

## PEDAGOGICAL COMPETENCE AND PEDAGOGICAL EDUCATION OF PARENTS

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*In this paper we shall try to show the importance of raising the level of competence of parents (through training of parents for self-assessment of their own competence as the best guarantee of future results) for the prevention of many social problems, to develop all the potential and the disposition of every child and exercise its rights and build quality society raising it systematically and continuously to a higher level of civilization. Broader frames of reference of this study were determined of humanistic appreciation of the man and his development and humanistic theories of education, and parenting is seen in the context of an integrative model of parenting in which a prominent place occupied by pedagogical competence of parents. In order to determine the relation between self-assessment of pedagogical competence of parents and the importance that they attach to education, was conducted research on a sample of 72 parents of children aged 4.5 and 6 years. Controlled variables were gender, age and educational level of parents and age and gender of children, birth order and number of children in the family. By factor analysis of Scale of parent's perceptions of competence for the parental role was extracted one factor, called factor of pedagogical incompetence of parents. The extracted factor is at one pole defined by dimensions which are negatively correlated with the separate factors and that are related to pedagogical competence of parents, and by the other dimensions which are positively correlated and that are related to pedagogical incompetence. By the factor analysis of Scale of attitude of parents towards pedagogical education was extracted one factor that has been named as Factor of attitude of parents towards pedagogical education. Confirmed the research hypothesis by using the Pearson correlation coefficient that was established correlation between self-assessment of pedagogical competence of parents and their attitude towards pedagogical education, which means that parents who perceive themselves as pedagogical incompetent have a more positive attitude towards pedagogical education.*

**Keywords:** competence, parenting, family, pedagogical training, attitudes

## Family and parenthood

To influence on the individual aspects of family life and parenthood, it is necessary to take into account the overall context in which particular family lives, creates, operates and in which it was made. Working with parents must always be based on the specifics of family life and understanding of parenthood of particular parent, taking into account the dense network of different conditions and influences.

In addition, no pedagogical skills nor pedagogical education of parents can be studied in isolation from a given context, but only as aspects or components of the complete mechanism of psychodynamics of family and family factors that condition. For this reason it is necessary to first define the term of family and parenthood in order to arrive at the concept of parental competence and self-understanding of its function in parenting.

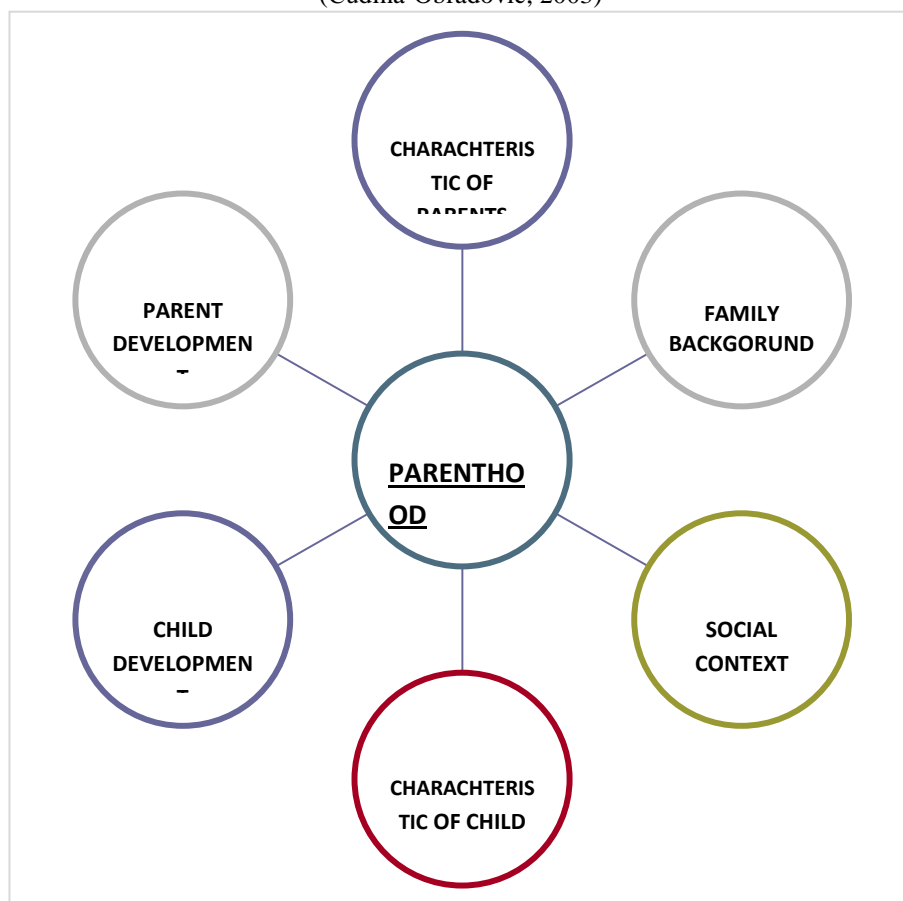
Family is such a community to which each individual feels the need because the goals that is derived base of the whole of human life and that is why the most comprehensive and the most unique group of vital importance to every man. It is this need to establish a thread of unity, the man of our time again refers to the family. Family life is surely the most intimate sphere of searching and realization of man and humanity. It is irrecoverable as an environment in which man develops, creates, and becomes man and manifest in its most intimate and most private characteristics where there is heat. The feeling of belonging is a basic principle of participation and solidarity and cooperation are the basis for a harmonious performance of family roles and harmonious family relations. The family performs the functions of primary groups, allowing direct contact, personal connection, the development of emotions, makes it possible to develop a love as a need and becomes a unique social organization that encourages development and emotional side of human life. Due to the nature of the relationship and strong emotional ties between members, and especially its great potential influence of parents on children it is very important, and in some periods and the most important factor in the development of a child's personality. The formation of personality is a complex process involving cultivation, socialization and individualization, processes whose effect is always created through the prism of parental influences, actions and attitudes. What is family education makes it so indispensable is the feeling of love that connects parents and their children and creates an atmosphere of trust. In families where there is trust and understanding, children are much more secure in yourself and your strength. In this paper we will consider the family as a system that is living organism composed of different parts and processes ...and whose determinants are conditionality of cohesion of system by common interests, limited range of input information, a determination by imperative of continuous growth and development and pre-programmed life". (Ljubetić, 2007a, 2007b).

M. Klein (1997) defined parenting as an act of continuous tense, the creative struggle to find and maintain a "just right" balance between encouragement and restraint, through constantly changing developmental needs of children.

Broader contextual framework of this research is an *integrative model of parenting* in which a prominent place is occupied by pedagogical competence of parents. The integrative model of parenting is based on contemporary psychological knowledge about the concept of parenting within the ecological understanding of family as a system of interactive subsystems mother, father and children within the contextual model of parental educational influence.

First, we distinguish a set of concepts that belong to the experience of parenthood (Čudina-Obradovic, 2003). They are: deciding on the children, taking over and accepting parental role, consciously or intuitively set educational goals and the feeling its own values due to the investment of effort, because of the emotional connection and the child's success. Then, it's parental care, and that is have children and care for their maintenance, the life and development. Then, to the parents' actions and activities that parents undertake to achieve parental goals and fulfill its role. Finally, there is the parental educational style - emotional climate inside which is taking place all interactions between parent and child. Modern parenting does not involve one-way influence of parents on children because as a parent affects the child and the child influences the parent, causing it to conduct and behavior that can favorably or adversely influence on the child's development. (Grandić, 2007). Also, relations between the parents will appear favorably or unfavorably on each parent separately, will again have an impact on the father's and mother's relationship to child (Grandić, 2007). Interaction network of parents, children and persons of environment is shown in the scheme 1.

Scheme 1. *The integrative model of parenting, its determinants and consequences* (Čudina-Obradovic, 2003)



For our research is particularly important term of the subjective experience of parenting. The presence of a child in the family changes the behavior and actions of parents, causing a strong positive and negative feelings. It changes the thinking, feeling and behavior of parents, change their own self-image and the image you have of them around. The subjective experience of parenting is a significant change in the overall identity of the

individual. It has an important role in determining the "climate in which the child develops" a strong impact on development results, and most often described using three dimensions:

- parental satisfaction,
- Requirements and parenting stress,
- subjective sense of parental competence (Čudina-Obradovic, 2006).

In the framework of subjective experience of parenting, in particular we consider the concept of subjective parental competence. Parental competence is a subjective feeling of how a parent is capable and successful as a parent. It is defined as a feeling or difficulties in the upbringing of the child in its different developmental periods, or as a self-assessment of knowledge, skills, self-efficacy and self-esteem, or feeling as a parent to have control over the process of education of the child. The subjective experience of competent parenting that is based on positive self-evaluation of parents will impact on effectiveness of parent parenting practices and create an emotional climate that will positively effect on the child development. Mother of the great self confidence it will deal with children in an optimal way, which means the warmth, sensitivity and reactivity to the child's needs (Čudina-Obradovic, 2003).

In contrast, Belsky was described as a negative subjective experience of parenting, expressed as a lack of parental competence and parenting stress, significantly causes environmental crisis for both partners. The crisis could jeopardize the child's development requirements due to a negative impact on parental practices and educational style, ie. insensitivity to children's needs, aggression, punishment, all of which produced side effects in child behavior and development (Čudina-Obradovic, 2003).

### Pedagogical competence of parents

The concept of competence (Latin-competere- be proper, to strive for something) is explained as an area in which a person has the knowledge and experience, that is authorized or qualified to judge or to the area. The attempts to explain the processes by which an individual perceives himself, understood, valued, interpreted or presented, there is a dimension of perception of personal competence. Real competence, which may include knowledge, skills, qualifications, etc. is essential to adapt to individuals and entire species, so that the successful adaptation of an individual simply has to develop their competence. Although the objective competence necessary for successful adaptation of the individual, subjective feeling of competence is often more important. Bezinović (1988) has a broader consideration of the competence of the biological meaning and refers to the capacity of the organism to enter into effective interaction with their surroundings and developed through interaction with the environment, and is among the basic motivational conditions. In essence of global motivation for competence is a curiosity for discovery of new objects and unfamiliar environment (explorative behavior), the pursuit of activity and change, influencing their environment (manipulation). The satisfaction these motivation is manifested as a "sense of efficacy" that accompanies every success to which the individual came by their efforts and build up confidence in their own competence. The motivation for competence that encourages a person to explore, manipulate, and that by their activities affect the environment, is a form of intrinsic motivation.

A number of studies confirmed that people who perceive themselves competent manifest positive emotions and intrinsically motivated behavior (Bezinović, 1988).

M. Čudina-Obradović (2003) subjective parental competence is defined as self-assessment of knowledge, skills, self-efficacy and self-esteem, or as a parent feeling to have control of the process of upbringing of the child.

M. Ljubetić (2007a, 2007b) concept of parental competence defined as "perceptions of themselves as a person who has control over their parenting and relationship with the child and has good feeling as a parent".

The terms of parental competence and pedagogical skills are very similar, and we will use in this paper in the following connotations: namely the borderline between these terms is so fluid that it is enough to see them in relation of superiority and subordination, where the concept of parental competence (related all functions of the family) is superior to term of pedagogical skills of parents (where the emphasis is on educational function) in the context of function of the family. This situation arises primarily from the close relationship, mutual interdependence and interconnectedness of family functions (Grandić, 2007). Pedagogical competence is a necessary condition of parental skills, but parental competence can not be reduced to a pedagogical competence. In this paper the term of pedagogical competence of parents mean the knowledge and skills that provide a sense of a parent to have control over the upbringing of their children and to have a good feeling as a parent, and developed need of parents for improving their parenting.

### Pedagogical education of parents

The concept of pedagogical education of parents is defined differently according to conception in which it is used and the diverse range of terms to designate. B. Potočnjak (1986) in his paper "The role of parents in the upbringing of the child" discusses the valid definition of this term is decisive for the expression of the pedagogical training of parents that includes the education of proper ethical relationships in the family, the adoption of appropriate psychological, medical, sociological and cultural habits and attitudes towards society and the broader concept of the pedagogical education, he says, involves only the pedagogical aspect.

M. Ljubetić (2007a, 2007b) defines pedagogical education of parents as a precondition for educational competence. She said parents pedagogical education as a prerequisite of pedagogical competence of parents, as many studies and research found that just after the implementation of various programs of support to parents reflect the positive impact of parental pedagogic competence.

The need for an investigation of pedagogical education of parents is situated in the results of many psychological and pedagogical research, correctional, criminological studies, sociological studies, in the basic concepts of pre-school and family pedagogy but also the experience gained by society during its historical development. Specifically, we are of the opinion that a very valuable facts and stunning network of the system of concepts, laws and principles reached by the pedagogy during their development (and all the humanities), remains dead letter on paper until it reflect on those who are dedicated to children. Antecedent conditions and prerequisites of the process and results is the awareness of the importance of pedagogical implications based theoretical knowledge for the child development and the ability for the process those responsible to bring them up, and these are primarily: kindergarten, school and families. That is crucial

in a pedagogical sense just to enable the holders of the process of education of child preschool teachers, teachers and parents – for the educational process in accordance with the acquired scientific knowledge. A constellation of factors that determine successful parenting in contemporary places on parents specific requirements and expectations. To be successful in parental roles:

- know the principles and characteristics of child development
- the attention given to the needs and capacities of the child and knows the ways of satisfying and stimulating
- good knowledge of social resources available to him and the child
- has the ability to choose the best for your child
- the cooperation with other educators of their children

Therefore, we conclude that a competent parent is just parent who provides good quality family education, knowing how to choose for their child, appropriate out familial influences and who understands the importance of and is able to develop partnerships with those outside the family take care of his child, bring him and education.

In achieving these expectations it is necessary to support of society which must also be consistent with contemporary understanding of parenting. From the defined characteristics of a competent parent follows and pedagogical aims and tasks of pedagogical education of parents, and strengthen their parental competence: Pedagogical education of parents includes a range of interventions that aim to help parents to act more effectively in the parental role and that strengthen their parenting skills. His ultimate goal is the welfare of the child in the sense of improving the quality of its development. The process of pedagogical education of parents includes the following tasks to be accomplished by working with parents:

1. informing,
2. Systemic delivery of new knowledge,
3. Developing skills and abilities,
4. consultation.

### Analysis of previous studies

M. Ljubetić (1998) is aimed to determine the structure of pedagogical competence of parents towards self-assessment of parents and kindergarten teachers conducted a survey assessing the quota sample of 83 pairs of parents, 166 parents of preschool children who included kindergarten's children in the fifth, sixth and seventh year of life and 83 of their kindergarten teachers. By factor analysis of area of self-assessment of pedagogical competence of parents were extracted two factors: factor of pedagogical incompetence of parents and factor of pedagogical competence of parents. Space of pedagogical incompetence is "covering" ignorance, insecurity, unsatisfactory relationship with the child and parental experience parenting as a burden. Space of pedagogical competence of parents are: confidence in determining impact of parents to child, parental responsibility and sensitivity to parenthood. By factor analysis of the space of assessments of competence of parents with aspects of kindergarten teachers have also extracted two factors, the factor of pedagogical incompetence which structure makes: ignorance, uncertainty, avoidance of dealing with the problem, the choice of ineffective behavior, inadequate parental behavior, experience more children demanding, unsatisfactory relationship with the child and experience burden of parenthood. Space of parental pedagogical

competence “cover”: confidence in a decisive influence on the child, parental responsibility and sensitivity to parenthood. R. Petani (2007) conducted a survey which aimed to establish the connection between self-assessment of parental competence and parents' attitudes toward educational practices and determine the preference for educational acts of parents with regard to their perception of themselves as competent or incompetent in the parenting role. On the sample of 407 of parents of children 3 to 10 years is applied the scale of perception of parental competence of parents role and scale of attitudes toward educational practices. It were confirmed by previous studies obtained results that area of competence of parents is not homogenous, but consists of the factors of competence and incompetence factor. Differences in connectivity of self-assessment of parental competence and attitudes toward educational practices have shown statistically significant correlation, at all tested variables: gender, employment and educational background of parents. M. Batinic (2008) examined the self-assessment of pedagogical competence of parents of children of primary school age (4, 5, 6 grade). The author starts from the premise that the modern era requires from parents new skills, which parents can get through the pedagogical education of parents. In the empirical part of the research tried to explore parental perceptions of their pedagogical skills. The results showed that most parents think pedagogically competent, have a good relationship with children, following an instinct in educational activities, confident in their own impact on the child and so on. At the same time, the vast majority of parents do not review the correctness of their educational activities and considers that them is unnecessary extra help in the upbringing of children which may reflect a pedagogical incompetence parents. The effectiveness of cooperation with parents, regarding school, depends on the pedagogical education of parents. The author indicates in which direction to develop parent education, in which content, which methods and principles of cooperation to the school and the family really become a bridge of new partnerships, which are presented in the previous chapter.

### Meta level of pedagogical competence of parents and pedagogical education

In the contemporary scientific literature, more attention is paid just to meta level of different aspects or domains of human capabilities and functions (Ljubetic, 2006) which meta level called "the awareness" considers how the progress in education comes only when students "start to think about their opinion, as well as about the world." in other words, he wants to emphasize that pedagogy and pedagogical theorists should be focus more attention on the development of meta-cognition of children. (Ljubetić, 2006) under meta-emotion means thinking about feelings, or "based on emotion executive function that involves thoughts and emotions about emotions, while meta-emotion make concept, philosophy and metaphors of emotion." Therefore, the structure of meta-emotion includes emotional, and cognitive components of emotion (as, according to Ljubetić, 2006). All of these components in their interrelations are meta level of parental pedagogical competence.

Meta level or level of awareness (Ljubetic, 2006) of pedagogical competence of parents is not always a pleasant process for parents and especially If it shows that the results of comparing the desired and actual perceived parenting is not in balance. Frustration that occurs to parents then can be stimulus to change behavior. It is expected that the parent who functions at meta level to think about their emotions and analyze them, to

think about their thinking and thereby act and communicate in meta level with their spouse, child and other members of their family and the wider environment, and will notice a need for more knowledge and information to their parents' actions made more successful. Notice how it is possible to speak of two levels of parental behavior and on: the primary level that refer to the actions, emotions and opinion about parenting and meta level that related to thinking and analyzing the opinions, emotions and actions is self-assessment of parenting (Ljubetić, 2006). Self-assessment of the primary level of parental behavior and actions can be called meta level of pedagogical competence of parents (Ljubetić, 2006). Meta level or self-assessment of parenting seems simple, understandable and acceptable methods as the in daily lives of parents as well as in exploration of parenthood. However, in professional and scientific literature there are few examples of surveys about meta level in general, and especially parenthood. We conclude that this approach could be effective in everyday life of parents and family members as well as in the study of this problem. It is possible that the parents by self-assessment themselves improving themselves and their parents' actions. However, it is obvious that the need for this achievement learn how to do self-assessment, or to functioning on meta level. Namely, a possible way to raise parents' pedagogical competence are training programs designed for target groups of parents who include just the area in which parents are evaluated deficient.

It is possible, therefore, expected to improve parents' pedagogical work if it is appropriate to offer programs that will enable them to acquire specific knowledge and information about parenting. If a parent puts that knowledge in "function" or apply them on their parenting is possible to expect to establish better communication with the child, learn to build better relationships with them, very likely will begin to get the desired responses and behaviors from a child and thus gradually gain greater confidence in parenting and ultimately be more satisfied with their parenting role. However, one of the major "steps" in the way of raising parental pedagogical competence is meta level and parent training for effective and ongoing self-assessment, which then becomes a "starter" of the process oriented towards quality and focus on the quality of parenting is an ongoing process, never does not end, and constantly raises the level of pedagogical competence of parents.

## Material and methods

*Goal* of this study was to review the relationship between subjective perception of pedagogical competence of parents and their attitude toward pedagogical education. *According that, following tasks were:* a) examination of the attitudes of parents towards education of pedagogy b) determine the level of subjective experience of pedagogical competence of parents to the latent structure of pedagogy (in) competence. *The main hypothesis (Hg) was:* there is a positive correlation between levels of self-assessment of pedagogical competence of parents and their attitude towards pedagogical education. The study was conducted *description method*, and in the phase of data collection were used investigative techniques, *surveying and scaling*. For the purposes of this study was used the following instruments: *Attitude of parents to pedagogical education scale* (SRPO) which was constructed for this occasion. The questionnaire was composed of five independent variables and 14 variables that relate to attitude of parents to pedagogical education. Each variable / statement from the questionnaire is associated



with a Likert scale assessment five stages: from 1 - strongly disagree to 5 - strongly agree. The reliability of the scales was assessed using Cronbach alpha coefficients and value is 0,907(SAKORU) and 0,870 (SRPO). EFA was performed on the sample using SPSS version 18.0, after first confirming that the data was suitable for factor analysis. *Population*, or the basic group in this study consists of parents of preschool children of kindergartens in Novi Sad. The study was conducted on a sample bias, given that entered it for the units that were most accessible, formed was random sample and makes it 72 parents of children ages 4, 5, 6 years from kindergarten "Gulliver" in Novi Sad. Although the results can not be generalized to the entire population, we expect them to point to the many answers that could later be checked on a representative sample, that is, it will serve as guidelines for future researches in this area.

Table 1. *The structure of sample of respondents with subsamples*

Sub-sample	PARENTS					CHILDREN								
	Sex	Education level				Sex	Age				Bird order			
Category	Sex	OŠ	SSS	VSS	Σ	Sex	4	5	6	Σ	1.	2.	other	Σ
<b>F</b>	36	1	17	18	36	36	13	14	10	36	-	-	-	-
<b>M</b>	36	1	15	20	36	36	13	11	12	36	-	-	-	-
<b>Σ</b>	72	2	32	38	72	72	26	25	22	72	43	22	7	72
Category	Age of parents				Number of children in the family									
Sex	20-30	30-40	40+	Σ	1	2	3 +	Σ						
<b>F</b>	8	25	3	36	-	-	-	-						
<b>M</b>	5	20	11	36	-	-	-	-						
<b>Σ</b>	13	45	14	72	23	35	14	72						

## Results and discussion

Preliminary analysis (homogeneity of variance, estimation of normal distribution and linearity) and scores on SAKORU i SRPO scales showed an approximately *normal distribution*. The sample was first assessed for its suitability for factor analysis. *Bartlett's Test of Sphericity* was highly significant ( $p < .001$ ) and the *Kaiser-Meyer-Olkin* (KMO) measure of sampling adequacy value of 0,80 (SAKORU) and 0,79 (SRPO) supported the factorability of the matrix. *Method of extraction*: Principal Components Analysis (PCA); *Method of rotation*: oblique rotation – oblimin ( $\delta=0$ ). The number of factors to be retained was guided by *three decision rules*: Kaiser's criterion (eigenvalues  $\geq 1.00$ ), inspection of the screeplot, and by the use of Horn's parallel analysis.

### Pedagogical competence of parents

By factor analysis of questionnaire SAKORU was extracted a number of factors of which the first principal component explains by far the largest percentage of variance, 25, 57%, several times larger than that explained by other factors, and therefore only those retained in further analysis. Extracted factor we have named Factor of pedagogical incompetence because the feature to the whole factor give three most saturated by it manifest variables: *I'm not sure / to be able to affect my child (.722), Often, I am not sure /to properly educate the child (.705) in spite of so many other influences (school, tv, peers), my impact on the child is small.* Factor pedagogical competence is in one semi-defined by dimensions which correlate negatively with separate factor and are related to pedagogical competence of parents, and the other by dimensions that positively correlated and related to the pedagogical incompetence. The manifest variables of self-assessments of pedagogical competence of parents, which are the basis for identifying and clarifying the latent structure of pedagogical (in) competence, they have their oblique projections ranging from .582 to .722.

From Table 2. it is evident that pedagogical incompetence manifest variables related to: "the inadequacy of knowledge to access the child", "uncertainty about the correctness of Education", "uncertainty about the possibility of influencing the child and / or feeling able to a small influence child," "experience of burden of parenthood" , "the need for more knowledge in relation to the child", "distortion others for inadequacy knowledge," "confidence in a better relationship the child with other than a parent," "certificate of more or less the same regardless of the child's reactions to parental educational activities," "uncertainty in the selection of good practices towards the child "and" sense of insecurity in parent's performance. Pedagogical incompetence in his background is: ignorance, that is, the need for more knowledge (items: 2, 5, 11 and 15), uncertainty (items 9, 13 and 18) and as a result of an unsatisfactory relationship with the child (item 3) and the experience of burden of parenthood (item 12).

Table 2. Structure matrix for PCA with oblimin rotation of one factor solution on SAKORU scale

Factor	Dimension	Manifest variables	Structure matrix
<b>FACTOR OF PEDAGOGICAL INCOMPETENCE</b>	<b>PEDAGOGICAL INCOMPETENCE</b>	If I have the better education I'd be more known by the children	.586
		Often it seems that the child has a better relationship with others than me	.484
		I think I do not have enough knowledge to access my child	.657
		The most important thing is what we have inherited by genes	.183
		I leave it to partner more often a problem with the child	.210
		I'm not sure that I can affected to my child	.722
		My child is more demanding than other children	.239
		Whatever I do my child act more or less the same.	.451
		Bringing up children is a burden for me	.632
		Often I'm not sure to properly educate a child	.705
		I need more knowledge I would be appropriate to refer the child	.552
		I think what will later be seen as a mistake in education	.620
		My influence is crucial in the development of my child	.212
		In addition to the many other influences my impact on the child is small	.700
		Pedagogical Competence	I feel safe when I performs as a parent
		By instinct I know what my child needs	-.186
	I am convinced that good treat my child	-.486	

Pedagogical competence is manifested by three variables negative sign related to: "a sense of security in a parent's appearance," "an instinctive sense of the needs of the child" and "confidence in the good treatment of the child." The background of these variables is: parents confidence in the validity of procedures "(item 8), a sense of security in their parenting (item 1) and sensitivity to parenting (item4).

Results indicate that parents perceive themselves as incompetent are the most manifest in the uncertainties in parenting and ability to influence child development. Especially important is their urgent need for pedagogical education and apparent is low positive correlation between the variables "the most important is that we have inherited genes" which indicates a lower commitment to the idea of the inability to influence education, which can be interpreted as a tendency towards awareness about their role in development. Parents realize that they lack the skills and knowledge in the field of parenting and they sense the importance of their role in development.

We should not lose sight that the sample consisted mostly of highly educated parents are advised to consider the possibility that this is a result of greater awareness in general, as a consequence of higher education and the fact that an occasional sample that makes a small number of units is not the most appropriate for factor analysis.

M. Batinic (2008) obtained results that show that most parents felt pedagogical competent and shows that the vast majority of symptoms that

may indicate incompetence or that parents have a need for more knowledge in the field of parenthood, which proved in our research. Parents feel competent as opposed to us but at the same time have a need for more knowledge which is demonstrated in our study. Unlike us, M. Ljubetić (2007a) was extracted by factor analysis two factors: factor of pedagogical competence and factor of pedagogical incompetence while in our extracted only one factor related to pedagogical incompetence. Also, R. Petani (2007), extracted the factor of competence and incompetence factor.

The variety of results (in particular the homogeneity of the results of other researchers - in all of surveys extracted two factors-competence and incompetence) may be due to the fact that conducted on the territory of another state, with all the specific functioning of its social system and can be explained by different systems of pedagogical education and family education and quality of these systems, particularly differences in its dynamics and intensity.

### Pedagogical education of parents

By factor analysis of questionnaire SRPO was extracted one main component that explains 49, 193 percent of the variance. Using principal components analysis extracted one factor explaining 49,193% of the total variance (Table 3). We named him FACTOR OF PEDAGOGICAL ATTITUDES TOWARD EDUCATION because the feature to the whole factor give by it most saturated three variables: the effects of pedagogical education are priceless (.807), the educational process would be proceeded with fewer problems if they are more involved at the Pedagogical parent education (.896) and If greater attention is devoted to pedagogical education, the role of parents would be easier for me (.834) (Table 3.)

Table 3. *Structure matrix for PCA with oblimin rotation of one factor solution on SRPO scale*

Factor	Manifest variables	Structure matrix
Factor of attitude to pedagogical education	Every parent should do on his own pedagogical education	.722
	The effects of pedagogical education are priceless	.807
	Educational process would be proceeded with fewer problems if they are more involved at the Pedagogical parent education	.896
	If greater attention is devoted to pedagogical education, the role of parents would be easier for me	.834

Also, by examining the factor structure matrix (Table 3) it is evident that parents expect help of society and social institutions in terms of satisfying their needs for pedagogical education which is reflected in a fairly significant saturation of variables: our society should have more valued pedagogical education (. 679), state institutions should pay more attention to pedagogical education(.684), the kindergarten attended by my child need to organize lectures (.691) and the media should have more content related to pedagogical and parental education (.720). Low saturate of variable "does not hesitate to seek professional help if I need that I taught a / by my child" (.316) confirms that parents still do not have enough incentives to work on your parenting, even though they know that "today, without help, bring up a child is extremely difficult" (.721). Similar results obtained by Ljubetić

(2006) who found that parents expressed the need for pedagogical education and is expected to kindergarten (kindergarten teachers and experts) and experts and institutions from the local community to meet that need.

Variables that have significant saturation are related to positive attitude towards education and pedagogy has no recorded items that negatively correlate with the factor of attitude towards pedagogical education.

To determine whether self-assessment of pedagogical competence of parents and their views on the pedagogical education are correlated, we applied the Pearson correlation coefficient and found that the correlations are significant at  $p < .01$ .

Table4. *Pearson coefficient correlation between attitudes towards education and pedagogic pedagogical incompetence.*

Pearson coefficient	Significance level	N
.352	.002	72

Based on data from the table can be seen that there is a statistically significant positive correlation between pedagogical incompetence of parents and attitudes towards pedagogical education, value is 0.352. This means that parents who perceive themselves as pedagogically incompetent expressed more positive attitude toward pedagogical education. Taking into account the previous results, we can consider that parents does not perceive themselves as pedagogical competent but does not have enough initiative to acquire these skills and develop their parenthood, and expect from the society to meet their expressed educational need.

We can conclude that the main hypothesis of surveys was confirmed, that there is a statistically significant correlation between self-assessment pedagogical competence of parents and their attitudes toward the pedagogical education.

## Conclusion

The main conclusions arising from the results of the research include the fact that parents generally feel incompetent (though within the general incompetence on a continuum ranging from incompetence to competence dimensions), have expressed the need for pedagogical education but lack of personal initiative and to expect intense attentiveness of society than is the case. It was also found between pedagogical and parental incompetence and attitude towards pedagogical education there is a statistically significant positive correlation, which means that parents who perceive themselves as pedagogically incompetent has more positive attitude toward education and pedagogy has was necessary support to strengthen their pedagogical skills. Also, it is illusory and utopian to expect that raising awareness of parents about the importance of their role in the development of the child's simple and quick process, given that certain properties, custom views, perspectives and approaches people do not cease immediately upon termination of the causes that create them.

Pedagogical activities through training parents in parenting their own meta-analyze can gradually remove the prejudices that ruled on parenting and are often one of the main factors that are conditional on a misconception or misunderstanding of their own parenting role in the development of offspring. Thus, parents become regulators and control of their own actions and corrective actions, refining and adapting their active parenting changes naturally. This is an area that is difficult to regulate by law (as the basis of

parenthood should be a love than an obligation or duty), but rather changing the social relations that have caused some bias or unawareness and diligent in teaching that can change people's attitudes: to free them prejudices and develop a social awareness that will be a factor of awakening of man, society and the importance of developing parenting in the system to their needs. That's why we believe that the results we came to be an appeal for consideration of family education in the context of programs the school (as education in human relations has not been carried out in practice) and work harder on parents with pedagogical education to enable them to meta-analyze of own parenting, which in itself leads to quality.

All educational programs for parents, prospective parents or those in risk groups and periods, based on the principle that they must allow the development feelings, feelings that they have control over their lives and the lives of their children and that of their efforts and the efforts and results vary satisfaction with themselves and their children.

Further exploration of these issues should be taken into the needs imposed by the creation of a solid system of parenting support and accordingly remains a problem of pedagogical competence parents and pedagogical education. To further research this subject gave better fruit is important first to perfect the methodology of collecting information about family relationships. We should strive to be a whole family interventions and educational atmosphere, ie. dominant experience of parents in the family. By themselves, parental attitudes and their subjective feeling of not enough.

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