



Effect of Training from Trained Mothers and Education from Mother to Mother on Family Functions and Child-rearing Attitudes*

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Abstract

The effect of training from trained mothers and education from mother to mother on family functions and child-rearing attitudes was examined. The study was conducted in the 2010-2011 academic year in Ankara, and was modeled based on a pre-test, post-test control group experimental pattern. The study was conducted with a total of 96 mothers, with 28 from a trained mothers group, 28 from a mother to mother education group, and 40 from a control group. A family education program was applied over a period of 16 weeks in order to develop family functions and child-rearing attitudes using trained mothers group and the mother to mother education groups. Study data were collected using Family Attitude Inventory and Family Assessment Scale. The Wilcoxon signed ranks test and the Kruskal-Wallis H test were used for analyzing the data. According to the findings, family functions and child-rearing attitudes of the mothers in the experimental group developed positively; however, significant differences were determined in favor of the group receiving training from trained mothers in inter-group comparisons.

Keywords

Attitudes of Child Rearing, Education from Mother to Mother, Family Education, Family Functions, Training from Trained Mothers.

Attitudes toward child rearing vary depending on society and culture, but they may also vary among families in the same society. Behavior toward a child varies from parent to parent. Attitudes can be classified by analyzing common and overriding aspects of different child rearing styles (Demiriz & Öğretir, 2007; Şendil, 2003). Taking into account the overall child-rearing attitudes of parents,

these attitudes can be classified as domineering-authoritative, overprotective, over permissive, unbalanced-indecisive, indifferent, and democratic (Demir, 2007; Horowitz, 1995; Mansager & Volk, 2004; Şanlı, 2007; Von Der Lippe, 1999).

The relationship between parents and the child depends mainly on the attitude and behaviors of the parents. Parents are therefore identification models

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for their children in terms of attitude and behavior (Alrehaly, 2011; Zöhrap, 2004). A factor affecting parental attitude is family function.

Ogburn (1963) classified functions of a family as meeting the primary financial requirements, providing social status, planning children's education, providing religious education, protecting other family members, and creation of an ambience of mutual love (cited in Conger & Galambos, 1997).

Fitzpatrick (2005) classified the functions of a family as developing capacities, realizing socialization of children, helping family members perform activities that enable them to sustain functionality, creating the physical and psychological environment necessary for family welfare, and procuring the satisfaction of its members.

It is purported that there are differences between attitudes and behaviors of families which are conscious of and perform family functions and those which ignore and disregard these functions (Fitzpatrick, 2005).

Function-based classification of family can be either as "healthy-functional family" or "unhealthy-dysfunctional family" depending on whether family members perform those functions (Chan, 2002; Duyan, 2000; Epstein, Bolwin, & Bishop, 1983; Schrodt, 2005).

Family education studies can be conducted to help families develop healthy functions and raise awareness of unhealthy functions. Different approaches are adopted in family education. Recently, many family education programs have been employed to raise parental awareness of the significance of early development of childhood. While the primary aims of family education program are very similar, in practice, different methods are used (Tezel Şahin & Özyürek, 2010). Family education programs are classified as home-center family education, institution-center family education, family education integrated with institutional pre-school education or family education via distance education (Üstünoğlu, 1991). From child to child, mobile services (Axelrod, Swartz, Weinstein, & Buch, 1982; Jackson, Robey, Watjus, & Chadwick, 1991; Shirah, Hewitt, & McNair, 1993) and from family to family education models are added to family education programs (Dixon et al., 2004).

A family to family approach can be described as a systematic education method, the borders of which are determined by a consultant or a package program; this approach, realized by parents

recognizing another parent or parents with similar characteristics, is not excessively employed in the world compared to other family education methods (Baxter, 2001).

However, the family to family education method is used for both academic and psychological support. Illiterate parents and children requiring special education are trained through the family to family education method. Moreover, family to family education groups are aimed at achieving objectives such as enabling parents to be better informed about child development and strengthening communication skills among other parents (Swenson, 2007). At the same time, family to family education programs are implemented for mental, traumatic, or chronic mental problems (Baxter, 2001; Dixon et al., 2004).

The aim of family to family education is to help parents feel relaxed by receiving education from their peer group. Although it is argued that training and education is the occupation of professional educators, this method reduces the possibility of learning pressure for individuals, which is a significant factor for some parents (Baxter, 2001; Lang, 1998).

Family to family education, a method has not yet been tried in Turkey, generally is given to parents whose children suffer from attention deficit disorder or attention deficit hyperactivity disorder, require special needs education, or suffer from post-traumatic stress and chronic mental health problems, a link to those suffering from similar problems or who can provide information and skills on child development and family relationships abroad (Dixon et al., 2001). Support and education groups are formed to enable parents or caregivers to share their knowledge and experiences with peers and make them realize that they are not alone in experiencing the problem. Experienced parents conduct practices in these support and education groups within the framework of structured or semi-structured programs (Baxter, 2001; Dennis, 1999; Mayeux, 1995).

With the use of the family to family education method, knowledge and skills concerning many areas such as the following are shared between parents: child development and education, self-knowledge, knowing the child, the individual, the family, and social risks, parents' attitudes, family communication, conflict and agreement, safe maternity, crisis response and family approaches, children with special education needs and family approaches, decision-making strategies, and planning for the future (Goddart, 2006).

The family to family education method has the quality of focusing on the family and prioritizing neighborhood-based practices. This approach looks after the benefits of children, and has the following four steps to creating a social conjugate movement area: informing, raising awareness, monitoring, and evaluation (Zetlin, Weinberg, & Shea, 2008).

Education and support works are performed by parents in the peer group in family to family education. However, directives, guides, and guidebooks used at the stage of performance in this study are prepared by specialists based on specific requirements (Baxter, 2001; Zetlin et al., 2008).

The number and time of the sessions varies depending on the content of the program and the quality of activities. Studies are completed in generally 8-16 sessions (Baxter, 2001; Dennis, 1999; Dixon et al., 2001; Dixon et al., 2004). Characteristics that promote family to family education include families' receiving education or support such that they feel more relaxed, families have life experiences or characteristics in common with the educator-facilitator, parents can express themselves at the stage of sharing as they are, contributions and suggestions expressed by the educator-facilitator are internalized and implemented by families faster (Gardner, 2003).

In this study, a family education program was prepared and applied using the training of trained mothers and the mother to mother education approaches. The reason for adopting these approaches while preparing the family education program was the requirement of alternative education programs. The other reason for adopting these education models was that it facilitates access to the parents of children not attending pre-school education.

This study aimed to determine the effect of a family education program applied to mothers with six-year-old children on family functions and attitudes toward child rearing. Answers to the following questions were sought to achieve this purpose:

1. What is the effect of the training imparted by trained mothers and mother to mother family education models on family functions and attitudes toward child rearing on mothers with six-year-old children?
2. Is there any difference between training of trained mother and mother to mother family education model in terms of their effect on family functions and attitudes toward child rearing?

Method

Model

The family education program was prepared based on a two-pronged approach: training by trained mothers and education from mother to mother; this was applied to mothers with a six-year-old child, and the effect of these education programs on the family function and attitude of child rearing was analyzed. For this purpose, pre-test, post-test control group experimental patterns requiring a control measure and experimental groups both before and after the education were employed (Karasar, 2000).

Study Group

A total of 420 mothers registered at the Pursaklar Public Education Center. Those who had a six-year-old child, had not undergone family education before, and whose child did not attend pre-school education constituted the target population of this study. Finally, 96 mothers from this target population formed the study group. The number of mothers involved in the study group was calculated with a 5% error margin and 95% precision.

Furthermore, 28 mothers who were not working, were high school graduates, and aged 25-35 were incorporated into the training of trained mothers group. The mothers in the control group (40) and the mother to mother education group (28) were selected at random. The basic criteria for mothers getting involved in the training of trained mothers was determined by motivational factors observed during a pilot scheme performed with six mothers. Mothers to be involved in the experimental and control groups were selected by systematic sampling methods.

Data Collection Tools

The Family Assessment Scale (FAS) was used to collect data regarding the family function of the mother, and the Family Attitude Inventory (FAI) was used to collect data regarding the attitudes of mothers toward child-rearing.

Family Assessment Scale (FAS): The scale was developed at Brown University and Butler Hospital in the USA to reveal the way in which family performs its functions; the scale was a part of the framework for the Family Research Program in 1983. Validity and reliability studies were conducted by Epstein and Bishop in the same year. The validity

and reliability studies of the scale were conducted in Turkey by Bulut in 1989 (Çakıcı, 2006).

The family assessment scale comprises seven sub-dimensions: problem solving, communication, roles, giving emotional response, showing necessary interest, behavior control, and general functions and a total of 60 items (Bulut, 1990).

Family Attitude Inventory (FAI): This was developed by Oner and Torun and was aimed at determining parental attitudes toward child care. The scale comprised the following sections: democratic/authoritative child-rearing methods, identification with children, compatibility behavior, and social mobility (as cited in Tezel Şahin & Özyürek, 2008).

The scale covered 45 items in four areas, and a measure of the attitudes of adults toward child rearing was attempted. Sections of the scale were evaluated using a four-point Likert scale ranging from strong rejection to agreement. Items complying with a variety of theoretical definitions of democratic/authoritative child-rearing methods, identification with the child, compatibility behavior, and social mobility among twelve different scales were extracted directly or by adopting. Moreover, many items were developed by the researchers. At first, a scale of 88 items was prepared. Torun (1989) performed the reliability and validity studies of the FAI and found that the best results of the analysis were obtained using a 30-item scale, which tested at an alpha coefficient of .81, with a median of the items leaving a correlation of .34 (as cited in Öner, 1996). Following this, Oner (1992) revised some items that had tested with a low reliability and validity and increased the scale to 90-items. In this study, the most reliable and valid 45 of these items were applied to the group of mothers and constituted the final inventory form (as cited in Öner, 1996).

Application of Family Education Programs for Experimental Groups

Before the application of family education programs, FAS and FAI were applied to the mother in both the experimental and control groups.

Ninety-minute education sessions were provided to the trained mothers by the researchers over a period of 16 weeks. In addition to basic information regarding the topic titles determined, skills of trained mothers were described in the education session.

Trained mothers outlined difficulties in having one-to-one sessions and possible action was suggested through demo applications designed by the researcher and supervision support. Trained mothers conducted education from mother to mother within three days at the latest before starting the new subject.

To minimize failures that might occur, particularly in the education from mother to mother applications, and to provide control, application examples of the trained mothers were emphasized before starting a new subject; points to be reinforced or particular difficulties were determined in each application. It was observed that trained mothers requested less feedback with every passing week of this activity. After the application of family education programs was completed, FAS and FAI were applied to all the mothers receiving training from trainer mothers and mothers receiving education from trainer mothers in the control group as a post-test.

Data Analysis

Data collected before and after the application of the family education programs were analyzed using the SPSS 15.0 program. The Wilcoxon signed rank test was used for within-group pre- and post-test comparisons and the Kruskal-Wallis H test was used for intergroup comparisons.

Results and Discussion

In the Wilcoxon signed rank test results, mothers receiving training from trained mothers in FAS showed a significant difference between the total pre-test, post-test point averages and the sub-dimensions of general functions, problem solving, communication, giving emotional response, and showing necessary interest, and behavioral control ($p < 0,001$). No difference was found in the pre-test, post-test point average of FAS sub-dimensions ($z = 1,932, p > 0,05$). According to these findings, the training of trained mothers is effective in problem solving, communication, giving emotional response, showing necessary interest, behavior control, and general family functions. This can be explained by the fact that trained mothers apply the learnt subjects in their families following the education and strengthen knowledge from mother to mother. Moreover, this difference may arise from the desire of mothers to be successful in the role of "trainer" to other mothers. The fact that there was no significant difference between the pre-test, post-

test point averages in the sub-dimension of the role of the mother when receiving training from trained mothers may arise from a sense of duty, role, and responsibility brought about by an education limited only to mothers. Moreover, resistance of other family members to this topic, or the beliefs of the mother may explain why no change can be seen between the spouses regarding these roles.

Lee (2001) analyzed the effect of a 12-week family education program on the family function of mothers with children aged 3-6. As a result of the study, it was determined that mothers receiving training could express themselves to their spouses better, had started to solve family problems by more efficient means, and had begun to realize the problems they were experiencing as they expressed themselves, and were starting to act in a more controlled way when reacting to the behavior of their children (cited in Halford & Moore, 2002).

A study conducted by Tuijl and Leseman (2004) analyzed the effect of "Opstap Opnieuw" - a home-based intervention program aimed at strengthening mother-child interaction for children in a 4-6 age group who were deemed most at risk in terms of cognitive and language development. As a consequence of the study, it was found that the program had helped to strengthen mother-child communication, and that this improved communication was also effective in improving cognitive and language development among the children.

A further study conducted by Alacahan (2010) analyzed the factors and functions constituting the unity of a family among 67 families. This study concluded that the sub-dimension of a controlled emotional reaction increased in line with an increase in the level of communication among family members.

An analysis of the results from the Wilcoxon signed ranks test in mothers receiving education from mother to mother and the pre- and post-tests show a significant difference between the sub-dimensions of problem solving, communication, giving emotional reaction, showing necessary interest, behavior control, and general functions and the total pre-test, post-test point averages ($p < 0,001$). No significant difference was found between the pre-test post-test point averages in the various sub-dimensions highlighted in the FAS ($z = 1,962$, $p > 0,05$). According to these findings, it can be said that education from mother to mother is effective in helping with problem solving, communication, providing an emotional response, showing necessary interest, behavior control, and the overall

family functions of the mothers. A significant difference between the aforementioned sub-dimensions in the FAS of education from mother to mother may arise from the fact that mothers receiving education from trained mothers share similarities in terms of family structure, number and age of children, and life style. Moreover, this difference may be explained by the fact that trained mothers transmitted information to the subjects on the basis of directives laid out by the program.

The fact that there is no difference between the pre-test post-test point averages in these sub-dimensions among mothers receiving education from mother to mother can be explained by the fact that trained mothers were not competent for guiding the subjects in an area that they had not internalized. This is further evident in the fact that trained mothers were unable to transfer their learned knowledge to the subjects in the sub-dimension of skills.

The fact that the family education program did not result in any difference in the sub-dimensional roles of trained mothers on the mothers benefitting from the program can be considered as an expected consequence since it is a sequential practice.

Leamson (2002) investigated the effect of 24-person women support groups formed to solve the problem between couples suffering from inter-family communication problems on overcoming those problems. In the study, support practices of the women receiving an education from a specialist before for the other women in the peer group was examined. In conclusion, it was determined that sharing experiences and suggestions of possible solutions among members of the group positively affected women's communication with their husbands, and the men in turn started to adopt more empathetic approaches to the women.

Augiana (2002) examined the effects of education from mother to mother approaches for women who had children in need of special care or education. The approaches enabled the women to share their family difficulties and experiences as well as methods for overcoming these problems. As a result of the study, it was found that parents could communicate with their children in a more healthy way, showed necessary interest, and were more successful at controlling their emotions and behaviors (cited in Wang, Mannan, Poston, Turnbull, & Summers, 2004).

When analyzed according to the Wilcoxon signed ranks test, results of the pre-test post-test regarding

the scale of family education of mothers in the control group, there is no significant difference between the sub-dimensions of problem solving ($z = 1,719, p > 0,05$), communication ($z = 1,816, p > 0,05$), roles ($z = 1,915, p > 0,05$), giving an emotional reaction ($z = 1,724, p > 0,05$), showing necessary interest ($z = 1,704, p > 0,05$), behavior control ($z = 1,694, p > 0,05$), general functions ($z = 1,748, p > 0,05$) and the total ($z = 1,760, p > 0,05$) pre-test post-test point averages. The fact that there is no difference in the control group can be explained by the fact that no education was provided in this group.

By contrast, the Wilcoxon signed ranks test results for the pre-test post-test regarding FAI of mothers receiving training from trained mothers indicates that there is a significant difference between the sub-dimensions of democratic/authoritative child-rearing methods and identification with children, and in the total pre- and post-test point averages ($p < 0,001$). No difference was found in the sub-dimensions of family attitude, adaptation behavior ($z = 1,728, p > 0,05$), and social mobility ($z = 1,718, p > 0,05$) according to the pre-test post-test point averages. On the basis of these findings, it can be said that the training of trained mothers has an effect on the methods of child rearing and identification with the children.

The significant difference between the sub-dimensions of democratic/authoritative child-rearing methods and identification with children under FAI for mothers receiving training from trained mothers and the pre- and post-test point averages can be explained by the fact that the sub-dimensions of communication, self-expression and parental attitude were internalized by the mothers. This difference may also arise from the mothers' application of what they had learnt in their families and growing knowledge gained through education in contrast to that provided from mother to mother.

It is seen that the pre-test point averages for adaptation behaviors among mothers receiving training from trained mothers did not change in the post-tests as a result of family education. The fact that there is no difference between these two averages in the sub-dimension of adaptation behavior for these mothers can be explained by the mothers' reflecting behaviors that satisfy the social codes of traditional moral and basic schooling and of family order and structure.

The fact that there is no difference between the pre-test post-test point averages in the sub-dimension of social mobility for mothers receiving training from trained mothers can be explained by the fact

that the mothers are not affected by fast-moving social change and the modernization process.

Kim and Yoo (2001) analyzed the effects of an eight-week family education study with 40 parents of children aged 6-12. The study concluded that the parents had started to attach greater importance to familial cooperation when solving problems both in the family and with their peers, and were adopting more democratic attitudes toward their children.

Evirgen (2002) studied the effect of a school-supported educational program developed for mothers with six-year olds. As a result of the study, it was determined that mothers developed a positive attitude in relation to their children by interacting more, listening to them more, beginning to establish an empathy with them, reading stories to them, playing games, teaching simple concepts, and also perceiving themselves more positively.

Wagner et al. (2003) analyzed the effect of home visit programs for encouraging family participation in pre-school education. It was concluded that information exchange during home visits had a positive effect on correcting conflict between parents regarding attitudes toward child rearing, and parents began to adopt a more democratic approach to the problem-solving process, including making more of an effort to show necessary interest in the study.

Analyzing Wilcoxon signed ranks test results of pre- and post-test points of the FAI for mothers receiving education from mother to mother, a significant difference was found between the sub-dimensions of democratic/authoritative child-rearing methods and identification with the children, and the total pre-test post-test point averages ($p < 0,001$). No difference was found between the pre- and post-test point averages in the sub-dimensions of adaptation of behavior in the FAI ($z = 1,724, p > 0,05$) and social mobility ($z = 1,728, p > 0,05$). According to these findings, education from mother to mother has an effect upon methods of child rearing and identification with the children.

The significant difference between the sub-dimensions of identification with children and democratic/authoritative child-rearing methods of mothers receiving education from mother to mother and total pre- and post-test point averages can be explained by the fact that mothers internalized what they had learnt about basic needs, communication barriers, language, and parental attitudes toward education. This difference may also arise from mothers receiving education from peers with similar characteristics in terms of age, family

structure, number and age of child, and life style.

There is no difference between the pre-test post-test point averages in the sub-dimension of adaptation behavior for mothers receiving education from mother to mother. This can be explained by the fact that the number of adaptable mothers in the practice group was high at the beginning.

The fact that there is no difference between the pre- and post-test point averages in the sub-dimension of social mobility for mothers receiving education from mother to mother is a result of the mothers not being affected by social change or modernization in their society.

Family education programs not resulting in any difference in the sub-dimensions of social mobility and adaptation behavior for trained mothers can be considered as an expected result for mothers not receiving education from the program.

Johanson (2002) elaborated that classical education was incapable of meeting the requirements of a modern era, and new alternative models should be created to meet those requirements. He emphasized that the level of interaction of the masses with similar academic, economic, and socio-cultural features was high, and also mentioned that peer education would result in expected developments (cited in Baxter & Bethke, 2009).

Sierra (2004) considered the benefits gained from people who have shared knowledge and similar experiences in adult education as a significant factor in that education achieving its aim.

A significant difference was not determined between democratic/authoritative child-rearing methods ($z = 1,792, p > 0,05$), identification with children ($z = 1,720, p > 0,05$), adaptation behavior ($z = 1,736, p > 0,05$), and social mobility ($z = 1,748, p > 0,05$) for mothers in the control group and for the total ($z = 1,719, p > 0,05$) pre-test post-test point averages. The fact that there is no difference between the sub-dimensions of family attitude for mothers in the control group can be explained by the fact that no education was provided for this group.

The Kruskal-Wallis H test results draw comparisons between each of the experimental groups and the control groups among the sub-dimensions of problem-solving, communication in the family, role played within the family, providing an emotional reaction, showing necessary interest in the family, behavioral control and general functions. The differences between the groups in each of these sub-categories are outlined below.

In the sub-dimension of problem solving, there is a significant difference among those trained by trained mothers, those educated from mother to mother, and the control groups ($p < 0,01$). When analyzing paired comparisons to understand the group from which this difference arose, there is a significant difference between the group receiving training from trained mothers and that from mother to mother and control group in favor of experimental groups ($p = 0,0001$). There is not a significant difference between the group receiving training of trained mothers and group receiving education from mother to mother ($p > 0,01$).

In the sub-dimension of communication in the family, there is a significant difference between training of trained mothers, education from mother to mother, and the control groups ($p < 0,01$). When analyzing paired comparisons to understand the group from which this difference arose, there is a significant difference between those trained by trained mothers, those educated from mother to mother, and the control group in favor of the experimental groups ($p = 0,0001$). There is no significant difference between the training of trained mothers group and the group receiving education from mother to mother ($p > 0,01$).

In the sub-dimension of the role of the family, there is no significant difference between groups ($p = 0,770, p > 0,01$).

In terms of providing an emotional reaction, there is a significant difference between the groups ($p < 0,01$). A paired comparisons analysis shows a significant difference between the group receiving training from trained mothers, that receiving education from mother to mother ($p = 0,002$), and the control group ($p = 0,0001$) in favor of the experimental groups ($p = 0,0001$).

In the sub-dimension of showing necessary interest, there is a significant difference among groups ($p < 0,01$). A paired comparison shows a significant difference between the experimental groups and the control group in favor of the experimental groups ($p = 0,0001$). There is no significant difference between the trained mothers group and the group receiving education from mother to mother ($p > 0,01$).

In the sub-dimension of behavior control, there is a significant difference between groups ($p < 0,01$). A significant difference between groups in favor of the trained mothers group is shown ($p = 0,0001$). Between the group receiving from mother to mother education and the control group, the difference is ($p = 0,0001$) in favor of the group receiving education

from mother to mother. In the sub-dimension of general functions, there is a significant difference between groups ($p < 0,01$). There is a significant difference between the trained mothers group and the control group in favor of the trained mothers group ($p = 0,0001$); same is the case ($p = 0,0001$) in favor of the group receiving education from mother to mother over the control group.

In terms of total point, there is significant difference between groups ($p < 0,01$). An analysis of the differences show a significant difference between the trained mothers group and the group receiving education from mother to mother, and also between both experimental and control groups in favor of experimental groups ($p = 0,0001$).

Cameron (2004) investigated the effect of a 13-week education program prepared for parents with children aged 3-11 on family relationships. It was found that parents receiving an education by a specialist started to solve communication problems they had had with their children and among themselves by applying problem solving techniques, and as a result were able to control their excessive emotions better.

Gittins (2001) examined the perception of social support among groups comprised of families with children in need of special education. It was determined that families who shared the knowledge they had obtained from a specialist with the group became solution-focused rather than problem-focused, and that these families also had more information available to them about application sources than other families (cited in Conyers, 2003).

In the sub-dimension of democratic/authoritative child rearing of FAI of mothers in experimental and control group, there is a significant difference between training of trained mothers, education from mother to mother, and control groups ($p < 0,01$). When we examine paired comparison to understand from which group this difference arose, there is a significant difference in favor of the trained mothers group between control group and trained mothers group and group receiving education from mother to mother and a significant difference in favor of the group receiving education from mother to mother between the control group and group receiving education from mother to mother ($p = 0,0001$).

According to the Kruskal–Wallis H test results in the sub-dimension of identification with the children, there is a significant difference between those trained by trained mothers, those with education from mother to mother, and the control groups ($p < 0,01$). A cross-comparative analysis reveals that there is a significant difference between trained mothers group and group receiving education from mother to mother and control group in favor of the trained mothers group and between the group receiving education from mother to mother and the control group in favor of the former ($p = 0,0001$).

In the sub-dimensions of adaptation behavior and social mobility, there is no significant difference between groups in any category (adaptation behavior, $p = 0,343$, $p > 0,01$; social mobility, $p = 0,438$, $p > 0,01$).

In the total post-test points in the Kruskal–Wallis H test, there is a significant difference between the experimental and control groups ($p < 0,01$). A significant difference exists in favor of the trained mothers group in comparison with the other experimental group, and again in favor of the group receiving education from mother to mother ($p = 0,0001$) in comparison with the control group.

Diaz (2001) analyzed the effect of an education program he developed on parental attitude toward child rearing. The conclusions determined that authoritative attitude levels of the father decreased and democratic attitude levels increased (cited in Meeker & Johnson, 2005).

Mead and Mcneil (2004) point out that the possibility of having an effect on people with similar characteristics was higher and should therefore result in an increase of effectiveness among peer education and support groups.

In conclusion, it was proposed that the training from trained mothers and education from mother to mother programs tested and prepared as an alternative to family education programs used in Turkey created a difference in family functions and attitude toward child rearing. When we analyzed whether either of these programs created a more positive difference than the other, it was observed that training provided by trained mothers was more effective.

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