called profile, which allows us to give feedback to parents shortly after the program or at the time of intervention. Profile has all 60 items restated in a positive format. However, this form of the instrument was not used in the study.

In the original form, for the reliability of the instrument called PSI, responses from 1,634 child and parent participants were examined. Coefficient alpha, a measure of internal consistency of a given set of items, was computed for this purpose. Estimates for entire instrument showed high alphas for the African-American, Caucasian, and Mexican-American parent and child subject groups, ranging from 0.92 to 0.95. For the six sub-scales, alpha estimates were found to be high for each of the population; for communication sub-scale it was ranging from 0.77 to 0.86; for use of time, from 0.75 to 0.84; for teaching, from 0.83 to 0.88; for frustration, 0.81 to 0.90; for satisfaction; 0.82 to 0.88; and for information needs, from 0.91 to 0.95.

To assess the instrument validity, the items were factor analyzed using principle component analysis by using varimax rotation. Factor loadings that were 0.40 or higher were considered as significant. A six-factor solution was used to test the presence of the

six subsets. All of six PSI dimensions have been supported by factor analysis; the items of information needs subscale converged under the first factor with item loadings ranging between 0.73 to 0.83; the items of frustration sub-scale under second factor with loadings between 0.56 to 0.69; the items of teaching sub-scale under third factor with loadings ranging from 0.56 to 0.65. The communication subscale under fourth factor had loadings from 0.47 to 0.66; the satisfaction subscale under fifth factor had loadings from 0.43 to 0.64; and finally sixth factor, namely use of time subscale had factor loadings ranging from 0.40 to 0.61. Of 60 items, 57 loaded significantly on the expected subscales. In summary, all of six PSI dimensions have been supported by factor analysis.

### **3. 3. 1. 1. Adaptation Process of PSI**

In the adaptation process, first, the researcher and her advisor translated the items of the inventory into Turkish. After that, these two authors agreed on the most convenient translation. Some parts of the translation were given to an expert and opinions were asked as part of the face validity. The latest form of the Turkish translation was given to two English instructors for back translation. Finally, the critical sentences were reviewed by 3 instructors from the department who had a major in English and the final translation of inventory was configured.

Moreover, in the adaptation process, out of 60 items, one item was dropped out because of lack of appropriateness to Turkish culture. Item 54, “I need more information about helping my child appreciate other ethnic groups” was taken out since there were no officially recognized ethnic groups in Turkey as in the States.

After completing the translation of PSI, the inventory was distributed to 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grade students in two different private schools in order to conduct reliability and validity studies of the inventory. Overall, the inventory was administered to approximately 570 students and their parents.

In the adaptation process of PSI, to indicate the dimensions of the scale, 59 items were factor analyzed by using principal component analysis with varimax rotation for both parent and child forms of the scale. Newly constructed scales had fewer items than the original one and have somewhat different dimensions. For the parent form, 5 dimensions were grouped and dimensions were named as communication, satisfaction, use of time, confidence and information needs. This difference in number of the items and dimensions may be due to different parenting styles of the Turkish and American cultures. Parent-child interactions in Turkish culture can be more intimate and close than American culture, where the detachment from parents occurs more. Moreover, in Turkey, the parenting styles may be more authoritarian. Therefore, teaching and communication could occur as similar processes. The expectations of the parents from their children in two cultures can also be different.

For the child form, they were renamed as teaching, satisfaction, communication, information needs and confidence.

For the parent form, the dimensionality of 59 items of PSI was analyzed using the maximum likelihood factor analysis with varimax rotation. Two criteria were used to determine the number of factors to rotate: the a priori hypothesis that the measure was six-



dimensional, and interpretability of results. Consequently, six factors were rotated using varimax rotation procedure to test the presence of six factors. A factor loading is the correlation between the item and the factor is considered significant at .30 and greater as shown in table 3. 3. The rotated solution yielded 5 statistically and hypothetically meaningful factors. Factor 1 accounted for the 23%, factor 2 8%, factor 3 6%, factor 4 4.5% and factor 5 4% of the total variance. The results of the factor analysis produced five factors with eigen values of 10.40 for the first factor, 3.56 for the second factor, 2.70 for the third factor, 2.06 for the fourth factor, and 1.69 for the fifth factor. The existence of these five factors was also confirmed by the scree test (Appendix H).

Fifteen items converged under the first factor named communication with factor loadings between .33 and .68. Communication subscale was made up of eight items from teaching subscale and six items from communication subscale. Eleven items converged under the second factor titled satisfaction with factor loadings ranging between .35 and .63. This subscale had four items from frustration subscale and seven items from satisfaction subscale. Six items converged under the third factor termed information needs with factor loadings ranging between .46 and .86. The third factor was made up of six items from information needs subscale. Four items converged under the fourth factor titled confidence with factor loadings between .62 and .76. These four items were from satisfaction (3) and frustration (1) subscales. Finally, six items converged under fifth factor named use of time with factor loadings between .30 and .62. This factor had six items from use of time subscale. The fourth factor, named confidence did not exist in the original form.

Fourteen items had factor loadings lower than .30, so they were excluded. Three of the excluded items were items of communication (factor I), 4 of them were items of use of time (factor V), 2 of them were items of teaching, 4 of them were items of frustration, and one of them was an item of information needs. Three items (two from information needs and one from frustration) have loaded on factor six, with factor loadings between .83 and .91, but did not theoretically fit the factors as they originally appeared. These items have also been removed from the scale.

Factor loadings of the items were given in Table 3. 3.

**Table 3. 3.** Factor Loadings of the Subscales of PSI

Items	Factors				
	1	2	3	4	5
<b>1. Communication</b>					
14. I try to teach my child how to judge himself or herself.	<b>.68</b>	.09	.04	.18	.14
11. I try to teach my child how to cope with stress.	<b>.65</b>	-.01	.07	.27	.02
10. I try to teach my child a sense of right and wrong.	<b>.63</b>	.19	.12	.09	-.01
12. I try to teach my child how to use imagination and be creative.	<b>.63</b>	.002	.009	.32	.07
13. I try to teach my child to treat both sexes equally.	<b>.62</b>	.17	.02	.03	.19
22. I try to teach my child to care about other people's feelings.	<b>.60</b>	.18	.02	-.01	.12
9. I am good at discussing his or her friendships with my child.	<b>.60</b>	.20	.09	.14	.29
8. I try to teach my child how to be healthy.	<b>.58</b>	.20	.09	-.05	.13
7. I am good at discussing my child's concerns about dating.	<b>.50</b>	.01	.04	-.01	.23
15. I try to teach my child religion by being a good example.	<b>.46</b>	.06	.05	.04	.01
3. I am good at discussing what we watch on television together.	<b>.42</b>	.04	.03	.01	.37
5. I am good at disciplining my child in a fair way.	<b>.39</b>	.36	.14	.14	.13
2. I am good at seeing the positive side of situations.	<b>.39</b>	.09	.09	.09	.24
1. I am good at listening to my child.	<b>.39</b>	.24	.04	.09	.46
4. I am good at trusting my child as a basis for our relationship.	<b>.33</b>	.37	.06	.25	.22
<b>2. Satisfaction</b>					
29. I like the way my child gets along with friends.	.16	<b>.63</b>	.07	.15	.01
28. I like the way my child gets along with family members.	.11	<b>.62</b>	-.009	.13	.25
30. I like the effort my child makes to help others.	.30	<b>.59</b>	.04	.04	.02

**(Table 3. 3. Continued)**

Items	Factors				
	1	2	3	4	5
27. I like being with my child.	.32	<b>.58</b>	.06	-.06	.07
32. I like the way my child treats me.	.11	<b>.57</b>	.01	.20	.30
25. I am frustrated by my child's manners.	.08	<b>.53</b>	.11	.30	.39
23. I am frustrated by my child's values.	.06	<b>.49</b>	.11	.23	.37
31. I like my child's feeling of self-confidence.	.12	<b>.41</b>	.09	.43	.03
22. I am frustrated by the way my child follows rules.	.01	<b>.36</b>	.09	.34	.45
33. I like the way my child deals with criticism.	.01	<b>.35</b>	.17	.44	.03
26. I am frustrated by my child's moody behavior.	-.06	<b>.35</b>	.11	.21	.36
3. Information Needs					
42. I need more information about helping my child deal with conflict.	.13	.12	<b>.86</b>	.07	.07
40. I need more information about helping my child set goals.	.09	.09	<b>.81</b>	.19	.12
43. I need more information about helping my child deal with fears and worries.	.15	.16	<b>.78</b>	.07	.05
39. I need more information about helping my child avoid smoking, drugs, or alcohol.	.08	.05	<b>.77</b>	.04	.03
38. I need more information about helping my child deal with bullies and gangs.	.02	-.004	<b>.75</b>	.01	.08
41. I need more information about helping my child explore careers.	.03	.06	<b>.46</b>	.07	.03
4. Confidence					
34. I am frustrated by my child's study habits.	.04	.16	.12	<b>.76</b>	.22
35. I like the way my child considers consequences when making decisions.	.21	.35	.10	<b>.65</b>	.09
36. I like my child's sense of responsibility.	.25	.34	.07	<b>.65</b>	.12
37. I like the grades my child gets at school.	.05	.11	.01	<b>.62</b>	-.01

**(Table 3. 3. Continued)**

Items	Factors				
	1	2	3	4	5
5. Use of Time					
20. I have difficulty being patient with my child.	.22	.20	.11	.05	<b>.62</b>
18. I have difficulty arranging time to spend with my child.	.34	.17	.11	.05	<b>.60</b>
19. I have difficulty doing things with my child because I am tired.	.24	.09	.03	-.01	<b>.58</b>
17. I have difficulty with the way my child manages time.	.07	-.02	.06	.46	<b>.55</b>
21. I have difficulty allowing time for my child to make decision.	.39	.25	.04	.09	<b>.46</b>
16. I have difficulty limiting the time my child spends watching television.	.07	-.09	.15	.48	<b>.30</b>

As an evidence of reliability, the internal consistency of the scale was assessed by Cronbach alpha which were found 0.88 for the child form and 0.90 for the parent form. The examination of internal consistency of the sub-scales has also been carried out. For the parent form, the values for sub-scales are listed below:

communication sub-scale =0.86  
use of time sub-scale =0.70  
satisfaction sub-scale =0.82  
confidence sub-scale =0.75  
information needs sub-scale =0.78

### **3. 3. 2. Communication Skills Evaluation Scale**

The Communication Skills Evaluation Scale developed by Korkut (1996) was also used to collect data (Appendix B). The questionnaire consists of 25 Likert-type items. The respondents are asked to think how they generally communicate and choose one of the five alternatives from 1 (never) to 5 (always) for each item. Getting high score indicates that the person perceives himself/herself effective in regard to the communication skills. The questionnaire can be used with both adolescents and adults.

For the reliability studies, the initial 42-item form was applied to 143 students. With inter-item analysis, the instrument was reduced to 25-items. The test-retest reliability was found 0.76 and Cronbach alpha coefficient was found 0.80. For the construct validity, factor analysis was carried out. The results revealed that the instrument has one factor (Korkut, 1996).

Second reliability study has done in 1997 by Korkut. The instrument was applied to 58 university students and 61 adults separately. The test-retest reliability was 0.78 and Cronbach alpha was 0.86 for the university students. For the adult population, as an evidence of reliability, the internal consistency of the scale was assessed by Cronbach alpha that was found 0.75.

For the purpose of obtaining evidence about the criterion validity, Dökmen's Empathy Scale (Empatik Eğilim Ölçeği) was used as the criterion and was administered to both groups. The results revealed correlation coefficients of 0.52 for university students and 0.48 for adults.

### **3. 3. 3. Qualitative Part Open Ended Questions**

Besides these two quantitative measurements, there was a qualitative part of this research. Seven open-ended questions were prepared and given to parents to evaluate the effectiveness of the program. The questions are listed below:

- 1) Do you think that these meetings were of help? If your answer is yes, could you please explain in what ways it was helpful and effective.
- 2) What was the subject which you found most helpful? Why?
- 3) What was the most important event you have experienced during the meetings? Please explain.
- 4) Why this event was important for you? In which ways you found it helpful or not helpful?
- 5) Could you please explain your thoughts and emotions during the meetings?
- 6) Do you perceive any changes in yourself? If your answer is yes, could you please explain what kind of changes you have perceived?
- 7) What kind of changes you noticed after the meetings?
  - a. In communicating with your children
  - b. Within family communication

Moreover, as part of the qualitative dimension, parents were also asked to keep a journal to express their feelings, ideas and recommendations about the training process and themselves.

### **3. 4. Procedure**

The parent training was implemented in two different schools, METU Foundation School and Deneme Lyceé. It was finally completed with two parent groups, that is, one experimental and one control group in each school.

Before the study began, a variety of procedures were carried out in both schools to invite the parents to the parent training. The researcher completed the following steps respectively: Sought help from the guidance and counseling center, distributed invitation letters to the parents to invite them to participate, made an announcement of the training at parent-teacher conference, and contacted parents by telephone call.

At METU School, in the first session of the training, pre-test measures were collected from both experimental groups. The pretests were collected from the control group with the support of school administration. Initially, the parent group was planned to meet in twice a month for 5 sessions, and the students were planned to meet every week for 8 sessions. Originally, the researcher planned to have 5 meetings with parents and 8 meetings with the students. In November 2002, implementations of the parent training for parents of 9<sup>th</sup> and 10<sup>th</sup> grade students and the trainings for 9<sup>th</sup> grade adolescents were initiated for the METU Foundation School. The meetings were held in the school twice a month for 1,5 hours after



school. The training for parents was completed in January 2003 with 10 parents (9 mothers and 1 father). For the adolescent group, the number of the participants was 7 students initially and they dropped out to 4, therefore, after 4 sessions the group was terminated.

The same program was initiated at Deneme Lyceé for 9<sup>th</sup> grade adolescents and their parents in December 2003, and it was completed in February 2003 with 11 parents (9 mothers and 2 fathers). The meetings were held in this school twice a month for 1,5 hours at weekends (on Saturday). Although the planned process for the adolescent group was for 8 weeks, group process with adolescents at that school was terminated after 5 sessions because of the high level of absenteeism of the participants.

One month after the training, post-test measures were distributed and collected for both experimental and control groups from both schools.

After nine months a follow-up study was conducted. A meeting with the parents of experimental groups was arranged separately in both schools. The tests were administered at the end of the follow-up meeting. For control groups in both schools, the measures were distributed and collected from parents with the help of the administration.

The 5-week parent training was planned and considered as educational training, not as a counseling process. However, because of the limited number of participants, the parents found an

environment to share their feelings, behaviors and opinions about having an adolescent at home.

### **3. 5. Training for Parents**

The training program was developed according to the results of the survey conducted by the researcher at the time of the pilot studies of PSI. In collecting data, the students were asked to fill out a form about social skills they perceived as important and they desired to develop. The training was developed according to their feedback about the skills they wanted to develop. The most required skills were revealed as listening, expressing feelings, dealing with difficult situations, being assertive, and initiating social relationships (Özeke Kocabaş, 2002).

Therefore, the 5-session training for parents generally consisted of activities aimed at developing their communication skills and their relationships with children. The program mainly focused on social skills for parents to develop better communication and improve the satisfaction of parents and also to help parents improve their parenting skills (e. g. better use of time, more information on their children). The group met twice a month and each meeting lasted 1, 5 hours.

### **3. 5. 1. Overview of the Sessions**

#### **First Session**

Main aim of the first session was to explain the aim, content and rules of the group sessions; get group members to know each other and emphasize the importance of elements of effective communication in interpersonal relationships, namely eye contact and listening. This introductory session started with an explanation of the goal, content and rules of the group. After the expression of the participants' expectations about the training, a warmed-up activity, getting to know each other and introducing themselves were implemented.

The second phase of the first session consisted of activities related with the communication skills, eye contact and listening. The discussion about the meaning of communication and participants' perceptions about communication was carried out by the leader and then two activities related with establishing eye contact and effective listening were conducted.

At first, the parents were asked to work in pairs and activity instructions were given. They were requested to talk about whatever they want with their pairs for 3 minutes; but in two different conditions: First with not establishing eye contact and then keeping eye contact with the pairs.

The second activity was similar to the previous one but this time, parents were asked to talk about with their partners for 3

minutes firstly at the same time and secondly in sequence and they were requested to try to understand what they were talking about.

After each activity, both situations were discussed by parents; describing how they felt and what they thought in each condition. Then the leader talked about the meaning and elements of effective communication.

The session was terminated by distributing parents a small notebook and asking them to keep a journal about the sessions, themselves and their relationships with children throughout the training, asking them how they felt about the session and finally assigning homework and asking them to think and write about the 5 positive aspects of their children that made them happy.

At the end of the session, a brochure about developmental characteristics of adolescents was given to the parents (Appendix D).

### **Second Session**

In the second session, in general, the training group talked about expressing positive feelings and expressing themselves in a positive manner. The session mainly included the topic of expression of feelings and using positive language in expressing oneself.

The developmental characteristics of adolescents were reviewed first, and the questions were answered about the topic at the beginning of the second session. After that, to begin the session's topic, first the homework assignment was shared by parents. Then

the discussion was initiated by such questions: How often do you express those you have listed to your children? , Did you think before on about what you have listed? , When you express your feelings, how do you feel and what kind of reactions you get?

The session continued with an activity aiming at expressing oneself in a positive manner. The activity involved re-shaping some negative words to positive. Some words that have negative meanings were tried to be converted to positive expressions (activity from a workshop of Arizona Parent and Educational Resource Center). To achieve the goal, first of all, the topic “how we communicate” was discussed, a brief lecture was given about positive communication and finally a case was presented to parents. They were asked to find positive aspects of the behavior that was described in the case. Then a list of adjectives was written on the board and parents were asked to think about their positive synonyms. The adjectives included such examples: Liar, talks too much, hyperactive, anti-social, untidy etc. The suggestions were discussed and parents were asked to share this information and point of view with their families.

Then, a case was presented, and according to the case, their reactions were discussed in point of recognizing and supporting good behaviors and expressing positive feelings.

At the end of the session, homework about expressing positive feelings to their children, and others in their environment was assigned to parents.

### **Third Session**

In the third session, the topic was the negative feelings and behaviors in life and ways of dealing with aggression, both for parents and for their children.

The session started with the discussion of the homework. The parents shared their feelings and others reactions when expressing positive feelings to others and to their children.

The session continued with giving brief information about communication and discussing how to express negative feelings. By using some cases (for example, your child threw away his/her towel to the floor and you were very angry with him. What would you do? What kind of difficulties you faced with?), parents were helped to think about negative feelings, like aggression and their reactions to different situations. In the group, the topic and coping with negative feelings and aggression were discussed. The individual coping mechanisms were shared, the children's situations of aggression and their reactions were talked about, supporting children to cope with aggression was discussed and then a brochure including some tips of dealing with negative feelings and aggression were given to parents (Appendix E). Brief review was conducted on the topic by leader. Emphatic understanding and "I" language was started to be instructed.

As homework, parents were asked to think about assertiveness; its meaning, whether did they find themselves assertive or not and how to help their children to support assertive behaviors.

### **Fourth Session**

In the fourth session, assertiveness was discussed with parents. First of all, to help parents to understand the topic better, an informative brochure about assertiveness was handed out (Appendix G). After a few minutes of reading time, meaning of assertiveness and skills needed to be assertive were presented by the leader by giving examples. The real-life examples of assertiveness were taken from the parents, helped them to share experiences and ways of helping their children to be assertive were discussed. Finally, parallel to the topic, some communication skills like using “I”-language and positive language were emphasized. The parents were asked to observe themselves in using those skills.

In this session, parents focused on their behaviors related with assertiveness, including “saying no”, and shared their experiences. They gave examples from their own lives. They discussed the importance of being a model to their children in learning such skills.

### **Fifth Session**

The fifth and the last session was the termination session. After discussing briefly the parents’ perceptions of being assertive and helping their child to be assertive, the new topic, dealing with difficult situations was presented. The leader presented the topic briefly and then let parents to share their experiences. After discussing with the parents about the ways of helping their children when dealing with difficult situations like stress, teasing and indecision, the training group was terminated. In termination

process, parents shared their feelings about the training process, shared what they have learned or not, evaluated the group process and explained the future expectations for those kind of programs.

The brochure about dealing with difficult situations was distributed to parents at the end of the session (Appendix F).

Moreover, along with the program, parents were asked to keep a journal about their observations during the group process.

After the groups were terminated, some qualitative questions about the group process were distributed to the participants.

### **3. 6. Training for Adolescents**

The adolescent and parent groups were parallel in content and themes. Similarly, the training for adolescents consisted of activities related with listening, expressing feelings, using positive language in communication, aggression and assertiveness and were implemented for 4 sessions.

### **3. 7. Data Analysis**

In order to analyze the data, a 2 (experimental-control groups) X 3 (pre-post-follow up measurements) two way repeated measures analysis of variance (ANOVA) was employed.

Repeated measures design is used when the same variable was measured in several occasions for each subject. In the present study, repeated measures design was used to evaluate the effectiveness of the training on communication skills of parents and



different variables of parent-child relationship across pre-post and follow-up measures.

The advantages of repeated measures analysis are that as well as requiring fewer experimental units (for example human subjects), they provide a control on their differences. In other words, variability because of the differences between subjects can be eliminated from the experimental error. Analysis of variance models with more than one independent variable can be used for repeated measures data. Sets of transforming variables that correspond to particular effects are tested. The first variable tested is the constant, and the other variables are tested individually, and in interactions with each other (Oral, 1997).

The repeated measures procedure provides analysis of variance when the same measurement is made several times on each subject or case. To use the repeated measures analysis of variance, it is possible to distinguish two types of factors in the model: between subject factors and within subjects factors. Between subject factor is any factor that divides the sample of subjects or cases into discrete subgroups. In this study, group variable is used as between subjects factor. A within subjects factor is any factor that distinguishes measurements made on the same subjects or case rather than distinguishing different subjects or cases (SPSS 7,5 Advanced Statistics, nd).

In investigating possible interactions, profile plots (interaction plots) are useful for comparing marginal means in the model. A one factor profile plot shows whether the estimated marginal means are increasing or decreasing across levels. For two or more factors, like in this study, parallel lines indicate that there is no interaction between factors, which means that you can investigate the levels of

only one factor. Nonparallel lines indicate an interaction. The interaction effect assesses whether differences on the scale scores between experimental and control groups differ for the three time levels, that is, pre, post and follow-up tests in this study (SPSS 7,5 Advanced Statistics, nd).

There is non-equivalent grouping in this study. Control group includes parents with higher scores, whereas experimental group includes parents who volunteer for training. This inequality is a kind of handicap, though, any changes in the experimental group could be evaluated by the interaction term where group and testing time interactions are tested in the repeated ANOVA model. Any impact on posttest and follow-up subscale scores coming from experimental treatment might be creating a significant F ratio for the interaction term in the repeated ANOVA. This could be due to experimental intervention that will be interpreted further by the related graphs indicating the means of experimental and control groups across three testing occasions, that is, pretest, posttest and follow-up.

## **CHAPTER IV**

### **RESULTS**

In this chapter, the results of the study obtained from the quantitative analysis and qualitative analysis are presented in different sections. The first section includes the results regarding the effect of the parent training on communication skills of parents and some dimensions of parent child relationship.

The second section reports the qualitative findings obtained from the open-ended evaluation forms that were given to parents of experimental groups after the implementation of the parent training.

#### **4. 1. Results Obtained from Quantitative Analysis of Data**

In order to analyze the difference between experimental and control groups among pre, post and follow-up tests in each of two schools (METU School and Deneme Lycee), the two way repeated measures analysis of variance employed. The results showed no significant differences between the groups in two schools. However, since there were no significant differences found in each school, making an analysis after merging the schools was considered. In other words, it was decided to analyze the data after having one experimental and one control groups. Finally, the two way analysis of variance for repeated measures was conducted on merged data to determine the difference between experimental and control groups across pre, post and follow-up tests.

The instruments used in the study were Communication Skills Evaluation Scale and Parent Success Indicator (PSI). PSI has five different subscales, namely communication, use of time, satisfaction, information needs and confidence. In analyzing the data, each subscale was used as a separate scale, since the subscales of the test were independent from each other and the interrelations between them were not considered significant. For Communications Skills Evaluation Scale, the two-way analysis of variance of repeated measures was also employed separately. Therefore, there were six different two way repeated measures of analysis of variance conducted to see whether there was a significant interaction between groups (experimental and control) and measurements taken in 3 different times (Pre, post and follow-up).

Utilization of the two way analysis of variance of repeated measurements on that data shows three different types of effects. First one is the main effect coming from the group variable, which is experimental and control groups' difference on averaging pre, post and follow-up measurements. Group variable was used as between subject variable. Second one is the time main affect, which shows the difference among pre, post and follow-up test scores taken in different times. Time was used as within subject variable. The last one is called as the interaction effect, which shows whether there is significant interaction between groups on pre, post and follow-up test results. In this data set, as stated in previous section, there was a difference in pretest scores in all subscales and a single scale. Therefore, in presenting the results, the possible effects coming from group (experimental and control) and time (pre, post and follow-up) variables were not taken into consideration. Only the interaction effect between groups and three measurements in different times (time) were taken into consideration.

**4. 1. 1. Results of two way repeated measures of variance for Communication Subscale of PSI**

Table 4. 1. presents the results of the two-way repeated measures analysis of variance (ANOVA) on the pre-test, post-test, and follow up test scores of the communication subscale of PSI for the experimental and the control groups.

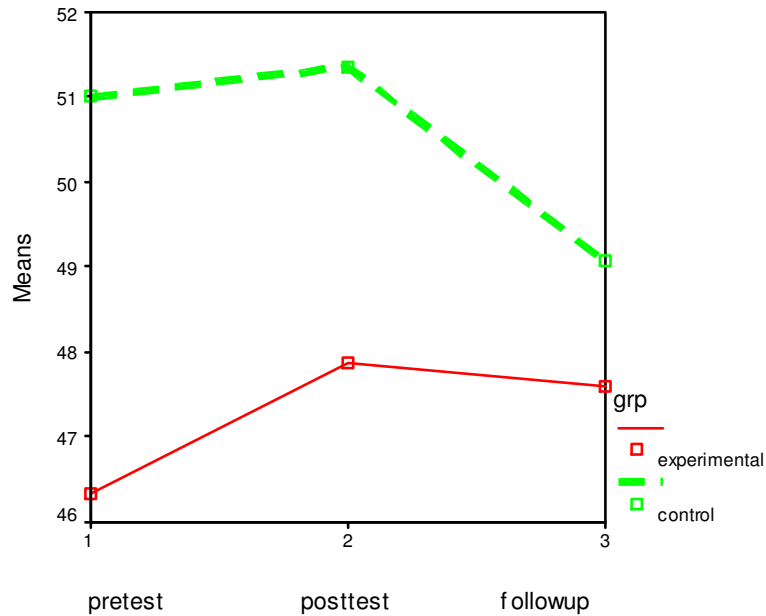
**Table 4. 1.** Tests of Significance for Pre-test, Post-test, and Follow-up Test Scores of the Communication Subscale for the Experimental and the Control Groups

<b>SOURCE</b>	<b>SS</b>	<b>df</b>	<b>MS</b>	<b>F</b>	<b>Sig. of F</b>
Between-Subjects	207545.161	1	207545,161		
Group (Experimental- Control)	223.781	1	223.781	3,698	p>.065
Error	1633.943	27	60.516		
Within-Subjects	932.867	54			
Time (Pretest-Posttest- Follow up)	1.586	1	1.586	.063	p>.804
Group X Time	36.966	1	36.966	1.468	p>.236
Error	679.931	27	25.183		

\*Time variable was used as pre, post and follow-up test scores of communication subscale.

As can be seen in the table 4. 1., interaction of group and time is not significant. In other words, as shown in figure 4. 1, there is no difference between experimental and control groups across pre-test, post-test and follow-up measurements of communication subscale (F=1.468, p>.236). It could be stated that the training was not effective on subscale scores of communication.

Mean scores of experimental and control groups across three different measurements of communication subscale are shown in figure 4. 1.



**Figure 4. 1.** Pre-test, Post-test, and Follow-up Mean Scores of Communication Subscale in Experimental and Control Groups

#### **4. 1. 2. Results of two way repeated measures of variance for Use of Time Subscale of PSI**

The results of the two-way repeated measures analysis of variance (ANOVA) on the pre-test, post-test, and follow up test scores of the use of time subscale of PSI for the experimental and the control groups are given in table 4. 2.

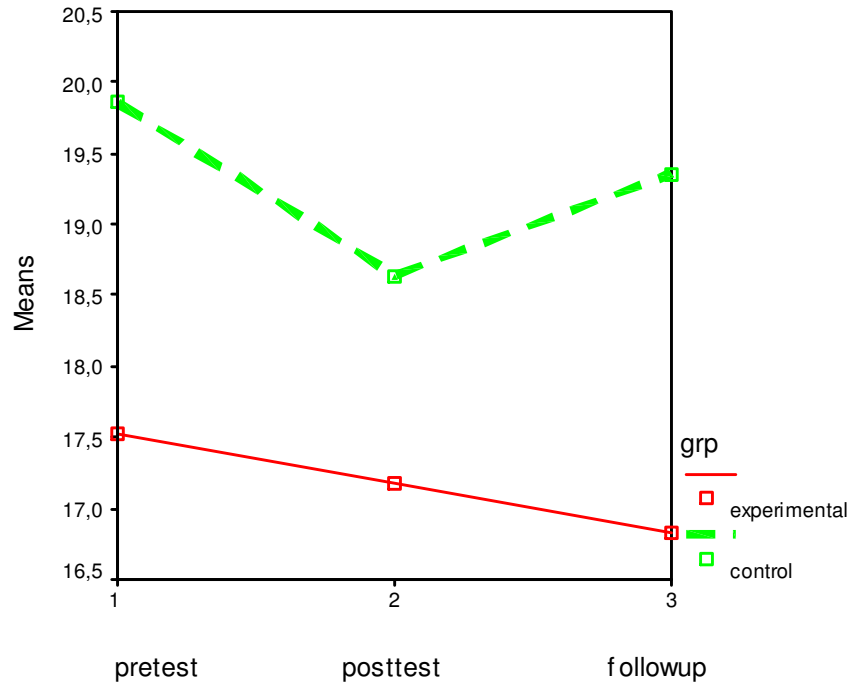
**Table 4. 2.** Tests of Significance for Pre-test, Post-test and Follow-up Test Scores of the Use of Time Subscale for the Experimental and the Control Groups

<b>SOURCE</b>	<b>SS</b>	<b>df</b>	<b>MS</b>	<b>F</b>	<b>Sig. of F</b>
Between-Subjects	30621.178	1	30621.178		
Group (Experimental- Control)	102.468	1	102.468	4.877	p<.035
Error	609.317	29	21.011		
Within-Subjects	164.003	58			
Time (Pretest-Posttest- Follow up)	5.582	1	5.582	2.264	p>.143
Group X Time	.163	1	.163	.066	p>.799
Error	71.515	29	2.466		

\*Time variable was used as pre, post and follow-up test scores of use of time subscale.

Table 4. 2. shows that the interaction between group and time main effects are not significant ( $F=.066$ ,  $p>.799$ ). In other words, as the figure 4. 2. shows, there is no significant difference between experimental and control groups across pre-test, post-test, and follow-up measurements. Therefore, the training was not considered effective on the subscale scores of use of time.

Mean scores of experimental and control groups across three different measurements of use of time subscale is shown in figure 4. 2.



**Figure 4. 2.** Pre-test, Post-test, and Follow-up Mean Scores of Use of Time Subscale in Experimental and Control Groups

**4. 1. 3. Results of two way repeated measures of variance for Satisfaction Subscale of PSI**

Table 4. 3. shows the results of the two-way repeated measures analysis of variance (ANOVA) on the pre-test, post-test, and follow up test scores of the satisfaction subscale of PSI for the experimental and the control groups.



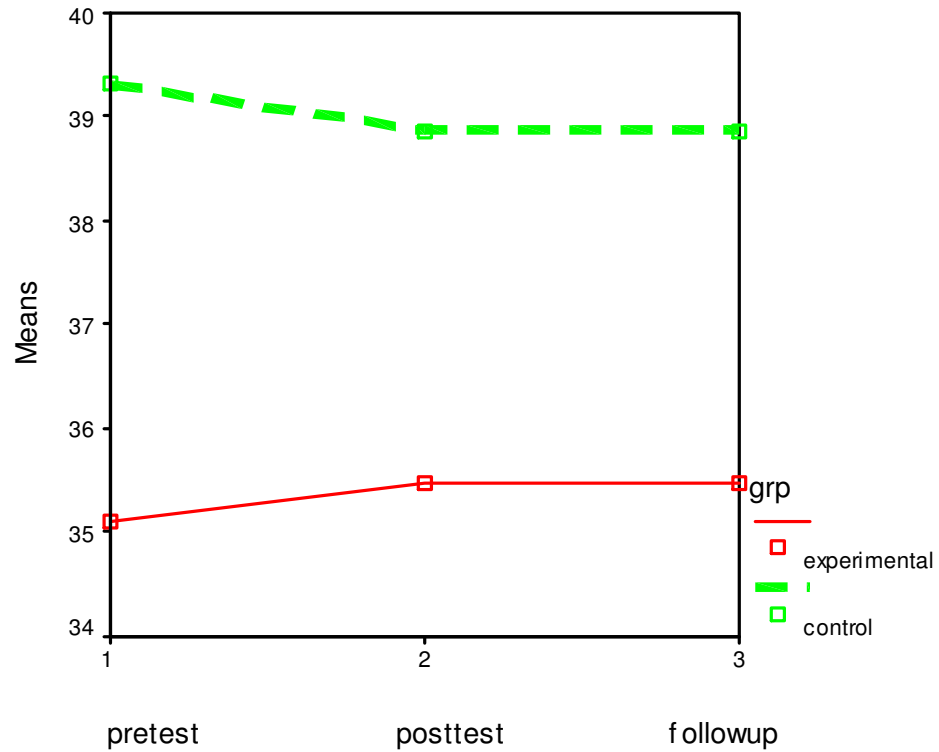
**Table 4. 3.** Tests of Significance for Pre-test, Post-test, and Follow-up Test Scores of the Satisfaction Subscale for the Experimental and the Control Groups

<b>SOURCE</b>	<b>SS</b>	<b>df</b>	<b>MS</b>	<b>F</b>	<b>Sig. of F</b>
Between-Subjects	136777.879	1	136777.879		
Group (Experimental- Control)	332.667	1	332.667	4.729	p<.037
Error	2180.626	31	70.343		
Within-Subjects	174.547	62			
Time (Pretest-Posttest- Follow up)	2.947	1	2.947	.007	p>.934
Group X Time	2.575	1	2.575	.610	p>.441
Error	130.910	31	4.223		

\*Time variable was used as pre, post and follow-up test scores of satisfaction subscale.

The table 4. 3. shows that interaction of group and time is not significant ( $F=.610$   $p>.441$ ). As can be seen in the figure 4. 3., no difference between experimental and control groups across pre-test, post-test and follow-up measurements of satisfaction subscale. The result showed that the training was not effective on scores of satisfaction subscale.

Mean scores of experimental and control groups across three different measurements of satisfaction subscale are shown in figure 4. 3.



**Figure 4. 3.** Pre-test, Post-test, and Follow-up Mean Scores of Satisfaction Subscale in Experimental and Control Groups

**4. 1. 4. Results of two way repeated measures of variance for Information Needs Subscale of PSI**

The results of the two-way repeated measures analysis of variance (ANOVA) on the pre-test, post-test, and follow up test scores of the information needs subscale of PSI for the experimental and the control groups are shown table 4. 4.

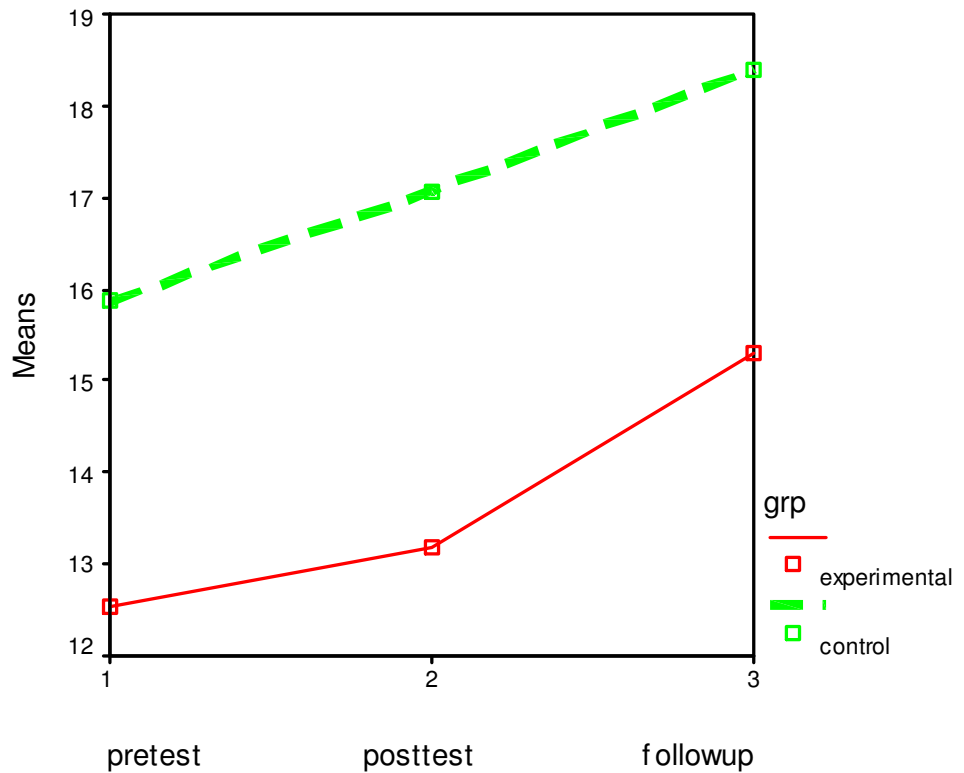
**Table 4. 4.** Tests of Significance for Pre-test, Post-test, and Follow-up Test Scores of the Information Needs Subscale for the Experimental and the Control Groups

<b>SOURCE</b>	<b>SS</b>	<b>df</b>	<b>MS</b>	<b>F</b>	<b>Sig. of F</b>
Between-Subjects	22645.712	1	22645.712		
Group (Experimental- Control)	283.628	1	283.628	5.078	p<.032
Error	1675.778	30	55.859		
Within-Subjects	730.724	60			
Time (Pretest-Posttest- Follow up)	111.838	1	111.838	7.832	p>.565
Group X Time	.213	1	.213	.015	p>.904
Error	428.396	30	14.280		

\*Time variable was used as pre, post and follow-up test scores of information needs subscale.

Table 4. 4. shows no significant difference between experimental and control groups across pre-test, post-test, and follow-up measurements of information needs subscale ( $F=.015$ ,  $p>.904$ ). As can be seen in the figure 4. 4., the lines are almost parallel, meaning that there is no significant interaction between group and time main effects. Therefore, the result indicated that the training was not effective on subscale scores of information needs.

Mean scores of experimental and control groups across three different measurements of information needs subscale are shown in figure 4. 4.



**Figure 4. 4.** Pre-test, Post-test, and Follow-up Mean Scores of Information Needs Subscale in Experimental and Control Groups

**4. 1. 5. Results of two way repeated measures of variance for Confidence Subscale of PSI**

Table 4. 5. presents the results of the two-way repeated measures analysis of variance (ANOVA) on the pre-test, post-test, and follow up test scores of the confidence subscale of PSI for the experimental and the control groups.

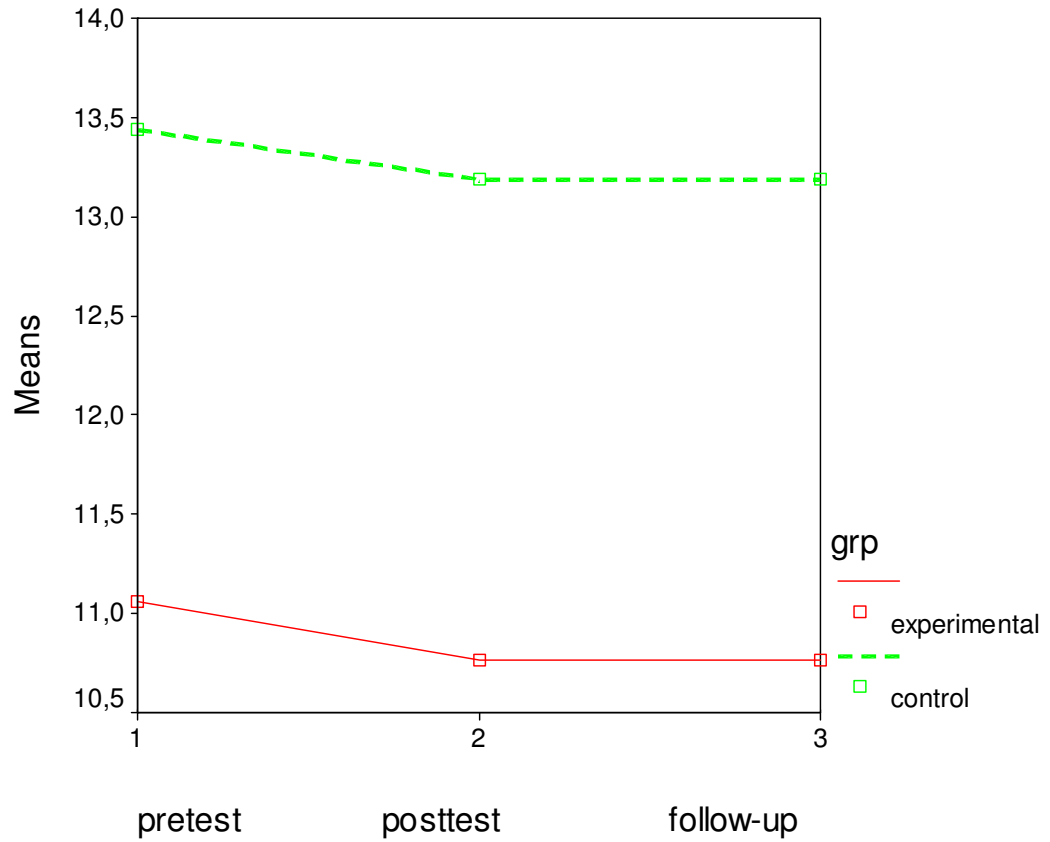
**Table 4. 5.** Tests of Significance for Pre-test, Post-test, and Follow-up Test Scores of the Confidence Subscale for the Experimental and the Control Groups

<b>SOURCE</b>	<b>SS</b>	<b>df</b>	<b>MS</b>	<b>F</b>	<b>Sig. of F</b>
Between-Subjects	14401.896	1	14401.896		
Group (Experimental- Control)	143.391	1	143.391	5.957	p<.021
Error	746.185	31	24.070		
Within-Subjects	93.686	62			
Time (Pretest-Posttest- Follow up)	1.220	1	1.220	.538	p>.469
Group X Time	8.021	1	8.021	.004	p>.953
Error	70.265	31	2.267		

\*Time variable was used as pre, post and follow-up test scores of confidence subscale.

As table 4 .5. shows, interaction between group and time main effects is not significant ( $F=.004$ ,  $p>.953$ ). As can be seen in figure 4. 5., there is no significant difference between experimental and control groups across pre-test, post-test and follow-up measurements. In other words, the training was not effective on subscale scores of confidence.

Mean scores of experimental and control groups across three different measurements of confidence subscale are shown in figure 4. 5.



**Figure 4. 5.** Pre-test, Post-test, and Follow-up Mean Scores of Confidence Subscale in Experimental and Control Groups

**4. 1. 6. Results of two way repeated measures of variance for Communication Skills Evaluation Scale**

Table 4. 6. presents the results of the two-way repeated measures analysis of variance (ANOVA) on the pre-test, post-test, and follow up test scores of the communication skills evaluation scale for the experimental and the control groups.

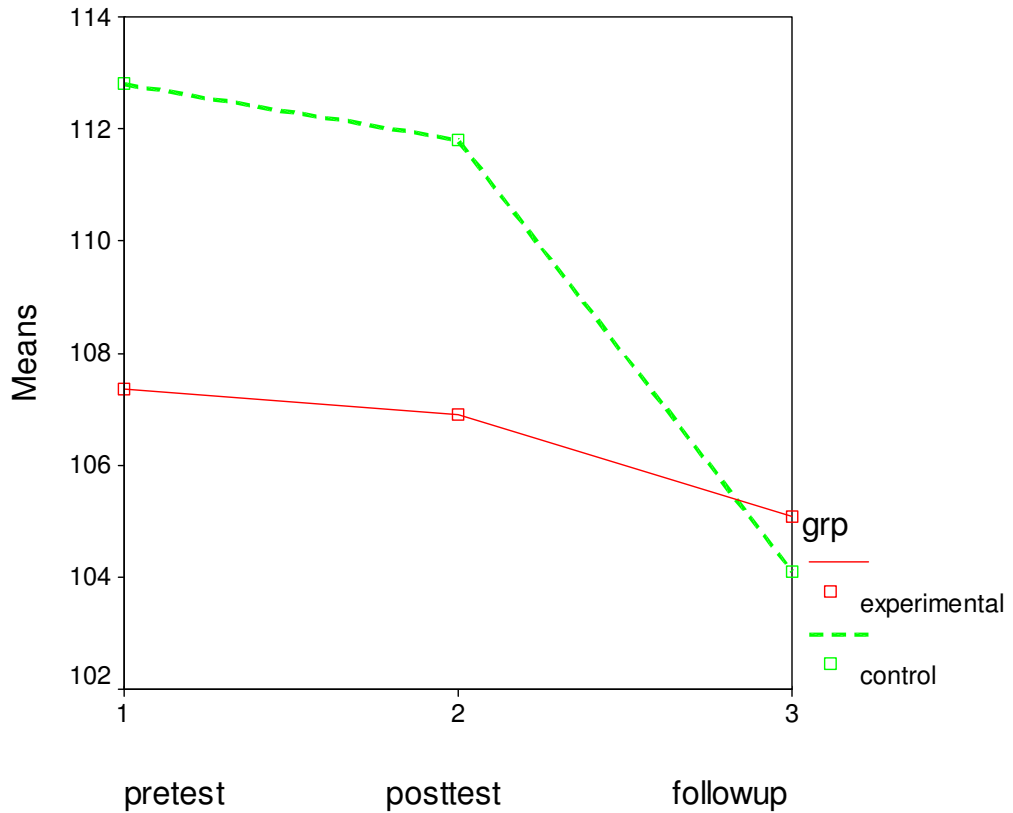
**Table 4. 6.** Tests of Significance for Pre-test, Post-test, and Follow-up Test Scores of the Communication Skills Evaluation Scale for the Experimental and the Control Groups

<b>SOURCE</b>	<b>SS</b>	<b>df</b>	<b>MS</b>	<b>F</b>	<b>Sig. of F</b>
Between-Subjects	733309.721	1	733309.721		
Group (Experimental- Control)	152.198	1	152.198	2.287	p>.147
Error	1264.215	19	66.538		
Within-Subjects	1708.248	38			
Time (Pretest-Posttest- Follow up)	315.335	1	315.335	5.496	p<.030
Group X Time	108.192	1	108.192	1.886	p>.186
Error	1090.141	19	57.376		

\*Time variable was used as pre, post and follow-up test scores of communication skills evaluation scale.

It was seen in the table that the interaction between group and time main effects is not significant, and as shown in the figure 4. 6., there is no significant difference between experimental and control groups across pre-test, post-test and follow-up measurements of communication skills evaluation scale ( $F=1.886$ ,  $p>.186$ ). In other words, the training was not effective on scores of communication skills evaluation scale.

Mean scores of experimental and control groups across three different measurements of communication skills evaluation scale are shown in figure 4. 6.



**Figure 4. 6.** Pre-test, Post-test, and Follow-up Mean Scores of Communication Skills Evaluation Scale in Experimental and Control Groups

**4. 2. Some Qualitative Findings Regarding the Participants' Evaluation of the Parent Training**

After a month of the completion of the training group, the experimental groups of both schools (METU School and Deneme Lycee) were given a 7-item open-ended evaluation form prepared by the researcher.

In order to get a detailed evaluation of the training based on parents' group experiences, the following questions were asked to parents:



1. Do you think that these meetings were of help? If your answer is yes, could you please explain in what ways it was helpful and effective.

2. What was the subject which you found most helpful? Why?

3. What was the most important event you have experienced during the meetings? Please explain.

4. Why was this event was important for you? In which ways you found it helpful or not helpful?

5. Could you please explain your thoughts and emotions during the meetings?

6. Do you perceive any changes in yourself? If your answer is yes, could you please explain what kind of changes you have perceived?

7. What kind of changes you noticed after the meetings?

a. In communicating with your children

b. Within family communication

The responses to the questions were content analyzed and the results were outlined below. With content analysis, the qualitative data were defined and the hidden information in data was revealed (Yıldırım & Şimşek, 2000). The data which were related in content was grouped under some concepts and themes and interpreted for the readers. Since there were two experimental groups in two different schools, the qualitative data were analyzed separately.

Based on the content analysis, the following themes were defined for each school: Effective communication, sharing in group and reflective self-exploration.

#### **4. 2. 1. METU School**

##### **Effective Communication**

Almost all of the participants reported that the meetings were very helpful for them in establishing effective communication with their children. Of all the answers to the questions, consistent with the aim of the study, developing effective communication has emerged to be a dominant theme.

The parents reported some changes in their behaviors and viewpoints, like establishing better communication with their children, increased calmness, patience and tolerance, being objective about their behavior and attitudes. Some responses related with this theme are given below:

“I think the meetings were helpful. It made me more tolerant.”

“... I learned to approach incidents more calmly and patiently.”

“I found meetings helpful on establishing better communication with my child.”

To the question of the most helpful topic of the meetings, most of the parents revealed the topic of “communication”, focusing on different aspects as the most helpful. The use of positive language, thinking positively about problems and conflicts, expressing emotions and thoughts effectively, understanding each other were the main ideas and concepts expressed by the participants. They revealed that the training helped them to understand their children

better, and to realize how to communicate with them. They mentioned that the topic of expressing themselves positively was very helpful, and they expressed that they became aware of many positive behaviors of their children that they haven't recognized before. Examples of expressions for the question are as follows:

“ I developed a more positive view of the problems with my children and I believe I could communicate with my daughter better.”

“I have realized the presence of many positive behaviors of my child that I was not aware of.”

“I recognized that the desire to communicate with my child was not enough alone, the professional help was needed. The meetings guided me on that subject.”

“I learned about the ways of expressing thoughts about the child and style of speaking on personality characteristics.”

When asked for the most important event that the parents experienced during the meetings, the participants mainly focused again on searching for better communication skills. They stated that most parents had difficulty in communicating with their adolescents and were in search for better communication with them. The subjects of communicating mutually, establishing eye contact, expressing anger were perceived as important themes in the meetings. Examples of the expressions about this are given below:

“Learning to express anger, realizing more about what we had.”

“It was most of the parents' difficulty in establishing communication and search for it.”

Some of the members reported their change in behavior and emotional states. They stated the meetings helped them to make radical decisions about communication problems with their

children, to develop understanding and expressing positive characteristics of their adolescents instead of focusing on problems. As a consequence, they expressed that they felt better. One parent expressed her preference of tolerance about experienced problems as a benefit of the group experience. On the contrary, only one parent stated that the subject she mentioned as important in the meetings was not very helpful, since she thought that expressing feelings and thoughts effectively, learning effective speaking style, and keeping herself calm needed much more effort and energy. The following is the excerpts of the related theme:

“I have had a difficulty in establishing communication with my children. The meetings helped me to make radical decisions about it. I feel better now.”

“I realized that it was necessary for me to recognize positive characteristics of my child and express them to him. The meetings helped me to develop this awareness.”

The participants expressed their positive thoughts in the meetings and positive effects of meetings. The main thoughts in the meetings were developing themselves in establishing effective communication with their children. They expressed that the meetings had positive effects on themselves and their children; they learned lots of things from other participants, as well as from training itself. One parent revealed: “I tried to participate in the meetings in spite of my conditions and so I could achieve more positive interaction with my child after the meetings.” Moreover, the following sentence from a parent could be a summarization of the main thought dominating the meetings: “I wish those kind of groups could be continuous.”

The participants expressed some behavioral changes in themselves in different actions. Most of the changes were about effective communication skills. They revealed that they used “I” language more, tried to keep eye-contact when listening, tried to be patient and positive in conversation with their children, attempted to control anger by giving a chance to both parties to think about the situation. They stated that they became more careful in establishing communication with children, and one parent expressed that her child had listened to her advices more. The other changes in behaviors stated by the parents as changing some of their habits and inconvenient attitudes, putting less pressure on their children, responding to the child as a young adult, recognizing the positive behaviors of their children and finally trying to spend more time with the children. One parent expressed the change in trying to practice the ideas and suggestions in the meetings, in spite of the difficulties in application. The quotations are given below:

“I became more tolerant and aware of positive behaviors of my child. I tried to use “I” language more and keep eye contact when listening to my child. I tried to spend more time with my child.”

“Learning about the results of my behaviors and attitudes in concrete examples affected me in changing my inconvenient attitudes.”

“I started to be more careful in conversations with my child.”

“I believe that I am putting less pressure on him. I try to give a break for both of us to think about the situation, when we are angry. The most important thing that I have accepted him as a young adult, so I try to behave at him like an adult.”

In communicating with their children, the participants revealed their improvement in developing better relationships with their children. They expressed that they understood each other

better and tried not to hurt each other. They felt that their understanding resulted in establishing better relationships mutually and this was recognized as achievement in interaction with the children. One parent expressed about the concrete examples of her child's positive behavior, like helping her in the kitchen and studying more. The excerpts about the theme are given below:

"I believed that we could accomplish better interaction because of the reaction of my child to my tolerance."

"We could establish better relationships with my child."

"We started to understand each other better and we were in an effort of not to hurt each other."

"He is helping me in the kitchen by doing what he likes and he is more sensitive about studying."

"I saw that I could accomplish better interaction with my children because of positive results of my tolerance."

Some participants reported mainly the changes in themselves, which affects the communication with their children. They stated that they became good listeners in spite of the conflicts. As they revealed, they became more patient and compassionate and tried to focus on positive behaviors, they could express feelings and thoughts effectively and give positive feedback. In general, they reported that they tried to implement the learned material. One participant thought that she was unsuccessful in being patient and positive, despite the trials. The quotations are as follows:

"I am trying to express my feelings and to be careful about choosing the right words in communicating with my child."

"I tried to be positive and patient but I thought I could not be successful in that."

"I am listening to them more, in spite of our occasional conflicts."

“I am trying to implement what I have learned. I am trying to use positive language, and I am expressing my positive feelings first when I criticize them and give positive feedback.”

The parents stated that the positive relations with their children affected the entire family atmosphere positively. They expressed that the meetings urged them to be careful about talking with each other and solving conflicts in the family. They felt themselves more able to share and be productive. One parent reported that she found the meetings “wonderful” but because of the complexity of external world, she had difficulty in practicing the learned material. One parent expressed about her child’s behavior, spending more time and sharing activities with her and also with all family; like watching television together, talking about the school events, sharing anger, having a heart-to heart talk, playing games within family. The other expressions are given below:

“The acquired knowledge from training and sharing same feelings with my family helped me to generalize my optimism about the thought that we could achieve better relations.”

“I think I have to try out more than this. The meetings were wonderful but I am trying to implement the learned material since the real world is so complex.”

“I feel more sharing and productive.”

“The meetings helped me to be careful about overcoming tensions in our relationships.”

“The positive relations with my children affected our family atmosphere positively.”

## **Reflective Self-Exploration**

The other theme that has emerged from the responses was gaining awareness and improvements on the self-exploration of parents. The answers reflected the parents' tendency to search different and better ways of developing themselves and their relationships. According to the answers, the participants felt that they gained awareness on their concerns and problems, in a way that the problems they have experienced were not very important and critical. One member stated this as follows: "I thought our problems aloud and I recognized that our problems were not so significant."

They have also described that they learned new topics that they didn't pay attention before. One parent stated that the meeting enabled her to look over her behaviors.

According to the participants, another important impact of the group was that the members' understandings of the problems were the same for that age group of children. Similarly, one participant listed about the problems common to that age group, like not to study, computer addiction, and conflicts with parents. A parent said: "I saw that the events and problems shared in the meetings were the same for that age group of adolescents."

The participants expressed their increased awareness about their communication problems with their adolescents. Learning about communication skills helped them to be aware of the fact that they had lack of some skills that resulted in not understanding each other. Awareness of the adolescents' perception of adults' thoughts and anxieties and participants' lack of skills in solving their problems with their adolescents were the other reported benefits



related with this theme. On the contrary, one participant expressed her understanding that the implementation of theoretical knowledge was difficult. The related quotations of the topic are as follows:

“The topic of effective communication skills, specifically keeping eye contact helped me to become aware of the fact that lack of those skills sometimes resulted in not understanding each other well.”

“... The events in the meetings made us aware of our lack of ability to solve our problems with our children.”

Aggressive behaviors of the children and how to help with them in dealing with difficult situations were another topic that a participant expressed as helpful. One participant reported developing awareness about her usage of language. She said: “I have realized in the meetings that I used the word “anyway (zaten)” a lot in daily life. I recognized that it has conveyed feeling of mistrust.” The other parent focused on her awareness about the negative effects of contradictory behaviors on children. She also expressed her satisfaction about the approval of positive attitudes in the meetings.

All the participants expressed that they felt some emotional changes in themselves. Participants reported that they became more tolerant to their children and family and they felt more relaxed and confident after the meetings. They stated that they started to see the problems from the positive side and will be more careful and sensitive in reflecting feelings to their children. Some of excerpts about the theme are listed below:

“I feel more relaxed and confident. I am more tolerant to all members of my family.”

“My child and I are behaving each other more understandingly. I feel more comfortable and confident.”

### **Sharing in Group**

Getting support and learning from each other seemed to be another important benefit of the meetings according to some parents. Parents revealed that sharing common problems, exchanging ideas and thoughts, exploring different viewpoints and solutions to problems were helpful for them. One parent stated that the group realized the importance of communication in the family and they felt comfortable in sharing common problems. The quotations about this dimension are as follows:

“The meetings made me become aware of the fact that the problems could be solved in different ways. We could exchange ideas with other families.”

“I found the meetings very helpful for sharing problems, learning new things, and being more aware.”

Some other participants stated being aware of mistakes they have done and the possible solutions to problems as the most useful topic. They expressed that they have benefited a lot from other participants’ experiences and the leader’s recommendations about solutions of their problems. A parent said: “The other parents’ and leader’s recommendations about the solutions of our problems were very helpful. Moreover, I have learned that my child had pleasant characteristics that I was not aware of.”

Most participants also reported about the group atmosphere and its effects, for some, specifically emotional atmosphere. They stated the group talked with sincerity, and talked about their

children with enthusiasm. Moreover, the members' memories about their childhood, the resistance of the acceptance about the reasons behind the members' behaviors and attitudes, breaking this resistance, capable of making self-criticism and increased awareness were the other experiences expressed by the members in terms of group atmosphere.

“On behalf of myself and the other parents, we overcome the resistance about the acceptance of the reasons of different behaviors and attitudes, and achieved to be self-critique.”

In relation with the group atmosphere, the participants revealed that they have understood the experienced difficulties about communication with children were common. They reported that discussing the important topics about their problems and communication with their children helped them to understand that they were not alone in living those problems, and this sharing brought emotional relaxation. One parent stated that sincerity in the group atmosphere was a required condition and achieving this made him to participate in the meetings regularly. Some of the excerpts about the theme are given as follows:

“It was helpful to hear that I was not alone in living those problems with our children. Before the meetings, I was thinking that I was the only one having those problems.”

“It was relaxing to hear that the other parents of adolescents have had the similar problems and conflicts.”

“Sincerity in the group atmosphere was very important for me and achieving this helped me in participating in the meetings regularly.”

The participants mentioned different positive feelings that they have experienced in the meetings, like relaxation, trust, happiness,

pride, uniqueness, not being alone. They stated that sharing common problems brought relaxation, they felt they were not alone in experiencing those problems, realizing that it was a general problem that each parent of adolescent experienced. According to some participants, the permissive and open atmosphere in the group made them happy, and also the school's interest to problems of parents developed trust. Being proud of the child as a result of recognizing the uniqueness of her/him was another feeling experienced by one participant. As a negative feeling, one parent expressed her sadness, revealing that she became more aware of the fact that she and her child hurt each other's feelings. Related quotations are given as follows:

"In the meetings, I thought that I was not alone in experiencing those problems and considered that these problems were not personal, on the contrary, they were general. I felt happy to meet with other parents who had similar values. I felt relaxed and developed trust since I have realized that the school administration was not insensitive to the problems."

"I felt happy in the meetings because of the relaxing and permissive atmosphere."

"I was affected positively from this training. I learned lots of things from other participants besides the training itself."

#### **4. 2. 2. Deneme Lycee**

##### **Effective Communication**

All the parents stated in their responses that they found the meetings very helpful, and indicated that their behaviors changed positively in communicating with their children. They mainly stated that the meetings were helpful in learning how to communicate with

their children. They expressed their efforts to understand and be helpful to their children. They reported that they have developed a positive view of problems and tried to overcome them. One participant expressed her effort on participating in the meetings to overcome their problems. Different from others, one participant mentioned that the meetings were helpful on facilitating communication in the family, focusing on the importance of participation of all family members. The related excerpts are given below:

“The meetings were very helpful. As parents, there was a positive change on behaviors of us towards our children.”

“I found the meetings helpful. I tried to understand my children better and tried to be helpful to them.”

“I found the meetings helpful, because we developed a better communication.”

When asked for the most helpful topic in the meetings, all participants revealed that their relationship with their children has been improved. They expressed that they have learned a lot from the topic of how to communicate with their children. They mentioned that they have acquired skills on how to behave to their children and became more tolerant and patient. Some quotations related with the topic are given below:

“I think the topic of how to communicate with children most helpful, because after that I had more positive thoughts about communicating with my children.”

“The topic of how to communicate with my child was helpful. I could not achieve this exactly but I felt better when compared to the past.”

“I benefited a lot about how to behave towards my children. After the meetings, I saw that if I behaved my children with patience, calmness and lovely, the communication would have been better.”

“I learned new ideas about communication that I have not thought before.”

Moreover, they were striving for better communication with their children. One parent expressed this as the most important situation in the meetings: “We all were in effort to “reach” our children, communicate with them.”

The parents expressed their behavior change in communicating with their children after the meetings. They revealed that they could communicate with their children better, and overcome the difficulties they have experienced with them. Almost all participants reported that they have learned to be more tolerant, patient, trusting and caring to them. Learning to listen to their children and keeping eye contact, talking about the problems of their children as a whole family, recognizing the ways of overcoming difficulties and developing positive viewpoints were the other reported benefits of the events they have experienced in the meetings. Two of the participants mentioned about the benefits of meetings in communicating not only with their children, but also with their whole family and environment. The following excerpts are about this theme:

“The events in the meetings helped us in communicating moderately with our children and overcoming difficulties in establishing communication with them.”

“In the meetings, I have learned to be more patient and tolerant. I have learned to listen to my child. My feelings of trust to my child were strengthened.”

“Before the meetings, my children usually shared their problems with me. After the meetings, I told about this to my husband and then we have started to discuss problems as a whole family and tried to find solutions together, and usually we found solutions at any rate.”

“The meetings were definitely helpful, I have better relationship with my daughter...”

“It was very important for me to participate in that training. I knew that I had some problems with my daughter. I did not know how to overcome the problems and where to start. I have learned all these in this training. First I have tried to listen to her effectively, by keeping eye contact. Then I have thought about my childhood and by making comparisons I have considered about how I should behave to her.”

“The meetings showed me the importance of behaving consciously to develop effective communication with my family and my environment.”

When asking for the changes in themselves, the parents mainly expressed the changes in their behaviors which resulted in effective communication. They revealed that they have achieved to communicate better with their children and developed positive relationships. They mentioned that they have learned to understand and show more interest in them, and became more calm, patient and tolerant. Acquiring a more positive point of view about their experiences and behaving after careful thought about their actions were the other benefits expressed by parents. Only one parent stated that there were no changes in herself. The following excerpts can be the examples of the experiences:

“In between the period of first and the last day of the meetings, I felt some changes in myself in being more calm and thinking positively.”

“I felt changes, the meetings were very constructive. I have achieved a lot in understanding my children better, showing more interest in them and establishing better communication with them.”

“I have learned to be more patient and tolerant to my child.”

“Communication with my children was enhanced positively. I have questioned whether my rights were true or false scientifically.”

“I have learned to see the positive side of the situations and behaviors of other people.”

“I am thinking and behaving more flexibly in my relationships with others.”

Related with the theme, a parent developed an awareness about herself has said: “I had some biased behaviors before the meetings, but now before taking any action, I considered my behaviors and attitudes carefully, and this was really more helpful.” One parent reported about her general improvement in herself, focusing on the reality of the time factor in changing some behaviors: “I believe that there are some changes in myself, despite they are not as I wanted. It is difficult to change everything, it takes time. But I believe there is an improvement in myself.”

When asking for the changes in their lives, specifically in communicating with their children, almost all participants revealed about some changes in their communication styles. Being more patient, tolerant, positive and understanding in the relationship with their children, criticizing them less, learning to listen to each other, being careful about their behaviors, being more assertive in saying “no”, spending more time with their children were the changes they have experienced in communication with their children; which were all related with the effective communication skills. Only two of the participants revealed that there was no change in relationships, in



spite of their efforts and trials. The quotations about the topic are given below:

“The relationship with my children was more positive, I could understand them better by making better observations.”

“After the meetings, I have started to show my interest more, understand them better and our communication was improved.”

“I developed more patience and became tolerant to my child.”

“The meetings helped me in criticizing my children less and making an effort in understanding them.”

“After the meetings, our relationship with my children improved positively. Before anything else, we have learned to listen to each other.”

“After the meetings, I became more tolerant. Our communication has been improved.”

“I started to behave more carefully.”

“I have started to spend more time with my children when compared to the past. With my daughter, we shared some activities like going to theatre, talking about her friends, solving crossword puzzle, walking, baking a cake and having a conversation.”

“I have learned to say “no” without breaking their heart.”

“There was no change since I made an effort alone.”

“There was no change but I tried to show my anger less and communicate with them better.”

When asking about the effects of the training on family communication, the participants generally reported positive changes in their life. They focused on their efforts in enhancing communication in a whole family. Parents revealed that positive changes in themselves and their relations with children affected the whole family atmosphere. Making decisions as a whole family, listening to each other, solving conflicts easily were stated as some

changes for some parents. Some parents focused on their behavior change, like being patient. A parent mentioned her increased effort to spend more time with the children. Moreover, the idea of the difficulty in changing some structures in the family was revealed by two of the parents, although they also stated their improvements in communication skills. Only one parent stated that the difficulty in communication was continued. The excerpts related with the theme are given below:

“After the meetings, we, as a family, could discuss everything, make decisions together, listen to each other and speak about our opinions openly.”

“Conflicts in the family generally were because of the children. If the effective communication were established with children, there would be peace at home. I felt that there were lots of things to do in my side since every day I encountered different behaviors and actions of the children. I had also some old habits, so I had to work a lot.”

“I started to talk and listen to more calmly and patiently. This could not be achieved all the time, but I believed with patience, everything would be better.”

“The communication in my family was very positive. The reason for this was a decrease in our conflicts in home environment. It was very rare after meetings, and we could solve our problems easily if there were any. Thank you for giving this opportunity to us.”

“I felt that my husband and my child changed in accordance with my behaviors.”

“We as a family tried to meet the desires of our children, as well as ours. We spent more time with children and created a pleasurable atmosphere for all. Watching TV movies together, going to shopping for example. We started to do all these more than in the past.”

## **Reflective Self-Exploration**

According to the participants, the parents' gained awareness on their relationship with their children was seem to be another important benefit of the meetings. They expressed that through the meetings, they have learned new material, and became aware of the details that they did not pay attention before. They tended to be self-critical, by looking over themselves and their behaviors, as result of the discussions in the meetings. The quotations are given below:

“I learned new topics, it was very nice to discuss the related material with you and understanding the importance of positive perspective in dealing with our problems made me pleased. “

“...I was encouraged to be think about myself and my relationship as a result of the opinions of other parents about their children.”

“The meetings were helpful because we thought that we had some knowledge about the related topics, but we understand and learned better with the help of a professional.”

The parents mentioned that they have learned that problems they faced were common for that age group and they were not alone in living those problems. Beside this, they have experienced that they developed awareness about effects of family environment on children. One participant expressed her awareness about the families' ideas of doing everything best. According to another participant, communication with family members, friends and other people was better established. Moreover, the topic of developing positive view of behaviors was expressed as important. The examples of the expressions are as follows:

“I learned that the difficulties I faced with my children were not only my problem.”

“For me, the most important event in the meeting was that my understanding of not being alone in living those problems with my children.”

“The effects of family environment on our children were an important theme in the meetings. Children growing up in a happy environment are more social, loved and successful individuals. Then this resulted in our happiness.”

The dominating thought appeared in the meetings was realizing that the problems they faced were general problems of all parents of adolescents. They revealed that they have learned about the period of adolescence and understood that some problems were because of their age. One parent stated that she usually listened to others in the meetings, and this passive participation was also helpful, although she didn't have any significant problems with her daughter. One parent mentioned about her satisfaction of meetings by expressing the preventive effects of them. She stated that: “I wish I had a chance to participate in those kind of trainings several years ago. Then we wouldn't face some problems we deal presently and we could have left all in the past. I felt sorry about this but it was not late for anything.” The other excerpts are:

“When I started to participate in the meetings, I was thinking that I was the only one who could not understand his child. However, then I have realized that the critical point was that showing them a little bit more tolerance and patience. I understood that my child had some problems related with this age period like the other parent' children and believed that the problems would have been over safely.”

“All parents were living the same difficulties and they could all meet on the common ground. I observed that the most of the parents were not very sensitive, including me.”

“I have realized that my communication problems with my children were the same as the other parents experienced. I understood I was not alone in living those problems.”

“During the meetings, I sometimes felt very sad, since I remembered my children and thought that I was not behaving accordingly. I understood that my behaviors were like my parents’.”

### **Sharing in Group**

The participants found the meetings useful in sharing the common problems and getting support from each other. Meeting with parents of the same age group and exchanging ideas and thoughts were helpful to the participants. They recognized that the problems were very common to that age group of adolescents and this sharing got them encouraged. The related excerpts are listed below:

“The meetings were helpful since I got a chance to meet other parents of adolescents.”

“I found the meetings helpful, I benefited a lot from the other parents’ and your ideas and thoughts about the topics.”

“I thought the meetings were helpful. I saw in the group that the problems existed in all families with different degrees. This got me encouraged more. I thought I was the only problematic mother in the group. Then I continued to participate in the training till the termination to overcome this.”

One parent stated that the most useful side of the meetings was sharing different viewpoints and experiences in dealing with

problems. The following excerpt could be an example: “Every parent had a problem with his/her child. In the meetings, parents told about their ways of overcoming those problems with examples. I was interested in an experience of a parent, she told that, in spite of the problems, she kept her calmness first and then she listened to her child with patience. She was telling her feelings to her children with a mail.”

According to the participants, the most important event in the meetings was sharing common problems and searching for better solutions. They revealed that with exchanging ideas and sharing difficulties, they learned to develop more positive view of problems. Meeting and discussing how to behave towards their children appeared to be an important situation for some parents. Learning from each other seemed to be another important event in the meetings. The following excerpts are related with this theme:

“As a parent, by sharing my problems in the meetings and exchanging ideas and thoughts with other participants, I have acquired more positive point of view in searching for better solutions to my problems.”

“The most important event in the meetings was that the meeting itself! According to me, discussing the ways of behaving effectively to our children was very important.”

“The most important situation was a parent’s efforts of trying to grow their children up without a mother. His continuous participation in the meetings (as a man I thought that this behavior was very rare), sharing of his problems and searching for better parenting impressed me.”

The parents also mentioned about the benefits of sharing their problems with their children:

“The meetings were helpful in sharing problems and searching for solutions to them.”

“Before meetings, I thought that I was the only one who had difficulties with her children, but I recognized that all the participants were in the same condition.”

The main feeling experienced in the meetings was relaxation. Most of the parents told about the positive effects of sharing problems and discussing solutions. Beside relaxation, they felt that they were not alone in living those problems. Exchanging ideas seemed to help them to learn different thoughts and strategies. On the contrary, one parent stated that she was not comfortable during the meetings since she thought that she had not capable of expressing herself. The following quotations are related with this topic:

“In the meetings, I felt very comfortable when sharing my problems, it was spontaneous, and discussing the possible solutions as a group.”

“I was looking forward to the day of the meetings. I felt relaxed when sharing most of my experiences.”

#### **4. 2. 3. The Similarities and Differences Between the Qualitative Findings of Two Different Schools: METU School and Deneme Lycee**

The findings related with the participants’ evaluation of the training generally revealed similar results. The content analysis showed that the same themes emerged from the data. They all reported that the training was helpful in similar aspects. The results suggested that the parents of adolescents of both groups were in need to understand that the problems with their children were

common for that age group, and finally it was normal. This knowledge has been acquired by the sharing atmosphere in the group, and this led to relaxation and relief. Both groups benefited from the effects of the positive group atmosphere, by sharing their difficulties and learning from each other.

Both groups of parents revealed change in their behaviors, especially being more tolerant, patient and calm. They also stated that they explored themselves, and became aware of their incorrect behaviors. By the group pressure, both groups of parents started to look over their behaviors. Moreover, learned materials helped them to establish better communication with their children.

The topic of developing effective communication skills for parents and eventually improvement in the relationships with their adolescents has been achieved and this seemed to be helpful for both groups. Almost all expressed that they had a better relationships after meetings. Each group revealed similar behaviors and attitudes such as establishing eye contact, using “I” language, listening effectively, giving effective feedback, being more patient and tolerant and understanding, and spending more time with their children. Differently, one of the participants in Deneme Lycee expressed about his/her changes on the topic of assertiveness, specifically “saying no”, whereas in METU group there weren’t any participants reporting about it. Similarly, dealing with difficult situations was revealed as the most helpful topic by METU parents, whereas the other group of parents didn’t report anything on this. Moreover, using the skill of “I” language more than in the past was expressed only by a METU parent.

According to the responses, the METU group focused more on the elements of the group atmosphere, namely the sincerity and



trust. However, both groups focused equally on learning from other participants' experiences. Another difference in the results was depicted in the statement from a METU School participant, which was related with the school's interest in participants' problems about their adolescents.

In both groups, there were one or two participants that expressed no change in themselves or in their relationships.

To summarize, there were no noteworthy differences between the responses of the two groups. In general, effects of sharing problems in the group environment and learning about developmental characteristics of adolescents, feeling relaxation, learning from each other and group experience, looking over their behaviors and communication styles, learning and implementing the effective communication skills and its positive effects in their relationship with children and whole family were mentioned as positive results in both groups.

## **CHAPTER V**

### **DISCUSSION**

The purpose of this study was to investigate the effects of a parent training program on different dimensions of parent-adolescent relationships and communication skills of parents of adolescents.

In this chapter, discussions regarding the statistical and qualitative results were presented separately. In the first section, discussions regarding the statistical results were reviewed. Second section involves the discussion of qualitative results. Finally, the implications drawn from the results of the study and recommendations for future research are presented.

#### **5. 1. Discussion Regarding the Effect of the Training Procedure**

Since there were no differences between the two schools in terms of the effectiveness of the parent training, the schools were merged and another analysis was conducted. The results of the study revealed that there were no significant differences between experimental and control groups among pre, post and follow-up test scores on each subscale of PSI and Communication Skills Evaluation Scale. In other words, the parent training was not effective in changing parents' relationships with their children on different dimensions and in their communication skills.

Several reasons for this result could be stated. First may be the difficulty of creating behavior change and measuring it. In the literature, Gestwicki (2004) stated that the effects of parent training were difficult to evaluate whether the goal of facilitating positive interactions was met or not, in other words, it is a difficult subject to explore. According to her, the reason for the inconclusive results of research which aims to evaluate effects of parent training relied on the fact that many dimensions of parent training suggest the long-term results of the increased knowledge, status and changed behavior. For most programs, the evaluative methods are not reflected for such long-term answers. Moreover, Wolf and Hirsch (2003) revealed that attitudinal change doesn't necessarily predict behavioral change, and lack of objective measures of behavior change was a limitation of parent training studies.

Similarly, in the present study, although there was a follow-up measure after nine months, the time period doesn't seem to be sufficient to explore the improvements in their behaviors. It may be that the short term attitudinal change and positive effects of training on the behaviors of children could be created after the training but it might not be reflected on the test results. The qualitative data supported this idea, in which parents explored their experiences and efforts to change their behaviors in communicating with their children, and expressed positive changes in the short term. Furthermore, those changes in attitudes, knowledge and relationship with children may need more time to be shaped into behavior change. Since acquiring parenting skills requires long process and creating change in behaviors are difficult for these adults, the short-term effects of the training could not be reflected in the results.

This result is also consistent with the findings of Akkök et al.'s (2003) study in the literature. They tested the effects of a parental training program and found no improvements in their relationships statistically. However, they revealed positive results in terms of developing better communications with adolescents and parents' self understanding based on the evaluations of parents. Similarly, Utku (1999), in her study, found no effects of parental involvement program on the 6<sup>th</sup> grade students' social skills, whereas the parental and teacher's reflections suggested positive results on those skills. In the literature, those kinds of studies have been mostly investigated by the qualitative methods, at least additionally with quantitative methods, since for most studies the results of immediate testing could not reflect long term answers of the studies as stated by Gestwicki (2004).

Secondly, the duration of the meetings may not be enough for reflecting the possible changes in the test results. In the literature, there were applications changing from 4-5 weeks trainings to 8-12 weeks. There were no studies on the effects of duration of meetings. However, in other studies, the meetings were generally conducted once a week, whereas in the present study it was twice a month. This might have also affected the results.

Thirdly, Gestwicki stated that participation, attendance and group size were important variables in implementing parent training. Moreover, Gross and Grady (2002) mentioned that many parent training studies has been weakened by some methodological concerns like the small sample sizes, poor attendance rates and homogenous samples. In this study, small sample size and poor attendance rates were important problems. The attendance problem was overcome partially with reminding the meetings the day before by phone calls, however, the small sample size in an empirical study

could not be changed. The reasons were again consistent with the literature, time problem, occupied with work, transportation problem etc. In this study, it was partially because of the time arrangement. The meetings were held in the afternoon, in other words, after school time for METU School and at weekends for Deneme Lycee. The participation in the meetings was more problematic at METU School than Deneme Lycee, since, as literature suggested, afternoon or evening meetings were difficult to attend, after a long work day (Gestwicki, 2004). The seasonal conditions, more specifically winter and snow, and so transportation difficulties were another areas of problem in participation. Since the researcher worked at outside the school system, the creative arrangements of transportation and time could not be possible, as the sources said.

Başaran and Koç (2001), according to their research conducted in Turkey, summarized and generalized three reasons of why parents were not able to participate in the school activities: 1) inconvenient meeting time, 2) economic reasons, and 3) late advertisements of meetings. The finding of inconvenient meeting time was also consistent with the difficulties in this research, and could explain the small sample size and problems in continuity. Moreover, the same authors revealed that in implementing parent involvement activities and contacting parents by means of their children were not effective. In this study, most of the time, especially exchanging announcements, written documents and tests, interaction with the parents was established by means of their children, in this case, adolescents. This sometimes created problems and affected the effectiveness of the training. In addition to this, in terms of sample size, there was a possibility for parents of not being heard about the training since the initial contact was established by sending the invitation letters to parents via their adolescents.

Moreover, the continuous participation of all parents could not be achieved since most of them were working and because of intensity of their work. Since the parents who participated in at least three meetings were included in the study, the results could be affected by this. Similarly, in collecting measurements, the similar difficulties were faced because of their intensity of work and problem of reaching all at once. In case of nonattendance, the measures were sent to parents by the help of school administrators and their children. Then the difficulties in collecting data appeared. Those kinds of practical problems might have affected the results.

Finally, another discussion could be made on needs assessment. Related literature stated that conducting needs assessment before the intervention is important. According to Jacobson and Engelbrecht (2000), parent training begins with the needs assessment. In this study, before the topics of parent training defined, a big group of adolescents were asked to check out skills that they needed to develop from a group of social skills. Based on these skills, content of adolescent groups and as parallel to them, parent group contents were formed. It was considered that parents needed guidance on such skills that adolescents asked to develop. Unfortunately, the adolescent groups were not be continuous, and dropped out from the study. So parent groups continued with the same curriculum. It was observed that the content of the group met the needs of parents of adolescents, because of the needs assessment, as stated in the related literature. Moreover, the topics in the meetings were stated in the literature as important and was in part of some parent training contents (Gordon, 2002) Furthermore, in Öztop and Telsiz's study (1996), it was mentioned that parents of lycee students needed help in teaching their children to clean his/her room, helping them to choose their friends, and motivating them about school work. The topics of the present study covered

those subjects inevitably. It could be stated that the meetings covered the needs of parents of adolescents, so the statistical results of ineffectiveness of training could be because of small sample and poor attendance rates. It might be because of their low level of motivation to participate.

Some adolescents revealed in the needs assessment about social skills that they needed to develop some social skills, like listening, dealing with difficult situations etc. However, the groups with adolescents at METU School and Deneme Lycee could not be continuous, so the groups were dropped out from the study. It could be because of their rapidly changing needs of those social skills. Since almost a year passed after the needs assessment, it was possible that the content of the program for adolescents was not parallel to their needs. Furthermore, the adolescents have rapidly changing problems based on their concerns and dilemmas of that period. Moreover, in working with adolescents and parents of them, Gordon (2002) stated some difficulties. As a barrier to the effective parent program, as well as time difficulty, he stated the difficulty of getting teenagers to the sessions as parents. In this study, although there were no sessions together with parents and adolescents, the adolescent groups could not be continuous, since the adolescents whose parents' participated in the study did not want to be part of it. At first, with the pressure of their parents they continued but after 4 sessions, all dropped out. This might be because of the style of invitation to the study. The letters of invitation was sent to the parents and asked them to indicate whether they would like to participate in the program with their child. Parents might have forced their children, therefore unwilling participation could have brought dropouts.

Moreover, adolescents in the study also revealed that they did not want to participate in an activity that involved their parents. Adolescence is a different period of development, has its own characteristics, like conflict with parents and being independent. Adolescents believed that parents tended to dominate conversations, and did not provide them opportunities to express their views (Noller & Callan, 1990). In that area of development, adolescents want to detach from parents, and become autonomous in their decisions (Santrock, 1996).

Furthermore, adolescence was also known with stronger peer relations. At the beginning of the study, they used to come to the sessions with their friends but then when the group size became small, the others who continuously came got affected negatively. This could have affected the implementation.

Finally, some practical difficulties were faced during the implementation. The meetings were arranged after the classes at METU School and before the classes at Deneme Lycee. In both situations, transportation was a big problem. Moreover, the 9<sup>th</sup> grade students' heavy load of courses and examination dates were other barriers. As being healthy adolescents, most of their program was full of their academic activities, sports, and extra studies. Like the parents, for some of them, time arrangement was a big problem. For all these reasons, the adolescent groups were dropped out.

## **5. 2. Discussion Regarding the Qualitative Findings**

Based on the content analysis of the responses of the parents' to the open-ended evaluation form about the training process, the following themes were defined for both schools: Effective communication, sharing in group and reflective self-exploration.



The qualitative results about the effectiveness of the training revealed that the schools do not differ in benefiting from the training. The themes emerged from both schools were the same and included similar points. They both revealed that they had more positive interaction with their child; the sharing of their problems brought relaxation and decreased the feeling of loneliness in their problems, and increased the understanding of themselves and their children more.

Gestwicki (2004) stated that the effects of parent training programs on parents revealed evidence on some immediate positive effects on interaction and attitudes. In this study, the findings of the qualitative data were consistent with this information. There seemed to be positive short-term effects of the program on parents' attitudes and interactions, whereas the quantitative data revealed no change. This could be because of the difficulty of altering behaviors and attitudes in a short time period and difficulty of reflecting the possible immediate effects of the program on test results.

The results of the qualitative analysis revealed that the sharing experiences in the group, exchanging ideas, and learning from each other was affected parents of both groups positively. Gross and Grady (2002) stated that the opportunity to exchange ideas with other parents and being in a supportive group was a critical therapeutic aspect for the effective training groups. Moreover, one of the assumptions underlying the parent training was the idea that parents could learn best from each other in the group. Learning from common experiences of other adults could be meaningful, and increase self-worth as they share and empathize (Gestwicki, 2004). The parent training program then seemed to verify one of the most important assumptions of these programs. It also affected parents

by normalizing their difficulties with revealing common experiences related with their adolescents.

According to Gestwicki (2004), there is a need to support and help all parents. The parent training involves supporting and encouraging parents to use what they know, share their experience with other parents, support what they are doing and reveal them new ideas they have not considered before. The qualitative findings verify this idea.

In implementing a parent training, selecting a style of meeting is one of the criteria. The smaller groups create feelings of closeness and ownership of the endeavor. Studies showed that the individual needs of parents can be met by small group parent training. Moreover, parents of children with similar ages in the group facilitate sharing of concerns and experiences (Gestwicki 2004). In this study, although it was not planned first to create small group with parents, groups in both schools remained in small numbers because of the parents' conditions of participation and dropouts. Since parents learn from each other as well as from professionals, as Gestwicki (2004) stated, the small group size encouraged such interaction. She added that great changes in behaviors and attitudes could be seen after discussions in those types of meetings than lecture based ones. As consistent with this idea, the parents in the study revealed that they felt some changes in their behaviors and attitudes after the group process. Moreover, working with small group of parents led to reconceptualization of the leader roles, putting the leaders in the role of consultants and supporters instead of an instructor. In this study, the leader was in the role of a consultant, instead of a lecturer, emphasizing the importance of parents' speaking each other. The participants stated this in their

responses by mentioning “they learned from each other as well as the leader”.

It was stated that parents involved in those kinds of trainings developed positive attitudes about themselves, increased their self-confidence, and often enrolled in programs to enhance their personal development. They are also more positive about school and school personnel (Herman and Yeh, 1980). The qualitative findings of the study indicated similar findings as in the literature. The theme self-exploration revealed that parents’ self-confidence and self-understanding increased, and they gained awareness on themselves and their problems with adolescents. Similar with the literature, a parent from a METU School indicated his satisfaction about the school’s interest in their problems. This finding was consistent with what Herman and Yeh (1980) stated.

The qualitative findings revealed that parents in both schools achieved to improve their communication with their children and their family, gained awareness on their children and their behaviors. These were consistent with what Lang (1988) mentioned as the goals of parent counseling discussion groups. According to her, those groups informed parents on issues of normal child development, and increased awareness of their children and their behavior. They also improved the communication and problem solving skills, and enhanced self-esteem. Furthermore, it has been stated that those interventions reduced the conflict at home and provided a loving environment. In this study, parents revealed this fact as stating “The positive relations with my children affected our family atmosphere positively”.

The qualitative findings are also consistent with the study which evaluated the parent training for adolescent mothers (Mann,

Pearl, and Behle, 2004). Findings of the study indicated significant improvement in knowledge and attitudes, and suggested that knowledge of child growth and development could be increased with parent training. Similarly, in this study, the parents' knowledge and attitudes seemed to be improved.

Finally, qualitative results of the study revealed that the parent training in this study helped parents to develop positive interaction with their children. This result is also consistent with what Akkök et al. (2000) mentioned in parents of elementary school children. For the population of adolescent's parents, Akkök et al. (2003) indicated the same results in their study. According to qualitative results, it could be said that the parent training program in this study was effective in establishing and developing positive communication with adolescents.

### **5. 3. Implications**

The study has some implications for parents, counselors, educators, and administrators. It appears that such trainings help parents in developing themselves. In terms of education of the community and the mothers, those kinds of trainings would be valuable for both adult education and community health.

Both schools and families have an important role in socialization and development of individuals. The interaction between them is crucial so that children can learn knowledge and skills in a consistent environment. Therefore, establishing such kinds of parent training would contribute to the home-school relationships. Moreover, because the main aim of the educational process is to contribute the total development of individuals, such

trainings would be a valuable attempt in helping children's development.

For counseling services, the parents are the main source of help in dealing with problems of children. With those kinds of trainings within the school system, the home-school collaboration improves and parents have more contacts with counselors and teachers. This interaction can contribute to the development of their children.

Moreover, parent training as a mean of preventive efforts was revealed in the literature, and especially for adolescents, preventional activities are important. Those kinds of trainings can contribute to prevent risky behaviors that can be common at adolescence. Finally, this study may be an example in establishing parent training programs for parents of adolescents in schools, and through some modifications in content and design, it may contribute to the implementation of different programs and be helpful in disseminating those programs.

#### **5. 4. Recommendations**

This study indicated that parents of adolescents were in need of information and help about developmental characteristics of adolescents and effective ways of communication. Conducting needs assessment for parents of adolescents and forming training programs for them in schools is a significant need for families, adolescents, schools, and for establishing partnership between schools and families. Furthermore, administrators can be educated to acquire the skills needed to promote parent-school partnership.

However, out of the school system, the parent training programs should be established, for children of all age levels.

For further studies, this study may be taken as a pilot study and may be developed. Since sample size is critical, larger sample size is advised. Moreover, longer training would be more effective in observing improvement. The content of the future programs could also be changed; more teaching and practicing (role playing, behavior rehearsals) in the meetings could have been helpful. A more interactive program could have been more motivated for the parents. Moreover, the content could be enriched with the subject of preventing risky behaviors of adolescents (e.g. alcohol, cigarette and drug use, suicide). For the time of the trainings, weekends are advised because of the problem of participation. The announcements of the meetings should be made carefully and in frequent times. The participation of both parents may be more helpful. Moreover, testing the effectiveness of parent training via informational brochures would be recommended. Finally, for further studies, measuring adolescent adjustment as follow-up study would be interesting and could provide a helpful feedback.

In future, it is suggested that parent training should become widespread and national based. This study could be evaluated as a small sized, pioneering study for further, more elaborative parent training programs.

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## APPENDICES

### APPENDIX A

#### PARENT SUCCESS INDICATOR ANNE-BABALIK BECERİLERİ VE İLETİŞİM ÖLÇEĞİ ANNE/BABA İÇİN TANIMA FORMU

Adımız: \_\_\_\_\_ Soyadımız: \_\_\_\_\_

Telefonunuz: \_\_\_\_\_

**Bu formu doldururken düşündüğüm çocuğumun adı**

- (1) Çocuğum  
(1)\_\_\_Kız  
(2)\_\_\_Erkek
- (2) Çocuğumun yaşı  
(1)\_\_\_13  
(2)\_\_\_14  
(3)\_\_\_15  
(4)\_\_\_16  
(5)\_\_\_17
- (3) Çocuğumun karnesindeki not ortalaması  
(1)\_\_\_Ortalama üstü  
(2)\_\_\_Ortalama  
(3)\_\_\_Ortalama altı
- (4) Medeni halim  
(1)\_\_\_Evli  
(2)\_\_\_Boşanmış  
(3)\_\_\_Ayrı yaşıyor  
(4)\_\_\_Dul
- (5) Bu formu doldururken düşündüğüm çocuğumun  
(1)\_\_\_Babasıyım  
(2)\_\_\_Annesiyim  
(3)\_\_\_Üvey babasıyım  
(4)\_\_\_Üvey annesiyim
- (6) Yaşım  
(1)\_\_\_30'dan küçük  
(2)\_\_\_30 ile 39 arasında  
(3)\_\_\_40 ile 49 arasında  
(4)\_\_\_50 yaş ve üstü
- (7) Çocuğum okuldan eve geldiğinde evde bir yetişkin olur  
(1)\_\_\_Her zaman  
(2)\_\_\_Sık sık  
(3)\_\_\_Ara sıra  
(4)\_\_\_Hiçbir zaman
- (8) Bu formu doldururken düşündüğüm çocuğumla her hafta birlikte olmak ve konuşmak için geçirdiğim zaman  
(1)\_\_\_1 saaten az  
(2)\_\_\_1 ile 3 saat arasında  
(3)\_\_\_3 ile 5 saat arasında  
(4)\_\_\_5 ile 10 saat arasında  
(5)\_\_\_10 saaten fazla
- (9) İş durumum  
(1)\_\_\_Yarı zamanlı çalışıyorum  
(2)\_\_\_Tam zamanlı çalışıyorum  
(3)\_\_\_Çalışmıyorum
- (10) Eğitim durumum  
(1)\_\_\_İlkokul mezunu  
(2)\_\_\_Ortaokul mezunu  
(3)\_\_\_Lise mezunu  
(4)\_\_\_Üniversite mezunu  
(5)\_\_\_Lisansüstü mezunu

## ANNE/BABA İÇİN

Adınız:

Çocuğunuz Adı:

**Yönerge: Bu ölçek sizin yukarıda adı geçen çocuğunuza ilişkin duygularınızı anlamayı amaçlamaktadır. Her bir madde için size en uygun gelen seçeneği yuvarlak içine alınız.**

1. Çocuğumla konuşurken iyi bir dinleyicimdir.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

2. Olayların olumlu yönlerini görmede iyiyimdir.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

3. Televizyonda beraberce seyrettiklerimizi tartışmada iyiyimdir.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

4. İlişkimizde temel olarak, çocuğuma güvenimi göstermede iyiyimdir.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

5. Çocuğumu uygun bir biçimde terbiye etmekte iyiyimdir.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

6. Çocuğumla, arkadaşlık kavramı üzerinde konuşmada iyiyimdir.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

7. Çocuğumla, flörtle ilgili endişelerini tartışmada iyiyimdir.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

8. Çocuğuma sağlıklı yaşam biçimini öğretmeye çalışırım.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

9. Çocuğuma başkalarının duygularına değer vermeyi öğretmeye çalışırım.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

10. Çocuğuma doğru-yanlış'ı öğretmeye çalışırım.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

11. Çocuğuma stresle başa çıma yollarını öğretmeye çalışırım.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

12. Çocuğuma hayalgücünü kullanmayı ve yaratıcı olmayı öğretmeye çalışırım.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

13. Çocuğuma her iki cinsiyete de eşit davranmasını öğretmeye çalışırım.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

14. Çocuğuma kendini değerlendirmesini öğretmeye çalışırım.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

15. Çocuğuma, dini, kendim de iyi bir örnek olarak öğretmeye çalışırım.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

16. Çocuğuma, televizyon izleme konusunda zaman sınırlaması koymakta güçlük çekerim.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

17. Çocuğumun, zamanını kendi kendine yönetmesini kabul etmede güçlük çekerim.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

18. Çocuğuma, yeterince zaman ayırmakta güçlük çekerim.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

19. Yorgun olduğum zamanlarda, çocuğumla vakit geçirmekte güçlük çekerim.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman

20. Çocuğuma karşı sabırlı olmakta güçlük çekerim.

Her zaman      Sık sık      Ara sıra      Hiçbir zaman



21. Çocuğuma, kararlarını vermesi için zaman tanımakta güçlük çekerim.

Her zaman Sık sık Ara sıra Hiçbir zaman

22. Çocuğumun kurallara uyma biçiminde sıkıntı duyarım.

Her zaman Sık sık Ara sıra Hiçbir zaman

23. Çocuğumun sahip olduğu değerler konusunda sıkıntı duyarım.

Her zaman Sık sık Ara sıra Hiçbir zaman

24. Çocuğumun hal ve tavırlarından sıkıntı duyarım.

Her zaman Sık sık Ara sıra Hiçbir zaman

25. Çocuğumun inişli çıkışlı davranışlarından sıkıntı duyarım

Her zaman Sık sık Ara sıra Hiçbir zaman

26. Çocuğumla birlikte olmaktan hoşnutum.

Her zaman Sık sık Ara sıra Hiçbir zaman

27. Çocuğumun aile fertleri ile geçinme biçiminden hoşnutum.

Her zaman Sık sık Ara sıra Hiçbir zaman

28. Çocuğumun arkadaşları ile geçinme biçiminden hoşnutum.

Her zaman Sık sık Ara sıra Hiçbir zaman

29. Çocuğumun başkalarına yardım etme çabalarından hoşnutum.

Her zaman Sık sık Ara sıra Hiçbir zaman

30. Çocuğumun kendine olan güveninden hoşnutum.

Her zaman Sık sık Ara sıra Hiçbir zaman

31. Çocuğumun bana karşı olan davranışlarından hoşnutum

Her zaman Sık sık Ara sıra Hiçbir zaman

32. Çocuğumun eşletiri ile baş etme biçiminden hoşnutum.

Her zaman Sık sık Ara sıra Hiçbir zaman

33. Çocuğumun çalışma alışkanlıkları konusunda sıkıntı duyarım.
- Her zaman      Sık sık      Ara sıra      Hiçbir zaman
34. Çocuğumun karar verirken sonuçlarını düşünmesinden hoşnutum.
- Her zaman      Sık sık      Ara sıra      Hiçbir zaman
35. Çocuğumun sorumluluk duygusundan hoşnutum.
- Her zaman      Sık sık      Ara sıra      Hiçbir zaman
36. Çocuğumun okuldan aldığı notlardan hoşnutum.
- Her zaman      Sık sık      Ara sıra      Hiçbir zaman
37. Kabadayılarla ve çetelerle başa çıkabilmesi için çocuğuma yardımcı olmak konusunda daha fazla bilgiye ihtiyacım var.
- Her zaman      Sık sık      Ara sıra      Hiçbir zaman
38. Sigara, alkol ve uyuşturucudan uzak durması için çocuğuma yardımcı olmak konusunda daha fazla bilgiye ihtiyacım var.
- Her zaman      Sık sık      Ara sıra      Hiçbir zaman
39. Kendisine hedefler koymasında çocuğuma yardımcı olmak için daha fazla bilgiye ihtiyacım var.
- Her zaman      Sık sık      Ara sıra      Hiçbir zaman
40. Değişik meslekleri araştırması ve keşfetmesi için çocuğuma yardımcı olmak için daha fazla bilgiye ihtiyacım var.
- Her zaman      Sık sık      Ara sıra      Hiçbir zaman
41. Kriz ve çatışmalarla nasıl baş edeceği konusunda çocuğuma yardımcı olmak için daha fazla bilgiye ihtiyacım var.
- Her zaman      Sık sık      Ara sıra      Hiçbir zaman
42. Korku ve endişeleriyle nasıl başedeceği konusunda çocuğuma yardımcı olmak için daha fazla bilgiye ihtiyacım var.
- Her zaman      Sık sık      Ara sıra      Hiçbir zaman
43. Eğer anne-baba olmanın hoşunuza giden ve gitmeyen yönleri hakkında eklemek istediğiniz başka şeyler varsa, lütfen yazınız.

## APPENDIX B

Adınız ve soyadınız :  
Tarih :  
Yaşınız :

Tarih:

### COMMUNICATION SKILLS EVALUATION SCALE

### İLETİŞİM BECERİLERİNİ DEĞERLENDİRME ÖLÇEĞİ

**Açıklama:** Bu ölçek iletişimle ilgili bazı özelliklerinizi ölçmeye yöneliktir. Aşağıda sunulan ifadeleri, o ifadelerle ilgili genelde nasıl olduğunuzu düşünerek okuyunuz. İlişkilerimizdeki özelliklerimiz elbette kiminle, hangi koşullarda, ne zaman ilişkide bulunduğumuza bağlı olarak farklılıklar göstermektedir. O nedenle ifadeleri genelde gösterdiğiniz tepkilere göre değerlendiriniz. İfadelerin sizin durumunuzu ne derece yansıttığını saptayınca bunu ifadelerin başındaki yere aşağıdaki rakamla belirtiniz. Teşekkür ederiz.

her zaman (5)  
sıklıkla (4)  
bazen (3)  
nadiren (2)  
hiçbir zaman (1)

- \_\_\_1. Sorunlarını dinlediğim insanlar benim yanımdan rahatlayarak ayrılırlar.
- \_\_\_2. Düşüncelerimi istediğim zaman anlaşılır biçimde ifade edebilirim.
- \_\_\_3. Başkalarını bir kasıt aramadan dinlerim.
- \_\_\_4. Sosyal ilişkilerde bulunduğum insanları oldukları gibi kabul ederim.
- \_\_\_5. İnsanların önemli ve değerli olduklarını düşünürüm.
- \_\_\_6. Birisiyle ilgili bir karara ulaşmadan önce onunla ilgili gözlemlerimi gözden geçiririm.
- \_\_\_7. İlişkide bulunduğum kişilerin anlatmak istediklerini dinlemek için onlara zaman ayırırım.
- \_\_\_8. İnsanlara karşı sıcak bir ilgi duyarım.
- \_\_\_9. İnsanlara gerektiğinde yardım etmekten hoşlanırım.
- \_\_\_10. Olaylara değişik açılardan bakabilirim.

- \_\_11. Düşüncelerimle yaptıklarım birbiriyle tutarlıdır.
- \_\_12. İlişkilerimin daha iyiye gitmesi için bana düşenleri yapmaya özen gösteririm.
- \_\_13. Kendime ve başkalarına zarar vermeden içimden geldiği gibi davranabilirim.
- \_\_14. Arkadaşlarımla beraberken kendimi rahat hissederim.
- \_\_15. Yaşadığım olaylardaki coşkuyu her halimle başkalarına iletebilirim.
- \_\_16. İlişkilerimin nasıl geliştiğini ve nereye gittiğini anlamak için düşünmeye zaman ayırırım.
- \_\_17. Karşımdakini dinlerken anlamadığım bir ayrıntı olduğunda konunun açığa kavuşması için sorular sorarım.
- \_\_18. Benimle özel olarak konuşmak isteyen bir arkadaşım olduğunda konuyu ayaküstü konuşmamaya özen gösteririm.
- \_\_19. Birisini anlamaya çalışırken sakın bir ses tonuyla konuşurum.
- \_\_20. İlişkilerimi zenginleştiren eğlenceli, keyifli bir yanım var.
- \_\_21. Birisine bir öneride bulunurken, onun öneri vermeme isteyip istemediğine dikkat ederim.
- \_\_22. Birini dinlerken ne karşılık vereceğimden çok onun ne demek istediğini anlamaya çalışırım.
- \_\_23. İletişim kurduğum insanlar tarafından anlaşıldığımı hissederim.
- \_\_24. Bir yakınımla sorunum olduğunda bunu onunla suçlayıcı olmayan bir dille konuşmak için girişimde bulunurum.
- \_\_25. Karşımdakini dinlerken sırf kendi merakımı gidermek için ona özel sorular sormaktan kaçınırım.

## APPENDIX C

Adınız soyadınız:

Değerli katılımcılar,  
Sizlerle birlikte yürüttüğümüz aile içi iletişiminizi geliştirmeye yönelik grup toplantıları ile ilgili olarak aşağıdaki soruları cevaplamanızı rica ediyorum. Katkılarınız için çok teşekkür ederim.  
Saygılarımla,

Ezgi Özeke Kocabaş

1) Bu toplantıların faydalı olduğunu düşünüyor musunuz? Cevabınız evet ise, ne şekilde faydalı olduğunu yazar mısınız?

2) Toplantılarda en çok faydalandığınızı düşündüğünüz konu neydi? Neden?

3) Sizce toplantılardaki en önemli durum, olay neydi? Lütfen anlatınız.

4) Bu olay, durum neden sizin için önemliydi? Size nasıl yararlı oldu veya olmadı?

5) Bu toplantılar sırasında yaşadığınız duygu ve düşüncelerinizi belirtir misiniz?

6) Kendinizde deęişikler, farklılıklar hissediyor musunuz, yaşıyor musunuz?  
Cevabınız evet ise ne gibi deęişikler, farklılıklar yaşadığınızı yazar mısınız?

7) Toplantılardan sonra hayatınızda ne gibi deęişiklikler olduğunu düşünüyorsunuz?

a) çocuklarınızla iletişiminizde

b) aile içi iletişiminizde

## APPENDIX D

15.11.2002

Araş. Gör. Ezgi Özeke Kocabaş  
Prof. Dr. Füsün Akkök

### ERGENLERİN GELİŞİM ÖZELLİKLERİ

Hepimiz yaşamımız boyunca sürekli gelişim ve değişim içindeyiz. Hayatımızın çeşitli dönemlerinde farklı evrelerden geçiyoruz. Çocukluktan yetişkinliğe geçiş dönemi olarak da adlandırabileceğimiz ergenlik döneminde ise bu hızlı ve sürekli değişimi daha çok hissediyoruz. Zaman zaman bu süratli değişimle başa çıkmakta zorlanıyor olabiliriz. Bu dönemde ne çocuk ne de yetişkin olan bireyin çeşitli sorunlar yaşaması, problemlerle karşılaşması yaş döneminin özelliklerinden kaynaklanabilir. Kimliğini bulmaya çalışan bir birey olarak ergen, çok çeşitli duygu, düşünce, tutum ve davranışlar içinde olabilir. Ergenlerin çeşitli yönlerden gelişim özelliklerini bilmek, ne tür duygu, düşünce, davranış ve tutumlar içinde olabileceğini görmek, bizlerin onları daha iyi anlaması ve tanıması için ipuçları vermektedir. Bu broşürde özellikle ergenlik döneminde bulunan, yani 12-18 yaş arası çocuklarımızın özellikleri üzerinde duracağız. Hepimizin birbirimizden farklı olduğunu ve çocuklarımızın da bu evreleri kendilerine özgü geçirdiklerini hatırlayarak bu dönemdeki gelişim özelliklerine kısaca göz atalım.



#### 12-14 YAŞ DÖNEMİ

##### ► *Fiziksel-Motor Gelişim Özellikleri*

- ⇒ Kız öğrencilerin ergenliğe girdiği, erken gelişen erkek çocuklarının da buluş çağını yaşadığı gözlenir.
- ⇒ Yaşanan fiziksel ve hormonal değişiklikler sonucunda karşı cinse ve cinselliğe ilgi artar.
- ⇒ Dış görünüşe önem vermeye başlanır.



### ► Sosyal-Duygusal Gelişim Özellikleri

⇒ Hayatlarındaki en önemli ve belirleyici kişiler arkadaşlarıdır. Davranışlarının değişmesinde ve değer yargılarının oluşmasında arkadaşlar önem kazanır.



⇒ Başkalarının duygularını anlama ve paylaşma becerisi gelişir.

⇒ Bir gruba ait olma önemlidir. Grupta lider durumdaki arkadaşta uyma nedeni ile uygunsuz davranışlar yapma oranında artış gözlenmektedir. Arkadaş beğenisi kazanmak ihtiyacı çok güçlüdür.

⇒ Başkalarının onlar hakkında ne düşündükleriyle çok ilgilidirler.

⇒ Herkesin kendileriyle ilgilendiğini düşünürler, bu açıdan ben merkezli olurlar. (Ayna karşısında geçen saatler...)

### ► Bilişsel Gelişim Özellikleri

⇒ Derslerde ve belli yeteneklerde cinsiyet farklılıkları görülmeye başlar.

⇒ Soyut düşünce gelişmeye başlamıştır. Çeşitli seçenekleri görebilirler. Hipotetik düşünme yönünden de gelişirler.

⇒ Değişik soyut kavramlara (din, hürriyet, demokrasi, insan hakları v.b.) ilgileri artar.

## 15-17 YAŞ DÖNEMİ

### ► Fiziksel-Motor Gelişim Özellikleri



⇒ Kızların ve erkeklerin hemen hemen hepsi gerekli fiziksel olgunluğa ve ergenlik dönemine erişirler.

⇒ Karşı cinse ilgi artar ve ilişkiler yoğunlaşır.

### ► Sosyal-Duygusal Gelişim Özellikleri

⇒ Arkadaşlık ilişkileri son derece önemlidir. Benlik algısının gelişimi, ahlaki değerlerin oluşması, bireyin kendisine saygı duyması ve bazı sosyal becerileri geliştirmesi açısından arkadaş grubu çok belirleyicidir.





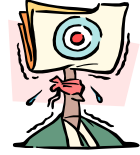
- ⇒ Karşı cinsiyetle ilişkiler, yaşamlarında çok önemli bir yer tutar.
- ⇒ Arkadaşlar kişilik gelişimi ve geleceğe ilişkin tutumlarda çok önemli rol oynar.



- ⇒ Özellikle lise çağında uzun vadeli planlarda ailenin etkisi olurken, anlık davranışlarda ergenin akran grubu belirleyici olur (giyim, saç biçimi, ilgiler vb.).
- ⇒ Ergenler bu dönemde ne çocuk ne de erişkindir. Toplumda kimliğini belirlemeye çalışan bireylerdir. Toplum içinde kendilerine bir rol belirlemeye uğraşırlar. "Ben kimim?" ve "Ben ne istiyorum?" sorularına cevap bulmaya çalışırlar.

### ► *Bilişsel Gelişim Özellikleri*

- ⇒ Soyut düşünce gelişmiştir.
- ⇒ Soyut kavramlar; hayat, yaşam, v.b konular ve kavramlar hakkında bilgi sahibidirler.
- ⇒ Ergenlik dönemine özgü, ben-merkezci, kendine has düşünce biçimi gelişir. "Ben herşeyle başa çıkabilirim, bana birşey olmaz" ve "yetişkinler beni anlamıyor" tepkileri bu düşünce biçimine örnek sayılabilir. Bazı yaşantıların sadece kendilerine ait olduğunu düşünürler ("Anne, sen aşık olmanın ne demek olduğunu bilemezsin"). Bu nedenlerle yaşanacak çatışmalar zamanla etkisini kaybeder.



### BİZLER NELER YAPABİLİRİZ?

- ✓ Çocuğumuza evde değişik sorumluluklar vererek kendilerine olan güvenlerini ve kişiliklerini geliştirmelerine katkıda bulunalım.
- ✓ Çocuğumuzun arkadaş ilişkilerine dikkat edelim, arkadaşlarını tanımaya çalışalım. Akran ilişkilerinin önemini ve bunun ergenlerin üzerinde yarattığı baskıyı unutmayalım.



- ✓ Çocuğumuzun istediği mesleğe yönelmesine izin verelim. Onu ilgi ve yetenekleri doğrultusunda seçim yapması için yüreklendirelim. Değişik meslekleri tanınmasına fırsat vermek için ortam hazırlayalım.
- ✓ Çocuğumuzun kimlik arayış sürecine saygılı ve sabırlı olalım.

✓ Etkili iletişimin önemini unutmayalım. Çocuğumuzla her konuda konuşmaya özen gösterelim.

✓ Çocuklarımızı dinleyelim, onların fikir ve önerilerine değer verelim, onları ilgilendiren konularda görüşlerini alalım.

✓ Çocuğumuzun giyim, saç, müzik gibi zevklerine saygı duyalım, onları bu konularda eleştirmemeye dikkat edelim. Bu konulardaki dileklerimizizi olumlu bir biçimde ifade edelim.

✓ Çocuğumuzun her zaman olumlu özelliklerini vurgulayalım. Yapamadıklarından çok yapabildikleri ve başarıları üzerinde yoğunlaşalım.



✓ Karşı cinsle ilişkiler ve cinsellik konusunda çocuğumuzu doğru bilgilendirelim, ona karşı açık olalım ve baskı yapmayalım.

✓ 12-15 yaşlarında ergenlerin uyku ve beslenme alışkanlıkları zaman

zaman bozulabilir. Bu konularda yönlendirilmeye ihtiyaçları vardır.

Fiziksel görünüşe çok önem verdiklerinden yeme bozuklukları görülebilir

(Özellikle kızlarda). Çocuğumuzun beslenme biçimine dikkat edelim.

## APPENDIX E

Arař. Gör. Ezgi Özeke Kocabař

Zaman zaman çocuklarımızın bizi üzen, olumsuz gördüğümüz ve farklı olmasını istediğimiz davranışları olabilir. Çocuklarımızın uyumunu, sosyalleşmesini olumsuz etkileyen ve genel olarak olumsuz davranışlar başlığı altında topladığımız bu davranışlardan bazılarını öfke, kızgınlık, düşmanlık, sürekli başkalarını itip kakma, fiziksel ve sözel saldırganlık (küfür etme gibi) olarak sıralayabiliriz. Anne-babalar olarak bu gibi davranışlarla başa çıkmada zaman zaman güçlükler yaşayabiliriz.

### **Çocuğunuzun kızgın ve olumsuz davranışlarıyla nasıl başa çıkabilirsiniz?**

- ✓ Kendiniz sinirli davranışlarda bulunmamaya özen gösterin. Gençler genelde sizlerin davranışlarını örnek alırlar.
- ✓ Çocuğunuz sinirlendiyse, bu durumdan mümkün olduğunca çabuk kurtulmak için,
  - siz de sinirlenmemeye çalışın
  - kızgın sözler soylemeyin, cevap vermeyin
  - "bunu sakinleřtiğimde konusalım, tartışalım" deyin.
- ✓ Çocuğunuz siz ondan birşey yapmasını istediğiniz için "benden nefret ediyorsun", "beni sevmiyorsun" gibi cümleler kurdu ise, bu konuları birbirinden ayırmak gerekir. Örneğın, "hayır seni seviyorum ama ben hala odanı toplamanı istiyorum".
- ✓ Çocuğunuz zaten kızgınsa ve sinirlendiyse bir şeyi neden yapması gerektiğine dair uzun açıklamalara girmeyin. Bunların nedenlerini daha sonra her ikiniz de sakinken, veya ortak bir etkinlik yaparken tartışmak daha iyidir.

✓ Herşey geçip de sakinleştiğinizde, sinirli, kızgın davranışı tartışın. Ne olduğunu ve sakinleşmek için, sakin davranmak için birlikte neler yapabileceğinizi konuşun.

✓ Çocuğunuzla ilgili beklenti ve isteklerinizin çocuğunuzun yaşına göre gerçekçi olduğuna emin olun.

✓ Çocuğunuzla yetişkinliğe geçiş sürecinde bazı çatışmalar yaşayabileceğinizi unutmayın. Sizden bağımsız olmak isteyecektir. Çocuğunuza bazı ayrıcalıklar tanıyın, örneğin eve geç gelmesine izin vermek gibi... Ona onun büyüdüğünü farkettiğinizi göstermenizi sağlayacak sorumluluklar verin.

✓ Küçük anlaşmazlıklarla boğuşmayın. Küçük fikir ayrılıklarını, yanlış davranışları görmezden gelmeye çalışın.

✓ Çocugunuz kızdığında ya da sinirlendiğinde bunu olumsuz davranışlarla ifade etmek yerine konuşarak halletmesi yönünde cesaretlendirin. Bu yönde gösterdiği davranışları ödüllendirin ve bu konuda ne kadar geliştiği konusunda geribildirim verin.

✓ Aile olarak hepinizin hemfikir olduğu ortak aile kurallarınızı belirleyip yazabilirsiniz. Zaman zaman bunlar hakkında konuşun. Ve bu kurallara uyun.

✓ Anne ve baba olarak çocuğunuza karşı davranışlarınızda tutarlı olun.

✓ Çocuğunuzla iletişim kurarken olumlu bir dil kullanmaya özen gösterin. Onunla ilgilenip, yakınlık gösterin. Size hoş gelen, sizi memnun eden davranışlarını söyleyin; olumlu çabalarına tepkiler verin, iyi davranışları pekiştirin. Örenğin, "başkaları için böyle düşünceli olman çok hoşuma gidiyor" gibi.

- ✓ Çocuđunuzu olumlu davranışları için ödüllendirin.
- ✓ Çocuđunuzun duygularını yaşamasına izin verin, ona duygularını kabul etmeyi ve kızgın duygularını yapıcı bir biçimde kelimelere dökmeyi öğretmeye çalışın. Siz kendiniz böyle durumlarda nasıl hisettiđinizi söyleyerek model olun.
- ✓ Mizahın gücünü kullanmaya çalışın. Uygun esprilerle ortamı yumuşatabilirsiniz. Çocuđunuzla birlikte gülmeye çalışın.

**Kaynaklar:**

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Lang, F.A. (1988). Parent group counseling. New York:Macmillan,Inc.

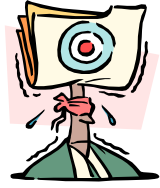
## APPENDIX F

Ezgi Özeke Kocabaş

### ZOR DURUMLARLA BAŞA ÇIKABİLME

Zor durumlarla başa çıkmaya çalışan çocuğunuza nasıl yardımcı olabilirsiniz?

Zaman zaman çocuklarınız arkadaşlarıyla çatışmalar yaşayabilir, alay edilme, kararsızlık, stress, grubun dışında kalma gibi zor durumlarla karşılaşabilirler, bunlarla nasıl başa çıkacaklarını bilemeyebilirler ve bunlar sonucunda değerli olmadıklarını düşünebilirler. Çocuklarınız kendilerinde kaygı yaratacak bu tür durumlarla karşılaştıklarında, daha stresli olabilirler. Böyle zamanlarda bazı konsantrasyon zorlukları yaşayabilir, sinirlilik, saldırganlık, utangaçlık gösterebilir, güven ihtiyacı artabilir, uyku beslenme ve hafıza problemleri, başağrıları olabilir. Bunların hepsini veya bazılarını yaşayabilir.



Bu tür durumlarda çocuklarınızın kendilerini daha az kaygılı, özel ve değerli hissetmeleri için sizlerin desteği ve ilgisi çok önemlidir.



**Sizler neler yapabilirsiniz?**

- ✓ Çocuğunuzun iyi ve doğru davranışlarını farkedin, onu övün ve ödüllendirin.
- ✓ Eğer olumsuz birşey söyleyecekseniz hangi davranıştan hoşlanmadığınızı söyleyin ve onu sevdiğinizi eklemeyi unutmayın.
- ✓ Herkesin önünde eleştirmeyin. Yalnız kaldığınızda davranışın neden yanlış olduğunu açıklayın.

- ✓ Sorumluluklar vererek onu bağımsız davranma konusunda cesaretlendirin, güvendiğinizi gösterin.
- ✓ Asla diğerlerinin davranışlarıyla karşılaştırmayın.
- ✓ Tüm çocuklarınıza eşit davranmaya özen gösterin.
- ✓ Aile içinde şakalaşmalar ve kullanılan takma adlar varsa bunların olumlu olmasına özen gösterin.
- ✓ Olaylar, aile kararları, veya dünya hakkında çocuğunuzun düşüncelerini sorun. Onu dinlediğinizi gösterin, düşüncelerini açıklaması için cesaretlendirin.
- ✓ Aile içindeki çekişmelere (kardeşler vb.) dikkat edin. Herkesin birbirine değer verdiğini göstermesini sağlayın.
- ✓ Aile içinde herkesin başarılarını (küçük ya da büyük) kutlayın.
- ✓ Çocuğunuzun sizinle konuşmasına olanak sağlayın. Bunun için uygun zaman yaratmaya çalışın. (televizyon izlerken vb.)
- ✓ Çocuğunuzla konuşun. Sadece zorlandığı konuları değil, yaptığı iyi şeylerden, başardıklarından da sözedin. Problem üzerinde birlikte neler yapabileceğinizi konuşun.
- ✓ Çocuğunuzuzu her zaman dikkatli dinleyin, onu ciddiye alın. Bir problem ya da korkusundan bahsediyorsa ona gülmeyin, rahatlatın ve güven verin veya üstesinden gelme yolları üzerinde konuşun.
- ✓ Onu anladığınızı hissettirin. ("Bu olay benim başıma gelseydi ben şöyle hissederdim" gibi uygun tepkilerle)
- ✓ Duygularını yazmasına ya da çizmesine olanak sağlayın. Bu şekilde kendini daha iyi ifade ediyor veya daha rahat hissediyor olabilir.
- ✓ Sadece problemlere yoğunlaşmayın, iyi şeyleri de konuşun, hatta yazın ve zaman zaman paylaşın.

- ✓ Onu her zaman cesaretlendirecek sözler söyleyin, küçük başarıları için övün. Zorlandığı işlerde yardım teklif edin. Yanlış yaptığında onunla sürtüşmeyin. "Ben sana daha önce dememiş miydim?" gibi olumsuz tepkilerde bulunmayın.
- ✓ Kızmayın, bağırmayın, açık olun. Cesaret verici bir ses tonu ile konuşmaya özen gösterin.
- ✓ Arkadaşlık kurması için onu cesaretlendirin. Arkadaşlarını eve çağırabilir, ya da ona arkadaşlarına gitmesi için izin verebilirsiniz.
- ✓ Onu rahatlatıcı etkinlikler bulmaya çalışın, ve onları yapmasına fırsat verin. (müzik dinlemek, TV izlemek gibi)
- ✓ Onunla birlikte olmak için hoşuna gidebilecek planlar yapın, ve bunu onunla paylaşın.



Unutmayın, çocuğunuza fiziksel yakınlık göstermek, sarılmak ve iyi yaptığı şeyleri övmek her zaman için en iyi yardımdır.

### **Kaynaklar:**

Ollier, K., Hobday, A. (1999). *Creative therapy 2: Working with parents*. UK: The British Psychological Society Books.

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## APPENDIX G

Ezgi Özeke Kocabaş

### GİRİŞKENLİK

Kişilerarası ilişkilere baktığımızda zaman zaman hepimizin belli konularda ilişkilerimizde sorun yaşadığını, zor durumlarda kaldığını, bunların sonucunda belki de istemediğimiz şeyleri yapmak zorunda kaldığımızı söyleyebiliriz. Girişkenlik becerisi, istemediğimiz davranışları sergilemek ya da çatışmaları uygun olmayan yollarla çözmek yerine, bize başkalarının haklarını çiğnemenin, onları gözardı etmeden kendi hakkımızı savunabilme ve yaşamımızı kendi isteklerimiz doğrultusunda yönlendirebilme şansı sunmaktadır. Girişkenlik ayrıca, kendi ihtiyaç, duygu, düşünce ve isteklerimizi açık, dürüst bir şekilde ve uygun bir biçimde anlatabilmektir. Etkili iletişim becerileri ile yakından ilişkili olan girişkenlik, temel olarak şu gibi becerileri içermektedir:

- ✓ Başkalarının haklarına müdahale etmeden kendi hakkını savunabilme,
- ✓ Uygun bir biçimde hayır diyebilme
- ✓ Başkalarını incitmeden duygularını ifade edebilme
- ✓ İsteklerini söyleyebilme
- ✓ Kızgınlığını kontrol edebilme

Girişkenlik saldırganlıktan farklıdır, çünkü kendi hakkını uygun bir biçimde savunabilmeyi ve bunu yaparken başkalarını incitmemeyi içerir. Bu beceri, göz teması, ilgiyle dinlemek, açık konuşmak, istekleri konusunda açık ve net olmak, isteklerini uygun bir biçimde söyleyebilmek gibi etkili iletişim becerileri ile yakından ilgilidir.

Kişilerarası ilişkilerimizde zaman zaman hepimiz eleştirilere maruz kalıyoruz, zaman zaman da bu eleştirileri bizler karşımızdakilere yöneltmek zorunda kalıyoruz. Diğer ilişkilerimizde olduğu gibi çocuklarımızla iletişimimizde de bu konunun önemini açıkça görmekteyiz. Onlarla daha iyi ilişkiler kurabilmek için bu tür durumlarda kendimizi

dođru ifade edebilmek, girisken bir şekilde eleřtiri kabul edebilmek ve yapıcı eleřtiriler verebilmek çok önemlidir.



**Giriřken bir şekilde eleřtiri alırken ve verirken yapmamız ve yapmamamız gerekenler...**

- ✓ Eleřtiri yapmak için uygun zamanı bekleyin ve seřin. Sizi rahatsız eden řeyleri zamanında söylemeye özen gösterin, aynı durumun bir daha yařanmasını beklemeyin.
- ✓ Sizi rahatsız eden davranıřı tanımlayın, kiřiyi eleřtirmeyin. "řu yüksek sesle müzik dinleme huyunu hiç anlamıyorum" yerine "Yüksek sesle müzik dinlediđin zaman ben çok rahatsız oluyorum" deyin.
- ✓ Duygularınızı ifade etmeye özen gösterin. "Odanı topla, beni sinirlendirmel!" gibi suçlayıcı ifadeler yerine "Odanı toplamadıđında sinirleniyorum" gibi ifadelerle duygunuzu ifade edin.
- ✓ Söyleyeceklerinizi olumlu bir dil ile ifade etmeye çalıřın. "Bu müziđe dayanamıyorum" yerine "müziđi saat 8 de kapatırmısın" gibi belirli bir istekte bulunun.
- ✓ Gereksiz korkutmalardan kaçının. Örneđin, "Müziđi kapatmazsan seni öldürürüm." gibi. Yapmadıđı zaman ne olacađına iliřkin daha gerçekçi ifadeler kullanın.
- ✓ Davranıřlarının olumlu sonuçları üzerinde durun. "Müziđi kapatmazsan çıldıracađım" gibi olumsuz ifadeler kullanmamaya özen gösterin.
- ✓ Söyledikleriniz hakkında ne hissettiđini sorun. Karřılıklı eleřtiri deđiřtokuřuna girmeyin.

Yařantımızda giriřken davranabildiđimiz sürece daha az çatıřmalar yařarız. Bunun nedeni giriřken insanların açık ve dürüst iletiřim kurmaları, olaylara ve çatıřmalara büyümeden müdahale edebilmeleri ile yakından ilgilidir. Zaman zaman hepimiz ergen çocuklarımızla çatıřmalar yařıyoruz. Bu çatıřmaları giriřken bir biçimde çözmeye çalıřmak, bizler

için çocuklarımızla iletişimimizde önemli olduğu kadar, onlara model olarak bu becerileri öğretmek, girişken davranışlarını desteklemek ve çevreleriyle daha etkili iletişim kurmalarını sağlamak açısından da önemlidir.

### **Girişken bir şekilde çatışmaları çözümlerken,**

- ✓ Ben dili kullanın, karşınızdakini suçlamadan ne düşündüğünüzü ve ne hissettiğinizi ifade edin.
- ✓ Tartışılan konu ve sonuçtan beklentileriniz hakkındaki düşünceleriniz açık ve net olsun.
- ✓ Çözümler üzerinde durmaya çalışın.
- ✓ Konuyu başka problemlerle karıştırmayın
- ✓ Vücut dilinizi uygun bir biçimde kullanarak dinleyin
- ✓ Herkesin kendini rahat hissedebileceği uygun bir zaman ve yer tespit edin.
- ✓ Birbirinizi anladığınızdan emin olun



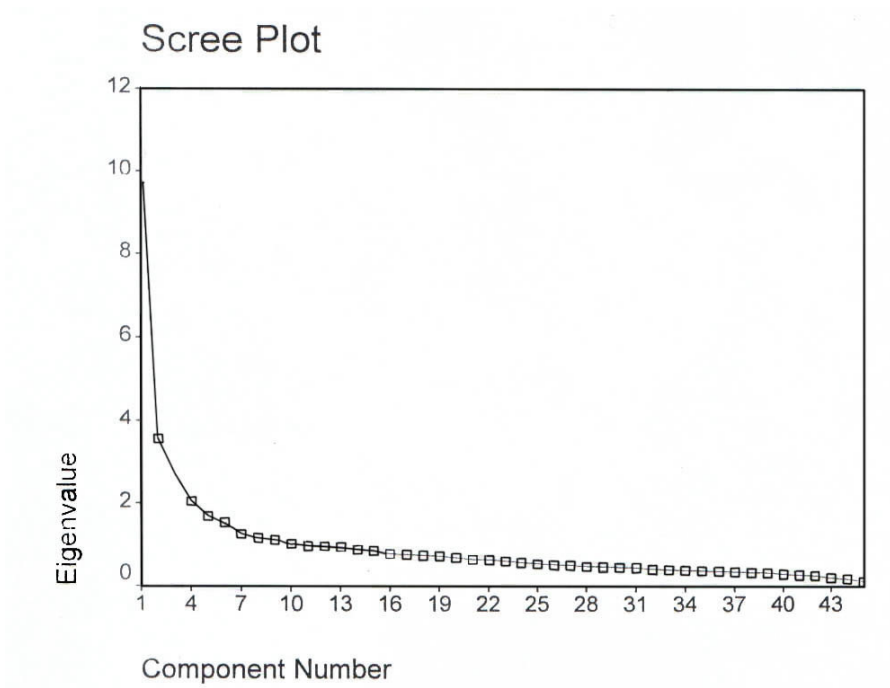
Girişken bir şekilde eleştiri alırken ve verirken, ve çatışmaları çözümlerken çocuklarımıza davranışlarımızla örnek olduğumuzu unutmamalıyız. Onlarda gözlemlediğimiz girişken davranışları her zaman destekleyelim.

### **Kaynaklar:**

Ollier, K., Hobday, A. (1999). *Creative therapy 2: Working with parents*. UK: The British Psychological Society Books.

Scroggie, E., Swann, M. *Assertive skills for every day survival: A Training manual*. North Manchester Resources Centre.

## APPENDIX H



## **APPENDIX I**

### **TÜRKÇE ÖZET**

Günümüzde, toplumun değişen ihtiyaçları ile birlikte, ailelerin de rolleri değişmektedir. Ailelerin yaşam biçimlerindeki değişiklikler yeni ihtiyaçlar doğurmaktadır. Bunun yanında, kadınların ailedeki rollerinin de değişmesi, iş hayatında daha fazla rol almaları gibi etkenler araştırmacıları yeni arayışlara yöneltmiştir. Bu noktada anne-baba eğitiminin önemi ve gerekliliği üzerinde durulmaktadır (Berger, 2004). Çocukların aile içindeki eğitiminin önemi düşünüldüğünde, ailelerin toplumun değişen ihtiyaçlarına göre eğitilmesi ve güçlendirilmesi çok önemli görünmektedir. Bu destek, anne-baba eğitimi olarak anılmakta ve anne-babaların çocuklarıyla daha etkili iletişim kurabilmelerine ve onların davranışlarını olumlu yönde değiştirebilmelerine yardımcı olmayı hedeflemektedir.

Çocukların eğitiminde aile ve okulun katkısı inkar edilemez bir gerçektir. Hem aile hem de okulun çocukların sosyalleşmesine katkıda bulunduğu bilinmektedir. Çocukların sosyalleşmesi ilk olarak ailede başlamakta ve öğrenilen beceriler ilk olarak aile ortamında uygulanmaktadır. Çocukların iletişim becerilerini ve diğer sosyal becerileri ilk olarak ailede öğrendiği düşünüldüğünde, anne-baba çocuk etkileşiminin önemi ortaya çıkmaktadır. Bu noktada, anne-babaların anne-babalık becerileri, etkili iletişim becerileri gibi konularda eğitilmeleri önemlidir. Gable (2003) anne-babalara etkili iletişim becerilerini öğretmenin anne-babaların çocuklarıyla daha iyi ilişkiler kurmalarına yardımcı olduğunu belirtmiştir.

Okulların da çocukların gelişimine ve sosyalleşmesine olumlu katkısı olduğu bilinmektedir. Çocuklar evde geçirdikleri zamandan daha fazlasını okulda geçirmektedirler. Bununla beraber, ev ortamının çok daha yakın ilişkilerin yaşandığı ve çocukla daha çok birebir ilişkilerin kurulabildiği bir ortam olduğu düşünülürse, aile-okul tutarlılığının gerçekleşmesi ve karşılıklı bilgi alışverişinin sağlanması çocukların akademik, sosyal ve kişisel gelişimi açısından çok önemli olmaktadır. Bununla birlikte, aile-okul etkileşiminin sağlanmasının ise aile-okul tutarlılığı için önemli olduğu kabul edilmektedir. Aile-okul tutarlılığının çocukların gelişimine olan olumlu etkisi literatürde çeşitli araştırmalarla desteklenmektedir (Fehrmann, Keith, & Reimers, 1987; Herman ve Yeh, 1980; Keith, Keith, Troutman, Bickley, Trivette ve Singh, 1993; Peterson, 1989; Wanat, 1997).

Araştırmalar, okul-aile etkileşiminin çocukların gelişimine olumlu etkisini desteklemekle beraber, bu konuda bazı güçlükler de mevcuttur. Türkiye’de okul-aile etkileşiminin sorunları üzerine yapılmış bir araştırma, öğretmenler ve yöneticilerin bu konuda kendilerini işbirlikçi algıladıklarını, ancak anne-babaların işbirlikçi olmadıklarını düşündüklerini göstermiştir (Bilgin, 1990).

Bronfenbrenner’in ekolojik yaklaşımı kavramsal açıdan etkili aile okul etkileşimini için temel oluşturmaktadır. Bu yaklaşım, anne-babalık süreçlerini ve çocukların bu süreçlerden nasıl etkilendiklerini çocukların ve anne-babaların farklı ortamlardaki işlevlerini inceleyerek tahmin etmeye yönelik bir kavramsal çerçeve çizmektedir. Bu modelin ev ve okul ortamlarının karşılıklı etkilerini anlama ve geliştirme konusunda kuramsal destek sağladığı söylenebilir (Christenson ve Cleary, 1990). Meyers’e (1998) göre, ekolojik yaklaşıma göre oluşturulmuş uygulamalar öğretmenler ve okul psikolojik danışmanları gibi hizmet verenlerle işbirliğine yönelik

olmaktadır. Bireylerin gelişimini desteklemek ve problemlerini önlemek bu yaklaşımın uygulanması ve ailelerle işbirliği kurulması ile sağlanabilir.

Bunun yanında, önleyici çalışmaların bireylerin gelişimini de zenginleştirdiği bilinmektedir. Ekolojik yaklaşım bireylerin çevrelerindeki sosyal yapı ile etkileşerek geliştiklerini vurgulamaktadır. Sosyal yapıyı oluşturan sistemler içinde anne-babalar önemli bir yere sahiptir. Dolayısı ile problemleri önleme ve bireysel gelişimi destekleme amacıyla ailelerle işbirliği yapılması daha da önem kazanmaktadır (Korkut, 2002). Ergen anne-babalarının eğitilmesi konusunda, Öztop ve Telsiz (1998) ergenlerle açık ve etkili iletişim kurmanın ve olumlu bir atmosfer yaratmanın önemini vurgulamışlardır.

Ergenlik dönemi, fiziksel, duygusal ve sosyal alanlarda hızlı ve önemli değişiklikleri içinde barındırması sebebiyle gelişim dönemleri içinde kritik bir öneme sahiptir. Bunlara uyum sağlamak hem anne-babalar hem de çocuklar için kaygı verici bir durum yaratmaktadır (Strom, Strom, Collinsworth, & Strom, 1998). Ayrıca ergenlerin kimlik gelişimi sürecinde ailelerin desteği de kritik bir öneme sahiptir. Eccles ve Harold (1993) bu dönemde okul ve ailenin birlikte hareket etmesinin sağlıklı ergen gelişimini hızlandırdığını belirtmişlerdir. Bununla beraber, aile-okul etkileşimi çocukluktan ergenliğe geçişle birlikte azalmaktadır.. Araştırmalar incelendiğinde, aile katılımı ve anne-baba eğitimi ile ilgili çalışmalar çoğunlukla ilköğretim çağındaki çocukların anne-babalarıyla yürütülmektedir. Ergen ve ergen anne-babaları için bu konuda çok az sayıda araştırma yapılmıştır.

Bununla birlikte, anne-baba eğitiminin sağlıklı ergen gelişimine katkıları literatürde önemle vurgulanmaktadır

(Toumbourou & Gregg, 2001). Ayrıca anne-baba eğitimi literatürde önleyici çalışmaların bir parçası olarak da yer almaktadır (Gordon, 2002; Özcebe ve ark., 2002). Önleyici çalışmaların sadece ilkgelişim çağındaki çocuklar için değil, ergenlik döneminde de önemli olduğu bilinmektedir. Ergenlik döneminde ailelerin çocuklarıyla ilgili yaşadıkları kaygılar (alkol, sigara ve uyuşturucu kullanımı, çetelere katılma, suç işleme gibi) anne-baba eğitimi ile önlenilmekte ve üstesinden gelinebilmektedir. Anne-baba eğitimi anne-baba çocuk etkileşimini değiştirerek ailelere çocuklarının problemleri davranışlarıyla başa çıkmaları konusunda yardım etmenin bir yolu olarak göze çarpmaktadır (Mooney, 1995).

Aile katılımı terimi, okul ile anne-babaların etkileşiminin sağlanması için gerekli telefon görüşmeleri, haber bültenleri, sınıf ziyaretleri ve veli toplantıları gibi bir seri etkinliği içermektedir. Bu etkinliklerden biri de anne-baba eğitimi olarak anılmaktadır (Gestwicki, 2004). Bu yönüyle, eğitime aile katılımı daha genel bir terimdir. Bu araştırmada, zaman zaman literatürde de kullanıldığı üzere, anne-baba eğitimi ile aile katılımı terimleri aynı anlamda kullanılmıştır.

Anne-baba eğitimi, genel olarak anne-babalık becerilerini artırmayı hedefleyen ve bu süreçte anne-babalara destek ve bilgi sunan bir süreci tanımlamaktadır. Daha geniş anlamda düşünüldüğünde, anne-babaların aktif katılım içinde olduğu dinamik bir öğrenme süreci olduğu söylenebilir. Bu süreç anne babaların ilgi ve ihtiyaçlarını temel alarak gelişmektedir (Gestwicki, 2004).

Gestwicki'ye (2004) göre, çocuklarıyla sorun yaşayıp yaşamadıklarına bakmaksızın tüm anne-babaların desteklenmesi gerekmektedir. Ona göre anne-baba eğitimi anne-babalara yeni bilgi



ve anlayış kazandıracak eğitim deneyimlerini içermektedir; bunlar, anne-babalık becerileri ve evlilikle ilgili roller, kişisel farkındalık ve gelişim, yetişkin rolleri ve toplumla ilişkiler konularında destek olma ve anne-babaların çocuklarıyla ilişkilerini yeni yöntemlerle geliştirmelerine yardım etme olarak sıralanabilir.

Aile katılımının etkileri incelendiğinde, bu tip programların anne-babalar üzerindeki etkilerinin çocuklar üzerindeki etkilerden daha az incelendiği görülmektedir. Bu alanda yapılmış çoğu araştırma, aile katılım programlarının çocuklar, anne-babalar ve çocuklar ve anne-babaların ilişkileri konusunda olumlu sonuçlar verdiğini göstermektedir. Ne var ki, ergen anne-babaları için bu tür programların etkileri konusunda detaylı araştırmalar bulunmamaktadır.

Literatürde, aile katılımı ile ilgili uygulamalar, bilişsel davranışçı odaklı veya ilişki odaklı programlar olarak (Gross ve Grady, 2002), sosyal beceriler, problem çözme becerilerinin öğretildiği ve oyun ortamında davranış değişikliği yaratmak amaçlı programlar olarak (Eddy, Reid ve Fetrow, 2000), ailelerin çocuklarının davranışlarını yönetme ve etkili iletişim kurmalarını geliştirme konusunda etkileşimli CD-ROM kullanılarak eğitilmesi (Gordon, 2002), ailelere sosyal destek sağlamak amaçlı kendi kendine yardım grupları olarak (Wolfe ve Hirsch, 2003), anne-babalar için psikolojik danışma ve tartışma grupları olarak (Land, 1998), ve anne babaların çeşitli iletişim becerileri konusunda eğitilmeleri ve aileleri güçlendirmek amaçlı programlar olarak (Gordon, 2002) bulunmaktadır. Bu çalışmalar genellikle ilköğretim çağındaki çocukların anne-babaları için geliştirilmiş olup, hemen hemen hepsi çocukların ve anne-babaların gelişimi ile ilgili olumlu sonuçlar ortaya koymuştur.

Ergen anne-babaları için, lise 1, ise 2 ve lise 3 öğrencileri velilerine yönelik olarak Bogenscheidner ve Stone (1997) tarafından yürütülmüş bir araştırmada, ergen anne babalarının ihtiyaç, ilgi ve endişelerini içeren bültenlerin anne-baba eğitiminin bir parçası olarak kullanılmasının, anne-babaların çocuklarıyla daha yakın ilişkiler kurmalarına yardımcı olduğu bulunmuştur.

Dünyadaki aile katılım uygulamaları incelendiğinde, özellikle Amerika Birleşik Devletleri'nde, daha çok erken çocukluk döneminde çocukları olan anne-babalar için farklı eğitim programları olduğu görülmektedir. Bunlara örnek olarak, Head Start, STEP (Etkili Anne-Babalık Becerileri için Sistemik Eğitim Programı), PET (Etkili Anne-Baba Eğitimi) gibi programlar verilebilir. Türkiye'de bu çalışmalar ilk olarak TED Ankara Koleji ve Arı Okullarında başlatılmış ve bu çalışmalar diğer ilköğretim okullarına model olmuştur. Bu programlar, iletişim defterleri, anne-babalara verilen ev etkinlikleri, anne-baba toplantıları, yazılı materyaller ve bültenler gönderme gibi etkinlikleri içermiş olup ailelere gönderilen bilgi verici broşürler kitap haline getirilip ailelere gönderilmiştir (Akkök, Ögetürk, Kökdemir, Annak ve Çakın, 2002; Akkök, İncioğlu ve Elbir, 2002).

Ailelerle ilgili ülkemizdeki ilk çalışma, Akkök ve diğerleri (1998, 2000, 2001) tarafından ilköğretim birinci sınıfa devam eden öğrencilerin aileleriyle uygulanmaya başlanmış ve daha sonra ikinci ve üçüncü sınıf ailelerini de kapsayacak şekilde genişletilmiştir. Daha sonra bu çalışmalar ilköğretimin ilk beş düzeyi ve önkulda da yaygınlaştırılmıştır (İncioğlu ve Elbir, 2001). Bu çalışmaların ailelerin okulla ve çocuklarıyla etkileşiminin artmasına yardımcı olduğu gözlenmiştir.

Bunun yanında, ülkemizde, İstanbul Üniversitesi Eğitim Bilimleri Bölümü tarafından başlatılan “anne-baba okulu”, AÇEV’in “anne-çocuk eğitimi” programları, Gazi Üniversitesi Mesleki Eğitim Fakültesi tarafından yürütülen “anne-baba eğitim programı” bu konudaki uygulamalara örnek olarak verilebilir. Ergenler için ülkemizde yapılan araştırmalar ise çok daha sınırlı olmasına rağmen, bu araştırmaların sonuçları anne-babaların bu dönemde eğitim ve desteğe ihtiyaç duyduklarını göstermektedir. Sonuçlar bu dönemde yapılan çalışmaların anne-babaların kendi kişisel gelişimlerini olumlu yönde etkilediğini ve çocuklarıyla ilişkileri konusunda olumlu ilerlemeler kaydettiklerini vurgulamaktadır (Akkök, Kararımak, Kocabaş ve Toker, 2003; Hamamcı, 1996; Ozcebe ve ark.; Utku, 1999).

Aile katılım uygulamaları tüm dünyada çok önemsenmektedir. Ülkemizde de bu tip uygulamaların artması, ülke çapına yayılması açısından büyük önem taşımaktadır. Eğitim sürecine ailelerin katılımı ülkemizde yaygın bir şekilde uygulanır konuma henüz ulaşamamış, çağdaş eğitim sistemimiz içinde hakettiği yeri alamamıştır. Bu süreci hızlandırmak ve aile katılım programlarının ve anne-baba eğitiminin eğitim sistemimizde gerektiği yeri almasını sağlamak için bu alanda yapılacak araştırmalara ihtiyaç vardır. Literatürde genellikle niteliksel ve betimleyici çalışmalar ağırlık kazanmakta ve bu alanda deneysel çalışmaların gerekliliği vurgulanmaktadır. Uygulanan değişik aile katılım programlarının deneysel bir çalışma kapsamında uygulanması, ülkemize uygun bir program geliştirilmesine de katkı sağlayacaktır.

Bu çalışma, ergen anne-babaları için örnek bir eğitim programı oluşturmayı ve bu programın anne-baba ergen ilişkilerinin farklı boyutları ve anne-babaların iletişim becerileri üzerindeki etkilerini araştırmayı amaçlamaktadır.

## **YÖNTEM**

### **Katılımcılar**

Katılımcılar, Ankara ilinde Deneme Lisesi ve ODTÜ Geliştirme Vakfı Özel Lisesi'nde 9. ve 10. sınıfa devam eden öğrencilerin anne/babalarından oluşmuştur. Anne-baba eğitimine, ODTÜ Geliştirme Vakfı Özel Lisesi'nden 10, Deneme Lisesi'nden 11 gönüllü anne/baba katılmıştır.

Çalışmanın amacını ve nasıl yürütüleceğini açıklayan detaylı bir yazıyla 9. ve 10. sınıf öğrenci ve ailelerinden böyle bir çalışmaya gönüllü olarak katılmak isteyenler çalışmaya katılmıştır.

Başlangıçta iki öğrenci grubu ve iki anne-baba grubu olarak planlanmış olan bu çalışma, gönüllü katılımcı sayısının düşmesi nedeniyle 9. ve 10. Sınıf anne-babalarından oluşan 10 ve 11'er kişilik anne-baba grupları ile tamamlanmıştır. Öğrenci grupları ile çalışmalar sürekli olamamış, okullardaki katılımcı sayısının ders yoğunluğu, zaman ve ulaşım gibi nedenlerle düşmesi üzerine oturumlar tamamlanamamıştır.

### **Veri Toplama Araçları**

Bu çalışmaya anne/baba olarak katılanlara ve kontrol grubu olarak nitelendirdiğimiz çalışmadan faydalanamayan bir gruba, öntest, sontest ve takip çalışması olarak araştırmacının adaptasyonunu yaptığı "Anne-Babalık Becerileri ve İletişim Ölçeği", Doç. Dr. Fidan Korkut tarafından geliştirilen "İletişim Becerileri Ölçeği" ve yapılandırılmış 7 açık uçlu sorudan oluşan çalışmanın

değerlendirilmesine yönelik bir form uygulanmıştır. Öntestler anne-baba eğitiminin ilk toplantısında, sontestler eğitimin bitiminden 1 ay sonra uygulanmış olup takip çalışması ise çalışmanın bitiminden 9 ay sonra gerçekleştirilmiştir.

Araştırmacı tarafından adaptasyonu yapılan Anne-Babalık Becerileri ve İletişim Ölçeği Strom ve Strom tarafından 1998 yılında geliştirilmiştir. Adaptasyon çalışmaları sırasında, faktör analizi ve ölçeğin ilgili öğretim üyelerince dil ve içerik bakımından değerlendirilmesi ile kapsam ve yapı geçerliğine bakılmıştır. Faktör analizi sonuçlarına göre toplam 42 sorudan oluşan ölçek anne-babaların çocuklarıyla olan etkileşimlerini beş ayrı boyutta ölçmektedir. Bu boyutlar, iletişim, anne-baba memnuniyeti, güven, zaman kullanımı ve bilgi ihtiyacı olarak isimlendirilmiştir. Ölçeğin güvenirliği (cronbach alpha) yöntemiyle hesaplanmış ve  $\alpha = .90$  bulunmuştur. Altölçekler için hesaplanan değerler ise

- iletişim için  $\alpha = .86$ ,
- zaman kullanımı için  $\alpha = .70$ ,
- anne-baba memnuniyeti için  $\alpha = .82$ ,
- güven için  $\alpha = .75$  ve
- bilgi ihtiyacı için  $\alpha = .78$  olarak bulunmuştur.

Korkut tarafından 1996 yılında geliştirilen İletişim Becerileri Ölçeği ise 25 maddeden oluşmaktadır. Ölçeğin güvenirliği yetişkinler için Cronbach alpha yöntemiyle hesaplanmış ve  $\alpha = .75$  bulunmuştur.

Bunun yanında, çalışmanın sonunda, programa katılanlara katılımcıların süreçle ilgili duygu, düşünce ve gözlemlerini içeren açık uçlu yedi sorunun yer aldığı bir form uygulanmıştır.

## **İşlem**

Çalışma kapsamında, anne/babalarla 15 günde bir beş hafta süreyle 1,5 saatlik grup çalışmaları yapılmıştır. Grup çalışmaları genel olarak aile içi iletişimi geliştirmeye yönelik etkinlik ve içerikten oluşmuş olup, ergen anne babalarının geliştirmesi gerektiği düşünülen beceriler üzerinde yoğunlaşmıştır. İçerik temel olarak dinleme, duyguları ifade etme, ben dili gibi temel iletişim becerileri ve girişkenlik, zor durumlarla başa çıkabilme, kızgınlık ve saldırganlık gibi konularda anne-babaların çocuklarına nasıl yardımcı olabilecekleri gibi konulardan oluşmuştur. Bu çalışmalar genelde hem bilgi verici hem de paylaşmaya yönelik grup oturumları şeklinde olup, çalışılan konular bilgi verici broşürlerle desteklenmiş, toplantıların sonunda ilgili konuyla ilgili ev ödevleri verilmiş ve çalışma süreci boyunca ve sonrasında anne-babalardan ilgili gözlemlerine ilişkin bir defter tutmaları istenmiştir.

Çalışma kapsamında öğrenciler için planlanmış çalışmanın içeriği anne-baba oturumlarına paralel olarak düşünülmüş, 8 hafta süresince haftada bir kez 1-1,5 saat süresince dinleme, duyguları ifade etme, saldırganlık, zor durumlarla başa çıkabilme, ve girişkenlik gibi sosyal beceriler üzerinde çalışılmak üzere gruplar planlanmıştır. Ancak, öğrenci grupları ile çalışmalar sürekli olamamış, okullardaki katılımcı sayısının ders yoğunluğu, zaman, ulaşım gibi nedenlerle düşmesi üzerine oturumlar tamamlanamamıştır.

## Sonuçlar

Bu çalışmada, deney ve kontrol grubu ve 3 farklı ölçümden (öntest, sontest ve takip çalışması) oluşan deneysel araştırma deseni kullanılmıştır.

Analiz yöntemi olarak tekrarlı ölçümler için iki yönlü varyans analizi kullanılmıştır. Bu yöntem, aynı değişkenin aynı bireyler için farklı zamanlarda alınan ölçümlerini analiz etmek için uygun bir yöntem olmakla birlikte, bu çalışmada, kontrol edilemeyen nedenlerden dolayı deney ve kontrol grupları arasında öntestlerde fark olması sebebiyle de güçlü bir analiz yöntemidir.

İlk olarak, her iki okulda da (ODTÜ Koleji ve Deneme Lisesi) deney ve kontrol grubu arasındaki farkları ortaya koymak üzere tekrarlı ölçümler için iki yönlü varyans analizi uygulanmış ve sonuçlar iki okul için de deney ve kontrol grupları arasında anlamlı bir fark olmadığını göstermiştir. Bunun sonucunda, her iki okuldaki deney ve kontrol gruplarının birleştirilerek analiz yapılması düşünülmüş ve gruplar birleştirilerek Anne-Babalık Becerileri ve İletişim Ölçeği'nin her bir altboyutu ve İletişim Becerileri Ölçeği için yeniden tekrarlı ölçümler için iki yönlü varyans analizi uygulanmıştır. Sonuçlar, anne-baba eğitimi sonucunda, deney ve kontrol grupları için, ölçülen boyutlarda anlamlı bir fark olmadığını göstermiştir.

Araştırmanın nitel sonuçları, içerik analizi ile değerlendirilmiştir. Her iki okulan alınan cevaplar için ayrı ayrı içerik analizi yapılmış ve okullarda aynı temalar ortaya çıkmıştır. Bu

temalar, etkili iletişim, grupta paylaşım ve kendini keşfetme olarak isimlendirilmiştir.

Etkili iletişim teması altında, anne-babalar genellikle daha hoşgörölü, sabırlı ve sakin olduklarını, problemlere daha olumlu bir bakış açısı geliştirebildiklerini, çocuklarıyla eskiye nazaran daha olumlu iletişim kurabildiklerini, göz teması, dinleme ve ben dili gibi etkili iletişim için gerekli olan becerileri kullanmayı denediklerini ve bunların kendilerine ve çocuklarıyla iletişimlerine olan olumlu etkilerini ifade etmişlerdir. Kendini keşfetme teması altında, anne-babaların çocuklarıyla daha iyi iletişim kurmak için çabaları ve bu toplantılarda öğrendikleri belirtilmiştir. Anne babalar, çocuklarıyla bu dönemde yaşadıkları sorunların normal olduğunu öğrendiklerini, çocuklarıyla etkili iletişim kurabilmek için bazı becerilere sahip olmadıklarını anladıklarını, kendileri ile ilgili farkındalık geliştirdiklerini, kendilerini eskiye göre daha rahat ve güvenli hissettiklerini belirtmişlerdir. Son olarak, grupta paylaşım teması altında ise genel olarak benzer problemleri yaşadıklarını görmenin onları rahatlattığı, farklı fikir açıları, düşünceler ve çözüm yollarını paylaşmanın onlar için yararlı olduğu, oluşan olumlu grup ortamının kendileri için ve çocuklarıyla iletişimlerinde olumlu etkiler yarattığı üzerinde durmuşlardır.

Sonuç olarak, araştırmanın nitel bulgularına göre, bu çalışmadaki anne-baba eğitiminin anne/babaların çocuklarıyla olumlu ilişkiler geliştirmelerine yardımcı olduğu söylenebilir.



## **Tartışma**

Bu çalışma, ergen anne-babaları için uygulanan bir eğitim programının anne-baba ergen ilişkilerinin çeşitli boyutları ve ergen anne-babalarının iletişim becerileri üzerindeki etkisini araştırmıştır.

Araştırmanın bulguları, anne-baba eğitiminin araştırmada ölçülen boyutlar için deney ve kontrol grupları üzerinde istatistiksel olarak anlamlı bir fark yaratmadığını göstermiştir. Bununla beraber, deney grubuna eğitim sonunda uygulanan açık uçlu sorulardan oluşan verilerin değerlendirilmesiyle elde edilen nitel sonuçlara göre, bu eğitim programının anne-babaların çocuklarıyla iletişimlerine ve kişisel gelişimlerine olumlu etkiler yarattığı söylenebilir.

Araştırmanın nicel sonuçlarında anlamlı bir farklılık bulunamaması, literatür ile de uyumlu olarak, uzun vadede davranış ve tutum değişikliği yaratmanın zor olması, eğitim programının süresinin potansiyel değişiklikleri yansıtmak için kısa olması, grupların 15 günde bir toplanması, sürekli katılımın anne-babaların iş yoğunluğu, ulaşım gibi nedenleri ile sağlanamaması ve katılımcı sayısının çok düşük olması gibi nedenlere bağlanabilir (Başaran ve Koç, 2001; Gestwicki, 2004; Gross ve Grady, 2002).

Bununla birlikte, araştırmanın nitel sonuçları, her iki okulda da benzer bir tablo ortaya çıkarmıştır. Grupta benzer sorunların paylaşımı, fikir alışverişi, birbirlerinden öğrenme gibi anne-babalar tarafından ifade edilen temalar Gross ve Grady (2002) tarafından etkili anne-baba eğitimi gruplarının terapötik boyutu olarak ifade edilmiştir.

Ayrıca, bu temalar, anne-babaların en çok birbirlerinden öğrendikleri şeklindeki varsayımı da destekler niteliktedir. Bunun yanında bu araştırma tüm anne-babaların desteklenmesi gerektiği düşüncesini de desteklemektedir (Gestvicki, 2004).

Bunlara ek olarak, anne-babaların kişisel gelişim sağladıkları bilgisi ve bazılarının okula karşı olumlu tutum geliştirdiklerini ifade etmeleri de literatüre paralel bir bilgidir (Herman ve Yeh, 1980) ve bu bilginin anne-babaların eğitime katılımı açısından önemli olduğu düşünülmektedir.

Ailenin eğitime katılımı ve anne-babaların eğitilmesinin çocuklar ve anne-babaların kişisel gelişimine olumlu katkıları düşünüldüğünde, bu araştırmanın bu tür programların oluşturulması, etkinliğinin sınanması ve yaygınlaştırılması konusunda örnek olacağı düşünülmektedir. Bunun yanında, okullardaki psikolojik danışma servislerinin koruyucu ve önleyici işlevi dikkate alındığında, bu tür programlarla ergenlik döneminde karşılaşılabilecek riskli davranışlar önlenebilir.

Daha ileriki araştırmalar için, katılımcı sayısının yüksek tutulmaya çalışılması, daha uzun bir eğitim süresinin planlanması, içeriğin bilgi vermeyi daha çok içermesi ve etkileşimli yöntemlerle (rol oynama vb.) bu bilgilerin pekiştirilmesi, programın uygulama zamanı için daha çok hafta sonlarının tercih edilmesi, programla ilgili duyuruların çok sık ve dikkatli yapılması, gibi öneriler getirilebilir. Ayrıca, bilgi verici broşürler ile anne-baba eğitiminin etkinliğini sınamak ileride yapılacak araştırmalar için önerilebilir.

## **VITA**

Ezgi Özeke Kocabaş was born in 1974. She was a research assistant at the Middle East Technical University, Department of Educational Sciences, Counseling Division between 1996 and 2004. She received B.Sc., M.S. degrees at the same university and department. She is currently working for the Ege University, Department of Educational Sciences, Counseling Division as an instructor. Her research interests include parent education, psychoeducational programs in counseling, and working with children.