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## PARENTS' ATTITUDES TOWARDS PEDAGOGICAL EDUCATION

**Abstract:** This paper discusses the attitudes of parents of preschool children regarding pedagogical education. The aim of this study was to determine whether the parents' gender, age and level of education significantly influence their attitude towards pedagogical education, i.e. if there is any difference in educational needs with regard to these factors. The research using the method of factor analysis showed that parents positively evaluate pedagogical education. The T-test showed that there is a statistically significant difference in the evaluation of the importance of pedagogical education in relation to the parents' level of education, while no statistically significant differences were found regarding the other variables (the parents' gender and age). The research findings show that regardless of gender and age, parents of higher level of education have higher educational needs for responsible parenthood, and positive attitude towards pedagogical education.

**Keywords:** parents' pedagogical education, attitudes, parents' educational needs.

### Introduction

In modern conditions of living, the issue of parental preparedness and capacity of facing the challenges of modern parenthood, i.e. the development of parents' pedagogical competence, becomes more and more important. Given the social requirements for competent parenthood and parents' sense of personal responsibility, they are directed towards the acquisition of necessary parenthood skills, their mutual cooperation is

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strengthened, which leads to the development of their partnership. Along with the person's growing expectations from its own environment, freedom of choice and responsibility in all areas of life are also growing. How to become "equipped" for functioning at both individual and social level in an effective way? Modern educators have suggested an entire set of general skills and competencies, as prerequisites required for realizing individual and social achievements. Competence, and its domain of self-competence and social competence, are considered major skills for individual's fulfillment in the areas of personal and social life (Gojkov, G; 2008; 11). Therefore, as emphasized by modern science and practice, parents are in need for pedagogical education. They also highlight the importance of efficient implementation of a number of parent-oriented programs, which goal is to raise the parents' level of educational competence. Effective educational programs need to be based on the parents' actual needs and adjusted to their interests and abilities.

Given the complex nature of educational needs – an activity which is insufficiently regulated in its theory and methodology – some of their aspects, primarily the values, attitudes and psychological and social personality traits, as well as their importance for understanding the goal of education, are relatively neglected in recent studies. When identifying educational needs solely on the basis of empirically measurable facts, the concept of educational needs is significantly narrowed. This is not to diminish the importance of empirical research, but to emphasize the importance of social values and psychological and social traits of personality. The point is not how to determine the educational need, but why it occurs, why it appears as a need, and what influences its intensity. In the last decades of the 20<sup>th</sup> century, the development of andragogy has led to a series of studies in this area. Highly significant were studies of R. Bošije (1971) and A. M. Tof (1979) who identified six factors by which adults are driven to participate in educational activities, including: the need for social contacts; the need for social stimulation; the need for professional advancement; the need for serving the community; needs resulting from external expectations; and cognitive interest. With their existing capabilities and skills, adults were also found to be able to perform their work without further education; however, they were involved in the learning process in order to be more successful (see Babic-Kekez, S, 2009, 78). According to the results of these studies, the most common benefit was the amenity (happiness, pleasure, satisfaction), self-esteem and the others' positive reactions. Knowledge for the own pleasure is the most common drive of the adults' learning. Educational needs, as well as needs in general, are characterized by dynamism, developmental options,

possibilities to be educated, etc. However, educational needs also have some specific features that are reflected in the tendency by which educational needs that were met on a certain level are neither reduced nor extinguished; instead, they seek further satisfaction, which is essentially the opposite to the mechanism of satisfying other needs (biological, for example), where dissatisfaction makes the need more stronger. Many studies have shown that with increasing levels of education, educational needs are also increasing, while being the lowest at the lowest levels of education (see: Babic Kekez, S, 2008, 43). If educational needs are means for satisfying other needs, a significant lack of education creates a more significant need for education. In other words, educational needs, when satisfied to a higher degree, during time become their own purpose. Results obtained through these studies are extremely important for understanding the parents' educational needs for performing educational activities within the family.

### **Integrative model of parenthood**

A wider framework of this research is an integrative model of parenthood with highly prominent parents' pedagogical competence. The integrative model of parenthood is based on contemporary psychological insights into the concept of parenthood within the framework of ecological understanding of the family as a system of interactive subsystem of mother, father and children, and within the contextual model of parental educational influences (see: Čudina-Obradovic, 2003). The notion of parenthood implies several concepts that need to be clarified when studied and when the aim is to distinguish between the essence of parenthood, its forms, and parental influences on children. According to Čudina-Obradovic (2003), it is necessary to distinguish between the concepts which belong to the experience of parenthood, and they are: making decisions for children, taking and accepting the parental role, setting educational goals in a conscious or intuitive manner and experiencing the own values for taking the efforts for the emotional attachment and the child's success. Then, there is the parents' care, i.e. giving birth and sustaining the children, their life and development, as well as the parenthood practice and activities that parents are undertaking to achieve goals and fulfill their role. Finally, there is the parents' educational style, i.e. the emotional climate in which all interactions between parents and children are unfolding. The parents' desire and intention to effectively perform their parental duty and the system of belief may be significant incentive for parental behavior. However, this behavior cannot be seen merely as acting in isolation from other components of parental behavior;

instead, it is also both thinking and feeling, as well as a physiological response to these processes. It can be argued that parental action is accompanied by cognition and meta-cognition and emotions and meta-emotions of parenthood. All these intertwining components constitute the meta-level of parental pedagogical competence. The meta level or the awareness (see: Ljubetić, M, 2006) of parental educational competence is not always a pleasant process, especially for parents, if results of comparing the desired and the actually perceived parenthood turns out to lack sense of balance. Parents' frustration may be an incentive for changing behavior. It is expected that parent who functions at meta-level reconsiders and analyzes emotions, reconsiders his way of thinking, and acts and communicates at meta-level with his spouse, child and other members of his family and wider environment; thus, he recognizes the need for more knowledge and information in order to make his parental actions more successful. Note that here it is possible to distinguish between two levels of parental behavior: 1) the primary level, which refers to acting, emotions and opinions about parenthood, and 2) the meta-level which is related to opinions and analyzing the opinions, emotions and actions, i.e. the parents' self-evaluation (for more on this, see: Ljubetić, M, 2006). If the assessment is high perception of others (people, things, phenomena, etc.) i.e., the perception of objective reality which is assigned a value judgment that is perceived, self-assessment can be defined as the same procedure aimed at assessing the appraiser, and refers to the comparison of what an individual wants in relation to what is perceived to have. The primary-level self-evaluation of parental behavior and actions can be called meta-level of the parent's pedagogical competence.

The situation in practice reflects a wide gap between what is real and what is possible (and necessary) given the several problems and obstacles standing in the way of the parents' pedagogical education and the improvement of their pedagogical competences. According to research of D. Maleš (1995), the following are the most common issues in the parents' pedagogical education:

- the lack of social actions that would emphasize the social value of motherhood, fatherhood and parenthood;
- insufficiently developed public awareness of the importance and necessity of parent education;
- the lack of the parents' interest in this type of education and the lack of understanding that parent education is best prevention against the side effects in the development of children;

- expert opinions are sought only in situations where problems are encountered; then the possibilities of professionals to act are limited;
- the lack of written material that would provide parents with useful information;
- no or insufficient educational programs for prospective and current parents;
- the lack of records on existing programs for parents and, as a result of that, the lack of database on the state of parental education in the country;
- a very limited number of institutions to which the parent can turn to for expert advice (counseling, family centers);
- the containment of facilities that would otherwise significantly contribute to informing and educating parents;
- the outdated concept of parental education, dominated by lecturing methods, where parents are assigned a passive role;
- activities are rather chaotic, with only a few of well-planned and continuous programs;
- the lack of programs related to the family and responsible parenthood within the education system.

One way to overcome these actual obstacles and strengthen parents' pedagogical competence is through educational programs that are designed for the target groups of parents, covering the areas evaluated by parents as deficient. Therefore, the parents' pedagogical work is expected to improve provided that parents will be offered programs that will enable them to acquire specific parenthood-related knowledge and information. Through the adoption of educational content, parents will strengthen their pedagogical competence of performing pedagogical activities in the family, that is, they can be expected to establish a better communication with their child and learn to build better relations with him. Effective education program for parents should be based on their actual needs and adjusted to their interests and abilities.

Modern parenthood fails to imply parents' one-way influence towards children, because as parents affect the child, the child also affects his parents, challenging them for taking actions and behaviors that can affect their child's development either favorably or adversely (see Grandić, R, 2002). The parents' mutual relationships will also affect each parent either favorably or adversely, which will again have an impact on father's and mother's relationship with the child. Will they have a stimulating effect on the child's development depends on the broader context in which the

family lives and the society as a whole. According to M. Ljubetić (2007), parenthood is affected by three groups of factors: a) factors that are directly related to the parents: their childhood, personality, education and social status, age (maturity), marital status, etc.; b) factors that are directly related to children: their personality, order of birth, gender; c) factors of the broader social context: war and postwar events, the economic status of society as a whole, migrations, culture, religion and so on. The narrow framework of this research is to study the impact of some of these factors on parenthood, i.e. to identify the impact of the parents' level of education, age and gender on their different educational needs through the process of self-evaluation.

The analysis of previous studies that were conducted in different social and political conditions and cultures suggests that all of them emphasize that there is a strong need for pedagogical education and that the application of appropriate supporting programs has positive implications on children's development. In Armenia, within the project called "Preparation for the school" (for ages 4-6), a research has been conducted in 2003 on impact of the parents' pedagogical education on the development of preschool children (Ashkhen Gyurjyan, 2010). Approximately 1700 parents from marginalized groups have undergone training in parental centers. The project has contributed to the prosperity of 3400 children from socially disadvantaged families. Each center worked with parents for 9-10 months. A three-month summer course for parents was organized in several communities. In 2009, the Open Society Institute conducted an evaluation research on that project (What changes have occurred in communities, whether the program has positive effects and how the program can be expanded in the best way). Nearly 2500 families have undergone the training in parental centers.

- More than 5.000 children were covered by services of education in the family.
- 70 parents from all regions of Armenia provided continuous training for parents in their communities as workshop leaders.
- Resources were created in the form of handbooks for parents and trainings were conducted for educators working with parents.

In line with previous studies, the following main challenges in the education of parents were identified:

- Parents find it difficult to overcome traditional child-raising stereotypes.
- Fathers are not active in the education of children.

- Parental centers have financial problems and difficulties to organize regular meetings with parents.

After the implementation of the program and the evaluation of its results, the following outcomes were identified:

- Through their participation in the program, parents have gained confidence in their own teaching skills, as well as in the children's capacity to learn.
- Relations between children and adults were improved, as well as relations among the adult members of the family.
- Family members have developed a common approach to the child's development.
- The materials were adjusted to the needs of children.
- "Step by step" model centers and resource centers became centers for parents in the local community.
- Local communities became more interested in issues related to early development and learning.
- Cooperation between local communities, centers for parents and families became stronger.
- The number of children enrolled in kindergarten / preschool institutions increased.

A research conducted in the Republic of Croatia called "Pedagogical education of parents" (D. Males, 1995) suggests that from the aspect of school, the effectiveness of cooperation with parents depends on their pedagogical education. The author suggests in what direction parent education should be developed, as well as on what content, methods and principles it needs to be based in order for the cooperation between schools and families to truly become a bridge for making new partnerships.

According to the research conducted by M. Ljubetić (2007) in Croatia on the sample of 251 parents of preschool children with the aim to study parental attitudes towards parenthood and parents' pedagogical education, parents expressed the need for pedagogical education and expect both kindergarten (kindergarten teachers and professionals) and experts in the local community to meet this need.

Snezana Babic-Kekez (2009) studied educational needs of parents in the Republic of Serbia in order to identify the educational needs of parents of children of specific age in a complete/incomplete family in cities with different degrees of urbanization, based on which the content of parent

education programs would be designed. The parents' educational needs appear as a consequence of efforts for the development of competences for responsible parenthood. A responsible parent, among other things, attempts to balance his requirements and educational practice with the requirements of the society or the school. This suggests that the common educational activity of families and schools requires conditions that would meet the parents' educational needs for competent parenthood. The first step is to identify the parents' educational needs.

Assuming that educational needs have different effects on the development of programs for working with parents for their educational activities in the family and require a variety of topics, methods and forms of pedagogical and educational work, the author has reached the following conclusions:

- There is a significant difference in the educational needs of parents of preschool children (age 5) as compared to the educational needs of parents of children of primary school (age 10) and children of secondary school (age 15);
- There is no significant difference in the educational needs of parents living in cities with various degrees of urbanization;
- There is a significant difference in the educational needs of parents regarding their educational activities in complete and incomplete families;
- The main research-hypothesis has been confirmed – i.e. that the parents' educational needs have different effects on programs and require a variety of topics, methods and forms of pedagogical and educational work.

Also interesting is the study of Bornstein et al. (1998, according to Čudina-Obradovic 2003) which included seven culturally diverse countries, where significant differences were found regarding the experience of parenthood within each individual culture (which can be explained by differences in social norms and educational goals as determined by culture). However, a high level of similarity between cultures was also found, i.e. some universalities were established: in all cultures, a high maternal satisfaction with parental role was found, which is explained by authors as the consequence of two *biological factors*. The first is the hormone oxytocin which is excreted in late pregnancy and during delivery and which stimulates lactation and breastfeeding, causing an experience of unification of mother and child. The second biological source of the mother's satisfaction is the reinforcement of the primary breastfeeding relation through a multitude of vocal, tactile and visual interactions

between mother and child and their development into a strong affective attachment.

Particularity of this research is reflected through several aspects of approaching the research subject. Since the process of equivalence of gender roles in relation to parenthood is still not fully completed, it is necessary to determine whether the concept of modern parenthood is accepted or fathers continue to be a particular target group. Also, the problem in this paper is approached by using different instruments as compared to those used in earlier research. The difference in methodology is expected to contribute to the consistency of previous results. Results are also expected to serve as a snapshot of the parents' educational needs and their perception of parenthood in conditions of post-socialist and post-conflict transition, which may be of interest to countries in similar socio-political situation.

### **Methodological framework**

The research was focused on the issue of understanding the essence of parenthood and the need for developing it regarding the parents' personal and immutable features such as gender and age, i.e. the research was based on the following question: can the parents' education, gender and age be considered as predictors of their need for pedagogical education, while the goal was to determine whether the parents' gender, age and level of education affect the differences in the attitude towards pedagogical education, i.e. the parents' educational needs, to a statistically significant degree. The basic assumption is related to the impression that regardless of gender and age, parents with higher level of education have more pronounced educational needs for achieving responsible parenthood and more positive attitude towards pedagogical education, testing thereby also the thesis of the integrative model of parenthood where the parents' pedagogical competence takes a prominent place.

*Research methods, techniques and instruments.* The research was conducted using the survey technique and the descriptive SRPO Scaler (Scale of attitude towards pedagogical education). Using the self-evaluation process from "strongly agree" (5) through "strongly disagree" (1), the following claims were measured: Parents should work on their own pedagogical education; Effects of pedagogical education are invaluable; The process of education will proceed with fewer problems if parents are more involved in pedagogical education; With higher involvement of

parents in pedagogical education, their role of parents will become easier. The parents' self-evaluation regarding the above statements is the independent research variable, with the parents' age, gender and level of education as the dependent variables.

*Data processing.* Data obtained by surveying the parents was statistically analyzed using the Excel software and the SPSS.v19. statistical package that provides a wide array of statistical procedures, so that the emphasis was on descriptive statistics, measures of correlations and graphs, the factor analysis, F-test, t-test, the Pearson's correlation coefficient and the univariate analysis of variance (ANOVA).

*The research sample:* The research population, i.e. the basic set in this study, consists of parents of preschool children from kindergartens in Novi Sad. The study was conducted on a biased sample, and given the fact that it covered the most accessible units, a convenient, non-plausible sample was constructed, consisting of 72 parents of children of ages 4, 5, 6 from the kindergarten "Gulliver" in Novi Sad. Although the results cannot be generalized to the entire population, they are expected to suggest several answers that could be later verified on a representative sample, and thus, they would serve as guidelines for future studies on this issue.

Subsamples	PARENTS					CHILDREN								
	Gender	Level of education				Gender	Age				Order of birth			
Gender	-	Elementary	Secondary	High	Σ	-	4	5	6	Σ	1.	2.	Other	Σ
F	36	1	17	18	36	36	13	14	10	36	-	-	-	-
M	36	1	15	20	36	36	13	11	12	36	-	-	-	-
Σ	72	2	32	38	72	72	26	25	22	72	4	22	7	72
											3			
Category	The parents' age				Number of children									
	20-30	30-40	40+	Σ	1	2	3+	Σ						
F	8	25	3	36	-	-	-	-						
M	5	20	11	36	-	-	-	-						
Σ	13	45	14	72	23	35	14	72						

Table 1: The structure of the sample with subsamples

## Findings and interpretation

Through the factor analysis of the SRPO questionnaire, the main component was identified, which explains 49.193% of variance, i.e. using the principal components analysis a single factor has been extracted which explains 49.193% of the total variance. We called it ATTITUDE TOWARDS PEDAGOGICAL EDUCATION because the entire factor is hallmarked by three variables which are the most saturated as well: the effects of

pedagogical education are invaluable (.807), the process of education will proceed with fewer problems if parents are more involved in pedagogical education (.896), with higher involvement of parents in pedagogical education, their role of parents will become easier (.834).

Factor	No.	Manifest variables	Coefficient of saturation
The factor of attitude towards pedagogical education	01	Parents should work on their own pedagogical education	.722
	11	Effects of pedagogical education are invaluable	.807
	12	The process of education will proceed with fewer problems if parents are more involved in pedagogical education	.896
	13	With higher involvement of parents in pedagogical education, their role of parents will become easier	.834

Table 2: Variables describing the extracted factor

We used the attitude towards pedagogical education as an independent variable in order to determine the way gender, age, level of education (qualification structure), the childrens' age and number in the family affect the differences in the parents' educational needs.

To determine the impact of **gender differences** in the attitude towards pedagogical education, the t-test to independent samples was applied.

Group Statistics

	gender	N	Mean	Std. Deviation	Std. Error Mean
sumSRPO	male	36	54,1389	11,95743	1,99291
	female	36	58,2222	10,70410	1,78402

Table 3: Group statistics for the variable *gender of parents* in the SRPO questionnaire

Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
sumSRPO	Equal variances assumed	,662	,419	-1,527	70
	Equal variances not assumed			-1,527	69,159
Independent Samples Test					
		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	
sumSRPO	Equal variances assumed	,131	-4,08333	2,67477	

Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
	Equal variances assumed	,662	,419	-1,527	70
	Equal variances not assumed	,131	,408333	2,67477	

Table 4: Significance of t-test for the variable *gender of parents* in the SRPO questionnaire

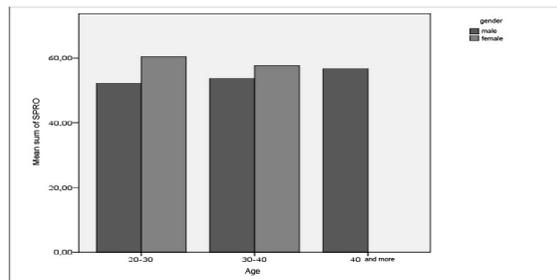
Given that there is no significant difference between the means (males 54.13, females 58.22), i.e. the value of  $t = -1527$  with 70 degrees of freedom and the level of significance was higher than 0.01 ( $p = .131$ ), it can be concluded that gender difference regarding the attitude towards pedagogical education is statistically insignificant. We can say that results of our sample imply a modern conception and understanding of paternity and the importance of the father's role in upbringing the children, thus confirming the adoption of modern conceptions of parenthood. However, we should be cautious in this generalization given the structure of the sample, because a large number of highly educated mothers also include their professional involvement. To determine the difference in the attitude of parents towards education pedagogy in relation to the **age of parents**, the F-test was applied.

#### Descriptives

sumSRPO

					95% Confidence Interval for Mean	
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound
20-30	13	57.2308	12.70927	3.52492	49.5506	64.9109
30-40	51	55.8235	11.21910	1.57099	52.6681	58.9790
40 and more	8	56.7500	12.30273	4.34967	46.4647	67.0353
Total	72	56.1806	11.45392	1.34986	53.4890	58.8721

Table 5: Group statistics for the variable *age of parents* in the SRPO questionnaire



Histogram 1: The mean for variables of *age and gender of parents*

ANOVA					
sumSRPO					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23.433	2	11.717	.087	.917
Within Groups	9291.219	69	134.655		
Total	9314.653	71			

Table 6: F-test for the variable *age of parents* in the SRPO questionnaire

Given the value of  $F = .87$  with 2 degrees of freedom and the level of significance higher than 0.01 ( $p = .917$ ), we can conclude that the F-test is insignificant, i.e. that there are no differences in the attitude towards pedagogical education regarding the variable of the age of parents. The results lead to the conclusion that awareness of the importance of parenthood is not determined by the age of parents.

To determine the differences in parents' attitudes towards pedagogical education regarding their **level of education**, the t-test to independent samples was applied.

Group Statistics					
Degree of education	N	Mean	Std. Deviation	Std. Error Mean	
sumSRPO os i sss	34	52.8529	11.97506	2.05371	
vss	38	59.1579	10.22590	1.65886	

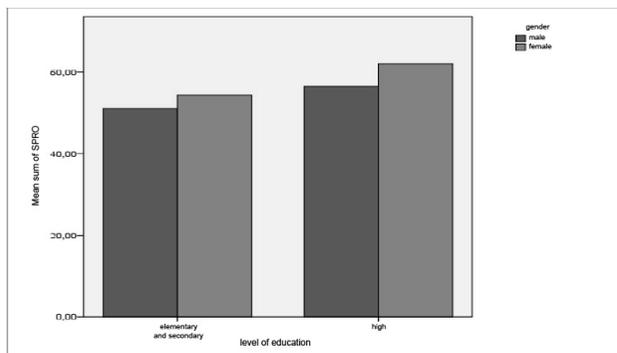
Table 7: Group statistics for the variable *degree of education* in the SRPO questionnaire

Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
sumSRPO	Equal variances assumed	1.381	.244	-2.409	70
	Equal variances not assumed			-2.388	65.312

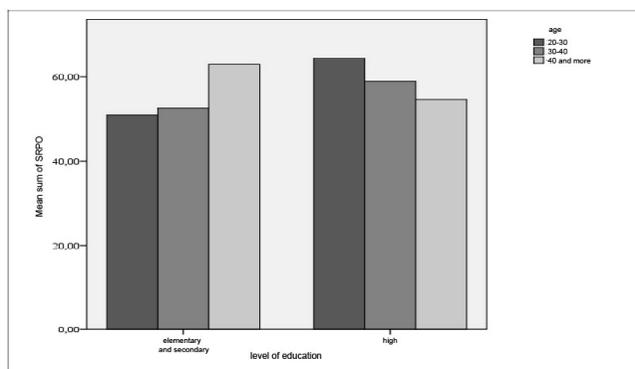
Table 8: Significance of the t-test for the variable *level of education* in the SRPO questionnaire

Table 7 shows the descriptives of the group statistics for the variable *level of education* in the SRPO questionnaire: number of respondents, mean, standard deviation. Given that there are significant differences between means (elementary and secondary education - 52.85, higher education 59.15) and the value  $t = -2.409$  with 70 degrees of freedom with the level of significance being lower than 0.01 ( $p = .019$ ), we can conclude that the t-

test is significant, which means that there are differences in the parents' attitude towards pedagogical education regarding the level of their education.



Histogram 2: The mean for the variables *level of education* and *gender* of parents



Histogram 3: The mean for the variables *age* and *level of education* of parents

Means shown in Histograms 2 and 3 indicate that parents, regardless of their gender and age, with college and university education have more positive attitudes towards pedagogical education as compared to parents with elementary and secondary education. The result confirms the specific educational needs as expressed through their development through the respect of all other needs, or to meet the educational needs of developing an even greater need for education, as opposed to physiological needs, whose satisfaction due to the need extinguishes, which is in accordance with the findings that were mentioned in the theoretical part of this work, and refers to the observation that many studies show that the need for education grows as the education levels increase, and thus, they are the least at the lowest levels of education. It can be argued that parental actions are accompanied by cognition and meta-cognition, by awareness

of their own pedagogical preparedness and by the need for its improvement. The meta-level of parental pedagogical competence is visible especially at higher levels of education. For an integrative model of parenthood this can be only one of the several aspects, or a single detail of this model (cognitive sphere), which is certainly insufficient for the creation of a model of pedagogical education, but it strongly indicates the guidelines to be followed in creating the basis for the parents' pedagogical education.

### **Conclusion**

Based on the above findings, it could be concluded that modern living conditions impose families the questions of parental readiness and capacity to face the challenges of modern parenthood, i.e. it requires parents' awareness about the need for developing their pedagogical competence, which in turn directs them towards the provision of competent parenthood and a sense of personal responsibility, turning them to the acquisition of necessary parental skills. Along with the growing expectations coming from the environment, his freedom of choice and responsibilities in all areas of life are also growing. The important question for today's families is how to become "equipped" for the effective parenthood. Modern educators suggest an entire set of general skills and pedagogical competencies as a necessary condition required for the family to be efficient regarding its pedagogical influence. Therefore, modern science and pedagogical practice are advocating the need for parents' pedagogical education, that is, the need for the efficient implementation of a number of parent-oriented programs with the goal to raise their level of educational competence. To be effective, education programs need to be based on the actual needs of parents. As suggested by findings, parents have a well-developed sense of personal responsibility towards children, which engages and directs them towards the acquisition of necessary parental skills. It is important that parents with college and university education have more positive attitudes towards the pedagogical education than parents with elementary and secondary education. It is also evident that parents understand the main principles of parenthood, which is reflected by the fact that the above categories are not dependent on the parents' personal and immutable characteristics such as gender and age; instead, what is required for the development of parenthood is the awareness of parents which is determined by their level of education, which is essentially yet another argument in favor of parents who are unaware of their deficiencies in parenting.

It is the responsibility of society to support even if not sought. Thus, as found by this research, regardless of gender and age, parents of higher level of educational have more pronounced educational needs for achieving a responsible parenthood and a more positive attitude towards pedagogical education.

The above results can be used as the basis for parent education programs aimed at developing pedagogical competencies for implementing educational activities in the family. Thus, all the available research in this paper indicates that there is a need for the parents' pedagogical education, which is confirmed also by our study. However, what still remains unclear is the degree to which parents are self-relying in meeting these needs, as well as the degree to which they expect the society to meet this need, which certainly deserves further clarification in some future research. Since the level of education is what determines the awareness of need for the development of parenthood, the attention should be focused on parents of lower levels of education, raising the awareness about the importance of parenting in the general population. Through pedagogical activities enabling parents in doing a meta-analysis of their own parenthood, it is possible to gradually remove prejudices that rule parenthood and that are often important factors resulting with a misconception of parenthood and misunderstanding of the own parenting role in the development of offsprings. Thus, parents have become supervisors and regulators of their own function and corrective actions, refining and actively adapting their role to changes that have occurred. This is an area that is difficult to regulate by law (as parenthood should be rather based on love than on obligation or duty). Instead, it should be rather regulated by changing relations in society that have caused some prejudices or unawareness and by diligent educational work that would enable people to change their attitudes: to free them from prejudices and develop social awareness that will be the basis of awakening of both the individual and society regarding the importance of parenthood. That is the reason why we believe that the obtained results should be the basis for the consideration of family education in the context of educational programs (education in human relations has not been implemented in practice so far) and for working more extensively on pedagogical education of parents by learning them to meta-analyze their own parenthood, which improves quality and develops both the individual and society as a whole.

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**Snežana Babić-Kekez** has graduated from the Philosophical Faculty in Novi Sad, at Pedagogy Department. Among other things, she was a counselor for higher education in the Autonomous Province in Vojvodina, as well as the head of the group for education development. At the moment, she is a professor of pedagogy and didactics at the Technical Faculty “Mihailo Pupin” in Zrenjanin and the Medical faculty at the University of Novi Sad. She is an author of two books and a number of scientific and professional papers from the field of pedagogy. She is the member of professional associations and the Commission for accreditation of the programs for professional improvement of teachers. She has participated in the design of the strategy of development of higher education in the province of Vojvodina and of a number of law drafts in the field of education and upbringing. At the moment she participates in 2 Tempus projects and one scientific-research project supported by the Ministry of Education and Science of the Republic of Serbia.