Investigating the Relationship Between Mothers' Participation in Preschool Education and Their Self-Efficacy Perceptions Towards Parenting

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Abstract: In this study, the relationship between mothers' perceptions of self-efficacy for parenting (efficacy, interest, satisfaction, and general) and their participation in preschool education (school-ndsed, home-based, and school-family collaboration) was examined. The "relational survey model" was used to describe the existing situation and simple random sampling method was applied to determine the study group. Within the scope of the study, data were collected from the mothers of a total of 125 children attending kindergarten classes in three kindergartens and two primary schools in Sakarya province. The data were obtained through "Personal Information Form", "Attitudes Toward Parenting Scale" and "Family Involvement Scale". "Pearson Product Moment Correlation Coefficient Technique" and "Simple Linear Regression Analysis" were used in the analysis. According to the results of the analysis, a significant relationship was found between mothers' perceptions of parenting efficacy and general self-efficacy and school-family cooperation. The findings of the study reveal that mothers' perceptions of their self-efficacy as parents positively support their participation in school-family cooperation.

Introduction

The participation of families in their children's education is very important for the effectiveness of early childhood education (Hornby & Lafaele, 2011). Children in this period spend most of their time with their families, who are their closest environment. For this reason, families are of great importance in discovering children's potential and increasing their success. For this reason, it is known that the family and school have equal responsibility in the education of children in this period (MEB, 2013).

Family involvement is defined as a systematic process approach to support and train parents in the subjects they need and to ensure the continuity of their participation in their children's education, to develop and enrich children's experiences through communication between home and school, and to diversify programs with the contributions of parents (Zembat & Unutkan, 1999). According to Morrison (2003), it is "the involvement of parents and other social environment in the educational process to contribute to the education and development of children". Family involvement includes providing emotional and social support to parents and teaching them various skills. During the preschool period, parents are involved in planning and daily activities within the school to contribute to their children's education and to realize the academic and social goals of the school (Friesen, et al., 2020; McClelland & Morrison, 2003).

Family involvement is also recognized as a systematic approach planned to increase the exchange of information between parents and schools, to enable parents to participate in education, and to improve child-parent interaction (Çağdaş & Seçer, 2010). In their study, Smith and Wohlstetter (2009) state that some researchers define family involvement according to the places where the activities take place (school-based, home-based, school-family collaboration), while others use a typology that takes into account the places

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and activities of involvement (parent-child educational discussion, family involvement at school, homework help, time management, and involvement related to parental educational expectations). On the other hand, they emphasize that in the literature, terms such as family involvement, parental involvement, family empowerment and school-family partnership are used interchangeably and that there is a lack of integration in terminology and definition.

In Epstein's (2001) family involvement model, he divides the contexts that affect children's education and socialization processes into three. These contexts are school, family and society. He states that these contexts have common spheres of influence and that the interaction in these spheres of influence has a significant impact on children's development (Driessen et al.,2005). In this model, it is emphasized that school, family and society should act in cooperation in order to maximize the development of children. In addition, in this model, family involvement is categorized under the headings of volunteerism, home learning, child care, communication, cooperation with the community and decision-making (Epstein, 2001). Although Epstein's typology has been criticized for being school-based and Eurocentric, he argues that he accepts the involvement of parents in their children's education in various dimensions such as home and school-based, in addition to suggesting 6 types of family involvement. Table 1 below presents Epstein's typology of family involvement:

Table 1. Epstein's model of school, family and community partnerships

Epstein's Model Types	Examples
Basic responsibilities of families (parenting)	Providing children's basic needs (such as health, safety)
Basic responsibilities of the school (communication)	Ensure communication between school and family, such as correspondence, phone calls, reports and teacher-family meetings.
Participation at school (volunteering)	Voluntary participation to help the teacher in the classroom or with school-related work.
Participation in home learning activities (home learning)	Helping children with homework
Decision making, participation in the management process (decision making)	Serving on committees or in other leadership positions, such as in a student teacher association.
Exchange and cooperation with community organizations (Community cooperation)	building links with health services, after-school programs, organizations that share responsibility for children's education.

In Table 1, the types of family involvement are described in an interrelated holistic structure. The importance of the interaction of the three main elements of family involvement (family, child and teacher) in connection and cooperation in decision-making and policy-making processes is emphasized. The use of the Epstein model helps to support education at home in the classroom and education in the classroom at home, to enable parents to participate more regularly in their children's educational processes, to support children's development and to create a healthy and harmonious environment for children (Kotaman, 2008).

Taking an ecological approach to family engagement requires an appreciation of the multiple systems that affect the child, especially the family and the school. Family engagement requires not only the behavior of parents at home in relation to their children, but also the involvement of the school so that parents bring their own cultural worldview into the classroom, thereby increasing collaboration between family and school systems. Connections between microsystems (including the individuals with whom the child interacts and the interactions that take place with individuals), such as the school and family environments, are conceptualized by theorists as a feature of the mesosystem (the communication between at least two microsystems) at the environmental level. Since a strong mesosystem is associated with positive outcomes for children, studies on school and family collaboration are of critical importance (Bronfenbrenner, 1989; Doğan, 2010; Epstein & Dauber, 1991; Waanders et al., 2007).

Since family involvement is an important factor in early childhood, great importance has been attached to this field in recent years. However, different studies have shown that family involvement in early childhood affects many variables such as school success, language development, social-emotional development and personality of the child and is considered as a process of cooperation and communication

between parents and educators to support the development and education of children (Ansari & Gershoff, 2015; Cohen & Anders, 2020; Demirdöven & Özyürek, 2022; Ekinci-Vural & Gürşimşek, 2009; Ergüden et al., 2020; Göktaş, 2015; Kotaman, 2008; Temel, 2001; Tezel Şahin & Ünver, 2005; Kong &Yasmin, 2022; Lindberg, 2014; Liu & Leighton, 2021; Ma et al., 2024; Şimşek & İvrendi, 2014).

Family involvement improves preschool children's expressive language, motor and academic performance (Jeynes, 2003), reading achievement (Schefter, 2001), social skills (Taylor et al., 2004; Wentzel, 2015; Ekinci-Vural & Gürşimşek, 2009), social independence, social cooperation and social acceptance-social interaction skills (Ekici, 2013). In addition, it is also reported to benefit parents in areas such as communication and care with the child (Tezel Şahin & Cevher Kalburan, 2009), intra-family relationships, increasing parenting competencies, developing creativity, enriching the social environment, creating opportunities to interact with expert personnel and other families (Aksoy & Turla, 1999; Gürşimşek, 2009), and providing psychological support (Alkan - Ersoy, 2010). It is concluded that parents need family education on different types of issues, and as a result of family education programs, parents' parenting behaviors change positively, their stress levels decrease and their self-efficacy beliefs increase (Tezel Şahin & Cevher Kalburan, 2009; Mendel et al., 2012).

Self-efficacy is socially constructed. According to Bandura (1997), self-efficacy beliefs of individuals are formed based on the data they obtain from four sources. These are direct experience (success in achieving goals in a particular domain), indirect experience (observing the success of others in achieving goals in the domain), verbal persuasion (encouragement from someone/someone with the ability to perform successfully), psychological and emotional arousal (physical and emotional expressions of information processing about the given goals and the importance of personal ability to achieve these goals). When the self-efficacy resources are adapted to the domain of family involvement, a picture emerges of successfully helping children with school-related tasks (direct experience), observing successful experiences, parents and adults (indirect experience), encouragement from others (verbal persuasion), positive feelings that come with success in addition to encouragement from others in uncertain situations (emotional arousal). These sources suggest that schools and others (family members, social groups) have a significant influence on parental self-efficacy perceptions. Indeed, Bronfenbrenner (1986) argues that a parent's belief system is influenced by the families, society, environment and culture that surround them.

Family involvement activities in preschool education support not only the development of children but also the development of families and the strengthening of family ties. Such activities contribute to families forming a more conscious, supportive community that spends time together, which in turn supports children to grow up in a healthy growth and development environment (Ural, 2015). Yaşar and Ekici (2017) stated that families have the opportunity to have more information about their children's education by giving their children a sense of trust and belonging. When parents participate in family involvement activities, they experience a sense of accomplishment and increase their self-confidence; they can also discover their children's interests and talents and see themselves as an important resource for their children (Mendez et al., 2013). Communicating and exchanging information with other parents and sharing their experiences gives parents the opportunity to evaluate themselves. In this way, families can gain awareness about school functioning and find solutions to communication problems (Aslanargun, 2007; Cömert & Güleç, 2005). Involving families in this process supports children's success and allows teachers to get to know children more closely and take preventive measures against possible problems that may arise from the family (Aydoğdu & Kılıç, 2016). Considering these processes, the necessity of cooperation between school staff and family members can be revealed (Cavkaytar, 2000; Kong & Yasmin, 2022; Liu & Leighton, 2021; Maet al., 2024).

The 2023 Education Vision identifies cooperation between home and school as one of the main goals. While emphasizing the importance of family involvement in the vision document titled "Happy Children Strong Turkey", it is important to remember that "branches grow from the root. In homes where there is depth and accumulation in the interaction of time, subject, object and space, children can develop and flourish organically" (MEB, 2013). The Guide to Community-Based Education (2013) emphasizes the value

of parental involvement in their children's education process and draws attention to how family involvement methods can reach parents (MEB, 2013). Children's perception of school as an extension of their home reinforces a sense of trust, and the partnership between school and family contributes to children's preparation for a successful and happy life. At the same time, through this partnership, families can spend quality time with their children, communicate positively with them and have the opportunity to realize their own ideals. School and family working together enables teachers to reach their goals more easily and helps them solve difficulties faster (Cömert & Güleç, 2005; Kong & Yasmin, 2022; Liu & Leighton, 2021; Ma et al., 2024).). How family involvement methods can reach parents is also important in this context. Thanks to this collaboration, children see the school as an extension of their home and are filled with a sense of trust, while parents have the chance to spend quality time with their children and develop positive communication. As a result, school and family collaboration creates a partnership that not only contributes to children's development but also supports teachers to work more effectively.

Based on the contributions of family involvement to parental self-efficacy, it is seen in the literature that parental self-efficacy is considered as "judgments" and "beliefs" about the parent's capacity to care for his/her child (Cavkaytar et al., 1998; Coleman & Karraker, 1998). According to researchers (Bağatarhan & Nazlı, 2013; Coleman & Karraker, 1998; Jones & Prinz, 2005; Leerkes & Crockenberg, 2002; Teti & Gelfand, 1991; Yılmaz & Uyanık Balat, 2014), high parenting self-efficacy is motivating and guides parents' actions in child rearing. In studies, parenting self-efficacy beliefs are among the strong determinants of positive parenting practices and child rearing attitudes (Atabey & Tezel Şahin, 2011; Aydoğdu & Dilekmen, 2016; Bağatarhan & Nazlı, 2013; Durak, 2021; Koçak et al., 2021; Kotil, 2010; Nebioğulları, 2019; Gülay-Ogelman & Çiftçi-Topaloğlu, 2014; Öztürk & Şanlı, 2012; Uygun & Kozikoğlu, 2020). Therefore, it is a prerequisite for parents to have sufficient knowledge about childcare and to believe that they can effectively perform their parenting tasks in the light of this knowledge for their parenting self-efficacy to be high. According to Pelletier and Brent (2002), intervention programs are shaped by the idea that child development should be studied within the context of family and community. In this context, the interaction between parent and child is a key factor. Family involvement; parental self-efficacy and parental attitudes are factors that affect child outcomes, transition to school, early development support and parent-child interaction. Parents who perceive themselves as competent are more likely to participate in preschool education. Teacher strategies in particular play an important role in facilitating parental involvement and parental self-efficacy. Teachers who believe they have teaching competence are more likely to involve parents in parent-teacher conferences, voluntary family involvement, parent tutoring, home teaching, and providing parental support (Hoover-Dempsey et al., 2005).

As a result, it is seen that family involvement benefits parents as well as children. Although studies on the subject have recently gained momentum in Turkey, there are insufficient studies to determine whether there is a relationship between mothers' perceptions of parenting self-efficacy and family involvement. Therefore, in this study, it was examined whether there is a relationship between mothers' parenting self-efficacy and their participation in preschool education and whether parenting self-efficacy predicts family involvement. Depending on the general purpose of the study, answers to the following two questions were sought.

1. Is there a relationship between mothers' self-efficacy perceptions (efficacy, interest, satisfaction, general) and their participation in preschool education (home-based participation, school-based participation, school-family cooperation-based participation)?

2. Do mothers' self-efficacy perceptions (efficacy, interest, satisfaction, general) predict their participation in preschool education (home-based participation, school-based participation, school-family cooperation-based participation)?

Method

Research Model

This study aims to examine the relationships between mothers' perceptions of self-efficacy for parenting (efficacy, interest, satisfaction, general) and their level of participation in preschool education (home-based, school-based, school-family cooperation). In this context, the main questions of the study aim to reveal the links between the extent to which mothers feel themselves to be competent as parents and the extent to which they participate in their children's preschool education.

As the research design, the "relational survey model", one of the general survey models, was preferred. The relational survey model is a method for analyzing the existence and structure of the relationship between two or more variables. In this model, the researcher aims to determine whether at least two variables are related to each other, and if so, the direction and strength of this relationship. In addition, the researcher observes the effect of a change in one of the variables on the other variable or the degree to which it is affected. The correlational survey model is a widely used model, especially in social sciences such as educational sciences, because it allows in-depth examination of the reciprocal relationships between individuals' characteristics, perceptions or behaviors (Karasar, 2011).

Working Group

The study group of this research consists of the mothers of children attending three independent kindergartens and two primary schools in Sakarya city center in the spring semester of the 2019-2020 academic year. The mothers included in the study group were determined using simple random sampling method and the criterion for inclusion in the sample was that their children had attended the preschool education institution for at least one academic year. In this way, it was aimed to evaluate the mothers' experiences of participation in preschool education and their self-efficacy perceptions more accurately. When the educational status of the mothers participating in the study is analyzed, it is seen that 27.2% are primary school graduates, 29.8% are secondary school graduates and 43% are university graduates. When the employment status of the mothers is analyzed, it is understood that 65.9% of them are not working and 34.1% of them are employed. This demographic diversity allows for the evaluation of mothers' experiences of participation in preschool education within the framework of different educational and employment conditions. On the other hand, the family structure of the mothers also varied. Among the mothers who participated in the study, 22.8% had one child, 47.2% had two children, and 30% had three or more children. These demographic data allow for the analysis of the level of participation of families with multiple children in preschool education within the scope of different family structures. This diversified sample structure aims to address the effects of factors such as education, employment status and number of children on mothers' participation in preschool education in a more comprehensive manner. Thus, by examining the possible effects of these factors on mothers' self-efficacy perceptions and their participation in the educational process, it is aimed to shed light on policies and practices that support family involvement in preschool education.

Data Collection Tools

The research data were collected using three main instruments to determine the demographic information, attitudes towards parenting and family involvement levels of the participants. These are; "Personal Information Form", "Attitudes Towards Parenting Scale" and "Family Involvement Scale".

Personal Information Form: This form was developed by the researchers specifically for the needs of this study. It was designed to determine the demographic information, educational status, employment status and family structure of the participants. Thus, it allowed for a more in-depth analysis of the research.

Attitudes Toward Parenting Scale: This scale was developed by Gibuad-Wallston and Wandersman (1978) and adapted into Turkish language by Seçer et al. (2008). The reliability index of the adapted scale was determined as 0.88, which shows that the consistency of the scale is quite high. The Attitudes Toward Parenting Scale consists of three sub-dimensions: (1) Perception of efficacy regarding parenting role:

Measures parents' perceptions of how well they fulfill their parenting role (2) Interest in parenting: It assesses parents' interest in their parenting role and their child's development (3) Satisfaction with the parenting task: It measures the extent to which parents are satisfied with their parenting experience. This scale allows parents to evaluate themselves and express their attitudes towards parenting, taking into account their experiences with their children. In the Likert-type scale, items are given a score between 1 and 5; a higher total score indicates a positive attitude towards parenting, while a lower score indicates a negative attitude (Seçer et al., 2008). The reliability coefficient of this scale in this study was 0.84.

Family Involvement Scale: This scale, originally developed by Fantuzzo et al., (2000), aims to assess the level of family involvement in preschool education processes. The scale was adapted to Turkish by Gürşimşek (2003) and the reliability coefficient of the adapted scale consisting of 21 items was determined as 0.87. The Family Involvement Scale consists of three sub-dimensions (1) Home-Based Involvement (HBI): It measures how families participate in their children's education at home. (2) School-Based Participation (SBP): It assesses how families participate in their children's education at school. (3) School-Family Collaboration-Based Participation (SFCP): Measures the level of cooperation and communication between school and family. The reliability coefficient of this scale in this study was 0.79.

Data Analysis

In the study, various statistical analysis techniques were used to determine the relationships between mothers' perceptions of self-efficacy for parenting and participation in preschool education. First, Pearson Product Moment Correlation Coefficient technique was applied to understand the nature of these relationships. This method is an ideal statistical tool to determine the direction and strength of the relationship between two variables. In particular, it was used to clearly demonstrate the relationship between mothers' perceptions of self-efficacy for parenting (efficacy, interest, satisfaction) and participation in preschool education (home-based, school-based, school-family collaboration) Secondly, Simple Linear Regression Analysis was applied to determine the effect of mothers' perceptions of self-efficacy towards parenting on preschool attendance. This analysis is a method used to measure how the dependent variable (participation in preschool education) is affected by independent variables (efficacy, interest, satisfaction). Regression analysis aims to determine the predictive relationships between mothers' self-efficacy perceptions and preschool participation (Büyüköztürk, 2017). The results of the regression analysis will help to determine which parenting dimensions (efficacy, interest, satisfaction) have a greater impact on preschool attendance and will help to determine the direction of practices and improvements to be made in these areas (Pallant, 2020). All these analyses were carried out using the SPSS 26.0 package program in the process of data processing and interpretation.

Results

In this section, the findings and interpretations of the research are explained within the framework of the sub-problems.

Table 2. Correlations between mothers' self-efficacy perceptions and types of family involvement

Variables	1.	2.	3.	4.	5.	6.	7.
1. Qualification	1						
2. Interest	.061	1					
3. Satisfaction	.386**	.493**	1				
4. General	.199**	.560**	.907**	1			
5. Home-based	.133	.117	.141	.173	1		
6. School-based	.121	-.130	.077	.072	.285**	1	
7. School-family cooperation	.290**	.024	.106	.199*	.395**	.602**	1

When Table 2 is examined, a significant positive relationship was found between mothers' efficacy sub-dimension and school-family collaboration dimension (R = .29, p < .001) and between their general self-efficacy perceptions and school-family collaboration (R = .199, p < .05). As mothers' efficacy and general self-efficacy scores increased, their school-family cooperation scores increased. Mothers' parenting satisfaction scores and home-based involvement (R=.141, p> .05), school-based involvement (R=.077, p> .05) and school-family cooperation scores (R=.106, p> .05), no significant relationship was found between parenting interest scores and home-based participation (R=.117, p> .05), school-based participation (R=-.130, p> .05), and school-family cooperation scores (R=.024, p> .05). In addition, no significant relationship was found between efficacy scores and home-based participation (R=.133, p> .05) and school-based participation (R=.121, p> .05) and between general self-efficacy scores and home-based participation (R=.173, p> .05) and school-based participation (R=.072, p> .05).

Table 3. Results of simple linear regression analysis between mothers' self-efficacy perceptions and family involvement variables

Variables	β	t
Competence Home-based R =.133 R² =.018 *F=* 2,213	.133	1.487
Competence School-based R =.121 R² =.015 *F=1,819*	.121	1.349
Competence School family cooperation R = .290 R² = .084 *F=* 11,253	.290	3.355**
Interest Home-based R = .117 R² = *.014* *F* = 1.709	.117	1.307
Interest School-based R =.130 R² =.017 *F* = 2.099	.112	1.449
Interest School family cooperation R =.024 R² = *.001* *F=*.073	.024	.270
Satisfaction Home-based R =.141 R² = *.020* *F=* 2.493	.141	1.549
Satisfaction Okultemelli R =.077 R² =.006 *F* = .728	0.77	.853
Satisfaction School family cooperation R =.106 R² =.011 *F=* 1.391	.106	1.179
General attitude Home-based R = .173 R² =.030 *F=3.798*	.173	1.949
General attitude School-based R =.072 R² =.005 *F=* .642	.072	.801
General attitude School family cooperation R =.199 R² =.040 F= 5.076	.199	2.253*

N = 125; * p < .05; ** p < .001

When Table 3 is examined, it is seen that mothers' efficacy scores significantly predicted their school family cooperation scores (R=0.29, R² =0.084, F=11.253, p<.01), and their general self-efficacy scores significantly predicted their school family cooperation scores (R=0.199, R² =0.040, F=5.076, p<.05). On the other hand, it can be stated that 8.4% of the total variance of mothers' school-family cooperation is explained by their perception of efficacy and 4% by their general self-efficacy scores. This situation also shows that other factors are also effective on mothers' perceptions of efficacy and general self-efficacy. When the t-test results regarding the significance of the regression coefficients are analyzed, it is seen that mothers' efficacy and general self-efficacy scores are significant predictors of school-family collaboration scores.

Conclusion and Discussion

In the first sub-problem of the study, the answer to the question of whether there is a relationship between mothers' perception of self-efficacy towards parenting (efficacy, satisfaction, interest and general) and family involvement (home-based involvement, school-based involvement and school-family cooperation) was sought. As a result of the analysis, a significant positive relationship was found between mothers' perception of efficacy and school-family cooperation and between mothers' perception of general parenting self-efficacy and school-family cooperation. According to the findings of the study, it can be said that mothers' perception of themselves as competent in parenting and their general self-efficacy perceptions towards parenting support their participation in school-family cooperation. In the second sub-problem of the study, it was sought to answer whether mothers' perceptions of self-efficacy towards parenting (efficacy, satisfaction, interest, general) predicted family involvement (home-based, school-based and school-family cooperation). When the findings of the study are analyzed, it is seen that mothers' efficacy and general self-efficacy significantly predict school-family collaboration. According to the first result of the study, there is a positive and significant relationship between mothers' perception of efficacy and school-family cooperation and it can explain 8.4% of school-family cooperation participation. In addition, there is a significant positive relationship between mothers' general self-efficacy perception and family-school collaboration and it can explain 4% of family-school collaboration participation.

When the studies on the subject are examined, it is seen that similar results are obtained. In these studies examining the relationship between the involvement and self-efficacy beliefs of parents of children at different levels of education, Shumow and Lomax (2002) worked with parents of adolescents, Grolnick et al. (1997) with parents of primary school children, and Tekin (2011) with parents of preschool children. In the results of the research, it was determined that as the self-efficacy beliefs of the parents increased, the level of family involvement increased. In other words, parents with high efficacy are more involved in family involvement activities such as spending more time with their children's educational activities, allocating more time for voluntary participation in the classroom (Hoover-Dempsey & Sandler, 1997), monitoring children (Shumow & Lomax, 2002), and monitoring school grades and achievement (Grolnick et al., 1997; Kong & Yasmin, 2022; Liu & Leighton, 2021; Maet al., 2024).

The contribution of parental self-efficacy to family involvement is explained using both domestic and international literature on the subject. In the literature, parenting self-efficacy is considered as individual beliefs and judgments based on individuals' ability to perform and organize parenting tasks. In the literature, it is stated that parental self-efficacy is related to appropriate parenting practices (Cavkaytar,et al., 1998; Brody et al., 1999; Coleman & Karraker, 1998). For example, responsive, stimulating, non-punitive care and positive maternal health (Kwok & Wong, 2000) are associated with higher maternal self-efficacy. In other words, mothers' self-efficacy perceptions predict their child rearing attitudes. High levels of self-efficacy of mothers in early childhood is a very effective (positive) situation in terms of the mother's influence on the care, education and development of the child (Yılmaz & Uyanık Balat, 2014; Uyanık-Balat et al., 2015). As a result, mothers who perceive themselves as competent are more involved in the education

of preschool children (Pelletier & Brent, 2002). According to Hoover-Dempsey and Sandler (1997), family involvement is motivated by two belief systems. One of these belief systems is parental self-efficacy. Self-efficacy is an important factor in an individual's goals and his/her persistence and efforts to realize these goals (Bandura, 1997). While parents with high self-efficacy make positive decisions about active participation in their children's education, parents with low self-efficacy have low parental expectations and low levels of persistence in the face of difficulty. In other words, high self-efficacy parents are expected to be persistent in facing challenges and obstacles and working through them in their own way for successful outcomes. Low self-efficacy parents, on the other hand, are often expected to have low parental expectations about the outcomes of efforts to help children succeed in school and low levels of persistence in the face of difficulties (Hoover-Dempsey & Sandler, 1997).

As a result of the study; as parental efficacy increases, parental involvement increases; and high level of family involvement contributes to the development of parents' perception of efficacy and creates a picture that affects each other. On the other hand, it becomes important to refer to the definitions in the literature about these concepts as the reason why there is no relationship between the interest and satisfaction dimensions of parenting self-efficacy perception and family involvement types. In the literature, while the mother's desire for parenting is referred to as parenting interest, parenting satisfaction reflects the mother's motivation, anxiety and frustration about parenting (Johnston & Mash, 1989). The perception of parenting efficacy is expressed as the confidence of mothers in the process of fulfilling the parenting task and their belief in their ability to effectively manage the problems they face with their children (Feliciana, 2005). It can be said that such a result may have been reached because parenting interest and satisfaction are related to the parent's own wishes and feelings, and competence is the parent's opinion about fulfilling the parenting task.

In the light of the findings obtained from the research, the following suggestions can be developed. Research data were obtained using quantitative research techniques. The findings can be enriched with the data obtained by using mixed method research techniques in future studies. More than half of the mothers in this study were university graduates living in the city center. Similar studies can be conducted on mothers with low education level living in rural areas. Data sources can be enriched by obtaining data on mothers based on the opinions of teachers as well as mothers. As a matter of fact, in the studies conducted in Turkey on the subject, Güleç and Genç (2010) found that school-family meetings were held regularly in preschool education institutions, Gülay-Ogelman (2014) found that preschool teachers could not carry out a large part of family involvement activities, Kök et al., (2011) found that pre-service preschool teachers had low competence in family involvement, communication with families and family education, and Atabey and Tezel Şahin (2011) found that pre-school teachers' perspectives on communication with families and family involvement changed more positively after the in-service training they received on "Parent education". Based on the results of this study, it can be argued that preschool teachers and teacher candidates should be supported through pre-service and in-service trainings on family involvement. Parents who see the positive effects of family involvement activities on children leave positive traces on themselves. The presence of teachers with negative attitudes towards family involvement activities makes parents reluctant to participate (Atakan, 2010). As a result, teachers and pre-service teachers with increased competence in family involvement can contribute to parenting self-efficacy perceptions by increasing mothers' participation levels through different activities.

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