

THE ATTITUDES OF PRESCHOOL TEACHERS TOWARD  
PARENT INVOLVEMENT

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## **ABSTRACT**

### **THE ATTITUDES OF PRESCHOOL TEACHERS TOWARD PARENT INVOLVEMENT**

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Recent studies show that parent involvement in schools increases students' academic achievements, and it has many benefits for parents, teachers, children, schools and the community as a whole. Teachers are one of the most important components of parent involvement and their attitudes toward parent involvement are significant. Unfortunately, all around the world, and especially in Turkey, there are not enough studies measuring various aspects of preschool teachers' attitudes toward parent involvement.

This study was designed to see whether differences exist in preschool teachers' attitudes, who work in public and private schools toward parent involvement, to determine the affects of school type, educational level, graduated program, experience, income, number of students, age group, taking course on parent involvement and preparation to parent involvement by means of course/s, in-service education, sending newsletter, and frequency of sending them on teachers' attitudes of parent involvement and to examine whether there were differences in attitudes of teachers with different self efficacy levels.

Preschool teachers were asked to complete “The Attitudes of Teachers toward Parent Involvement Scale” that includes six subscales all of which were supposed to measure the attitudes of teachers toward parent involvement. The subscales included to the study were: teacher beliefs about parental involvement, teacher self-efficacy for teaching, teacher beliefs about parents’ efficacy for helping children succeed in school, teacher beliefs about the importance of parent involvement practices, teacher reports of parent involvement and teacher report of invitations to parental involvement.

The sample of study consisted of preschool teachers working with children between the ages of 3 and 6 and working in public and private schools of Ankara. 169 preschool teachers from public schools and 121 preschool teachers from private schools in Ankara comprised the total sample.

The results revealed that there were not significant differences between the attitudes of public and private school teachers with respect to first five subscales. Educational level of teachers was found effective in the attitudes of teachers only for the fourth subscale. The effect of experience, age group of children, and courses taken on parent involvement on attitudes were only reported for the last subscale. Finally, sending newsletters was found to have an effect on attitudes toward parent involvement for the last two subscales and for frequency of sending newsletters, it was reported that there were differences between the attitudes of teachers with respect to second and last subscales. Graduated program, income, number of children, preparation by means of courses and in-service training did not have an effect on teachers’ attitudes toward parent involvement. The last finding was related to the difference in the parent involvement attitudes of teachers with lower, middle and higher self efficacy. The results yielded that teachers with higher self efficacy held more positive attitudes on the first two subscales than the ones with middle and higher self efficacy. For the last three subscales, no differences were found. Limitations of the present study, implications for practice and finally recommendations for further studies were offered.

**Keywords:** Parent Involvement and Preschool Teacher

## ÖZ

### OKUL ÖNCESİ ÖĞRETMENLERİNİN AİLE KATILIMI İLE İLGİLİ TUTUMLARI

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Son yıllarda yapılan çalışmalar, aile katılımının öğrencinin akademik başarısını arttırdığını ve ailelere, öğretmenlere, çocuklara, okullara ve topluma birçok fayda sağladığını göstermektedir. Öğretmenler ailelerin okula katılımında en önemli öğelerden biri olduğu için onların aile katılımı ile ilgili tutumları önemlidir. Ancak dünyada, özellikle de Türkiye’de okul öncesi öğretmenlerinin aile katılımı ile ilgili tutumlarını ölçen çalışmalar yok denecek kadar azdır.

Çalışmanın üç temel amacı vardır. Birinci amaç, devlet okulları ve özel okullarda çalışan okul öncesi öğretmenlerinin aile katılımı ile ilgili tutumları arasında benzerlik olup olmadığını belirlemektir. İkinci amaç, öğretmenlerin çalıştığı okul tipi, eğitim seviyesi, mezun olunan bölüm, deneyim, gelir, öğrenci sayısı, yaş grubu, eğitim esnasında aile katılımı ile ilgili ders alınması ve derslerin aile katılımına hazırlanması, aile katılımı ile ilgili hizmet içi eğitim faaliyetleri, ailelere bülten gönderme ve sıklığı değişkenlerinin aile katılımı ile ilgili tutumları etkileyip etkilemediğini tanımlamaktır. Araştırmanın son amacı ise öğretmenlerin öz yeterlilik düzeylerinin tutumlarını etkileyip etkilemediği incelemektir.

Çalışmaya katılan öğretmenlerden altı alt ölçek içeren ve öğretmenlerin tutumlarını ölçtüğüne inanılan “Öğretmenlerin Aile Katılımı ile İlgili Tutumları” adlı ölçeği doldurmaları istenmiştir. Araştırmada kullanılan altı alt ölçeğin isimleri şu şekildedir: öğretmenlerin anne-baba katılımı hakkındaki inançları, öğretmenin öğretmedeki öz yeterliliği, öğretmenlerin çocukların okulda başarılı olması için anne-babaların yeterliliği hakkındaki inançları, öğretmenlerin anne-baba katılımı ile ilgili uygulamaların önemi hakkındaki inançları, öğretmenin aile katılımı ile ilgili raporu ve öğretmenlerin anne-baba katılımına yönelik davetleriyle ilgili raporu.

Çalışmanın katılımcıları Ankara ili merkez ve ilçelerinde bulunan devlet ve özel okullarda çalışan, 3–6 yaş okul öncesi öğretmenleri arasından seçilmiştir. Çalışmaya devlet okullarından 169, özel okullardan ise 121 okul öncesi öğretmeni katılmıştır.

İlk beş alt ölçeğe göre devlet ve özel okullarda çalışan öğretmenlerin tutumları arasında önemli bir fark çıkmamıştır. Değişkenlerin etkisi incelendiğinde eğitim seviyesi ve dördüncü alt ölçek arasında, deneyim, yaş grubu, aile katılımı ile ilgili alınan dersler ve son alt ölçek arasında, bülten gönderme ile son iki alt ölçek arasında ve ayrıca gönderilen bültenin sıklığı ile ikinci ve son ölçek arasında önemli farklılıklar bulunduğu saptanmıştır. Mezun olunan bölüm, aylık gelir, öğrenci sayısı, alınan dersler sayesinde aile katılımına hazırlanma ve hizmet içi eğitim faaliyetleri ve öğretmenlerin aile katılımı ile ilgili tutumlarını inceleyen ölçekler arasında önemli bir fark bulunmamıştır. Araştırmadan elde edilen son bulgu öz yeterlilik düzeyi (yüksek, orta ve düşük) ile aile katılımı tutumları arasında ilişki olup olmadığı ile ilgilidir. Sonuçlar öz yeterlilik seviyesi yüksek olan öğretmenlerin öz yeterlilik seviyesi orta ve düşük düzeyde olan öğretmenlere göre ilk iki alt ölçekte daha olumlu tutumları olduğunu son üç ölçekte ise hiçbir ilişki olmadığını göstermiştir. Araştırmanın sınırlılıkları, uygulama alanları ve ileride uygulanacak çalışmalara önerileri sunulmuştur.

**Anahtar Kelimeler:** Aile Katılımı ve Okul Öncesi Öğretmeni

TO MY MOTHER



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## TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT.....	iv
ÖZ.....	vi
DEDICATION.....	viii
ACKNOWLEDGEMENTS.....	ix
TABLE OF CONTENTS.....	x
LIST OF TABLES.....	xii
<b>CHAPTER</b>	
<b>I. INTRODUCTION.....</b>	<b>1</b>
1.1. Background to the Study.....	1
1.2. Purpose of the Study.....	6
1.3. Research Questions of the Study.....	8
1.4. Significance of the Study.....	8
1.5. Definition of Terms.....	10
1.6. Limitations of the Study.....	11
<b>II. REVIEW OF LITERATURE.....</b>	<b>12</b>
2.1. Attitude.....	12
2.2. Self Efficacy.....	14
2.3. The History of Parent Education and Involvement.....	16
2.3.1 History of Parent Involvement in the World.....	16
2.3.2. History of Parent Involvement in Turkey.....	19
2.4. Theoretical Background of Parent Involvement.....	22
2.5. Definition of Parent Involvement.....	23
2.6. Benefits of Parental Involvement.....	25
2.6.1. Benefits of Parent Involvement for Children.....	25
2.6.2 Benefits of Parent Involvement for Parents and Teachers.....	28

2.7. Barriers to Parent Involvement.....	28
2.7.1. Barriers Reported by Teachers.....	28
2.7.2. Barriers Reported by Parents.....	29
2.8. Roles of the Teachers in Parental Involvement Process.....	30
2.9. Previous Studies about Teachers' Attitudes of Parental Involvement.....	33
2.10. Summary.....	41
<b>III. METHOD</b> .....	43
3.1. Population and Sample Selection.....	43
3.2. Data Collection Instruments.....	46
3.2.1. Demographic Information.....	46
3.2.2. The Attitudes of Teachers toward Parent Involvement Scale.....	46
3.2.3. Pilot Study.....	49
3.3. Data Analyses.....	53
<b>IV. RESULTS</b> .....	55
4.1 Descriptive Statistics.....	55
4.1.1 Descriptive Statistics of the Scales Measuring the Attitudes of Teachers toward Parent Involvement.....	55
4.2 Inferential Statistics.....	55
4.3. Findings.....	55
4.4. Summary.....	69
<b>V. DISCUSSION</b> .....	71
5.1. Discussion on Statistical Results.....	72
5.2. Implications of the Study.....	77
5.3. Recommendations for Further Studies.....	79
<b>REFERENCES</b> .....	80
<b>APPENDICES</b> .....	89
A. Permission to Use Instrument	89
B. Permission to Use Instrument in Schools of Ankara	90
C. Original Scale	91
D. Turkish Version of the Scale Used in the Pilot Study	94
E. Turkish Version of the Scale Used in the Main Study	99

## LIST OF TABLES

Table 3.1	Characteristics of the Sample.....	44
Table 3.2	Frequencies of Courses Teachers Taken and Preparation by Means of Courses.....	45
Table 3.3	Frequencies of In-Service Training Teachers Attended.....	45
Table 3.4	Frequencies of Sending Newsletter and How Often It Sent....	46
Table 3.5	The Results of Factor and Item Analyses of Teacher Beliefs about Parental Involvement Scale.....	50
Table 3.6	The Results of Factor and Item Analyses of Teacher Self- Efficacy for Teaching.....	50
Table 3.7	The Results of Factor and Item Analyses of Teacher Beliefs about Parents' Efficacy for Helping Children Succeed in School.....	51
Table 3.8	The Results of Factor and Item Analyses of Teacher Beliefs about the Importance of Parent Involvement Practices.....	51
Table 3.9	The Results of Factor and Item Analyses of Teacher Reports of Parent Involvement.....	52
Table 3.10	The Results of Factor and Item Analyses of Teacher Report of Invitations to Parental Involvement.....	53
Table 4.1	Comparing Teacher's Beliefs According to School Type.....	56
Table 4.2	Comparing Teacher's Beliefs According to Educational Level.....	57
Table 4.3	Comparing Teacher's Beliefs According to Graduated Program.....	58
Table 4.4	Comparing Teacher's Beliefs According to Teaching Experience.....	59
Table 4.5	Comparing Teacher's Beliefs According to Income.....	60
Table 4.6	Comparing Teacher's Beliefs According to Number of Children.....	61
Table 4.7	Comparing Teacher's Beliefs According to Age Group.....	62

Table 4.8	Comparing Teacher’s Beliefs According to Courses Taken on PI.....	63
Table 4.9	Comparing Teacher’s Beliefs According to Preparation of PI in respect to Taken Courses.....	64
Table 4.10	Comparing Teacher’s Beliefs According to In- Service Training.....	64
Table 4.11	Comparing Teacher’s Beliefs According to Sending Newsletter.....	65
Table 4.12	Comparing Teacher’s Beliefs According to Frequency of Sending Newsletter.....	67
Table 4.13	Descriptive Statistics about Teacher’s Self Efficacy.....	68
Table 4.14	The Frequency of the Teachers in Each Category.....	68
Table 4.15	Comparison of the Attitudes of Teachers with Their Self Efficacy Scores.....	69

## CHAPTER I

### INTRODUCTION

#### 1.1. Background to the Study

Children are born in a family unit which provides for the children the necessary conditions for development and well-being of the children. This unit is also effective in the development of thoughts, beliefs or attitudes of the children. Namely, the family unit has a very important place in the children's lives. In prehistoric times, it was the duty of the parents to educate their children since there were no schools (Wright and Stegelin, 2003). As a result of the improvements and changes in the world with respect to technology, education and science, the family unit failed to educate the children in many ways, so schools were opened to share the responsibility of educating children according to the demands of changing world.

Parents are the first most important teachers in their children's lives who are the first nurturers, socializers and educators of their children (Berger, 2004). However, the education given by the parents will not be enough for children when they need more professional knowledge and information. At this point, parents and school need to work together because the both have the same goal: To educate the children and to bring them up to be responsible people for the society.

When the literature on education has been analyzed, it can be concluded that plenty of studies have been done to understand the issue of parental involvement in education which is a vital component for the success of children at school. The results of these studies demonstrated that parent involvement was an important component of education in all grades.

Parental involvement is important especially during early childhood period. It is the time when parents have an opportunity to inform the teachers about the developmental levels, skills, interests, abilities and needs of their children in more detail. Since children live in a family context till they begin school, they are

influenced by their families; therefore families have better information regarding their children.

When children begin school, friends and other people at school, especially teachers, become effective in their lives after parents. Teachers are the professional people who know many things about the different areas of development, who are aware of the individual differences between children who plan and apply developmentally appropriate activities for the children; and with whom children spend most of their time when they are at school.

Although teachers know many things about the age group they are teaching, their work would be incomplete if the parents did not give the teachers support. Children spend less time in schools when compared the time they pass at home. Moreover, the class that the teacher teaches might be overcrowded, so teachers might not be able to observe all children. As a result of these two reasons, teachers do not have enough information about abilities and skills of individual children. At this point, parents become significant people giving important information about their children. Batey (1996) also supported the view that teacher-parent partnership is necessary; and summarized her views that in order to achieve your goals, you should believe that the work can not be done alone. Parents do not have to agree with the others who are responsible for their children's education, but they should show willingness and commitment to work together for the success of their children.

Apart from making the job of both parties easier by sharing information about children's needs, abilities or skills, parental involvement process provides many significant benefits for teachers and parents. Teacher's confidence increases since they get positive feedback from parents and other school personnel. They enrich their learning experiences by means of parental resources and positive feedback. The other party; parents, benefit from parent involvement practices. They take support for parenting, gain knowledge and skills related with education of their children, they will learn important things on child rearing practices and as a result of these practices, their self esteem increases (Gestwicki,2004). Moreover, Massengill (2004) conducted a study with low income parents receiving a free early readiness program for their children and listed the benefits of this study for parents as learning the parenting and discipline techniques, increased participation in preschool program, increased feelings of competence, and greater understanding of their children.

The things explained above mention how parent involvement provides benefits for the parents and teachers in parental involvement process. When the literature on the benefits of parent involvement for the children is analyzed, it can be concluded that studies dealt with the question: “How parental involvement effects the academic achievement, developmental levels, motivation and attendance of children at school?” (Izzo, Weissberg, Kaspro and Fendrich, 1999; Sheldon and Epstein, 2005; Decusati and Johnson, 2004; Smith, 1998; Campbell, 2006; Peissig, 2002).

For instance, parent involvement have been found to increase the academic achievement by improving social and academic functioning of children at school (Izzo, et al., 1999), by increasing success at school (Çelenk, 2003) and it has also been effective in academic achievement in the areas of literacy, mathematics, reading, and comprehension as reviewed specifically (Mullis, Mullis, Cornille, Ritchson and Sullender, 2002-2004; Roberge, 2005; Sheldon and Epstein, 2005; Decusati and Johnson, 2004; Smith, 1998; Campbell, 2006; Peissig, 2002 and Çelenk, 2003).

Involving parents in education of their children also affects some developmental areas like social-psychological development of children in preschool years (Gürşimşek, 2003). The involvement of the parents also influences students’ motivation at school (DeHass, Willeams and Holbein, 2005) and it increases the attendance rate of students to schools (Sheldon, 2007).

After reviewing the literature on the benefits of parent involvement for children, parents and teachers; and examining numerous studies about the benefits, it is important to mention how parental involvement process can be commenced in pre-school period.

Although parents, teachers and administrators have some responsibilities on parental involvement process in early childhood period, the teacher is the most important person who is a professional and who knows how to start, maintain and conduct parental involvement activities. How they view the process effects their practices related with parent involvement. Throughout the world, there have been many studies conducted with teachers working with preschool children in different areas of parental involvement (Yang, 2005; Feinberg, 2001; and Wu, 1995).

A study carried out by Yang (2005) focused on the parents’ and teachers’ perceptions of the roles, effectiveness and barriers of parent involvement (PI) in



Early Childhood Education in Taipei. The results of the study for teachers indicated that there were significant differences between teachers' demographics and perceived parents role in parent involvement. Both groups preferred direct involvement activities, and teachers had more barriers to involvement than parents.

Stretch (1974) conducted a study in order to understand whether differences exist in the perceptions of parents, teachers and administrators in regard to actual and preferred involvement of parents in Early Childhood Education in Edmonton. The findings of the study indicated that there were differences between the beliefs of all groups in actual and preferred involvement of parents.

Feinberg (2001) approached the issue of parent involvement (PI) by investigating the link between teachers' perception of PI, student achievement and adjustment, and later achievement outcomes of high and low risk kindergarten students. The results of the study indicated that there were positive and significant relationships between teachers' ratings of parent involvement and student achievement and adjustment.

Wu (1995) tried to understand parent involvement (PI) practices of early childhood practices in Taiwan by investigating the relationships between teachers' sense of efficacy and school climate. More than 90% of teachers indicated that they had been using different techniques of PI such as home visiting, problem contacts or class notes. There were significant relationships between teachers' sense of efficacy and PI techniques they used and school climate had been affecting PI practices of them.

A study conducted by Swick and McKnight (1989) to determine if there were certain characteristics of kindergarten teachers who were supportive of parent involvement (PI) in South Carolina. The results showed that there were certain characteristics of teachers who were deeply involved in PI process such as; pre-elementary teaching experience and administrative support. Moreover, teachers reported that they were supportive of the concept but they did not have responsibilities to carry out the duties related to parent involvement.

The studies applied in Turkey assessing teacher component in parent involvement (PI) were analyzed and it was found that there were four studies, three of which was related to teachers' attitudes of parent involvement working in primary and elementary schools, and only one of them was assessed the attitudes of preschool

teachers about involving parents in their children's education.

The study conducted by Kazak (1998) focused on school-family cooperation and problems in 10 primary schools of Adapazarı. The researcher chose the sample from school managers, teachers and parents. The study provided results about invitation to parent involvement (PI), parent and teacher attitudes to PI, parent meetings, family-school communication, and how variables of job, education and parents' income level effects PI. For the purpose of the study, perceptions of all groups were given. There had been many results reported by the study. Some of them were: Families visited to the classrooms when there was a problem, the written materials send to homes were not enough according to teachers, parents and principals and parents reported that teachers and principals were the key persons improving parent-school collaboration.

Another study was carried out by Yaylacı (1999) who analyzed the issue of parent involvement (PI) in elementary schools of Ankara. The researcher tried to understand the levels and barriers of PI by using survey method. Participants of the study were administrators, teachers and parents. Teachers indicated that parents did not provide enough experiences for PI; they did not take course on PI. Barriers of PI were lack of time and financial problems, there were not enough personnel at schools to initiate PI activities, administrators did not encourage parents to participate in school activities, and the most important PI activities were national days or commemorative ceremony.

The last study conducted with elementary school teachers was applied by Çeviş (2002) who evaluated parent-school collaboration in the ideal and existent level by examining the opinions of the administrators, teachers and parents in Denizli. The results of the study revealed that teachers held positive approaches with respect to existent school family cooperation and communication levels and they did not have higher expectation in respect to ideal school family cooperation and communication levels.

The only study in preschool level was carried out by İnal (2006). The researcher tried to evaluate the activities that teachers apply to increase participation of parents, the frequency of activities and methods teachers use to involve parents to the program. Moreover, the researcher was also interested in teachers' beliefs that what they think about parent's contribution to the program. The results revealed

although teachers agreed the importance of parents in educational lives of their children, they did not apply the activities and methods requiring parents' participation.

By analyzing all of the studies carried out abroad, it can be concluded that the researchers tried to approach the issue of parent involvement (PI) in terms of studying teacher component in different dimensions. However, when we analyze the ones conducted with teachers in Turkey, it can be concluded that there is a lack in the literature in terms of grade levels. All of the studies were applied in the same grade levels, primary and elementary level approached the issue in the same manner by measuring the attitudes of teachers, parents and administrators. The studies focused both on the teachers' attitudes on PI and focused on different dimensions affecting teachers' attitudes such as self efficacy since they are one of the most important components in PI process. There were no studies measuring the attitudes of preschool teachers toward PI as reviewed.

The current study closes the gap of other studies especially the ones conducted in Turkey. According to the purpose of this current study, parent involvement (PI) means the ways of including learning at home, volunteering, parenting, decision making and collaborating community that teachers apply to increase participation of parents to the program. This study will be the one conducted with preschool teachers working in public and private schools to understand their attitudes toward PI, approach the issue in detail including information about teacher beliefs on PI, their self efficacy for teaching, their beliefs about parents' efficacy for helping children succeed in school, their beliefs about the importance of PI practices, their reports of PI and their report of invitations to PI.

## **1.2. Purpose of the Study**

The purpose of this study is to understand the attitudes of preschool teachers working in private and public schools toward involving parents to education of their children at school. In particular, this study seeks to compare the attitudes of teachers working in both types of schools, to understand whether there are similarities between the attitudes of teachers toward parent involvement and some variables such as educational level or experience, and finally to determine whether there are differences between the attitudes of teachers with different levels of self efficacy.

There were some reasons explaining why public and private schools were chosen for the study. It was thought that differences would exist between the teachers' beliefs and practices in public and private schools. Although both types of schools are regulated and supervised by the Ministry of National Education, the activities of these schools are different. Since parents pay money for private schools, they request activities that are different from public schools like computer, drama classes or field trips.

The literature on public and private schools proves the belief that differences exist between the teachers working in two types of schools. Virginia Education Association (1999) addresses the differences between teachers of public and private schools as follows: Teachers working in public schools are more qualified, they earn more and get better benefits, and they spend more time on core subjects than private school teachers do. On the other hand, private school teachers feel that they have more influence over school policies and working conditions are better than the public schools.

The study conducted by Karaköse and Kocabaş (2006), to understand job satisfaction and motivation of teachers working in public and private schools, also proves the fact that differences exist between the teachers of both types of schools. The result of their study indicated that teachers in private schools were more motivated and satisfied with their job as a result of principal attitude and behavior than public school teachers and better working conditions. However, private school teachers reported that they were more stressful performing their job.

The literature also provides studies conducted to understand the effects of some variables such as experience and class size on teachers' attitudes toward parent involvement (PI) and shows how those variables affect the attitudes of teachers toward PI. Joshi and Taylor (2004) investigated effects of some variables like teacher training, years of experience and class size on the nature of interactions between parents and teachers. The results indicated that these variables were not significant factors to explain the nature of parent-teacher interactions. Nicolini (2003) also designed a study to look whether there were relationships between the variables of teaching efficacy, years of experience and preservice teacher training and teachers' perceptions about their and parents role in parent PI. The findings of the study yielded that although teacher efficacy was a factor predicting teachers' perceptions to

PI, this was not true for the variables of preservice teacher training and years of working experience. Unlike the two studies explained above, Clark (1992) carried out a study to determine effects of many variables such as sex of the teacher, educational level achieved, teaching experience, type of classroom, parenthood status and perceived attitudes of administrators on teachers' attitudes toward PI. The findings of study indicated that the variables of level of education and type of classroom the teacher taught were not the only significant predictors of PI; and the remaining variables were found as important predictors of parent-teacher interactions.

The examples of studies given above provide conceptualization for the current study which has been measured the effects of many variables on parent involvement attitudes of teachers.

### **1.3. Research Questions of the Study**

This study tries to answer these three research questions:

1. Are there any significant differences and/or similarities between the attitudes of preschool teachers working in private and public schools toward parental involvement?
2. Are there similarities and /or differences between preschool teachers' attitudes toward parent involvement and their educational levels and graduated departments, experiences, income, number of students, age groups, course on parent involvement, and preparation on parent involvement with respect to courses, in-service training, sending newsletter and frequency of sending them?
3. Is there any difference and/or similarity between the attitudes of teachers toward parent involvement and their self efficacy levels?

### **1.4. Significance of the Study**

There have been some studies conducted with teachers about parent involvement (PI). Shatrand, Kreider and Warfield (1994) examined teacher preparation in PI for early childhood, K-12 teachers by analyzing state certification requirements and preservice teacher education programs which described the content of parent involvement requirements and training opportunities. They found that the

majority of the states do not mention PI in teacher certification requirements and most teacher education programs do not offer PI training. Another study was conducted to understand the relationship between PI and specific types of elementary school teachers' practices who attended to intervention program designed to increase home to school communications by Carole, Stefano, Watkins and Sheldon (1995). They found that when parents received frequent and effective communication from teachers, they reported higher levels of involvement and teacher's self-efficacy for involving parents had been developed. Izzo et. al., (1999), assessed perceptions of teachers from kindergarten to third grade in three years about PI in children's education and school performance. As a result of teachers' reports, they found the frequency of parent-teacher contacts, quality of parent-teacher interactions and how parent participation declined from years 1 to 3. Bhering (2002) tried to understand perceptions of teachers and parents about PI in Brazilian early years and primary education and found that teachers valued the practices including support of parents but did not extend to the encouragement of parents' help in the teaching and learning process.

As a result of the studies conducted on the issue of parent involvement (PI), this current study is significant since it focuses one of the most important components in PI: Teachers. This study is valuable since it closes the gaps of other studies conducted with teachers. The previous studies tried to examine perceptions of teachers in some domains like the PI practices or frequency of parent-teacher contacts. However, this current study tries to understand the attitudes of preschool teachers about PI including items about teacher beliefs about PI, teacher self-efficacy for teaching, teacher beliefs about parents' efficacy for helping children succeed in school, teacher beliefs about the importance of PI practices, teacher reports of PI and teacher report of invitations to PI.

Moreover, this study is also remarkable since it compares the attitudes of teachers working in public and private schools.

In Turkey, there is a lack in studies measuring the attitudes of preschool teachers toward parent involvement (PI). It is thought that the importance of PI in early childhood education has not yet been recognized in our country. Therefore, this study is considered to have significant contribution to focus the educator's attention on importance of PI, ways to involve parents and how self efficacy affects their

attitudes on PI.

Moreover, the study has provided some benefits for teacher training since it makes the persons responsible in educating teachers focus on the issue of parent involvement (PI) more carefully and addresses the need for qualifying and quantifying their current practices with current preservice teacher training in PI.

In addition to this, this study offers valuable resource for researchers in Turkey who are planning to carry out study on the same or related topics.

### **1.5. Definition of Terms**

For the purpose of this study, the following terms need to be defined:

**Attitude:** Attitude is defined as the tendency of people to respond consistently in favorable and unfavorable ways in respect to a given object that is learned (Fishbein and Ajzen, 1975). In this study, the term attitude is used for defining teachers' thoughts or opinions on PI.

**Preschool Teacher:** Preschool teacher is a person who works in early childhood education centers and who are responsible to prepare the materials, apply educational plans according to developmental levels of children, plan and prepare parent education programs, and so on (Ministry of National Education, Regulations on Early Childhood , 2004).

**Parent:** Parents are defined as mother and father of the child or the person who is responsible for looking after the child legally (Ministry of National Education, Regulations on Early Childhood, 2004)

**Public and Private School:** Public and private schools have been defined as the schools which are opened either by a person or state. The educational activities of the both types of schools regulated and supervised by the Ministry of National Education (Basic Ministry Education Law, Law Number: 1739)

**Parental Involvement:** It is a term used to define all of the things applied in parent-program interactions including policy-making, parent education, learning at home, communicating or fund raising. (Pettygrove and Greenman, 1984).

## **1.6. Limitations of the Study**

This study includes some limitations which should be examined when the results are interpreted. The first limitation is the distribution of the instrument since it was only distributed to preschool teachers working in public and private schools of Ankara and this situation may limit the generalizability of the study. The second limitation is related to gender of the sample participated to the study. Although there was a sex variable in the questionnaire, all of the participants of the study were female and sex variable was not tested. The next limitation is related to taking permission to apply questionnaire in the schools. The permission was obtained from The Ministry of National Education, and with the permission form, questionnaire applied in most of the selected public and private schools. However, some private schools did not accept this permission form since they only permit the researchers to do study in these schools if they directly receive permission from those schools. The last limitation is that this study tried to answer the attitudes of preschool teachers toward parent involvement. According to Triandis (1971), not only attitudes but also norms and habits are important predictors to explain behavior. Teachers may provide answers on the scales reporting that they have positive attitudes toward parent involvement but they may not display expected behaviors toward parent involvement.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter contains the review of literature which is relevant to the purpose of the study. It includes information about the concept of attitude, self efficacy, historical and theoretical background of parent involvement (PI), definition of PI with the levels and types of it, benefits of PI, barriers to PI, roles of the teachers in PI process, and finally it will document the previous research studies conducted to understand teachers' attitudes on PI.

#### **2.1. Attitude**

Attitude means a summary evaluation of an object that is thought. The attitude object might be things stored and discriminated in mind. There have been different types of attitude objects like concrete objects and persons from different groups (Bohner and Wanke, 2002).

Attitudes include three components which are cognitive, affective and behavioral. A cognitive component is the idea or belief that has the category people use in thinking. An affective component deals with the emotions which influence the ideas. Lastly, a behavioral component is the acts toward an object like driving or admiring cars (Triandis, 1971).

Attitudes have important functions in human's lives. Bohner and Wanke (2002) define the functions of attitudes as serving to organize knowledge, to guide approaches and how to avoid some things and serving higher psychological needs. Another definition provided by Triandis (1971) also helps us to conceptualize the functions of attitudes in our lives. He concluded that attitudes help us to understand the world around us by organizing and simplifying the complex output taken by environment, they protect our self esteem by letting us to avoid unpleasant truths about ourselves, they have a function to adjust ourselves to complex world by

causing us to think that we will take rewards when we react and finally, they allow us to express our basic values.

The relationship between an attitude and behavior has been a matter of debate among the researchers. According to Triandis (1971), it is true that attitudes are contributing cause of behavior, but alone it does not predict behavior. Norms, habits or expectations about rewards also affect our behaviors.

Teachers are the key people in the education and development of children. For this reason, their attitudes about certain developmental areas, about different ways of teaching or about discipline problems have been attracting the researchers. In literature, there have been many studies measuring the attitudes of teachers toward many subjects with different grade levels, whether the attitudes have been affected by educational level or ethnicity and whether attitudes affect behaviors of teachers (Buldu, 2005; and Al-ajmi, 1994).

For example, Taverner, Hardman, and Skidmore (1997) conducted a study to understand the attitudes of mathematics and English teachers to integration of students with special education needs in the mainstream classroom. They have found no significant difference between two groups of teachers but found difference between the teachers who had training in special education.

Another study was carried out by Buldu (2005) to compare the attitudes of preservice elementary teachers toward science in the U.S.A and Turkey. The study was conducted in order to see whether there was a difference between the attitudes of teachers across nations, and also whether the variables such as gender of the students and grade level that teachers taught had an influence on the attitudes of teachers. The results of study displayed that both groups of teachers had positive attitudes toward science but American teachers were more confident in science than Turkish teachers. Although no significant difference was found among American teachers with respect to gender, there were significant differences between the teachers in Turkey due to gender.

The last example of study about teacher' attitudes was conducted by Al-ajmi (1994) to understand their attitudes toward creativity and their instructional behaviors in the classroom The researcher used two instruments related to the purpose of the study: Attitude test and behavior observation checklist to assess the instructional behaviors of teachers participated to the study. The results of the study

indicated that there was not a positive relationship between the attitudes of teachers toward creativity and their instructional behaviors. Moreover, the variables such as educational background and teaching experience did not have an influence of teachers' attitudes and their instructional behaviors.

These are the examples of studies carried out to understand the attitudes of teachers toward a subject, how some variables influence the attitudes and whether there was a relationship between attitudes and behaviors. In the literature, there have been many studies like those conducted to measure the attitudes of teachers in different domains (Aral and Ayhan, 2006; Aslan and Akyol, 2006 and Leatherman and Niemeier, 2005). This issue attracted the attention of researchers throughout the time.

Attitudes give important clues about the behaviors of the people; therefore, this study will provide significant information about teachers' attitudes on parent involvement and provide valuable information for the researchers.

## **2.2. Self Efficacy**

Bandura (1994) defined perceived self-efficacy as one's beliefs about his/her capabilities. It is needed to produce designated levels of performance by exercising influence on events that affects someone's life. Self-efficacy beliefs have an important role in human's lives since these beliefs determine feelings, thoughts, motivation and behaviors of people.

There are four sources of influence by means of how self efficacy is developed. The first way of developing high self-efficacy is through mastery experiences. The second way is provided by social models that provide vicarious experiences. The third way of developing it is by means of social persuasion. Social persuasion strengthens one's belief about the necessary things to be successful. The last source for the development of high self efficacy can be gained by altering their perceptions and interpretations of emotional and physical reactions (Bandura, 1994).

Self-efficacy regulates human functioning by four ways that are cognitive, motivational, affective and selection processes. By means of cognitive processes, people with high self-efficacy have set challenging goals for themselves, believe that they will meet those challenges and that they will get successful outcomes when guiding their actions. Motivational processes are related to cognitive processes since

most of human motivation guided by cognition. People motivate themselves by forming beliefs on the things they perform, by setting goals and planning actions on goals. The relationship between self-efficacy and motivation is that it affects the ways goals are set, how much effort needed, how long goals preserve and how durable they are in the case of failures. Affective processes deal with coping capabilities of people: How much stress and depression people experience when they face threatening and difficult situations. Self-efficacy beliefs regulate these emotional states in different ways: People with high self-efficacy are less affected by threats, they lower their stress and anxiety by making the environment less threatening, they have more control over disturbing thoughts, and they calm themselves under stressful conditions and divert their attention to other things. The last way that self-efficacy regulates human functioning is selection processes which let people select the environment or conditions proper to them (Bandura, 1994 and 1997).

Teachers' self-efficacy for teaching means that the levels of efficacy affect the amount of effort teachers display to foster students learning and engagement, how they behave in teaching situation and how they act when they face with obstacles (Moran, Woolfolk Hoy, and Hoy, 1998 and Woolfolk cited in Shaughnessy 2004).

In the literature, there have been many studies carried out in different subjects about teachers' self efficacy for teaching. The study conducted by Billheimer (2006) examined the degree of perceived teacher self-efficacy between early childhood pre-service teachers and elementary education pre-service teachers. "Teacher Self-Efficacy Scale" is an instrument in which preservice teachers rated their beliefs on 7 subscales that are decision-making, influence on school resources, instructional efficacy, disciplinary efficacy, enlisting parent and community involvement and creating positive school climate. The results of the study displayed that there has been significant difference between teachers with respect to third and seventh subscales. Early childhood education preservice teachers reported higher levels of self efficacy in influencing decision-making, enlisting parent involvement and creating positive school climate. For the other subscales, there were not significant differences between teachers.

Another study was carried out by Erdem and Demirel (2007) in order to develop and validate a new measurement instrument. The aim of this new measurement instrument was to explore student-teachers' self efficacy beliefs toward teaching. They received survey from 346 student-teachers at Hacettepe University. The results of the study showed the validity and reliability of the instrument developed.

Barnes (1998) also carried out a study to compare preservice teachers' changing levels of self-efficacy, self ratings of videotaped teaching episodes and ratings by experienced educators. Their levels of self efficacy measured by "Teachers' Self-Efficacy" scales, videotaped in three times, and videotapes were evaluated by both preservice and experienced teachers according to "Music Teaching Observation Form". The results of the study indicated that there was a significant positive correlation between preservice teachers' self ratings of teaching effectiveness and self-efficacy for the second and third assessments. Data also indicated that self-ratings of teaching effectiveness increased while overall levels of self-efficacy decreased slightly. Moreover, although self efficacy of the preservice teachers and rating of teaching effectiveness by experienced educators were correlated in the first assessment, experienced teachers rated the second and third videotaped episodes slightly higher.

These three studies that were carried out in different dimensions of teachers' self efficacy indicated the importance of issue in educational research and how it was effected teachers' beliefs or thoughts in different areas.

## **2.3. The History of Parent Education and Involvement**

### **2.3.1 History of Parent Involvement in the World**

The ways that parents involved in their children's education, and the roles parents play in the education have differed according to the context of historical and cultural situation. For this reason, history of parent involvement in the world is going to be analyzed from prehistoric to current times with the important improvements in parent education and involvement.

During prehistoric times, no formal institutions were established to educate the children. The families and community were the two important agents responsible

for the education of children (Berger, 2004). Children were viewed as valuable since they contributed to survival and continuance of society and culture (Wright and Stegelin, 2003).

Formal education began outside of home in Egypt, in ancient India, China and Persia (Berger, 2004). However, this education was not offered to all but only the children of prosperous families. Even in these times, teachers were accepted as the experts in education (Diffily, 2004).

The ancient Greeks also had the same purpose for their children: To educate them to be the good citizens to protect and maintain culture and civilization. Schools were private organizations and parents had a right to select the school and pedagogy for their children (Berger, 2004). Aristotle and Plato were two important philosophers addressing their views on rearing of children for continuance of culture and civilization in that time (Wright and Stegelin, 2003).

In Rome and Sparta, parents were actively involved in their children's education and development especially mothers. Polybius and Çiçero were the two important philosophers who wrote about the reasons why parents were important for the development of good citizens (Berger, 2004).

After the decline of Roman Empire, the period of middle ages started (400-1400). Feudal system was influential and there were clear class distinctions among people. Children of poor learned whatever they knew from their parents and the rich ones were sent to apprentice with other families.

Renaissance, reformation and invention of printing press marked the end of middle ages since people experienced art, literature, learning and reached more books (Wright and Stegelin, 2003).

In the 1600s and 1800s, the concept of original sin that all children were thought as evil and needed to be disciplined harshly was the influential view in society. Children were educated in strict discipline and according to the rules of religion up to time during when Comenius, Locke, Rousseau, Pestalozzi and Froebel stated their views about the importance of rearing children in humanistic ways and the roles of families in education of their children.

Comenius stated his views on early education in his books called *Didactica Magna* and *the School of Infancy* by stating the importance of infant education and the influence of home in education. Locke raised the concept of "tabula rasa" or

blank state. He believed that all ideas were developed from experiences provided by parents and teachers. Rousseau was also a significant person who affected the lives of children and families by means of his book called *Emile*. In this book, he encouraged parents to give freedom to their children for learning. Pestalozzi was another philosopher who was accepted as the father of parent education. He stated his views on the book called *How Gertrude Teaches Her Children*. He talked about the importance of home and mother in education of children and suggested teaching methods for parents. Like Pestalozzi, Froebel also recognized the importance of mother in children's lives and believed that parents were important component in education. He was known as the father of kindergarten (Berger, 2004).

The modern parent education movement began in the 1880s and 1890s when several women organizations were established. The names of these organizations were the American Association of University Women (AAUW), the Congress of Parents and teachers called PTA and the Child Study Association (Diffily, 2004). G.Stanley Hall founded a child study center and contributed to parent education during these times (Berger, 2004).

In the early twentieth century, the federal government took the role of educating parents. The first White House Conference on the care of dependent children was held in 1909, and three years later, the Children's Bureau had the role of implementing suggestions made during the White House Conference.

Parent education movements improved throughout the twentieth century. More families began to be involved in organized programs.

In the 1960s, the federal government supported parent education by starting a fight against poverty. The Head Start program was established to provide educational experiences to children of the poor. The Head Start program strictly supported parent involvement, and as a result of this, more success was reported among children.

In the 1980s, variety of professional organizations, national organizations and agencies supported parent education, parent participation and parent involvement. Examples of them were the National Association for the Education of Young Children, the Council for Exceptional Children and the Association for Childhood Education International (Diffily, 2004).

The 1990s were viewed as the decade of focus on the family and home environment that were accepted as the most important factors in children's

education. Family resource centers were funded, family literacy programs were established, home schooling programs were started, and the Family and Medieval Leave Act was passed in those years.

The last improvements in the history took place in the beginning of 21<sup>st</sup> century. In 2002, “No Child Left Behind Act” was passed in order to test children annually in mathematics and reading and thanks to that parents have had a chance to transfer their children to another school (Berger, 2004).

### **2.3.2. History of Parent Involvement in Turkey**

In Turkey, the history of early childhood parent involvement is going to be analyzed by dividing it into two periods: The one during Ottoman Empire and the one began establishment of Republic and continuing.

During the Ottoman Empire, Sibyan Schools were opened by Fatih Sultan Mehmet for the children between 5 and 6 years old. Both girls and boys could attend these schools, and only religious education was given. The families did not keep in touch with schools and they gave all responsibility to teachers in order to discipline their children.

Since mothers did not work, they were responsible for looking after and educating their children. There were preschools but since they were private institutions, only rich families’ children could attend the preschools. The public preschools were opened between the years of 1912 and 1913.

When the Republic was established, the priority was given to elementary education in order to educate the people to keep up with the changes brought by Republic. For this reason, the responsibility to educate children in preschool period was given to parents and local governments. (Akyüz, 1996).

Up to 1961, no public preschools were opened. At that time, child development and education department was opened in vocational high schools for girls. In 1962, “Regulations on Preschools” was passed and after that time, the importance of early childhood education, and how to spread it over the country, that is, parent involvement has been approached in laws, regulations and council reports (<http://ooegm.meb.gov.tr/22tarihce.asp>, 2007)

In 1973, Basic Law on National Education numbered as “1739” was passed and this law included the issue of school-family collaboration. The role of families in



schools according to this law was to improve educational activities of schools, to help the children in schools who were poor and to arrange the social and cultural activities at schools (Basic Ministry Education Law, Law Number: 1739).

In 1992, the law numbered as “3797” was passed; and according to this law, General Directorate of Early Childhood Education was established (The Law numbered as “3797”)

In 2002, mandate named as “School-Family Collaboration” was published. The purposes of this mandate were to display the ways of interacting with parents and to inform the academic success and developmental levels of the children to teachers, schools and parents in public and private schools. This mandate suggests making parents meetings at least two times in each semester, how to prepare and what to talk about in parent meetings (The Mandate of Family-School Collaboration, 2002).

The last regulation mentioning parent-school collaboration named as “Regulation on Early Childhood Institutions”. The purpose of this regulation was to define the management, education, establishment, and duties of public and private schools. In this regulation, the principles of early childhood education was defined; and one of the principle was related with involving parents to education of their children by taking into account the differences between families and environmental conditions (Ministry of National Education, Regulations on Early Childhood, 2004).

The importance of parent-school collaboration in schools also has been considered in some of the Councils of National Education. The first one was third council of national education that met in 1949. In this council, it was decided to inform the parents about educational principles and also to find a way to make family-school collaborations’ jobs easier. The second one was ninth council of national education met in 1974 which defined the reasons for establishing family-school collaborations in schools. The third one was eleventh council held in 1982 which informed teachers about their roles on parent involvement. According to this council, teachers were responsible for initiating communication with mothers and fathers and finding solutions to the problems related to children. The fourth one was twelfth council met in 1988. This council approached the issue of parent involvement by suggesting having more relationships with the parents and consistency in

relationships. The last two councils held in 1993 and 1996 approached the issue of parent involvement in early childhood education and suggested to make widespread “the school for mother and father” to inform the parents about early childhood education and also implementing more programs on parent involvement (III, IX, XI, XII, XIV and XV. Councils of National Education, 1947, 1974, 1982, 1988, 1993, and 1996).

Moreover, the General Directorate of Early Childhood Education has supported the project named as “Parent-Child Education in Early Childhood Education” with Organization of Mother-Child Education (AÇEV). One of the aims of this project that was related with parent involvement was to strengthen family-school collaborations. This project has been signed up in 2006 to apply in 26 cities ([http://ooegm.meb.gov.tr/13projeler\\_veli\\_cocuk.asp](http://ooegm.meb.gov.tr/13projeler_veli_cocuk.asp), 2007).

Having considered the history of parent involvement, law, regulations and projects related with PI, it is better to provide information about the parent involvement programs in Turkey.

The first parental involvement program was developed by Akkök, Kökdemir and Öğütürk in 1998 and conducted in two levels in Turkey, at kindergarten and primary school levels. This program was firstly applied in TED Ankara College with first and second graders and their parents. Besides, it was conducted in METU kindergarten and primary school. The purposes of the researchers were to increase parent collaborations in schools and develop parent involvement program for our educational system. In order to increase involvement of parents, they developed some strategies. Also, they tried to understand the similarities on the perceptions of administrators, teachers, parents and counselors on the issue of parent involvement, and they informed parents about the schools and how they involve themselves to the program. The results of the program for parents and teachers were evaluated separately. Parents reported that as a means of program they were equipped with parenting skills, understood their children’s development more, there was a positive change in their attitudes toward school, they were contributing to their children’s education and schools more and they began to understand the importance of school system and culture. Teachers indicated that there was an increase in relationships with parents and as a result they knew how to communicate with children and their

parents so their job was supported by the parental involvement program.

#### **2.4. Theoretical Background of Parent Involvement**

The conceptualization of this study was based on Bronfenbrenner's ecological systems theory stating that the environmental systems interacting with each other have been influencing the development of individual (Thomas, 1996).

According to Bronfenbrenner (1979) (cited in Swick and Williams, 2006), there are five systems that have been interacting in the worlds of child. These systems are named as microsystem, mesosystem, exosystem, macrosystem, and chronosystem. They are based on the contextual nature of individual that offers opportunities for growth.

The first system in his theory is microsystem which has been defined as the immediate contexts providing experiences for the children to interact with other important people in his/her lives. The significant people in children's lives are the parents providing opportunities for nurturing and teaching, peers and siblings who help the socializing the child by playing with him/her. The important settings of this system are daycare centers, schools and home where the child interacts with family, siblings and peers.

The next broader structure, mesosystem, is defined as the relationships and interactions among the immediate contexts; in other words, the child has been affected not only from one context but also interactions among contexts. For example, the children's experiences with families might affect their performance at school (Weiss, Kreider, Lopez and Chatman, 2005).

The third structure, exosystem, also includes the linkages and processes taking place among two or more settings, but at least one setting does not contain developing person but indirectly affecting her. For example, the workplace of parents may affect the child indirectly (Thomas, 1996).

The fourth system is called as macrosystem that is the most inclusive system among the other since it provides linkages and interactions among micro, meso and exosystems. It refers to beliefs systems, ways of living and structures available for an individual in a particular societal context. The examples might include sex, race,

ethnicity and social role. All of these examples mean different for people in varied cultures and effect their development (Weiss et al., 2005).

The final structure refers to chronosystem. All of the dynamics of families occur in historical context and also within the different systems that affect the way behaving or acting on situations. The example for this system is how families respond to different stressors in macrosystem that have been affected by historical influences (Bronfenbrenner, 1989 cited in Swick and William, 2006).

The implications of this theory provide valuable information for the study because it defines how the family, schools, and society as a whole and also how the interactions among those people and situations influence the developing person as individual. It will display the researchers, teachers and parents the ways environment affect the children and as a result they will learn how to act to children and change the environment for the well-being of their children.

## **2.5. Definition of Parent Involvement**

When the literature on the definition of parent involvement (PI) is reviewed, it has been recognized that PI is often defined with the levels and types of PI. These levels and types determine how parents involve themselves to the education of their children and make us to understand what PI means.

Barbour and Barbour (1997) defined parent involvement with the levels including minimum, associative and decision-making. Parents have been involving themselves to education of their children in various ways in each of the levels. In the minimum level, the teachers request from parents to supervise homework, to participate school-sponsored events such as; fund-raising events and help to make costumes for special days, to control attendance of their children to school and to bring materials to school for classroom activities. The roles of the parents in the associative level are more complex and different than the previous one. At this level, parents take on the volunteer role that assists teachers in various ways. They help teachers prepare and copy materials for art, math and science activities, read the children, help during activities and in library, assist teachers in trips like supervising children, or they implement some activities in classrooms like sing a song or share something special with children. The last level defined by authors is decision-making level and the roles of parents also include the things occurring outside of classroom

in the classroom environment. At this level, parents have been involving themselves to education of their children by making decision about curriculum, goals and ways to achieve goals, and staff who will work in the school.

The four levels of participation defined by Kaplan (1992) are *spectator* at which level parents see the school and teachers as autonomous authorities who do not want parents to interfere; *support*, the level that parents take some role in education of their children; *engagement* which occurs when there are mutual relationships between families and the school; and the last one is decision *making*, which is observed when parents demand interdependent relationship between home and school.

Epstein (1995) defined six types of parent involvement (PI) and each of them includes different practices for the teachers and parents. Type one is *parenting* and in this phase, teachers are responsible for helping families to establish supportive home environments for the education of their children. The examples of practices include suggestions for home conditions, preparing workshops, video-tapes and parent education programs for informing parents about parenting, child rearing, health and nutrition. *Communication* is the second type of PI. Teachers and schools are responsible for forming effective school-to-home and home-to-school communications about children's development and school events. Examples include preparing conferences with every parent in different times, sending the products of children for their comments, or sending newsletters. The third type of PI defined by Epstein is *volunteering* requiring the teachers and schools to get and organize parent help and support. Parents involve themselves by helping the teachers in activities occurring both inside and outside of classroom. The next type is *learning at home* in which teachers provide information and ideas to parents on the ways they help their children at homework, to make a decision and with other curriculum-related activities. The sample practices include giving information to parents about developmental levels, skills and abilities of students at each grade level or about the ways to improve their children in specific areas. The fifth type is called *decision making* and teachers and schools are supposed to include parents in decision making process related to schools, and they appoint parent leaders and representatives in the school. The last type of PI is *collaborating with community* that means improving school programs, family practices and student development in the school by

identifying and integrating resources from the community. The examples of practices are those that give information to students and families about community health and culture or community activities that improve student's skills like summer programs.

Among all of the definitions given with the levels and types of parent involvement (PI), Epstein's definition is more acceptable since she focused on all aspects of PI process in detail.

## **2.6. Benefits of Parental Involvement**

The parental involvement process provides benefits to all of the stakeholders in the process: Children, parents and teachers in different domains.

### **2.6.1. Benefits of Parent Involvement for Children**

The positive effects of parent involvement for children in the school and as a result in all domains in their lives have been documented in the literature (Izzo et al., 1999; Hung and Marjoribanks, 2004; Roberge, 2005; Sheldon and Epstein, 2005; Decusati and Johnson, 2004; Smith, 1998; Peissig, 2002; Çelenk, 2003; Gürşimşek, 2003; DeHass et al., 2005; and Sheldon, 2007).

A variety of outcomes have been assessed in the studies conducted to understand the benefits of parent involvement for students including achievement, attendance, motivation, developmental areas and improvement in some of the subjects. However, the most common type of variables investigated has been related to achievement and success in different areas or subjects.

The study conducted by Izzo et al., (1999) focused on the effects of parent involvement (PI) on academic functioning and social functioning. The researchers tried to understand whether PI to children's education changed over time and how it was related to social and academic functioning in their longitudinal research. Kindergarten teachers up to grade three were the sample of the study and they provided information about frequency of parent-teacher contact, quality of this interaction, how families participated in educational activities at home and in the school during three years. The result concerned with how parent involvement improved academic and social functioning revealed that involving parents to their children's education process has been an effect on academic and social functioning of children even after they controlled for year 1 school performance.

A study carried out by Hung and Marjoribanks (2005) examined the relationships among social status of parents, perceptions of family and learning environment and measures of children's academic achievement, educational aspirations and self concept. The sample of the study was chosen from 11-year-old Taiwanese children who filled out different scales like "The Secondary School Aptitude Test" and "The Perceived School Environment Scale" and they answered different questions in order to understand their thoughts about other variables. The results of the study displayed that family social status have an effect in academic achievement but this is not a mediating factor for educational aspirations and self concept that has been developed by children's perceptions of their immediate learning environments.

Smith (1998) approached the issue of achievement and parent involvement (PI) in more specific ways. She tried to examine the effects of home-school collaboration and different ways of PI on reading achievement of fourth grade students. In order to test the research question, the researcher distributed survey to parents, teachers and students who also took reading comprehension test. According to findings of the study, there were no significant relationships between reading comprehension achievement and total degree of involvement, but the differences between homework involvement and achievement was positive.

Like Smith, Sheldon and Epstein (2005) examined the relationships between parent involvement (PI) and achievement in more specific way. They tried to find out how PI to their children's education affected mathematics achievement of elementary and secondary level students. The findings of the study revealed that students who were supported at home in mathematics scored high on standardized mathematics achievement tests; that the collaborations among school, family and community might help teachers to increase mathematics achievement of students.

Çelenk (2003) found that the primary school children whose parents established close relationships with the school had high level of success in reading comprehension than those whose parents involved less or not at all.

Moreover, the study conducted by Decusati and Johnson (2004) was an example of the relationships between parent involvement and specific achievement; literacy development of kindergarten students. The researchers used parents as volunteers in the treatment group, and there was no parent in the control group

during small group language enrichment. They made comparisons about literacy development of children in the two groups and also interviewed with children about how they felt about the presence of adults in their classroom. The results indicated that children felt positively about parents' presence. Also, the children in treatment group were better in measures of word but not letter and recognition than the ones in the control group.

Studies have also found that parent involvement (PI) has some other positive effects on children. First, PI has been linked to student motivation at school. DeHass et al (2005) reviewed the literature examining relationships between PI and student motivation. The researchers analyzed all of the articles on motivation and parent involvement published before 1967 which were carried out with elementary and high school students. The results of this review displayed beneficial relationships between PI and motivational constructs of school engagement, intrinsic/extrinsic motivation, perceived competence, perceived control, self regulation, mastery goal orientation and motivation to read.

Second, parent involvement also has an effect on children's attendance to schools. Sheldon (2007) compared the two types of schools. The first one was implementing the national partnerships schools program and the second one was not implementing his program in Ohio. Sheldon tried to find out whether receiving a partnership program for parents had an effect to attendance of their children. The findings of the study indicated that the attendance rate to the schools implementing school, family and community partnerships was higher than the one in control group where there was not such a program.

Finally, involving parents to education of their children have also positive effects on children's development. A study conducted by Gürşimşek (2003) was a good example research displaying the relationships between parent involvement and socio-psychological development of children in the early childhood period. The subject of the study included 200 children of 5 and 6 year olds and their parents. The teachers and families filled out two different surveys and the results of the study revealed positive correlation between family involvement and socio-psychological development of children.



### **2.6.2. Benefits of Parent Involvement for Parents and Teachers**

The benefits of parent involvement (PI) for children also provide significant benefits for the teachers and parents indirectly. Since children learn better, their academic performance increases or their development has been supported as a result of PI practices, the jobs of both teachers and parents become much easier since they will learn how to support education or how to handle the problems related to children and school.

When the literature on the benefits of parent involvement (PI) for parents and teachers was reviewed, only one study was found that examined the benefits of PI for parents. As mentioned before, this study was carried out by Massengill (2004) with low income parents. The purpose of the study was to understand the benefits of free early readiness program for their children. The findings of study listed the benefits of this program that learning the parenting and discipline techniques, increased participation in preschool program, increased feelings of competence, and greater understanding of their children.

## **2.7. Barriers to Parent Involvement**

Despite the positive effects of parent involvement (PI) for children, parents and teachers, one or two parties in PI process may not want to involve in the process because there are some barriers exist in the PI process. Teachers and parents are the two parties initiating and continuing partnerships, and the barriers are caused by both of them in different degrees and types.

### **2.7.1. Barriers Reported by Teachers**

There have been many barriers reported by teachers that cause them to avoid partnerships with families or not to establish good relationships with the parents.

According to Hoover-Dempsey and Walker (2002), teachers were not reluctant to establish partnership since they had problems related to pragmatic, psychological, cultural issues and family involvement practices. Moreover, it took too much time to prepare parent involvement activities and schools did not support these activities and they fear of being criticized by parents.

Different from Hoover-Dempsey and Walker, Barbour and Barbour (1997) stated teachers' reported barriers. According to them, teachers did not want to

involve parents since they did not understand the philosophy and teaching methods of the school. Nonverbal interactions created problems since what parents said and what their body language said would not match and this would convey the messages to teachers differently and finally, if there was a wide socioeconomic and cultural differences between the two parties, misunderstandings occurred.

Batey (1996) collected information from teachers by means of in-service training that she conducted and according to this training, teachers reported these barriers as parent involvement: Some parents reside far from the school, they do not care about their children, and they do not know how to help their children since they do not have enough education. Some of the parents interfere in the teacher's duties related to curriculum and program, they are disruptive and abusive in the classroom, they sometimes fear the differences between their gender and gender of teachers, and finally, some of the parents are poor and for this reason, they can not come to school or they do not have telephone at home.

Finally, Diffily (2004) stated her views on the barriers that may cause teachers not to involve parents in their children's education and some of the barriers are the same with those stated above. For this reason, the different things that she mentioned about the barriers will be given. Insufficient training was the barrier that was caused by not taking any or enough courses on parent involvement during school period. Moreover, some of the teachers believed that involving parents in education of their children was not their duty.

### **2.7.2. Barriers Reported by Parents**

Since parents are the key people in parent involvement process like teachers, it could be better to mention the barriers that they consider.

Hoover-Dempsey and Walker (2002) stated parent barriers to parent-school collaboration that they interacted ineffectively with schools since they were poor and uneducated, their previous psychological experiences with schools created barriers to involve themselves to their children's schooling, parents might not understand the values and practices of schools. Consequently, all of these reasons would affect their active involvement in school.

Barbour and Barbour (1997) reported that same barriers affecting teachers also create barriers for the parents to participate in their children's schooling. They

would not understand the philosophy and programs of the school, nonverbal messages conveyed by teachers could be misunderstood by them and socioeconomic and cultural backgrounds of teachers created barriers for the parents.

Batey (1996) interviewed with the parents about barriers affecting their involvement to schools. The barriers reported by parents are as follows: The staff including teachers and administrators sometimes does not have commitment to see parents as partners, and teachers are not always open the ideas of parents, they do not arrange the time suitable for parents' coming, and they do not trust themselves and are afraid of the parents' criticism.

In an effort to determine parent's perceptions of barriers for parent involvement, Hickman (2007) carried out a study in an urban high school setting. In order to discover the barriers in terms of parent's perspective, the researcher interviewed with 25 parents who were from disadvantaged, urban backgrounds. The results of the study yielded six barriers reported by parents prevent them from involving in schools. These were time limitations, family responsibilities, educational experiences of parents, lack of cooperation with teachers, communication problems and lack of relationships between community and schools.

## **2.8. Roles of the Teachers in Parental Involvement Process**

Teachers are the key people in parent involvement (PI) process and they are professional people who know how to start and maintain appropriate PI relationships with the parents. Moreover, they are also vital people who will remove the barriers by conducting well designed PI program.

Teachers involve parents in their children's education process by communicating with parents in different ways and their role is to use varied communication tools. They will communicate by means of written materials and sharing time with families.

The types of written materials that teachers use to involve families are weekly letters, individual notes, student created newsletters, bulletin boards and informal notes. Teachers use weekly letters in order to inform parents about the activities done in the classroom involving the topics studied and to give suggestions on how to support topics at home. Moreover, teachers may include the songs or poems learned in the classroom in order to repeat at home, attach articles on the issues giving

significant information about children to families and if they want to invite parents to classroom activities, they can include this to weekly newsletters.

The second type of written communication way is student created newsletters. As the name replies, these newsletters are created by children either by drawing pictures or by saying to the teachers what to do. They write about the activities applied in classroom (Diffily, 2004).

Bulletin boards are third type of written communication that send message to parents about the activities of the classroom, special events, the developmental levels and problems related to children via articles, and information on meetings. These boards are usually located near to the classroom where parents may read when they bring their children to school or take out them from schools (Barbour and Barbour, 1997).

The last way for teachers to convey their messages through written materials is informal notes. These notes have been used when teachers need to inform individual parents. These notes usually inform parent about the negative events occurred in classroom about individual children. In order to use this way effectively, teachers also use these notes to inform parent about the positive things as well (Diffily, 2004).

The other way of communicating with families is spending time with parents. Teachers spend time with families in parent meetings, parent-teacher conferences, during the parent visits and involving families to classroom as volunteers, classroom resources and advocates, informal daily conversations, parents' education programs, field trips, home visits, and telephone contacts (Diffily, 2004; Barbour and Barbour, 1997).

Teachers plan parents meetings to inform parents about the program at the beginning of the year and to inform parents about children's activities or plays occurred in the daily program. The aim of parent-teacher conferences is different from parent meetings since teachers and parents share their ideas about children's interests, styles of learning, progress in developmental areas and interesting anecdotes about children. Although parents might schedule parent-teacher conferences according to their needs, schools are responsible for scheduling at least two conferences throughout the school year (Wright and Stegelin, 2003). According to Kaplan (1992), teacher's attitudes including respect, empathy, knowledge,

communication skills and referring significant topics are important when planning and implicating the conference.

Another way to share time with families is visiting classroom that include involving parents as volunteers, classroom resources and advocates. Family visits in classroom are used to let parents spend time in classrooms to have more information about their children and show how their children spend time according to program (Diffily, 2004). Families visit classroom also as volunteers who help the teachers in tasks related to learning, as classroom resources who help children according to their area of expertise and finally as advocates who take more responsibility in school and who participate in school policy, curriculum committees or school councils.

Informal daily conversations serve a different purpose in the classrooms; offer parents an opportunity to communicate with children during the time when parents bring their children to school and take them from school. These types of conversations are useful since they serve to provide immediate answers to questions about the school day.

The last way to share time with families in schools is by means of parent education programs. Parent education means that teachers learn new skills for involving parents who value parents' ideas, help them understand their own skills and how these skills are incorporated to their children's education. Teachers plan parent education through meetings and classes, and through materials. They prepare the program either by themselves or they invite professionals to the schools (Barbour and Barbour, 1997).

Teachers also communicate with parents in places different from classes and schools like in field trips and home visits. Field trips are important type of spending time with families. The participation of all parents is provided since the trips are usually held at weekends. Teachers plan field trips in different topics according to interests of families and children such as an art exhibit and free theater play (Diffily, 2004).

Home visits, like field trips, provide an advantage of sharing time with families out of schools and classrooms in predefined time by parents. According to Wright and Stegeline (2003), home visits provide an opportunity for parents and teachers to get to know each other and share information regarding their children, and if possible, teachers should plan home visits before school starts.

The last way to communicate and share time with families is telephone contacts that have been used for the teachers when they do not have a chance to plan home visits, parent meetings or parent teacher conferences with some of the parents. Teachers use telephone to talk about children's progress, their development by means of program, about the problems related to children or special school events (Barbour and Barbour, 1997).

## **2.9. Previous Studies about Teachers' Attitudes of Parental Involvement**

The previous studies on the attitudes of teachers toward parent involvement (PI) in different dimensions and grade levels were analyzed. According to the analyzes, it was concluded that some of the studies were conducted to understand the attitudes of teachers together with administrators or the other influential people in PI process like parents (Highett, 1988., Yaylaci, 1999., Barr, 2003., Ladner, 2006., and Samples, 1985) and some of the studies only conducted with a purpose to understand only the attitudes of teachers in PI (Towne, 1995., Rosensweet, 2001., Bhering, 2002., and Nicolini, 2003). For this reason, both types of studies are going to be mentioned.

Yang (2005) conducted the study only with parents and teachers of private preschool children in Taipei, Taiwan to examine the issue of parent involvement (PI). The researcher examined role preferences, perceived effectiveness and barriers to establish appropriate collaborations in PI. The participants of study included 857 parents and 177 teachers who were chosen from 41 private preschools and day care centers. The two questionnaires prepared for teachers and parents separately was used as a tool and both of the participants were required to answer the questions about preferences for direct and indirect PI practices and whether parents would be effective in improving their children's performance through these practices, and which barriers caused parents not to participate in schooling of their children. The findings of study suggested that both parents and teachers were in favor of direct involvement practices, parents were slightly higher from teachers in role preference for direct involvement practices; teachers did not rate themselves as higher as parents in helping effectively to children through their participation and finally, although parents thought that they did not have many barriers in PI, teachers thought that they have many barriers in PI.

The study applied by Highett (1988) was another example of research that explored the thoughts of parents and teachers of early childhood children. However, this study examined the nature of actual and preferred parent involvement (PI) and added parents and teachers from kindergarten, reception and year one all of what constituted early education years in South Australia to the study. A questionnaire was used as an instrument and it was sent 276 parents from kindergarten, 289 parents from reception and year one classes, 23 junior primary teachers and 12 teachers of kindergarten. Parents indicated that they felt themselves as actually involving in the program but both parents and teachers believed that more PI was necessary. Parents of kindergarten students assisted more to their children than parents of children in other grades and educational experience had an impact of PI, the parents with post-secondary education involved more than parents with other educational backgrounds. Teachers reported that parents involved more than they actually believed. Both groups defined barriers as young children, work, time, distance of the school and lack of confidence.

Ladner (2006) carried out the study to understand parents' and teachers' perception of parent involvement (PI), barriers of PI and also whether differences existed in perceptions of both group toward PI in Oklahoma. The researcher used survey including six open-ended questions. 780 surveys sent to the parents and 57 surveys sent to the teachers of children from pre-K to grade third. The result of study revealed that there was a gap between the perceptions of teachers and parents toward PI. Parents perceived the issue of PI in broader scope than teachers, both parents and teachers thought PI activities were related to schools. However, parents also thought that activities at home and in the community were also related to PI, and teachers were aware of all the barriers that parents facing.

The study carried out by Balthazar (1997) was an example study that used parents and teachers as a sample. However, the researcher narrowed down the issue of parent involvement (PI) and only tried to determine the perceptions of parents and teachers about four components of PI, responsive, open, participative and active. Moreover, these four components of PI were compared with the variables of status, ethnicity, level of the school and organizational climate. Questionnaire was used as a data collection tool that was filled out by 615 parents and teachers from four elementary and middle schools in Southeast Texas. According to the findings of

study, ethnicity and level of school did not affect both teachers' and parents' perceptions about responsive, participative and active components but in regard to open component of PI; ethnicity had some level of influence on parents and teachers perceptions of PI. Apart from all, when all of the variables were combined, there was also no effect of them on the open and active components. Moreover, teachers' and parents' ethnicity and level of school had an effect on the perceptions about responsive component of PI.

On the other hand, the study conducted by Barr (2003) was an example of research with parents and teachers and it approached the issue different from others. This study examined whether attitudes of parents toward inclusion were related to the teacher's attitudes or their own tendency was influential in their involvement. There were two groups selected for the subjects of the study. The first group involved the teachers who had a student or students with developmental delay in her classroom and the second group was comprised of the parents of the children between the ages of 3 and 5. "My Thinking about Inclusion Scale" was distributed to both teachers and parents and also "Family Involvement Questionnaire" was distributed only to the parents. The results of the study showed that there was not significant relationship between teachers' and parents' attitudes toward inclusion, a modest relationship between parental attitudes toward inclusion and one type of involvement to their children's schooling – Home-School Conferencing. It also showed that parents of children with disabilities involved less to School-Based involvement and Home-School conferencing than the parents of children with no disability.

Samples (1985) examined whether differences existed in the perceptions of mothers, teachers, and principals in kindergarten programs with respect to actual and desired parent involvement (PI) in North Central Texas. The researcher used the five levels of PI defined by Gordon in the study. The samples of study included 19 principals and kindergarten teachers, and 76 mothers. All of the participants answered the questions about the ways parent involved to the kindergarten programs and what about their feelings about PI to the program. The results of study revealed that there were differences existed between teachers and principals with respect to supporter-aid for actual PI and there were no significant differences between the beliefs of mothers and teachers about the roles of mothers in children education.



Like Samples, Patte (2002) carried out a study with parents, teachers and principals. However, unlike Sample, the researcher also added students to the study. The purpose of the study was to document the parent involvement (PI) practices of students, teachers, parents and principals at the elementary school level in Pennsylvania. The researcher used variety of techniques including observation, interview and analyzed the documents such as school letters and handbooks to collect data. Moreover, participants of the study provided information about the benefits of PI in social and academic development of children, the barriers preventing to establish relationships and their thoughts about how to overcome them at the elementary school level. There were four results revealed from the study. First, schools and parents indicated that they were aware of PI. Second, participants believed that PI provided some benefits including increased academic achievement, strengthened relationships between parents and schools, and finally, increased self-esteem of students. Third, there had been some barriers impeding to establish some involvement activities with parents that were related to both parents and schools. Finally, the sample of study provided information on suggestions to overcome these barriers as cooperation among the stakeholders, separating more time and working hard on PI issues.

In Turkey, the study that aimed to understand the issue of parent-school collaboration by means of the opinions of the administrators, teachers and parents was applied by Çeviş (2002). The researcher tried to examine the level of their existent and ideal partnerships between schools and parents and the level of their communications in primary schools of Denizli. The participants of the study consisted of 60 administrators, teachers and parents and survey method was used to collect data. Results of the study were that teachers held more positive attitudes in existent partnership and communication levels than parents, for the ideal partnership and communication levels, administrators scored above to other participants and parents had lower scores on the issues related to cooperation and communication levels.

The study carried out by Yaylacı (1999) was another type of study conducted in Turkey with parents, teachers and administrators. The aim of study was to define the levels of successful school-home partnerships and the barrier to the success in elementary schools of Ankara. In order to collect data from 343 teachers and

administrators and 336 parents, survey method was used. The findings of study made clear that parents were not involved in the program sufficiently according to administrators and teachers. All of the participants complained about lack of time and financial situations as barriers to parent involvement (PI). They also reported that they did not have a course on PI; that administrators did not provide enough PI activities. Also, parents thought that they supported education at home but the other stakeholders in process; teachers and administrators, thought that it was not sufficient.

By using teachers, parents and principals as a sample, Kazak (1998) also conducted a study to examine the perceptions of participants about activities and problems related to parent involvement. The sample of study chosen randomly from 160 primary schools in Adapazari, and questionnaires were applied to 32 principals, 101 teachers and 306 parents. According to the findings of the study, all of the participants were satisfied with the visits, no problem was reported about principals' manner and parent meetings. However, it was thought that organizations supporting school-family communications were not working well and that school did not support written communication.

Having mentioned the studies conducted with teachers together with parents and/or administrators, the studies only assessed the attitudes of teachers toward parent involvement are going to be concluded.

Towne (1995) conducted a study to explore the constructions of parent involvement among seven elementary teachers all of whom are female in Texas. The researcher used a series of ethnographic interviews with the teachers who have been teaching to the students from low socioeconomic status. He thought that there was a weak connections between school and parents of low SES and examined the teachers' constructions of involvement in children's learning including their method of involving parents and the experiences teachers viewed as contributing to the development of these constructions. Results of the study yielded three main themes of teacher constructions that were early and continued quality experiences, school-based constructions and parent constructions. Moreover, teachers reported that barriers were caused by parent characteristics and their constructions were developed by the effect of experiences as a child, parent, teacher and their training.

Clark (1992) carried out a study to identify important predictors of teacher attitudes toward parent involvement. The dependent variables were general attitudes, school attitudes, grade level and parental assistance at home attitudes and perceived attitudes of parents. The independent variables were sex, educational level, length of teaching experience of teachers, type of classroom, parenthood status, perceived attitudes of principals, central office and teaching peers, use of volunteers in the classroom and the percentage of discipline problems in the classroom. Data was collected from 232 fourth and fifth grade teachers who completed questionnaire consisting of 45 questions. The findings revealed that the level of education of a teacher and the type of classroom taught were not significant factors in predicting parent/teacher involvement. It was also found that length of time in teaching, the perceived attitudes of teaching peers, principals and the central office staff, the percentage of discipline problems in a class, gender, use of volunteers in the classroom and parenthood status were significant as predictors of parent/teacher involvement.

Rosensweet (2001) examined the perceptions of 30 elementary school teachers from three schools in Van Nuys, California about parent involvement (PI) by using the survey. The findings of the survey indicated that teachers thought direct involvement of parents to the program was significant for academic success of students, and reading with their children and attending parent-teacher conferences were thought as two direct and important involvement activities. Moreover, male and minority teachers indicated that they practiced more direct PI activities and teachers with more years of experience thought that indirect involvement activities were more important than direct ones.

Hines (2002) examined the perceptions of teachers of children in K-5 regarding parent involvement (PI) in their children's education, including areas of socioeconomic status, and issues related to culture and language. In addition, this study questioned whether teachers thought that what they are doing were promoting PI, what was their perceptions about significance of PI, parents' reasons for lack of involvement and their desire to involve to the program. The sample was 67 elementary school teachers who completed a self-administrated questionnaire in California. The result of the study revealed that the teachers viewed PI as an important factor in children's education and it resulted in better student work.

Moreover, they thought that parents are concerned with their children's progress although they did not desire home-based involvement. Furthermore, the study revealed that over the half of teachers thought that time and language created barriers for parents to be involved and although they welcomed parents, they were not satisfied with the level of involvement.

Bhering (2002) tried to obtain a description of preschool and primary teachers' priorities in supporting parent involvement (PI) by examining the perceptions of teachers and parents in Brazilian early and primary years education. 181 teachers in 11 Brazilian state preschools and primary schools were chosen as a sample who completed the questionnaire identifying their beliefs and perceptions of parent involvement (PI). The sample of parents were chosen among the parents whose children were doing very well, who have children with average achievement, and whose were struggling in school. Parents also completed a questionnaire about PI. The results of the study displayed that teachers tended to value practices including parents' support but they did not want parents to interfere in the teaching and learning process which shows that teachers have limited knowledge of PI possibilities.

Nicolini (2003) attempted to identify the key factors influencing teachers' perceptions of parental involvement (PI) to the education in Maryland. The study surveyed 170 kindergartens through third grade elementary school teachers who were asked to complete the Parent Involvement Rating Scale, Teacher Efficacy Scale and the Teacher Information Survey to determine the effects of teacher efficacy, years of teaching experience and preservice teacher training on teachers' perceptions parent/teacher roles in PI. The results of the study suggested that teacher efficacy was one factor predicting teachers' perceptions of PI that is why teachers with higher level of self efficacy had more positive perception to PI than the teachers with lower self efficacy. Moreover, teachers' perception of PI was not effected by the variables of preservice teacher training and years of experience.

Hoover-Dempsey, Walker, Jones, and Reed (2002) prepared an in-service education program for the teachers to enhance their beliefs, skills and strategies related to parent involvement (PI). For the purpose of the study, teachers from two different schools were selected, one was elementary school and one was high school in USA, and these schools served the children from high-risk populations. The

participants were divided into two groups who attended to the program, 30 teachers, and who did not attend but used as a comparison group, 22 teachers. The results of study yielded that the program had been found successful since it increased participants' teaching efficacy, parents' efficacy for helping their children to learn and invitations to PI. However, the results of the study had not been expected by the researchers. Teachers' general beliefs on PI, beliefs about importance of PI practices and their reports of PI were not strengthened as a result of the program.

The study carried out by Feinberg (2001) revealed the beliefs of kindergarten teachers about parent involvement (PI), achievement and adjustment of special students, and about high and low risk kindergarten students. The sample of the study included three teachers who had completed two questionnaires for 65 children. Children were defined as high or low risk according to the scores they gained on the Brigance K&I screen. The findings of study yielded that there was a relationship between teacher ratings of PI and student achievement and adjustment, and no differences was found between teacher's ratings of PI and either risk group status.

Unlike the studies summarized above, McQueen (2002) approached the issue of parent involvement (PI) by investigating preservice teachers' beliefs on parents and PI. This study aimed to examine the beliefs of six preservice teachers in Kane University at Texas about parents and PI. It was made to see whether there was a relationship between their beliefs and life stories, and whether the knowledge, experiences and coursework of preservice teachers had an influence in their understanding of parents. The data were collected via discussions, individual interviews, dialogue journals which were combined with also informal discussions, observations, analytic memos and written autobiographies from each participant. Preservice teachers provided information before; during and after the practicum they had in middle and high schools. The results of the study let the researcher emerge four main themes: Parents should be involved in their children's education; the interactions between parents and teachers would be negative; the classroom teacher was not responsible for PI; and there were certain parents who would not be involved to their children's education.

The study conducted only with teachers in Turkey was carried out by İnal (2006) as a review. 81 preschool teachers working in schools located in Afyonkarahisar participated to the study. The researcher tried to evaluate the

activities that teachers apply to increase the participation of parents, the frequency of activities and methods that teachers use to involve parents to the program. Moreover, the researcher was also interested in teachers' beliefs in terms of what they think about parent's contribution to the program. In order to collect data, 'School-Parents-Community Collaboration Evaluation Form' including six different approaches (parenting, communication, volunteering, learning at home, decision making, and collaborating community) was used. The results revealed that teachers did not apply the activities and methods requiring parents' participation although they agreed on the importance of parents in educational lives of their children.

In the light of the previous studies conducted to understand the attitudes of teachers toward parent involvement (PI) in different topics and in different grade levels, it can be said that nearly all of the studies deal with only one aspect of teachers' attitudes about PI like teachers' efficacy, the specific types of involvement practices or importance of PI practices and applied in either public or private schools. Also, the effects of some variables like experience or training on PI were examined in the studies; however, there were also other variables effecting PI. This study will address the effects of many variables, school type, educational level, graduated program, age group, number of children, course on PI and preparation to PI as a result of courses, in-service training and sending newsletters on PI attitudes of teachers. Moreover, the studies carried out in Turkey did not analyze the issue deeply, and also there were not any study conducted to understand preschool teacher attitudes on PI. This study will close the gaps of other studies and contribute them by studying all of the aspects affecting the attitudes of preschool teachers toward PI working in both public and private schools.

## **2.10. Summary**

In this section, the literature related to parent involvement (PI) was reviewed. In an attempt to understand research questions, the concepts of attitude and self efficacy were defined. The historical background of PI in the world and in Turkey was described by focusing on the changes of views and practices related to PI over time. The theoretical framework informed the readers about the systems surrounding, effecting the development of individual and how PI influenced the children were emphasized. The definitions of PI with the types and levels of it displayed the

diversity of the issue. The benefits of PI were explained separately for children, parents and teachers which described the importance of issue for all parties while barriers described as inhibitors to establish positive parent-teacher collaborations. The role of teachers as the most important component in initiation and application of PI process were mentioned. Finally, previous studies conducted in the world and in Turkey were summarized in order to conceptualize the reason of conducting this current study.

## CHAPTER III

### METHOD

In the previous chapters, research questions of the study were given, related literature was reviewed accordingly and the reasons explaining why this study is significant was justified. In the following chapter, population and sample selection, instruments of the study and analyses of the research questions will be explained briefly. The research questions will be discussed later.

#### **3.1. Population and Sample Selection**

The subjects for this study consisted of preschool teachers working in public and private schools of the Ministry of National Education in Ankara. The list of the public and private schools in different locations of Ankara was obtained from the Ministry of National Education. The total numbers of public schools are 665 and private schools are 104 that are located in different places of Ankara.

The scale entitled “The Attitudes of Preschool Teachers toward Parent Involvement” was used as a measurement tool. After getting permission from Ministry of National Education to use the instrument in schools, a pilot study was conducted to see whether the scale was valid and reliable in our culture with 60 teachers. Public and private schools were selected randomly, and questionnaires collected from 145 public and 57 private schools after conducting the pilot study.

The questionnaire was sent to 400 teachers working in public and private schools with children between the ages of 3 and 6 to fill them out. 169 teachers from public preschools and 121 preschool teachers from private schools filled out the questionnaires and returned them back. The responses represented a 72.5% return rate.

The Table 3.1, 3.2, 3.3 and 3.4 represent results of descriptive statistic about demographic information on participants including school type they work at, their



educational level, graduated program, teaching experience, income, number of students and age group they work with. Moreover, these tables summarize the data regarding courses and preparation by means of courses, in-service training that they participated, sending newsletters and frequency of sending newsletters to parents.

**Table 3.1** Characteristics of the Sample

Variable	Subgroups	F	%
School Type	1. Public	169	58,3
	2. Private	121	41,7
	Total	290	100,0
Educational Level	1. High School	70	24,1
	2. Two-Year University	63	21,7
	3. Bachelor's	157	54,1
	Total	290	100,0
Graduated Program	1. Child Development and Education	138	47,6
	2. Early Childhood Education	88	30,3
	3. Preschool Teaching	44	15,2
	4. Other	20	6,9
	Total	290	100,0
Teaching Experience	1. 1-5 Years	114	39,3
	2. 6-10 Years	48	16,6
	3. 11-15 Years	46	15,9
	4. 16-20 Years	50	17,2
	5. 21 Years and Up	32	11,0
	Total	290	100,0
Income	1. Minimum Wage	25	8,6
	2. 400-600 TL	49	16,9
	3. 601-800 TL	23	7,9
	4. 801-1000 TL	101	34,8
	5. 1001 and Up	92	31,7
	Total	290	100,0
Number of Students	1. Under 10	33	11,4
	2. 10-14	60	20,7
	3. 15-19	69	23,8
	4. 20-24	85	29,3
	5. 25 and Up	43	14,8
	Total	290	100,0
Age Group	1. 3 Years	26	9,0
	2. 4 Years	26	9,0
	3. 5 Years	43	14,8
	4. 6 Years	195	67,2
	Total	290	100,0

The table 3.1 represents the demographic characteristics of the participants. Public preschool teachers constituted 58,3% and private preschool teachers constituted 41,7% of the respondents. 54,1% of the teachers had bachelor's degree and 24,1% of them held high school degree. Nearly half of the sample (47,6% of teachers) graduated from Child Development and Education and 30,3% of them

graduated from Early Childhood Education departments. 39,3 % of the participants had an experience between 1 and 5 years, and 17,2 % of them had an experience of 16 to 20 years. More of the teachers earned between 801 and 1000 TL, 34 of them, and this was followed by the teachers, 31,7 %, earning between 1001 TL and up. 29,3 % of the respondents indicated that the number of the students in their classes were between 20 and 24 while 23,8% of them had students between 15 and 19. Most of the teachers, 67,2 %, reported working with 6-year-olds and only 14, 8 % of teachers working for 5-year-olds.

**Table 3.2** Frequencies of Courses Teachers Taken and Preparation by Means of Courses

Variable	Subgroups	F	%
Course on PI	1. No Training	67	23,1
	2. One Course	61	21,0
	3. Some Courses	99	34,1
	4. In Part of a Course	63	21,7
	Total	290	100,0
Preparation of PI	1. Not at all	49	16,9
	2. Fair	117	40,3
	3. Thorough	95	32,8
	4. Extensive	29	10,0
	Total	290	100,0

Teachers were asked whether they had taken courses on parent involvement. 34, 1% of them took some courses on PI, but 23,1% of them had no training on PI. After answering these questions, teachers were asked to report the degree of preparation by means of a course or courses on parental involvement. 40,3% of the teachers felt that they had fair preparation; and that was followed by 32, 8% of teachers who prepared thoroughly.

**Table 3.3** Frequencies of In-Service Training Teachers Attended

Variable	Subgroups	F	%
In Service Training	1. No Training	195	67,2
	2. 1 – 3 Hours	42	14,5
	3. 4 – 6 Hours	21	7,2
	4. 7 Hours and Up	32	11,0
	Total	290	100,0

According to results of Table 3.3, most of the teachers, 67,2%, had no training on PI and only 14,5% of them had an in-service training between 1 and 3 hours.

**Table 3.4** Frequencies of Sending Newsletter and How Often It Sent

Variable	Subgroups	F	%
Newsletter	1. Yes	227	78,3
	2. No	63	21,7
	Total	290	100,0
How Often	1. Daily	16	5,5
	2. Weekly	67	23,1
	3. Two Times a Month	35	12,1
	4. Monthly	73	25,2
	5. Once a Semester	36	12,4
	Total	227	78,3
	Missing System	63	21,7
	Total	290	100,0

The last two questions were related to sending newsletters and frequency of sending them. Nearly all of the participants, 78,3%, reported that they sent newsletter, but 21, 7 of them reported that they did not send it. The ones who said that they sent newsletters also reported the frequency of sending them. While 25, 2% of respondents sent newsletters monthly, 23,1% of the teachers sent newsletters to parents weekly.

### 3.2. Data Collection Instruments

#### 3.2.1. Demographic Information

Demographic information regarding school type, educational level, graduated program, teaching experience and income of teachers were collected. The results of these variables are presented in Table 3.1, 3.2, 3.3 and 3.4.

#### 3.2.2. The Attitudes of Teachers toward Parent Involvement Scale

This survey questionnaire includes all scales distributed to teachers who participated in the Teachers Involving Parents (TIP) in-service program (See Appendix C), as reported by Hoover-Dempsey, Walker, Jones and Reed (2002). There are six independent subscales all of which are believed to measure the attitudes of teachers. The original scale was translated into Turkish by four experts including advisor, co-advisor and two research assistants all of whom were from field. Translations and back translations that were made were compared. After making minor alterations, final Turkish version of the questionnaire was prepared. The subscales included to the study are the following:

Teacher Beliefs about Parental Involvement: reported in Hoover-Dempsey et al., (2002) who adapted from Epstein, Salinas and Horsey, 1994. Alpha reliability as reported in Hoover-Dempsey et al. (2002) = .65 (pre-test), .75 (post-test). There are eight items in the Turkish form of the subscale, but only four items from the subscale were used in the main study. The subscale was answered on a 6-point Likert scale and it was used in the pilot study. After getting the opinions of the experts and the sample participated to the pilot study, it was decided to answer the subscale on a 5-point Likert scale (disagree very strongly, disagree, agree just a little, agree, and agree very strongly). The subscale includes such items as “All parents could learn ways to help their children with schoolwork at home, if shown how.” Negative items in the scale were reverse scored.

Teacher Self-Efficacy for Teaching: reported in Hoover-Dempsey et al., (2002) also reported previously in Hoover-Dempsey, Bassler and Brissie (1987; alpha = .83), Brissie, Hoover-Dempsey and Bassler (1988; alpha = .76), Hoover-Dempsey, Bassler and Brissie (1992; alpha = .83). Alpha reliability as reported in Hoover-Dempsey et al. (2002) = .81 (pre-test), .86 (post-test). The measure includes twelve items and all of them were used in the main study. 6-point Likert scale was used in the pilot study. On the basis of the ideas of experts and participants, 6-point Likert scale was lowered to 5-point Likert scale (disagree very strongly, disagree, agree just a little, agree, and agree very strongly). It includes such items as “Children are so private and complex, I never know if I am getting through to them”. Negatively worded items were reverse scored.

Teacher Beliefs about Parent Efficacy for Helping Children Succeed in School: reported in Hoover-Dempsey et al. (2002) also reported previously in Hoover-Dempsey, Bassler and Brissie (1992; alpha = .79). Alpha reliability as reported in Hoover-Dempsey et al., (2002) = .80 (pre-test), .69 (post-test). This subscale contains seven items and in the main study, five items out of seven were used. Similarly to the first two subscales, this subscale was answered on a 6-point Likert scale during pilot study and was answered on a 5-point Likert scale for the main study (disagree very strongly, disagree, agree just a little, agree, and agree very strongly). The questionnaire includes

such items as “If my students’ parents try really hard, they can help their children learn even when the children are unmotivated.”

Teacher Beliefs about the Importance of Specific Parent Involvement Strategies: reported in Hoover-Dempsey et al., (2002). Items 1-10 are based on Epstein, Salinas and Horsey (1994); items 11-14 are based on Epstein (1986); item 15 is from Stipek (personal communication, 1998); item 16 was taken from evaluation of a local early intervention program (see Hoover-Dempsey, et al., 2002). Alpha reliability as reported in Hoover-Dempsey et al., (2002) = .90 (pre-test), .94 (post-test). The measure includes sixteen items and for the main study eleven items were used. This subscale was answered on a 6-point scale for pilot study, and for the main study it was answered on a 5-point Likert scale (1 = this is not at all important to me; 5= this is very important to me). It includes such items as “Assigning homework that requires parents to interact with their children.”

Teacher Reports of Parents’ Involvement: reported in Hoover-Dempsey et al., (2002). As it was reported by the researchers, items were drawn from the *Teacher Beliefs About Parental Involvement* scale and the *Teacher Beliefs about the Importance of Specific Parent Involvement Strategies* scale (summarized above, described below). Alpha reliability as reported in Hoover-Dempsey et al., (2002) = .89 (pre-test), .92 (post-test). There were fourteen items in the Turkish form of the subscale and for the main study, thirteen items were used. This subscale was measured on a 6-point Likert scale for the pilot and main study (1 = never, 2 = once this year, 3 = once each semester, 4 = once a month, 5 = once every 1-2 weeks, and 6 = 1 + time[s] each week). Sample items included: “Contact me when their children are having a problem with learning,” “Help the child with homework.”

Teacher Report of Invitations to Parental Involvement: reported in Hoover-Dempsey et al., (2002). This subscale contains items identical to the *Teacher Beliefs about the Importance of Specific Parent Involvement Strategies* scale; thus, items were adapted from Epstein, Salinas and Horsey (1994), Epstein (1986), Stipe (personal communication, 1998), and an evaluation of a local early intervention program (see Hoover-Dempsey, et al., 2002). The subscale was answered on a 6-point Likert scale for the pilot and main study (1 =

never, 2 = once this year, 3 = once each semester, 4 = once a month, 5 = once every 1-2 weeks, and 6 = 1 + time[s] each week). Alpha reliability as reported in Hoover-Dempsey et al. (2002) was .89 for both pre-test and post-test administrations. It includes 16 items, and thirteen items were used for the main study. This subscale includes such items as “Involve a parent as a volunteer in my classroom.”

### **3.2.3. Pilot Study**

Pilot study was conducted with 60 teachers to see whether the items were understood and how much time was needed by the participants to complete the questionnaire.

For proving the construct validity of scale, a factor analysis was used and for reliability of scales, Cronbach Alpha and Corrected Item-Total Correlation scores has been calculated. However, according to Tabachnick and Fidell (2001), factor analysis is a technique that is based on the correlation matrix of the variables involved and correlations need a large sample to stabilize. They concluded that there should be at least 300 cases for factor analysis. In this study, factor analysis was not used in the pilot study because of the sample size, but it was used in the main study.

According to the results of the pilot test, standardized alpha reliability for the first subscale was .71; for the second subscale it was .68; for the third one it was .72; for the fourth one it was .84; for the fifth one it was .89; and for the sixth one it was .79. Apart from this, the scale included 73 items. Most of the teachers concluded that it takes too much time to respond; that some of the items ask the same thing; that there were items not appropriate to early childhood education; and that 6-point Likert Scale was not appropriate for some of the subscales. For these reasons, on the basis of the experts' opinions, 15 of the items were excluded from the scales to answer in shorter time, to avoid repeating the same item and to exclude unrelated items. Besides, 5-point scale was used in some of the scales in the parallel with the experts and respondents thoughts.

As mentioned before, factor analysis was used to determine construct validity of the scales by using the data from main study. Since there were 6 independent subscales all of which believed to measure the attitudes of teachers toward parent involvement, exploratory factor analysis was used to measure whether each of the

subscales were unidimensional or not. The Factor loading of each item, Corrected item-total correlations and Cronbach alpha coefficients obtained from factor analysis are given in the tables 3.5, 3.6, 3.7, 3.8, 3.9 and 3.10 below.

**Table 3.5** The Results of Factor and Item Analyses of Teacher Beliefs about Parental Involvement Scale

Items	Factor Loading	Corrected Item-Total Correlation
1. All parents could learn ways to help their children with schoolwork at home, if shown how.	.68	.49
2. Parent involvement can help teachers be more effective with more students.	.83	.66
3. Parent involvement is important for student success in school.	.85	.69
4. This school views parents as important partners.	.78	.59
Explained Variance= %62,805 Cronbach Alpha= .7930		

When Table 3.5 is analyzed, it is seen that corrected item total correlations of items changes from .49 to .69. Generally, the correlation higher than .30 accepted as discriminating samples well. However, in social sciences, the correlation between .20 and .30 is also acceptable especially when you have few items in the scales. As a result of factor analysis, it was observed that all questions in this subscale loaded on one factor and they are between .68 and .85. This factor explains 62% of the variance. The cronbach alpha coefficient is .79.

**Table 3.6** The Results of Factor and Item Analyses of Teacher Self-Efficacy for Teaching

Items	Factor Loading	Corrected Item-Total Correlation
1. I feel that I am making a significant educational difference in the lives of my students.	.24	.23
2. If I try really hard, I can get through to even the most difficult and unmotivated students	.30	.26
3. Children are so private and complex, I never know if I am getting through to them.	.65	.52
4. I usually know how to get through to students.	.28	.26
5. Most of a student's school <i>motivation</i> depends on the home environment, so I have limited influence	.64	.46
6. There is a limited amount that I can do to raise the basic performance level of students.	.65	.50
7. I am successful with the students in my class.	.27	.24
8. I am uncertain how to teach some of my students.	.54	.40
9. I feel as though some of my students are not making any academic progress.	.58	.42
10. My students' peers influence their <i>motivation</i> more than I do.	.52	.37

Table 3.6 continued

Items	Factor Loading	Corrected Item-Total Correlation
11. Most of a student's <i>performance</i> depends on the home environment, so I have limited influence.	.69	.51
12. My students' peers influence their academic performance more than I do.	.54	.37
Explained Variance= %27,452 Cronbach Alpha= .7521		

According to Table 3.6, corrected item-total correlations ranges from .23 to .52. All questions in this subscale loaded on one factor and they are between .24 and .69. This factor explains 27% of the variance. The cronbach alpha coefficient is .75.

**Table 3.7** The Results of Factor and Item Analyses of Teacher Beliefs about Parents' Efficacy for Helping Children Succeed in School

Items	Factor Loading	Corrected Item-Total Correlation
1. My students' parents help their children learn.	.64	.40
2. My students' parents have little influence on their children's motivation to do well in school.	.30	.15
3. If my students' parents try really hard, they can help their children learn even when the children are unmotivated.	.49	.22
4. My students' parents feel successful about helping their children learn.	.78	.46
5. My students' parents make a significant, positive educational difference in their children's lives.	.78	.44
Explained Variance= %39,782 Cronbach Alpha= .5564		

Corrected item total correlations of items changes from .15 to .46 according to Table 3.7. As a result of factor analysis, it was observed that all questions in this subscale loaded on one factor and they are between .30 and .78. This factor explains 39% of the variance. The cronbach alpha coefficient is .55.

**Table 3.8** The Results of Factor and Item Analyses of Teacher Beliefs about the Importance of Parent Involvement Practices

Items	Factor Loading	Corrected Item-Total Correlation
1. Contacting parents when their children do something well or improve.	.48	.37
2. Telling parents about the skills their children must learn in each subject I teach.	.41	.33
3. Giving parents ideas about discussing specific TV shows with their children.	.53	.42
4. Assigning homework that requires parents to interact with their children.	.60	.49



Table 3.8 continued

Items	Factor Loading	Corrected Item-Total Correlation
5. Asking parents to listen to their children read.	.58	.44
6. Asking my students' parents to help the child with homework.	.49	.38
7. Asking my students' parents to ask the child about the school day.	.63	.51
8. Inviting my students' parents to visit my classroom.	.52	.39
9. Asking my students' parents to take the child to the library or community events.	.73	.59
10. Giving parents ideas to help them become effective advocates for their children.	.72	.58
11. Sending home 'letters' telling parents what the children have been learning and doing in class.	.65	.52
Explained Variance= %34,714 Cronbach Alpha= .7957		

Corrected item-total correlations of items change from .33 to .59 according to the results of Table 3.8. As a result of factor analysis, it was observed that all questions in this subscale loaded on one factor and they are between .41 and .73. This factor explains 34% of the variance, and the cronbach alpha coefficient is .79.

**Table 3.9** The Results of Factor and Item Analyses of Teacher Reports of Parent Involvement

Items	Factor Loading	Corrected Item-Total Correlation
1. Attend scheduled parent-teacher conferences.	.48	.42
2. Contact me when their children are having a problem with learning.	.71	.65
3. Contact me when they have something really good to report about their child's learning.	.69	.63
4. Volunteer in my classroom or in the school.	.78	.74
5. Ask me for specific activities they can do at home with the child.	.80	.75
6. Discuss TV programs with the child.	.67	.62
7. Help the child with homework.	.69	.63
8. Listen to the child read.	.68	.61
9. Give me information about the child's needs, interests, or talents.	.81	.76
10. Talk to the child about the school day.	.76	.70
11. Visit my classroom at school.	.74	.69
12. Take the child to the library or community events.	.66	.60
13. Attend children's performances at school.	.75	.68
Explained Variance= %51,646 Cronbach Alpha= .9204		

Corrected item total correlations of items change from .42 to .76 according to the results of Table 3.5. As a result of factor analysis, it was observed that all questions in this subscale loaded on one factor and they are between .48 and .81. This factor explains 51% of the variance, and the cronbach alpha coefficient is .92.

**Table 3.10** The Results of Factor and Item Analyses of Teacher Report of Invitations to Parental Involvement

Item	Factor Loading	Corrected Item-Total Correlation
1. Have a conference with a parent.	.31	.26
2. Contact a parent if the child has problems or experiences failure.	.66	.54
3. Contact a parent if the child does something well or improves.	.55	.41
4. Involve a parent as a volunteer in my classroom.	.62	.53
5. Tell a parent about the skills the child must learn in each subject I teach.	.69	.58
6. Give parent ideas about discussing specific TV shows with the children.	.52	.45
7. Assign homework that requires a parent to interact with the child.	.41	.34
8. Ask a parent to listen to the child read.	.66	.56
9. Ask a parent to help the child with homework.	.61	.51
10. Encourage a parent to ask the child about the school day.	.64	.52
11. Ask a parent to visit my classroom.	.66	.59
12. Give parent ideas to help him or her become an effective advocate for the child.	.76	.67
13. Send home 'letters' telling parents what the children have been learning and doing in class.	.49	.39
Explained Variance= %35,939 Cronbach Alpha= .8295		

Corrected item total correlations of items changes from .26 to .67 according to the results of Table 3.5. As a result of factor analysis, it was observed that all questions in this scale loaded on one factor and they are between .31 and .76. This factor explains 36% of the variance, and the cronbach alpha coefficient is .82.

### 3.3. Data Analyses

The aim of this study is to understand the attitudes of preschool teachers toward involving parents in their children's education who have been working in public and private schools. For the purpose of the study, the attitudes of preschool teachers toward parent involvement (PI) working in public and private schools were compared, the effects of some variables like educational level, graduated program or course on PI to parental involvement attitudes were assessed, and finally the study tried to answer the question of whether self efficacy has an influence on PI attitudes of teachers. In order to analyze the data, SPSS 11.5 was used.

To analyze the data related to demographic information, descriptive statistics has been used. To compare the teachers attitudes according to school type and sending newsletters or not, independent sample t- test has been used. In order to compare the beliefs of teachers on parent involvement with educational level,

graduated program, teaching experience, income, number and age group of children, courses taken, preparation on parent involvement in respect to taken courses, in-service training and frequency of sending newsletters, one-way ANOVA have been used. If the difference was found among the groups, Scheffe post hoc test was used to find which groups were different from the others.

## **CHAPTER IV**

### **RESULTS**

In this chapter, results of the study are examined by dividing into three different parts. First part deals with the descriptive statistics. The second part deals with inferential statistics in which the research questions are answered. Finally, the last part includes the findings of the study.

#### **4.1 Descriptive Statistics**

##### **4.1.1. Descriptive Statistics of the Scales Measuring the Attitudes of Teachers toward Parent Involvement**

Descriptive statistics giving information about the sample for the purpose of the study was presented previously in Tables named 3.1, 3.2, 3.3 and 3.4.

#### **4.2 Inferential Statistics**

In order to test the research questions, independent sample t-test and one-way ANOVA were used. As a result of the analyses made by using independent sample t-test and one way ANOVA, some differences were explored among the groups. In order to find which group was different from the others, Scheffe post hoc test was used.

#### **4.3. Findings**

The research questions were tested at the significance level of  $\alpha=0.05$  and  $\alpha=0.01$ .

### Research Question1

Are there any significant differences and/or similarities between the attitudes of preschool teachers working in private and public schools toward parent involvement?

Table 4.1 reports the results of independent sample t-test to see whether there are any differences or similarities between the two groups of teachers working in public and private schools.

Regarding school type, independent sample t-test was conducted to examine differences and similarities on teachers' attitudes reported in six subscales that was displayed in Table 4.1: Teacher beliefs about parental involvement, teacher self-efficacy for teaching, teacher beliefs about parents' efficacy for helping children succeed in school, teacher beliefs about the importance of parent involvement practices, teacher reports of parent involvement and teacher report of invitations to parental involvement. There were no significant differences between teachers of both schools with respect to first five subscales [t (288) = 1.75, p>.05], [t (288) = 1.57, p>.05], [t (288) = 1.81, p>.05], [t (288) = 1.06, p>.05] and [t (287) = .001, p>.05]. There was only one significant difference between the teachers of both schools in the last subscale, [t (288) = 3.18, p<.01]. Public school teachers held more positive beliefs on that subscale (M= 63.42) than private school teachers (M= 59.73).

**Table 4.1** Comparing Teacher's Beliefs According to School Type

Subscales	School Type	N	$\bar{X}$	Std.	Df	t	P
<b>Beliefs about PI</b>	1. Public	169	17,44	2,50	288	1,75	,080
	2. Private	121	17,95	2,30			
<b>Self Efficacy</b>	1. Public	169	44,60	6,20	288	1,57	,117
	2. Private	121	45,96	6,38			
<b>Parent's Efficacy</b>	1. Public	169	19,36	2,83	288	1,81	,071
	2. Private	121	19,90	2,94			
<b>Importance of PI</b>	1. Public	169	48,61	4,18	288	1,06	,286
	2. Private	121	49,13	3,88			
<b>Reports of PI</b>	1. Public	169	53,78	11,65	287	,001	,999
	2. Private	121	53,79	11,90			
<b>Invitations to PI</b>	1. Public	169	63,42	9,03	288	3,18	,002**
	2. Private	121	59,73	10,62			

### Research Question2

Are there similarities and /or differences between preschool teachers' attitudes toward parent involvement and their educational levels and graduated

departments, experiences, income, number of students, age groups, course on parent involvement, and preparation on parent involvement with respect to courses, in-service training, sending newsletter and frequency of sending them?

Table 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11 and 4.12 represent the results of one-way ANOVA to find the differences among the groups and also the results of independent sample t-test to observe differences between two groups.

To examine the differences in attitudes of teachers toward involving parents in the education of their children according to their educational levels, one-way ANOVA was used. As shown in Table 4.2, significant differences were found among the teachers with different educational levels according to fourth subscale indicating teacher' beliefs about the importance of parent involvement practices [F (2,287) = 4.81,  $p < .01$ ]. The mean score for teachers of high school graduates was 49.17, for teachers of two year university graduates were 47.44 and finally for teachers with bachelor's degrees was 49.23. Scheffe post hoc test was conducted to see which group was different. It was found that teachers with high school and bachelor's degrees held more positive beliefs on that scale than teachers with two-year university degree. The results for the five of other subscales and educational levels indicated no significant differences [F (2,287) = 1.56,  $p > .05$ ], [F (2,287) = .051,  $p > .05$ ], [F (2,287) = .477,  $p > .05$ ], [F (2,287) = .722,  $p > .05$ ] and [F (2, 287) = 1.97,  $p > .05$ ].

**Table 4.2** Comparing Teacher's Beliefs According to Educational Level

Subscales	Educational Level	N	$\bar{X}$	Std.	df	F	P
<b>Beliefs about PI</b>	1. High School	70	17,92	2,22	2, 287	1,56	,211
	2. Two-Year University	63	17,20	2,54			
	3. Bachelor's	157	17,71	2,46			
<b>Self Efficacy</b>	1. High School	70	45,25	6,47	2, 287	,051	,951
	2. Two-Year University	63	44,95	6,31			
	3. Bachelor's	157	45,22	6,27			
<b>Parent's Efficacy</b>	1. High School	70	19,78	2,93	2, 287	,477	,621
	2. Two-Year University	63	19,30	2,49			
	3. Bachelor's	157	19,61	3,02			
<b>Importance of PI</b>	1. High School	70	49,17	3,81	2, 287	4,81	,009**
	2. Two-Year University	63	47,44	4,43			
	3. Bachelor's	157	49,23	3,91			
<b>Reports of PI</b>	1. High School	70	53,91	12,97	2, 287	,722	,486
	2. Two-Year University	63	52,25	12,95			
	3. Bachelor's	157	54,35	10,63			
<b>Invitations to PI</b>	1. High School	70	60,65	12,08	2, 287	1,97	,141
	2. Two-Year University	63	63,93	9,53			
	3. Bachelor's	157	61,61	8,82			

Table 4.3 shows the results of one-way ANOVA that was carried out to determine the differences in attitudes of teachers toward parent involvement in respect to their graduated program. No significant similarities were found between teachers' attitudes to parent involvement indicated in six subscales and the program they were graduated from [F (3, 286) = 1.157,  $p > .05$ ], [F (3, 286) = 2.017,  $p > .05$ ], [F (3, 286) = 1.989,  $p > .05$ ], [F (3, 287) = 2.224,  $p > .05$ ], [F (3, 286) = .161,  $p > .05$ ] and [F (3, 286) = 1.732,  $p > .05$ ].

**Table 4.3** Comparing Teacher's Beliefs According to Graduated Program

Subscales	Graduated Program	N	$\bar{X}$	Std.	df	F	P
<b>Beliefs about PI</b>	1. Child Dev. and Educ.	138	17,61	2,74	3, 286	1,157	,326
	2. Early Childhood Educ.	88	17,98	1,86			
	3. Preschool Teaching	44	17,38	2,04			
	4. Other	20	17,65	3,01			
<b>Self Efficacy</b>	1. Child Dev. and Educ.	138	44,99	6,29	3, 286	2,017	,112
	2. Early Childhood Educ.	88	46,35	5,97			
	3. Preschool Teaching	44	43,61	6,93			
	4. Other	20	44,70	5,89			
<b>Parent's Efficacy</b>	1. Child Dev. and Educ.	138	19,58	3,00	3, 286	1,989	,116
	2. Early Childhood Educ.	88	19,88	2,47			
	3. Preschool Teaching	44	19,63	2,39			
	4. Other	20	18,15	4,25			
<b>Importance of PI</b>	1. Child Dev. and Educ.	138	48,69	3,67	3, 286	2,224	,086
	2. Early Childhood Educ.	88	49,65	4,52			
	3. Preschool Teaching	44	47,97	4,03			
	4. Other	20	48,00	4,19			
<b>Reports of PI</b>	1. Child Dev. and Educ.	138	53,72	12,56	3, 286	,161	,923
	2. Early Childhood Educ.	88	54,39	10,01			
	3. Preschool Teaching	44	53,29	12,28			
	4. Other	20	52,70	12,43			
<b>Invitations to PI</b>	1. Child Dev. and Educ.	138	62,71	10,43	3, 286	1,732	,161
	2. Early Childhood Educ.	88	60,02	9,50			
	3. Preschool Teaching	44	61,97	9,04			
	4. Other	20	64,15	8,65			

Regarding teaching experience, one-way ANOVA was conducted to examine differences in teachers' attitudes toward involving parents in their children's education. According to Table 4.4, significant differences were observed for the first subscale indicating teachers' beliefs about parental involvement and for the last subscale indicating teacher report of invitations to parental involvement [F (4, 285) = 2.91,  $p < .05$ ] and [F (4,286) = 3.97,  $p < .01$ ].

For the first subscale, mean score of the teachers with 1 and 5 years experience was 18.07. For the teachers with 6 and 10 years experience, it was 17.81;

for teachers with 11 and 15 years experience, it was 17.15; for teachers with 16 and 20 years experience, it was 17.66; and finally it was 16.62 for teachers with 21 years experience and more. The results of Scheffe test displayed no significant differences between the groups.

For the last one, mean score of the teachers with 1 and 5 years experience was 59.59; for teachers with 6 and 10 years experience, it was 61.69; for teachers with 11 and 15 years experience, it was 62.52; for teachers with 16 and 20 years experience, it was 64.18; and finally it was 66.21 for teachers with 21 years experience and more. According to Scheffe test, the teachers with 21 years and up held more positive beliefs on that scale than the teachers with 1 and 5 years experience.

No significant differences were found when teachers' attitudes toward parent involvement reported in the remaining subscales, teachers' self efficacy for teaching, teachers' beliefs about parent efficacy for helping children succeed in school, teachers' beliefs about the importance of specific parent involvement strategies and teacher reports of parents' involvement and their teaching experience were compared [F (4, 285) = 1.00, p>.05], [F (4, 285) = 1.07, p>.05], [F (4, 285) = 2.23, p>.05], [F (4, 285) = .441, p>.05]

**Table 4.4** Comparing Teacher's Beliefs According to Teaching Experience

Subscales	Teaching Experience	N	$\bar{X}$	Std.	df	F	P
<b>Beliefs about PI</b>	1. 1 – 5 Years	114	18,07	1,64	4, 285	2,91	,022**
	2. 6 – 10 Years	48	17,81	2,83			
	3. 11 – 15 Years	46	17,15	3,57			
	4. 16 – 20 Years	50	17,66	1,90			
	5. 21 Years and Up	32	16,62	2,57			
<b>Self Efficacy</b>	1. 1 – 5 Years	114	45,97	5,86	4, 285	1,00	,408
	2. 6 – 10 Years	48	44,85	6,45			
	3. 11 – 15 Years	46	43,86	7,32			
	4. 16 – 20 Years	50	45,04	5,85			
	5. 21 Years and Up	32	44,90	6,72			
<b>Parent's Efficacy</b>	1. 1 – 5 Years	114	19,94	2,81	4, 285	1,07	,370
	2. 6 – 10 Years	48	19,43	3,11			
	3. 11 – 15 Years	46	19,58	3,51			
	4. 16 – 20 Years	50	18,96	2,23			
	5. 21 Years and Up	32	19,50	2,70			
<b>Importance of PI</b>	1. 1 – 5 Years	114	49,56	3,82	4, 285	2,23	,066
	2. 6 – 10 Years	48	48,64	3,96			
	3. 11 – 15 Years	46	47,82	4,21			
	4. 16 – 20 Years	50	48,94	3,56			
	5. 21 Years and Up	32	47,78	5,10			
<b>Reports of PI</b>	1. 1 – 5 Years	114	53,17	11,43	4, 285	,441	,779
	2. 6 – 10 Years	48	55,14	10,49			



Table 4.4 continued

Subscales	Teaching Experience	N	$\bar{X}$	Std.	df	F	P
	3. 11 – 15 Years	46	52,63	12,39			
	4. 16 – 20 Years	50	54,78	12,46			
	5. 21 Years and Up	32	54,12	12,79			

Table 4.5 shows the results of one-way ANOVA conducted to determine differences in teacher's attitudes toward parent involvement in education and their income levels. There were no differences reported in teachers' attitudes toward parent involvement in education at all of the subscales and their income levels [F (4,285) = 1.76,  $p > .05$ ], [F (4,285) = .743,  $p > .05$ ], [F (4,285) = 1.31,  $p > .05$ ], [F (4,285) = .788,  $p > .05$ ], [F (4,285) = .413,  $p > .05$ ] and [F (4,285) = 1.79,  $p > .05$ ].

**Table 4.5** Comparing Teacher's Beliefs According to Income

Subscales	Income	N	$\bar{X}$	Std.	df	F	P
<b>Beliefs about PI</b>	1. Minimum Wage	25	17,56	1,55	4, 285	1,76	,135
	2. 400 – 600 TL	49	18,00	1,62			
	3. 601 – 800 TL	23	18,73	1,45			
	4. 801 – 1000 TL	101	17,48	2,45			
	5. 1001 TL and Up	92	17,41	3,02			
<b>Self Efficacy</b>	1. Minimum Wage	25	44,12	5,41	4, 285	,743	,563
	2. 400 – 600 TL	49	45,18	7,05			
	3. 601 – 800 TL	23	46,86	6,99			
	4. 801 – 1000 TL	101	44,77	6,23			
	5. 1001 TL and Up	92	45,47	6,04			
<b>Parent's Efficacy</b>	1. Minimum Wage	25	20,08	2,90	4, 285	1,31	,266
	2. 400 – 600 TL	49	19,36	2,65			
	3. 601 – 800 TL	23	20,73	2,63			
	4. 801 – 1000 TL	101	19,48	3,04			
	5. 1001 TL and Up	92	19,39	2,87			
<b>Importance of PI</b>	1. Minimum Wage	25	48,08	3,83	4, 285	,788	,534
	2. 400 – 600 TL	49	49,38	3,37			
	3. 601 – 800 TL	23	49,60	4,18			
	4. 801 – 1000 TL	101	48,53	4,53			
	5. 1001 TL and Up	92	48,86	3,88			
<b>Reports of PI</b>	1. Minimum Wage	25	53,44	13,74	4, 285	,413	,800
	2. 400 – 600 TL	49	52,62	11,19			
	3. 601 – 800 TL	23	56,43	14,03			
	4. 801 – 1000 TL	101	53,83	11,61			
	5. 1001 TL and Up	92	53,78	11,09			
<b>Invitations to PI</b>	1. Minimum Wage	25	61,64	12,28	4, 285	1,79	,131
	2. 400 – 600 TL	49	58,73	11,14			
	3. 601 – 800 TL	23	53,86	9,64			
	4. 801 – 1000 TL	101	52,01	9,57			
	5. 1001 TL and Up	92	62,98	8,60			

In order to see the similarities between teachers' attitudes toward involving parents in their children's education and amount of children in their classes, one-way ANOVA was used. According to the results of one-way ANOVA shown in Table 4.6, there were no significant similarities in teachers' attitudes toward parent involvement in respect to amount of children in the classroom [F (4,285) = .430,  $p > .05$ ], [F (4,285) = 1.78,  $p > .05$ ], [F (4,285) = .343,  $p > .05$ ], [F (4,285) = .471,  $p > .05$ ], [F (4,285) = .281,  $p > .05$ ] and [F (4,285) = 1.13,  $p > .05$ ].

**Table 4.6** Comparing Teacher's Beliefs According to Number of Children

Subscales	Number of Children	N	$\bar{X}$	Std.	df	F	P
<b>Beliefs about PI</b>	1. Under 10	33	17,75	2,12	4, 285	,430	,787
	2. 10 – 14 Children	60	17,46	2,80			
	3. 19 – 19 Children	69	17,71	2,81			
	4. 20 – 24 Children	85	17,85	1,84			
	5. 25 Children and Up	43	17,34	2,51			
<b>Self Efficacy</b>	1. Under 10	33	43,03	5,58	4, 285	1,78	,132
	2. 10 – 14 Children	60	45,68	6,53			
	3. 19 – 19 Children	69	46,28	6,39			
	4. 20 – 24 Children	85	45,15	5,83			
	5. 25 Children and Up	43	44,37	7,01			
<b>Parent's Efficacy</b>	1. Under 10	33	19,60	3,13	4, 285	,343	,849
	2. 10 – 14 Children	60	19,56	3,22			
	3. 19 – 19 Children	69	19,69	3,12			
	4. 20 – 24 Children	85	19,32	2,58			
	5. 25 Children and Up	43	19,93	2,43			
<b>Importance of PI</b>	1. Under 10	33	48,63	3,86	4, 285	,471	,757
	2. 10 – 14 Children	60	49,36	3,92			
	3. 19 – 19 Children	69	49,00	4,01			
	4. 20 – 24 Children	85	48,54	3,97			
	5. 25 Children and Up	43	48,53	4,70			
<b>Reports of PI</b>	1. Under 10	33	55,30	12,09	4, 285	,281	,890
	2. 10 – 14 Children	60	53,18	13,99			
	3. 19 – 19 Children	69	54,20	9,95			
	4. 20 – 24 Children	85	53,09	10,73			
	5. 25 Children and Up	43	54,16	12,97			
<b>Invitations to PI</b>	1. Under 10	33	60,09	12,54	4, 285	1,13	,341
	2. 10 – 14 Children	60	60,16	11,11			
	3. 19 – 19 Children	69	62,30	8,43			
	4. 20 – 24 Children	85	63,09	8,86			
	5. 25 Children and Up	43	62,60	9,79			

When teachers' attitudes toward parent involvement in education were compared with age group of children they serve by using one-way ANOVA that was displayed in Table 4.7, it was found that a significant difference only existed for the last subscale; teacher report of invitations to parental involvement [F(3,286)= 2.88,  $p < .05$ ]. Scheffe post hoc test was applied to see which group of teachers was

different from the others. The mean score of teachers of 3 year-old children was 61.23. For teachers working with 4-year-olds children, it was 58.15; for teachers working with 5-year-olds children, it was 59.60; and finally it was 62.97 for teachers working with 6-year-olds. According to Scheffe test, no significant difference was found among the groups. There were no significant differences for the remaining subscales in respect to age group that the teachers serve [F (3,286) = 1.171, p>.05], [F (3,286) = 1.31, p>.05], [F (3,286) = .239, p>.05], [F (3,286) = 1.39, p>.05] and [F (3,286) = 1.31, p>.05].

**Table 4.7** Comparing Teacher’s Beliefs According to Age Group

Subscales	Age Group	N	$\bar{X}$	Std.	Df	F	P
<b>Beliefs about PI</b>	1. 3 Years	26	17,96	1,73	3, 286	1,171	,321
	2. 4 Years	26	17,76	1,68			
	3. 5 Years	43	18,18	1,73			
	4. 6 Years	195	17,48	2,70			
<b>Self Efficacy</b>	1. 3 Years	26	43,92	4,75	3, 286	1,31	,269
	2. 4 Years	26	47,23	5,63			
	3. 5 Years	43	45,37	7,69			
	4. 6 Years	195	45,02	6,21			
<b>Parent’s Efficacy</b>	1. 3 Years	26	20,00	2,97	3, 286	,239	,869
	2. 4 Years	26	19,34	2,59			
	3. 5 Years	43	19,55	2,82			
	4. 6 Years	195	19,56	2,94			
<b>Importance of PI</b>	1. 3 Years	26	48,73	3,67	3, 286	1,39	,244
	2. 4 Years	26	47,30	4,93			
	3. 5 Years	43	48,88	4,18			
	4. 6 Years	195	49,03	3,94			
<b>Reports of PI</b>	1. 3 Years	26	55,34	12,48	3, 286	1,31	,269
	2. 4 Years	26	50,15	11,78			
	3. 5 Years	43	52,46	11,65			
	4. 6 Years	195	54,35	11,62			
<b>Invitations to PI</b>	1. 3 Years	26	61,23	14,04	3, 286	2,88	,036**
	2. 4 Years	26	58,15	10,15			
	3. 5 Years	43	59,60	9,08			
	4. 6 Years	195	62,97	9,20			

Regarding the courses taken on parent involvement, one-way ANOVA was used to examine the attitudes of teachers toward parent involvement in education. According to Table 4.8, only one significant difference was reported for the last subscale; teacher report of invitations to parental involvement [F (3,286) = 3.47, p<.05]. Scheffe post hoc test was applied to see which groups of teachers were different from the others. The mean score of teachers with no training was 61.77; for teachers taking one course on PI, it was 58.65; for teachers took some courses on PI,

it was 63.76; and finally it was 62.17 for teachers who reported that they had been informed on PI in part of a course. According to Scheffe test, teachers who took some courses on PI held more positive beliefs on that scale than teachers who took one course on PI.

No differences were found when teachers' attitudes to involving parents to their children's education reported in remaining subscales and course on parent involvement were compared [F (3,286) = .430,  $p > .05$ ], [F (3,286) = .550,  $p > .05$ ], [F (3,286) = .886,  $p > .05$ ], [F (3,286) = 2.53,  $p > .05$ ] and [F (3,286) = 1.41,  $p > .05$ ].

**Table 4.8** Comparing Teacher's Beliefs According to Courses Taken on PI

Subscales	Courses Taken on PI	N	$\bar{X}$	Std.	df	F	P
<b>Beliefs about PI</b>	1. No Training	67	17,47	2,50	3, 286	,430	,732
	2. One Course	61	17,95	2,11			
	3. Some Courses	99	17,61	2,67			
	4. In Part of a Course	63	17,61	2,26			
<b>Self Efficacy</b>	1. No Training	67	44,38	6,54	3, 286	,550	,649
	2. One Course	61	45,04	6,24			
	4. In Part of a Course	63	45,46	5,08			
<b>Parent's Efficacy</b>	1. No Training	67	19,14	3,05	3, 286	,886	,449
	2. One Course	61	19,80	2,65			
	3. Some Courses	99	19,54	2,99			
	4. In Part of a Course	63	19,90	2,75			
<b>Importance of PI</b>	1. No Training	67	48,08	4,40	3, 286	2,53	,057
	2. One Course	61	48,78	4,38			
	3. Some Courses	99	49,67	3,71			
	4. In Part of a Course	63	48,33	3,71			
<b>Reports of PI</b>	1. No Training	67	51,52	12,77	3, 286	1,41	,240
	2. One Course	61	54,04	9,74			
	3. Some Courses	99	53,94	12,21			
	4. In Part of a Course	63	55,69	11,46			
<b>Invitations to PI</b>	1. No Training	67	61,77	10,61	3, 286	3,47	,016**
	2. One Course	61	58,65	10,62			
	3. Some Courses	99	63,76	8,32			
	4. In Part of a Course	63	62,17	10,02			

Table 4.9 provides results that are related with the one presented in previous table, Table 4.7. In this one, teachers were supposed to indicate how they were prepared by means of courses they had taken on parent involvement. One-way ANOVA was carried out to examine the differences in teachers' attitudes toward parent involvement in education in regard to preparation by means of the courses. According to results of one-way ANOVA, no differences were found in teachers' attitudes to parent involvement in education when compared with preparation by means of the courses [F (3,286) = 1.67,  $p > .05$ ], [F (3,286) = .487,  $p > .05$ ], [F (3,286)

= 1.50,  $p > .05$ ],  $[F(3,286) = 2.08, p > .05]$ ,  $[F(3,286) = 1.63, p > .05]$  and  $[F(3,286) = 1.78, p > .05]$ .

**Table 4.9** Comparing Teacher's Beliefs According to Preparation of PI in respect to Taken Courses

Subscales	Preparation of PI	N	$\bar{X}$	Std.	df	F	P
<b>Beliefs about PI</b>	1. Not at all	49	18,18	2,00	3, 286	1,67	,172
	2. Fair	117	17,30	2,23			
	3. Thorough	95	17,76	2,65			
	4. Extensive	29	17,79	2,94			
<b>Self Efficacy</b>	1. Not at all	49	44,89	5,85	3, 286	,487	,691
	2. Fair	117	44,76	6,31			
	3. Thorough	95	45,76	6,05			
	4. Extensive	29	45,37	7,86			
<b>Parent's Efficacy</b>	1. Not at all	49	19,71	2,51	3, 286	1,50	,213
	2. Fair	117	19,27	2,66			
	3. Thorough	95	19,62	3,03			
	4. Extensive	29	20,51	3,68			
<b>Importance of PI</b>	1. Not at all	49	48,65	4,52	3, 286	2,08	,102
	2. Fair	117	48,22	3,69			
	3. Thorough	95	49,35	3,89			
	4. Extensive	29	49,86	4,92			
<b>Reports of PI</b>	1. Not at all	49	54,36	13,21	3, 286	1,63	,183
	2. Fair	117	52,14	10,17			
	3. Thorough	95	54,54	12,18			
	4. Extensive	29	56,93	13,06			
<b>Invitations to PI</b>	1. Not at all	49	62,73	9,56	3, 286	1,78	,150
	2. Fair	117	60,72	9,07			
	3. Thorough	95	61,85	10,74			
	4. Extensive	29	65,24	10,22			

In order to determine similarities in teachers' attitudes toward parent involvement in education in respect to in-service training they attended, one-way ANOVA was used. The results shown in Table 4.10 indicated no significant similarities in teachers' attitudes toward parent involvement in education were reported in all subscales in respect to in-service training PI  $[F(3,286) = .861, p > .05]$ ,  $[F(3,286) = .748, p > .05]$ ,  $[F(3,286) = 2.11, p > .05]$ ,  $[F(3,286) = 1.18, p > .05]$ ,  $[F(3,286) = .362, p > .05]$  and  $[F(3,286) = 1.53, p > .05]$ .

**Table 4.10** Comparing Teacher's Beliefs According to In- Service Training

Subscales	In-Service Training	N	$\bar{X}$	Std.	df	F	P
<b>Beliefs about PI</b>	1. No	195	17,72	2,21	3, 286	,861	,462
	2. 1 – 3 Hours	42	17,88	1,64			
	3. 4 – 6 Hours	21	17,00	3,39			
	4. 7 Hours and Up	32	17,34	3,61			
<b>Self Efficacy</b>	1. No	195	45,27	5,99	3, 286	,748	,524
	2. 1 – 3 Hours	42	45,07	6,95			

Table 4.10 continued

Subscales	In-Service Training	N	$\bar{X}$	Std.	df	F	P
	3. 4 – 6 Hours	21	46,42	5,51			
	4. 7 Hours and Up	32	43,87	7,75			
<b>Parent's Efficacy</b>	1. No	195	19,81	2,73	3, 286	2,11	,099
	2. 1 – 3 Hours	42	19,61	2,55			
	3. 4 – 6 Hours	21	18,47	2,52			
	4. 7 Hours and Up	32	18,87	4,06			
<b>Importance of PI</b>	1. No	195	48,81	3,99	3, 286	1,18	,314
	2. 1 – 3 Hours	42	49,19	3,74			
	3. 4 – 6 Hours	21	49,80	3,29			
	4. 7 Hours and Up	32	47,81	5,15			
<b>Reports of PI</b>	1. No	195	53,49	12,46	3, 286	,362	,780
	2. 1 – 3 Hours	42	55,42	9,17			
	3. 4 – 6 Hours	21	52,80	6,27			
	4. 7 Hours and Up	32	54,03	12,96			
<b>Invitations to PI</b>	1. No	195	62,17	10,25	3, 286	1,53	,205
	2. 1 – 3 Hours	42	59,97	8,32			
	3. 4 – 6 Hours	21	59,71	10,25			
	4. 7 Hours and Up	32	64,28	8,87			

Regarding sending newsletter, independent sample t-test was conducted to examine teachers' attitudes toward involving parents to their children's education. According to the results of Table 4.11, there were significant differences for the last two subscales which were compared with sending newsletter or not [ $t(287) = 2.246$ ,  $p < .05$ ] and [ $t(288) = 3.18$ ,  $p < .05$ ]. For the fifth subscale, teacher reports of parent involvement, teachers who send newsletters held more positive beliefs on that scale ( $M=54.60$ ) than teachers who did not send newsletters ( $M=50.87$ ). For the last one, teacher report of invitations to parental involvement, teachers who sent newsletters held more positive beliefs on that scale ( $M= 62.63$ ) than teachers who did not send newsletters ( $M= 59.17$ ).

For the remaining subscales indicating teachers' attitudes toward parent involvement, no significant differences were found between the teachers in respect to sending newsletters or not [ $t(288) = 1.33$ ,  $p > .05$ ], [ $t(288) = 381$ ,  $p > .05$ ], [ $t(288) = 989$ ,  $p > .05$ ] and [ $t(288) = 198$ ,  $p > .05$ ].

**Table 4.11** Comparing Teacher's Beliefs According to Sending Newsletter

Subscales	Newsletter	N	$\bar{X}$	Std.	Df	t	P
<b>Beliefs about PI</b>	1. Yes	227	17,66	2,56	288	,133	,894
	2. No	63	17,61	1,89			
<b>Self Efficacy</b>	1. Yes	227	45,10	6,45	288	,381	,703
	2. No	63	45,44	5,80			
<b>Parent's Efficacy</b>	1. Yes	227	19,49	2,96	288	,989	,323
	2. No	63	19,90	2,60			

Table 4.11 continued

Subscales	Newsletter	N	$\bar{X}$	Std.	Df	t	P
<b>Importance of PI</b>	1. Yes	227	48,80	4,10	288	,198	,844
	2. No	63	48,92	3,95			
<b>Reports of PI</b>	1. Yes	227	54,60	11,68	287	2,246	,025**
	2. No	63	50,87	11,53			
<b>Invitations to PI</b>	1. Yes	227	62,63	9,10	288	2,483	,014**
	2. No	63	59,17	11,99			

Table 4.12 shows the results of one-way ANOVA conducted to determine differences in attitudes of teachers toward parent involvement in education in respect to frequency of sending newsletters. The results indicated that there were significant similarities in teachers' attitudes toward parent involvement in education according the second subscale [ $F(4,222) = 3.59, p < .05$ ], teachers' self efficacy for teaching, and last subscale [ $F(4,222) = 2.43, p < .05$ ], teacher report of invitations to parental involvement.

For the second subscale, a significant difference was found between this subscale and frequency of sending newsletter. In order to understand the difference, Scheffe post hoc test was conducted. The mean score of teachers sending newsletter daily was 42.43, weekly was 46.86, two times a month was 44.71, monthly was 45.50 and it was 42.55 for teachers who send newsletter once a semester. There was a difference in self efficacy beliefs of teachers who send newsletters weekly and once a semester. Teachers who send newsletters weekly have more self efficacy for teaching than the ones who send newsletter once a semester.

For the last subscale, a significant difference was reported when this subscale was compared with frequency of sending newsletter. Scheffe post hoc test was applied to find the difference. The mean score of teachers sending newsletter daily was 66.00, weekly was 63.65, two times a month was 64.54, monthly was 61.52 and it was 59.66 for teachers who send newsletter once a semester. According to the results of Scheffe test, no meaningful difference was found between the groups. Moreover, it was notable that scores was decreasing from first group to fifth group drastically and the differences between their mean scores were also very high.

For the other scales, no similarities were found in respect to frequency of sending newsletter [ $F(4,222) = .190, p > .05$ ], [ $F(4,222) = .677, p > .05$ ], [ $F(4,222) = 1.02, p > .05$ ] and [ $F(4,222) = .428, p > .05$ ].

**Table 4.12** Comparing Teacher’s Beliefs According to Frequency of Sending Newsletter

Subscales	Frequency of Newsletter	N	$\bar{X}$	Std.	df	F	P
<b>Beliefs about PI</b>	1. Daily	16	17,81	1,90	4, 222	1,90	,110
	2. Weekly	67	18,16	2,27			
	3. Two Times a Month	35	16,71	2,99			
	4. Monthly	73	17,69	2,65			
	5. Once a Semester	36	17,52	2,54			
<b>Self Efficacy</b>	1. Daily	16	42,43	6,55	4, 222	3,59	,007**
	2. Weekly	67	46,86	5,52			
	3. Two Times a Month	35	44,71	5,77			
	4. Monthly	73	45,50	6,82			
	5. Once a Semester	36	42,55	6,93			
<b>Parent’s Efficacy</b>	1. Daily	16	19,06	3,15	4, 222	,677	,608
	2. Weekly	67	19,94	3,08			
	3. Two Times a Month	35	19,28	2,26			
	4. Monthly	73	19,49	3,09			
	5. Once a Semester	36	19,08	3,00			
<b>Importance of PI</b>	1. Daily	16	47,50	3,79	4, 222	1,02	,395
	2. Weekly	67	48,95	4,28			
	3. Two Times a Month	35	49,45	4,82			
	4. Monthly	73	49,02	3,97			
	5. Once a Semester	36	48,02	3,26			
<b>Reports of PI</b>	1. Daily	16	56,62	11,87	4, 222	,428	,789
	2. Weekly	67	54,84	12,67			
	3. Two Times a Month	35	52,54	10,93			
	4. Monthly	73	55,06	11,81			
	5. Once a Semester	36	54,33	10,44			
<b>Invitations to PI</b>	1. Daily	16	66,00	7,89	4, 222	2,43	,048**
	2. Weekly	67	63,65	8,39			
	3. Two Times a Month	35	64,54	9,88			
	4. Monthly	73	61,52	9,43			
	5. Once a Semester	36	59,66	8,64			

### Research Question3

Is there a difference and/or similarity between the attitudes of teachers toward parent involvement and their self efficacy levels?

In order to analyze this research question, teachers were classified as the ones with lower self efficacy, the ones with middle self efficacy and the ones with higher self efficacy. Firstly, descriptive statistics about self efficacy was obtained. Table 4.13 displays descriptive statistics about self efficacy.

According to table 4.13, this scale was a mean of 45.38 and standard deviation of 6.16. Teachers with a mean score were accepted as the ones with middle self efficacy, and the ones with a 0.5 standard deviation far away from mean were accepted as higher self efficacy (>48), and the ones with a 0.5 standard deviation smaller from mean accepted lower self efficacy (<43).



In brief, the teachers who had scores with 42 and below were accepted as the ones with lower self efficacy, the ones with a score between 43 and 47 were accepted as the ones with middle self efficacy, and finally the ones with a score of 48 and up were counted as the ones with higher self efficacy.

**Table 4.13** Descriptive Statistics about Teacher’s Self Efficacy

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>
	Statistics	Statistics	Statistics	Statistics
<b>Self Efficacy</b>	290	28,00	60,00	45,38
<b>Valid N (listwise)</b>	290			

Table 4.14 displays the frequency of teachers in each category. The numbers of teachers in each level were nearly equal: there were 91 teachers with lower, 95 teachers with middle and 104 teachers with higher self efficacy scores.

**Table 4.14** The Frequency of the Teachers in Each Category

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
<b>Valid</b>	1.00 lower	91	31,4	31,4	31,4
	2.00 middle	95	32,8	32,8	64,1
	3.00 higher	104	35,9	35,9	100,0
Total		290	100,0	100,0	

After distributing teachers to the categories according to their self efficacy scores, One-way ANOVA was applied to see differences between the parental involvement attitudes of teachers with lower, middle and higher self efficacy. Table 4.15 shows the results of one-way ANOVA carried out to determine the differences. Significant differences were reported for the first two subscales [ $F(2, 287) = 4.941, p < .01$ ] and [ $F(2, 287) = 10.62, p < .01$ ], teachers' beliefs on PI and teachers' beliefs about parent efficacy on helping children succeed in school.

For the subscale indicating teachers' beliefs on PI, a significant difference was found in teachers' attitudes when compared with levels of self efficacy. Scheffe post hoc test was applied to find which groups were different from each others. The mean score of teachers with lower self efficacy was 17.13, with middle self efficacy it was 17.55 and it was 18.20 for teachers with higher self efficacy. According to the results of Scheffe post hoc test, teachers with higher self efficacy held more positive beliefs on that scale than the teachers with lower self efficacy.

The other reported difference was about teachers' beliefs about parent efficacy on helping children succeed in school in regard to self efficacy levels. Scheffe post hoc test was conducted to find the groups different from each other. The mean score for the teachers with lower self efficacy was 18.72, with middle self efficacy it was 19.36 and it was 20.53 for the teachers with higher self efficacy. The results of Scheffe post hoc test displayed that teachers with higher self efficacy scores held more positive beliefs on that scale than the teachers with lower and middle self efficacy levels.

For the remaining subscales, no significant differences were found in teachers' attitudes in respect to self efficacy levels [F (2, 287) = 2.73,  $p > .05$ ], [F (3, 287) = .351,  $p > .05$ ] and [F (3, 287) = .474,  $p > .05$ ].

**Table 4.15** Comparison of the Attitudes of Teachers with Their Self Efficacy Scores

Scales	Frequency of Self Efficacy Levels	N	$\bar{X}$	Std.	df	F	P
<b>Beliefs about PI</b>	1. lower	91	17,13	2,89	2, 287	4,941	,008**
	2. middle	95	17,55	2,46			
	3. higher	104	18,20	1,77			
<b>Parent's Efficacy</b>	1. lower	91	18,72	3,28	2, 287	10,62	,000**
	2. middle	95	19,36	2,60			
	3. higher	104	20,53	2,48			
<b>Importance of PI</b>	1. lower	91	48,05	4,01	2, 287	2,73	,066
	2. middle	95	48,95	4,21			
	3. higher	104	49,39	3,89			
<b>Reports of PI</b>	1. lower	91	54,03	11,91	2, 286	,351	,704
	2. middle	95	52,97	11,81			
	3. higher	104	54,32	11,58			
<b>Invitations to PI</b>	1. lower	91	62,21	10,89	2, 287	,474	,623
	2. middle	95	62,38	9,80			
	3. higher	104	61,13	9,04			

#### 4.4. Summary

Overall, this part summarized results of the study according to three research questions about the differences on the attitudes of preschool teachers working in public and private schools, about similarities on the attitudes of teachers in respect to some variables like educational levels and taking course on parent involvement and about differences in the attitudes of teachers according to their self efficacy levels.

Although some differences and similarities were found in teachers' attitudes toward parent involvement, the common point of findings indicated that there were

not significant differences and/or similarities in the attitudes of preschool teachers toward involving parents in education of their children in regard to school type, educational level, graduated program, teaching experience, monthly income, number and age group of children, courses taken on parent involvement and preparation by means of courses, in-service training, sending newsletters and frequency of sending newsletters and self-efficacy.

Although results of this current study did not show significant differences in attitudes of teachers in respect to many variables, these outcomes are valuable. These outcomes might be interpreted that preschool teachers, no matter in which type of school they work, are not aware of parent involvement activities, ways to involve parents to education of their children and about the benefits of parent involvement activities.

This current study is valuable since it has contributed to early childhood education field by examining the attitudes of preschool teachers working in public and private schools about involving parents in respect to many variables in Turkey and it will take the attention of researchers since this issue need to be developed in Turkey.

## **CHAPTER V**

### **DISCUSSION**

The purpose of this study was to understand the attitudes of preschool teachers toward involving parents in their children's education. The attitudes of teachers working with children between the ages of 3 and 6 in public and private schools were measured by using the scale of "The Attitudes of Preschool Teachers toward Parent Involvement". In the scale, dependent variables were teachers' beliefs on PI, their self efficacy for teaching, their beliefs about parent efficacy for helping children to succeed in school, their beliefs on the importance of specific involvement strategies, their reports of parents' involvement (PI) and their reports of invitations to PI. Independent variables were school type, educational level, graduated program, experience, income, number and age group of children, taking course on PI, preparation on PI by means of a course or courses, in-service training, sending newsletters to the parents and frequency of sending it.

According to the dependent and independent variables of the study, specific research questions were as follows: Are there any significant differences and/or similarities between the attitudes between preschool teachers working in private and public schools toward parental involvement?, Are there similarities and /or differences between preschool teachers' attitudes toward parent involvement and their educational levels and graduated departments, experiences, income, number of students, age groups, course on parent involvement, and preparation on parent involvement with respect to courses, in-service training, sending newsletter and frequency of sending them?, and Is there a difference and/or similarity between the attitudes of teachers toward parent involvement and their self efficacy levels?

This chapter includes discussion of the results, implications of the study and finally, recommendations for further studies. The results of study are going to be discussed by taking into account each of the research questions.

## 5.1. Discussion on Statistical Results

**Research Question 1:** Is there a difference between the attitudes of preschool teachers working in public and private schools toward parent involvement?

For this research question, it was hypothesized that there are significant differences between the attitudes of teachers working in public and private schools and that private school teachers hold more positive attitudes on parent involvement than public school teachers. There were different types of studies in the literature indicating that there were differences between teachers in both types of schools (Dickerson, 2003., Lloyd, 1991., and Forlemu, 1998). A study carried out by Karaköse and Kocabaş (2006) surveyed differences between the teachers in respect to job satisfaction and motivation. The results revealed that the principal's attitude and behavior were positive toward teachers in private schools and this situation affected their job satisfaction and motivation which was not similar for public school teachers. Furthermore, since workplace of private schools was more attractive and they were affected by reputation of schools, teachers of these schools thought more positively than public school teachers. The study carried out by Forlemu (1998) also provided results for the benefit of private school teacher. The researcher reported that public school teachers did not think themselves as authority figures, did not cooperate with other school personnel and participate in school activities since their working environment was rule-bound and administrators were the authority figures who did not respect and support the teachers in the school. On the other hand, teachers in private schools participated in most of the school activities, their opinions were valued by the administrators, and they work in cooperation with others. As a result, they served the students better than the teachers in public schools. Moreover, it was thought that since private schools have some financial concerns, they need to be more appealing to the parents and one way of seeming appealing is planning and conducting more parental involvement activities.

However, the findings of the study related to this research question did not match with the expectations. The results indicated that there were not significant differences for the first five subscales: Teachers' beliefs on PI, their self efficacy for teaching, their beliefs about parent efficacy for helping children to succeed in school, their beliefs on the importance of specific involvement strategies and their reports of parents' involvement. Only difference was found in the last subscale; their report of

invitations to PI. This result was not expected since it was reported that public school teachers hold more positive attitudes about teacher report of invitations to PI than private school teachers.

In order to understand the reasons behind these unexpected results, the data were analyzed again. As a result of the analysis, the following outcomes were achieved: The teachers' educational level in public schools is higher - 64% of them have bachelor's degree - than private school teachers - 39.7%, and most of them in private schools have high school degree, 52,9%. The years of experience for most of the public teachers are between 16 and 20; however, most of the private school teachers' experiences are between 1 and 5 years. While monthly salary that most of the public school teachers earn is between 801 and 1000TL, most of the private school teachers earn only between 400 and 600 TL.

The results that displayed no significant difference for five of the dependent variables and the only significant difference for the last dependent variable might be attributed to educational levels, experience and income levels of teachers. There was only one significant difference in the last scale between public and private schools since the teachers in public schools were more educated, experienced and earned more than the ones working in private schools where they expected to involve parents more for gaining customer for school.

**Research Question 2:** Is there a difference on parental involvement scores of subjects with different educational levels and graduated departments, experiences, income, number of students, age groups, course on parent involvement, and preparation on PI with respect to courses, in-service training, sending newsletter and frequency of sending newsletters?

Some hypotheses were stated for this research question especially the ones related to variables of educational level, experience, course on PI, and in-service training. It was thought that there was a relationship between the attitudes of preschool teachers toward parent involvement and their educational level, experience, course on PI and in-service training.

The difference in attitudes of teachers in respect to educational level was analyzed and the results displayed that educational level of the participants did not affect the parental involvement attitudes except for the subscale related to teachers' beliefs about the importance of parental involvement strategies. It was found that

teachers having high school and bachelor's degrees held more positive attitudes on that scale than the ones with two-year university degree. This result was interesting especially for high school teachers. The reason for this result might be the idea that the amount of the teachers was 52.9% in private schools with the degree of high school, and teachers in private schools had to involve parents to the program according to school policies, and this may led to such kind of result. Moreover, there were not significant relationships between educational levels and in the other scales related with PI. These results would also be attributed to private school policies and it could be concluded that teachers with all educational levels began to be aware of the importance of PI.

Regarding to graduated program of participants, no significant similarities were found between the attitudes of participants in the subscales. That was an expected finding since nearly all of the teachers graduated from programs related to early childhood period, only 20 of them graduated from other programs.

The next result for this research question was related to the differences in the attitudes of teachers toward PI according to their experience. The expectation had been that there was a relationship between experience and attitudes to PI. However, the results did not meet this expectation and no relationships were found between experience and in any of the subscales except for the last one. The reason for this finding might be that all of the teachers began to understand the importance of issue, but the result for last scale might be that more experienced teachers, 21 years and up, would know the ways of PI. As a result, they involve parents more than the teachers with an experience between 1 and 5 years. The literature on experience and attitudes toward PI analyzed supported the findings. Nicolini (2003) analyzed the effect of experience on teachers' perceptions of PI and found that experience was not a significant predictor of PI. Moreover, the study conducted by Joshi and Taylor (2004) provided the same result.

The results of teachers' attitudes on parent involvement and income were in the parallel of the expectation that there were not significant differences between the attitudes of teachers with different income levels.

The next two results under the second research question were related to the similarities in teachers' attitudes toward PI in respect to number and age group of children the teachers serve. Appropriate to the expectations, there were not

significant difference teacher's attitudes on parent-school interactions in respect to number and age group of children.

The following two results were about whether there were similarities in the attitudes of teachers about involving parents to their children's education in respect to courses taken and preparation by means of courses. The expectation was that taking courses and preparation by means of courses indicated teachers' previous training on the issue and had an effect on parental involvement attitudes of teachers. Contrary to the expectation, there was not any significant difference on attitudes of teachers in regard to courses taken on PI except for the last subscale. The study carried out by Nicolini (2003) also gained same result with this current study that preservice education would not predict parental involvement attitudes of teachers. For the last subscale, teachers took more than one course held more positive attitudes on PI than the ones taking one course.

The interesting result was obtained when the differences in attitudes of teachers toward parent involvement according to in-service training teachers attended were analyzed. When the literature on this issue was reviewed, it was concluded that there was an effect of in-service training on PI attitudes of teachers. Hoover-Dempsey et al (2002) prepared an in-service program for teachers and the program displayed improvements in participants teaching efficacy, parents' efficacy for helping their children to learn and invitations to parent involvement. However, the results of the study were different from researchers' expectation. Teachers' general beliefs on PI, beliefs about importance of PI practices and their reports of PI were not strengthened as a result of the program. According to the result of the current study, in-service training did not create similarities in attitudes of preschool teachers toward PI. In order to understand reasons of this finding, the data was analyzed and it was found that great amount of participants, 67%, reported that they did not have in-service training before. As a result, the reason for this unexpected finding was conceptualized after analyzing the data.

The following result of the study was related to whether there was a similarity in attitudes of teachers toward parent involvement when compared with sending newsletter to the parents. For this research question, the hypothesis stated was that teachers who had a positive attitude toward parent involvement sent more newsletters to the parents. The results displayed that expectations were not met for the first four



subscales.

The final result was related to the previous one. This time, differences in teachers' attitudes toward parent involvement were analyzed in regard to frequency of sending newsletters. The specific hypothesis was that there were positive relationships between attitudes to parent involvement and frequency of sending more newsletters. However, the results did not meet the expectations only for the subscale related with self efficacy. It was found that teachers who sent newsletters weekly had more self efficacy for teaching than the ones who sent newsletters once a semester. The results gained from other scales might also be interpreted in the same way with the previous question.

**Research Question 3:** Are there any differences between attitudes of teachers toward parent involvement with lower, middle and higher self efficacy scores?

For this research question, it was hypothesized that significant differences existed on general parent involvement attitudes of teachers with lower, middle and higher self efficacy. Teachers with higher self efficacy held more positive attitudes on PI than the ones with middle and lower self efficacy. The literature related with teachers' self efficacy also supported the hypothesis. Contributions of teacher efficacy together with the other variables to varying level of parental involvement practices were tested by Hoover-Dempsey, Bassler and Brissie (1987). They have found that teacher efficacy and social socioeconomic status were the most important variables effecting level of parental involvement practices. They also concluded that higher levels of self efficacy correlated with higher levels of four parental involvement outcomes related to involving parents to the conferences, involving them as volunteers and home tutors and teachers' beliefs about parent support. Pi-ju (1995) also demonstrated the effect of teacher's sense of efficacy together with school climate on parent involvement activities of preschool teachers. The finding related to teacher's sense of efficacy revealed that there was a significant relationship between ones' sense of efficacy and the techniques and effectiveness of the techniques about different ways of parent involvement practices. Moreover, the study carried out by Nicolini (2003) supported the view that teachers' self efficacy was important factor and according to researcher it was the only factor explaining the attitudes of teachers toward PI. The researcher also pointed out that the degree of self

efficacy determined the degree of attitudes. More specifically, teachers with higher self efficacy held more positive beliefs on PI than the ones with lower self efficacy.

According to the findings of this research question, it could be concluded that the hypothesis was partially supported. Teachers with higher self efficacy hold more positive beliefs about PI than the ones with lower self efficacy, and teachers with higher self efficacy believed about significance of parent efficacy for helping children succeed in school more than the ones with middle and lower self efficacy.

On the contrary, the results gained about the relationships between teachers self efficacy and importance of specific parent involvement strategies, teacher reports of parent involvement and their report of invitations to PI were surprising which was not understood.

## **5.2. Implications of the Study**

Based on the findings of this study and previous studies on the same or related issues, following suggestions can be offered to preschool teachers, parents, schools, teacher education programs and Ministry of National Education:

1. This study offered significant information about the general attitudes of preschool teachers on parent involvement. This will provide them with the information regarding types of parent involvement activities and explain the significance of applying these kinds of activities.
2. This research may help teachers learn what characteristics such as empathy and communicational skills are necessary for them to have positive attitudes toward parent involvement.
3. Preschool teachers working in both public and private schools were chosen as a sample and their attitudes on parent involvement were compared. This will provide important implications such as suggesting ways to involve parents and differences between the practices for the teachers working in both type of schools and changing their practices according to the results.
4. Teachers could begin to work with professionals to prepare parent education program for parents.
5. Teachers and parents may begin to work together as they will see the benefits of PI like increasing academic achievement and motivation at

school for all of the stakeholders in the process.

6. Parents as well as teachers may learn the ways of involving in their children's education such as parent-teacher conferences and involving as a decision maker and learn how their involvement affects the educational outcomes of their children.
7. It has implications for schools by addressing the need to provide support and environment to teachers for establishing school-parent collaborations.
8. Understanding teachers' attitudes about parent involvement has serious implications for teacher training since it directly addresses the need for focusing on this issue more carefully. By means of the current study, faculty members will realize the fact that not only teachers working in public schools but also the ones working in private schools are not aware of some specific ways of involvement and how involving parents to the program provides benefits for children. They will add more courses or field-based experiences to preservice students to understand the issue of parent-teacher collaboration deeper.
9. By means of the study, faculties related to education may add more courses and provide more practices with families to quantify and qualify of current preservice teacher training in parent involvement.
10. Since this was the study conducted at the preschool level in Turkey that compared different factors affecting teachers' attitudes on parent involvement and it was the first one comparing the preschool teachers' attitudes working in both public and private school, it offers the way to others who are going to study related topics.
11. Ministry of National Education may realize the importance of preparing in-service education and may prepare more programs on parent involvement to make the teachers aware of the issue and implement parent involvement activities in their programs.

### **5.3. Recommendations for Further Studies**

1. Future studies can evaluate the attitudes of preschool teachers with more diverse and representative samples of teachers.
2. In order to get better picture of the issue, some other data collections can be used such as observation and interview.
3. The effects of other variables like socioeconomic level of the participant might be measured.
4. Although there was a gender variable in the questionnaire, it could not be tested. For this reason, it could be better to add males to the study.
5. This instrument was used in Turkey for the first time. In order to refine instrument, replication of the same study would be useful.
6. In order to understand the issue deeply, parents' attitudes about parent involvement should be studied, or both teachers and parents' attitudes should be studied.
7. The further research can also add other items to their study related to barriers, benefits and reasons for some attitudes related to parent involvement to get a better picture of issue.
8. The same study could be applied with special education teachers.
9. The same study could be applied to the teachers working in other grade levels to examine the similarities and differences in their attitudes toward parent involvement with preschool teachers.
10. The further studies should add more participants to the pilot study to provide better results about validity and reliability of the instrument.

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## APPENDICES

### APPENDIX A

#### PERMISSION TO USE INSTRUMENT

<b>Date:</b>	Sat, 01 Oct 2005 17:59:10 -0500
<b>From:</b>	"Green, Christa Lynn" <christa.l.green@vanderbilt.edu>  <a href="#">Add to Address Book</a>  <a href="#">Add Mobile Alert</a>
<b>To:</b>	"Rukiye Kaya" <rukiyekaya21@yahoo.com>
<b>Subject:</b>	Re: Teachers' scales about parent involvement

Hello! You're more than welcome to use our scales, please see our statement of use page for more details:

<[http://www.vanderbilt.edu/Peabody/family-school/scale\\_descriptions/use\\_statement.html](http://www.vanderbilt.edu/Peabody/family-school/scale_descriptions/use_statement.html)>

We'd love to hear more about your research should you decide to use our scales, and good luck with your research! Sincerely, Christa Green

--On Saturday, October 1, 2005 2:11 PM -0700 Rukiye Kaya <rukiyekaya21@yahoo.com> wrote:

-----  
Green, Christa Lynn  
Vanderbilt University  
Psy & Human Development  
230 Appleton Place  
Peabody Box 512  
Nashville, TN 37203  
Email: [christa.l.green@Vanderbilt.Edu](mailto:christa.l.green@Vanderbilt.Edu)  
<http://www.vanderbilt.edu/peabody/family-school/index.html>



## APPENDIX C

### ORIGINAL SCALE

<b>Teacher Beliefs about Parental Involvement Scale</b>						
Directions to teachers: In this section, please indicate <u>HOW MUCH YOU AGREE OR DISAGREE</u> with each of the statements.						
	disagree very strongly 1	disagree 2	disagree just a little 3	agree just a little 4	agree 5	agree very strongly 6
1. Parent involvement is important for a good school.						
2. Most parents know how to help their children with schoolwork at home.						
3. Every family has some strengths that can be tapped to increase student success in school.						
4. All parents could learn ways to help their children with schoolwork at home, if shown how.						
5. Parent involvement can help teachers be more effective with more students.						
6. Parents of children at this school want to be involved more than they are.						
7. Parent involvement is important for student success in school.						
8. This school views parents as important partners.						

<b>Teacher Self-Efficacy for Teaching</b>						
Directions to teachers: In this section, please indicate <u>HOW MUCH YOU AGREE OR DISAGREE</u> with each of the statements.						
	disagree very strongly 1	disagree 2	disagree just a little 3	agree just a little 4	agree 5	agree very strongly 6
1. I feel that I am making a significant educational difference in the lives of my students.						
2. If I try really hard, I can get through to even the most difficult and unmotivated students.						
3. Children are so private and complex, I never know if I am getting through to them.						
4. I usually know how to get through to students.						
5. Most of a student's school <i>motivation</i> depends on the home environment, so I have limited influence.						
6. There is a limited amount that I can do to raise the basic performance level of students.						
7. I am successful with the students in my class.						
8. I am uncertain how to teach some of my students.						
9. I feel as though some of my students are not making any academic progress.						
10. My students' peers influence their <i>motivation</i> more than I do.						
11. Most of a student's <i>performance</i> depends on the home environment, so I have limited influence.						
12. My students' peers influence their academic <i>performance</i> more than I do.						



<b>Teacher Beliefs about Parents' Efficacy for Helping Children Succeed in School</b>						
Directions to teachers: In this section, please indicate <u>HOW MUCH YOU AGREE OR DISAGREE</u> with each of the statements.						
	disagree very strongly 1	disagree 2	disagree just a little 3	agree just a little 4	agree 5	agree very strongly 6
1. My students' parents help their children learn.						
2. My students' parents have little influence on their children's motivation to do well in school.						
3. If my students' parents try really hard, they can help their children learn even when the children are unmotivated.						
4. My students' parents feel successful about helping their children learn.						
5. My students' parents don't know how to help their children make educational progress.						
6. My students' parents help their children with school work at home.						
7. My students' parents make a significant, positive educational difference in their children's lives.						

<b>Teacher Beliefs about the Importance of Parent Involvement Practices</b>						
Directions to teachers: In this section, please indicate <u>HOW IMPORTANT</u> you believe each of the following is in your own teaching and parent-involvement practices.						
	not at all important 1	Not important 2	not very important 3	Somewhat important 4	important 5	very important 6
1. Having a conference with each of my students' parent at least once a year.						
2. Contacting parents about their children's problems or failures.						
3. Contacting parents when their children do something well or improve.						
4. Involving parents as volunteers in my classroom.						
5. Telling parents about the skills their children must learn in each subject I teach.						
6. Providing specific activities for parents to do with their children in order to improve their grades.						
7. Giving parents ideas about discussing specific TV shows with their children.						
8. Assigning homework that requires parents to interact with their children.						
9. Suggesting ways to practice spelling or other skills at home before a test.						
10. Asking parents to listen to their children read.						
11. Asking my students' parents to help the child with homework.						
12. Asking my students' parents to ask the child about the school day.						
13. Inviting my students' parents to visit my classroom.						
14. Asking my students' parents to take the child to the library or community events.						
15. Giving parents ideas to help them become effective advocates for their children.						
16. Sending home 'letters' telling parents what the children have been learning and doing in class.						

<b>Teacher reports of parent involvement.</b>						
Directions to teachers: In this section, please indicate <u>HOW MANY OF YOUR STUDENTS' PARENTS</u> have participated in the following activities this year. Please record your <u>best estimate</u> for each item, and then respond to the 'overall confidence rating' at the end of this section.						
	none 1	10-25% 2	30-45% 3	55-70% 4	75-90% 5	all 6
1. Attend scheduled parent-teacher conferences.						
2. Attend meetings or workshops at school.						
3. Contact me when their children are having a problem with learning.						
4. Contact me when they have something really good to report about their child's learning.						
5. Volunteer in my classroom or in the school.						
6. Ask me for specific activities they can do at home with the child.						
7. Discuss TV programs with the child.						
8. Help the child with homework.						
9. Listen to the child read.						
10. Give me information about the child's needs, interests, or talents.						
11. Talk to the child about the school day.						
12. Visit my classroom at school.						
13. Take the child to the library or community events.						
14. Attend children's performances at school.						

In general, how much confidence do you have in the accuracy of your estimates on the items above? (Please circle the response that's most appropriate for you)

I am completely confident

I am pretty confident

I am just somewhat confident

I am not very confident

<b>Teacher Report of Invitations to Parental Involvement</b>						
Directions to teachers: In this section, please indicate <u>HOW OFTEN YOU</u> have done each of the following <u>this year</u> .						
	never 1	once this year 2	once each semester 3	once a month 4	once every 1-2 weeks 5	1+ time(s) each week 6
1. Have a conference with a parent.						
2. Contact a parent if the child has problems or experiences failure.						
3. Contact a parent if the child does something well or improves.						
4. Involve a parent as a volunteer to a classroom.						
5. Tell a parent about the skills the child must learn in each subject I teach.						
6. Provide specific activities for a parent to do with the child in order to improve the child's grades.						
7. Give a parent ideas about discussing specific TV shows with the children.						
8. Assign homework that requires a parent to interact with the child.						
9. Suggest ways to practice spelling or other skills at home before a test.						
10. Ask a parent to listen to the child read.						
11. Ask a parent to help the child with homework.						
12. Encourage a parent to ask the child about the school day.						
13. Ask a parent to visit my classroom.						
14. Ask a parent to take the child to the library or community events.						
15. Give a parent ideas to help him or her become an effective advocate for the child.						
16. Send home 'letters' telling parents what the children have been learning and doing in class.						

## APPENDIX D

### TURKISH VERSION OF THE SCALE USED IN THE PILOT STUDY

Sayın Öğretmen (ya da meslektaşım),

Katıldığınız bu çalışma, öğretmenlerin aile katılımı ile ilgili tutumlarını belirlemek amacıyla hazırlanmıştır. Doğru veya yanlış görüşe sahip olmanız söz konusu değildir. Her bölümde öğretmenlerin aile katılımı ile görüşlerini belirten ifadeler ve ifadelerin size ne kadar uyup uymadığını belirlemek amacıyla kesinlikle katılmıyorum, kesinlikle katılıyorum ya da hiç önemli değil, çok önemli arasında derecelendirme vardır. Her bölümde ifadeleri dikkatlice okumanız ve size en çok uyan bir seçeneği işaretlemeniz rica olunur. Vereceğiniz her bilgi sadece araştırma amaçları için kullanılacak olup anketin hiçbir bölümüne isim yazmanız gerekmemektedir.

Rukiye KAYA

O.D.T.Ü. Okul Öncesi Öğretmenliği A.B.D.

### ÖĞRETMEN BİLGİ FORMU

Okulunuzun Bulunduğu İlçe:  
Cinsiyetiniz:

Okulunuzun Adı:

1. Öğrenim düzeyinizi belirtiniz?
  - a) İlgili alanlardan birinde mezun olabilecek durumda öğrenciyim.
  - b) Lise mezunu (usta öğretici)
  - c) 2 yıllık üniversite mezunu
  - d) 4 yıllık üniversite mezunu
  - e) Yüksek lisans/ Doktora mezunu
2. Mezun olduğunuz bölümü belirtiniz?
  - a) Çocuk Gelişimi ve Eğitimi
  - b) Okul Öncesi Eğitimi
  - c) Anasınıfı Öğretmenliği
  - d) Diğer (belirtiniz) .....
3. Meslekte kaç yıldır çalışıyorsunuz?
  - a) 1 – 5 yıl
  - b) 6 – 10 yıl
  - c) 11 – 15 yıl
  - d) 16 – 20 yıl
  - e) 21 yıl ve üzeri

4. Aylık gelirinizi belirtiniz?
- Asgari Ücret
  - 400 – 600 TL
  - 601 – 800 TL
  - 801 - 1000 TL
  - 1001 ve üzeri
5. Sınıfınızda kaç öğrenciniz var?
- 10' dan az
  - 10 – 14
  - 15 – 19
  - 20 – 24
  - 25 v e üzeri
6. Hangi yaş grubunda çalışıyorsunuz? \_\_\_\_\_
7. Eğitiminiz esnasında aile eğitimi ile ilgili ders aldınız mı?
- Almadım
  - Aile eğitimi ile ilgili yalnız bir ders aldım.
  - Aile eğitimi ile ilgili birkaç ders aldım.
  - Bir dersin içinde aile eğitimi ile ilgili bilgilendim.
  - Hatırlamıyorum.
8. Eğitiminiz sizi aile katılımına ne kadar hazırladı?
- Hiç hazırlamadı.
  - Biraz hazırladı.
  - İyi hazırladı.
  - Çok iyi hazırladı.
9. Aile katılımı ile ilgili hizmet içi eğitim aldınız mı?
- Hayır
  - 1 – 3 saat
  - 4 – 6 saat
  - 7 – 9 saat
  - 10 saat ve üzeri
10. Ailelere düzenli olarak bülten gönderiyor musunuz? \_\_\_\_ Hayır \_\_\_\_ Evet  
Cevabınız evetse sıklığını belirtin:
- Günlük
  - Haftalık
  - Ayda iki kez
  - Aylık
  - Dönemde bir
  - Yılda bir

### ÖĞRETMENLERİN AİLE KATILIMI İLE İLGİLİ TUTUMLARI ÖLÇEĞİ

Öğretmenlerin Anne-Baba Katılımı Hakkındaki İnançları	Kesinlik le katılım yorum	Katılım yorum	Biraz katılım yorum	Biraz katılı yorum	Katılı yorum	Kesinlikle Katılı yorum
1. Anne-baba katılımı, iyi bir okul için gereklidir.						
2. Anne-babaların birçoğu çocuklarına ödevlerinde nasıl yardımcı olacaklarını bilirler.						
3. Her anne babanın çocuklarının okuldaki başarılarını arttırıcı bazı güçlü yönleri vardır.						
4. Tüm anne-babalar eğer nasıl yapacakları gösterilirse çocuklarına ödevleriyle ilgili yardım edebilme yollarını öğrenebilirler.						
5. Anne-baba katılımı, öğretmenlerin daha fazla çocuğa etkili bir şekilde ulaşabilmesinde yardımcı olabilir.						

6. Bu okuldaki çocukların anne-babaları şu anda olduklarından daha fazla katılmak istiyorlar.						
7. Anne-baba katılımı, öğrencilerin okuldaki başarıları için önemlidir.						
8. Bu okul, anne-babaları önemli birer ortak olarak görür.						

Öğretmenin Öğretmedeki Öz Yeterliliği	Kesinlikle katılım yorum	Katılı yorum	Biraz katılım yorum	Biraz katılı yorum	Katılı yorum	Kesinlikle Katılı yorum
1. Sınıftaki öğrencilerin hayatlarında önemli farklılıklar yarattığımı hissediyorum.						
2. Eğer gerçekten çok uğraşırsam, en zor ve motivasyonu olmayan öğrencilere bile ulaşabilirim.						
3. Çocuklar çok özel ve karmaşık olduklarından, onlara ulaşabilip ulaşamadığımı hiç bilmiyorum.						
4. Genellikle öğrencilere nasıl ulaşabileceğimi bilirim.						
5. Öğrencilerin okuldaki motivasyonları en çok ev ortamına bağlı olduğundan bu konuda sınırlı bir etkiye sahibim.						
6. Öğrencilerin temel performans düzeyinin üzerine çıkmaları için yapabileceklerim sınırlıdır.						
7. Sınıftaki öğrencilerimle başarıyorum.						
8. Bazı öğrencilere nasıl öğreteceğim konusunda emin değilim.						
9. Bazı öğrencilerimin hiçbir akademik gelişme göstermediğini hissediyorum.						
10. Öğrencilerimin arkadaşları, onların motivasyonunu benden daha çok etkiler.						
11. Öğrencilerin okuldaki performansları en çok ev ortamına bağlı olduğundan bu konuda sınırlı bir etkiye sahibim.						
12. Öğrencilerimin arkadaşları, onların akademik performansını benden daha çok etkiler.						

Öğretmenlerin Çocukların Okulda Başarılı Olması için Anne-Babaların Yeterliliği Hakkındaki İnançları	Kesinlikle katılım yorum	Katılı yorum	Biraz katılım yorum	Biraz katılı yorum	Katılı yorum	Kesinlikle Katılı yorum
1. Öğrencilerimin anne-babaları, çocuklarının öğrenmeleri için onlara yardımcı olurlar.						
2. Öğrencilerimin anne-babalarının, çocuklarının okulda başarılı olma motivasyonlarına etkisi azdır.						
3. Eğer anne-babalar gerçekten çok uğraşırlarsa, çocukları motivasyonsuz olsalar bile onların öğrenmelerine yardımcı olabilirler.						
4. Öğrencilerimin anne-babaları, çocuklarına onların öğrenmeleri için yardımcı olmada kendilerini başarılı hissedebilirler.						
5. Öğrencilerimin anne-babaları, çocuklarına eğitimde ilerleme sağlamaları konusunda nasıl yardım edeceklerini bilmezler.						
6. Öğrencilerimin anne-babaları, evde çocuklarına ödevlerinde yardım ederler.						
7. Öğrencilerimin anne-babaları, çocuklarının eğitim hayatında önemli ve olumlu bir fark yaratırlar.						

<b>Öğretmenlerin Anne-Baba Katılımı ile İlgili Uygulamaların Önemi Hakkındaki İnançları</b>	<b>Hiç önemli değil</b>	<b>Önemli değil</b>	<b>Çok önemli değil</b>	<b>Biraz önemli</b>	<b>Önemli</b>	<b>Çok önemli</b>
1. Her öğrencinin anne-babasıyla yılda en az bir kez görüşme yapmak.						
2. Anne-babalarla çocuklarının problemleri ya da başarısızlıkları ile ilgili iletişime geçmek.						
3. Anne-babalarla çocukları iyi bir şey yaptığında ve gelişme gösterdiğinde iletişime geçmek.						
4. Anne-babaların gönüllü olarak katılımını sağlamak.						
5. Anne-babalara, öğretilen her konu için çocuklarının öğrenmeleri zorunlu olan becerileri söylemek.						
6. Çocukların notlarını yükseltmeleri için anne-babalara belirli etkinlikler sağlamak.						
7. Anne-babalara bazı televizyon programlarını çocuklarıyla tartışmaları için önerilerde bulunmak.						
8. Anne-babaların çocuklarıyla birlikte çalışmalarını gerektiren ödevler vermek.						
9. Sınavlardan önce çocuklarıyla yapabilecekleri çalışmalarla ilgili önerilerde bulunmak.						
10. Anne-babalardan çocuklarını okuma yaparken dinlemelerini istemek.						
11. Öğrencilerimin anne-babalarından çocuklarına ödev yaparken yardım etmelerini istemek.						
12. Öğrencilerimin anne-babalarından çocukları ile okulda neler yaptıkları hakkında konuşmalarını istemek.						
13. Öğrencilerimin anne-babalarını sınıfa davet etmek.						
14. Öğrencilerimin anne- babalarından çocuklarını kütüphaneye ya da sosyal etkinliklere götürmelerini istemek.						
15. Anne-babalara çocuklarını etkili bir şekilde desteklemeleri konusunda fikirler vermek.						
16. Anne-babalara çocuklarının sınıfta öğrendikleri ve yaptıkları ile ilgili notlar yollamak.						

<b>Öğretmenin Aile Katılımı ile İlgili Raporu</b>	<b>Hiçbiri</b>	<b>% 10-25</b>	<b>%30-45</b>	<b>%55-70</b>	<b>%75-90</b>	<b>Hepsi</b>
1. Daha önce belirlenen toplantılara katılırlar.						
2. Okuldaki seminerlere ya da çalışmalarına katılırlar.						
3. Çocukları öğrenmede sorun yaşadığında benimle iletişime geçerler.						
4. Çocuklarının öğrenmelerinde rapor edebilecekleri iyi bir şey olduğunda benimle iletişime geçerler.						
5. Sınıftaki ya da okuldaki işlerde gönüllü olurlar.						
6. Evde çocukları ile beraber yapabilecekleri belirli etkinlikleri sorarlar.						
7. Çocuklarıyla televizyon programlarını tartışırlar.						
8. Çocuklarına ödevlerinde yardımcı olurlar.						
9. Çocuklarının okumasını dinlerler.						
10. Çocuklarının ihtiyaçları, ilgileri ve yetenekleri ile ilgili bana bilgi verirler.						
11. Çocukları ile okuldaki günleri hakkında konuşurlar.						
12. Sınıfı ziyaret ederler.						
13. Çocuklarını kütüphaneye ya da sosyal etkinliklere götürürler.						
14. Çocuklarının okuldaki performansıyla ilgilenirler.						

Genel olarak, yukarıdaki ifadelerle ilgili tahminlerinizin doğruluğundan ne kadar eminsiniz?

Bütünüyle  
eminim

Çok  
eminim

Biraz  
eminim

Pek Emin  
değilim

<b>Öğretmenlerin Anne-Baba Katılımına Yönelik Davetleriyle ilgili Raporu</b>	<b>Hiç</b>	<b>Her yıl bir kez</b>	<b>Her dönem bir kez</b>	<b>Her ay bir kez</b>	<b>Bir-iki haftada bir kez</b>	<b>Her hafta bir ve daha fazla</b>
1. Anne-baba ile toplantı yaparım.						
2. Anne-baba ile çocuğun sorunları varsa ya da çocuk başarısız olmuşsa iletişime geçerim.						
3. Anne-baba ile çocuk iyi bir şey yaptığında ya da gelişme gösterdiğinde iletişime geçerim.						
4. Anne-babanın sınıfa gönüllü olarak katılmasını sağlarım.						
5. Anne-babaya, çocukların öğrettiğim her konu için öğrenmeleri gereken becerileri söylerim.						
6. Anne-babalara, çocuklarının notlarını yükseltmeleri için belirli etkinlikler sunarım.						
7. Anne-babalara bazı televizyon programlarını çocuklarıyla tartışmaları için fikirler veririm.						
8. Anne-babanın çocukla beraber çalışmasını sağlayacak ödevler veririm.						
9. Sınavlardan önce çocuklarıyla yapabilecekleri çalışmalarla ilgili önerilerde bulunurum.						
10. Anne-babalardan çocuklarını okuma yaparken dinlemelerini isterim						
11. Anne-babalara çocuklarının ev ödevlerine yardım etmelerini söylerim.						
12. Anne-babayı çocuklarıyla okuldaki günü ile ilgili sohbet etmeye teşvik ederim.						
13. Anne-babadan sınıfı ziyaret etmesini isterim.						
14. Anne-babadan çocuklarını kütüphaneye ya da sosyal etkinliklere götürmesini isterim.						
15. Anne-babalara çocuklarını etkili bir şekilde desteklemeleri konusunda fikirler veririm.						
16. Anne-babalara çocuklarının sınıfta yaptıkları ve öğrendikleri ile ilgili notlar gönderirim.						

## APPENDIX E

### TURKISH VERSION OF THE SCALE USED IN THE MAIN STUDY

	Kesinlikle katılıyorum	Katılıyorum	Biraz katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1.Tüm anne-babalar eğer nasıl yapacakları gösterilirse çocuklarına ödevleriyle ilgili yardım edebilme yollarını öğrenebilirler.					
2.Anne-baba katılımı, öğretmenlerin daha fazla çocuğa etkili bir şekilde ulaşabilmesinde yardımcı olabilir.					
3.Anne-baba katılımı, öğrencilerin okuldaki başarıları için önemlidir.					
4.Bu okul, anne-babaları önemli birer ortak olarak görür.					
5.Öğrencilerimin anne-babaları, çocuklarının öğrenmeleri için onlara yardımcı olurlar.					
6.Öğrencilerimin anne-babalarının, çocuklarının okulda başarılı olma motivasyonlarına etkisi azdır.					
7.Eğer anne-babalar gerçekten çok uğraşırlarsa, çocukları isteksiz olsalar bile onların öğrenmelerine yardımcı olabilirler.					
8.Öğrencilerimin anne-babaları, çocuklarının öğrenmeleri için onlara yardımcı olmada kendilerini başarılı hissederler.					
9.Öğrencilerimin anne-babaları, çocuklarının eğitim hayatında önemli ve olumlu bir fark yaratırlar.					
10.Sınıftaki öğrencilerin hayatlarında önemli farklılıklar yarattığımı hissediyorum.					
11.Eğer gerçekten çok uğraşırsam, en zor ve motivasyonu olmayan öğrencilere bile ulaşabilirim.					
12.Çocuklar çok özel ve karmaşık olduklarından, onlara ulaşabilip ulaşamadığımı hiç bilmiyorum.					
13.Genellikle öğrencilere nasıl ulaşabileceğimi bilirim.					
14.Öğrencilerin okuldaki motivasyonları en çok ev ortamına bağlı olduğundan bu konuda sınırlı bir etkiye sahibim.					
15.Öğrencilerin temel performans düzeyinin üzerine çıkmaları için yapabileceklerim sınırlıdır.					
16.Sınıftaki öğrencilerimle başarıyorum.					
17.Bazı öğrencilere nasıl öğreteceğim konusunda emin değilim.					
18.Bazı öğrencilerimin hiçbir akademik gelişme göstermediğini hissediyorum.					
19.Öğrencilerim birbirlerinin motivasyonlarını benden daha çok etkilerler.					
20.Öğrencilerin okuldaki performansları en çok ev ortamına bağlı olduğundan bu konuda sınırlı bir etkiye sahibim.					
21.Öğrencilerim birbirlerinin başarılarını benden daha çok etkilerler.					



**Yönerge:** Bu bölümde, anne-baba katılımı ile ilgili uygulamaların sizin için önemini belirtmeniz rica olunur.

	Hiç önemli değil	Önemli değil	Çok önemli değil	Biraz önemli	Önemli	Çok önemli
1. Anne-babalarla çocukları iyi bir şey yaptığında ve gelişme gösterdiğinde iletişime geçmek.						
2. Anne-babalara, öğretilen her konu için çocuklarının öğrenmeleri zorunlu olan becerileri söylemek.						
3. Anne-babalara bazı televizyon programlarını çocuklarıyla tartışmaları için önerilerde bulunmak.						
4. Anne-babaların çocuklarıyla birlikte çalışmalarını gerektiren ödevler vermek.						
5. Anne-babalardan çocuklarını hikaye anlatırken dinlemelerini istemek.						
6. Öğrencilerimin anne-babalarından ödevlerinde çocuklarına yardım etmelerini istemek.						
7. Öğrencilerimin anne-babalarından çocukları ile okulda neler yaptıkları hakkında konuşmalarını istemek.						
8. Öğrencilerimin anne-babalarını sınıfa davet etmek.						
9. Öğrencilerimin anne- babalarından çocuklarını kütüphaneye ya da sosyal etkinliklere götürmelerini istemek.						
10. Anne-babalara çocuklarını etkili bir şekilde desteklemeleri konusunda fikirler vermek.						
11. Anne-babalara çocuklarının sınıfta öğrendikleri ve yaptıkları ile ilgili notlar yollamak.						

**Yönerge:** Bu bölümde, öğrencilerinizin anne-babalarının yıl içerisinde ne kadarının aşağıda belirtilen etkinliklere katıldığını belirtmeniz rica olunur. İlk olarak her ifade için ne kadar katıldığınızı daha sonra ise genel olarak sonda verilen ifadeye ne kadar katıldığınızı belirtmeniz rica olunur.

	Hiçbiri	% 10-25	% 30-45	% 55-70	% 75-90	Hepsi
1. Daha önce belirlenen toplantılara katılırlar.						
2. Çocukları öğrenmede sorun yaşadığında benimle iletişime geçerler.						
3. Çocuklarının öğrenmelerinde rapor edecekleri iyi bir şey olduğunda benimle iletişime geçerler.						
4. Sınıftaki ya da okuldaki işlerde gönüllü olurlar.						
5. Evde çocukları ile beraber yapabilecekleri belirli etkinlikleri sorarlar.						
6. Çocuklarıyla televizyon programlarını tartışırlar.						
7. Çocuklarına ödevlerinde yardımcı olurlar.						
8. Çocuklarının okumasını dinlerler.						
9. Çocuklarının ihtiyaçları, ilgileri ve yetenekleri ile ilgili bana bilgi verirler.						
10. Çocukları ile okulda yaptıkları hakkında konuşurlar.						
11. Sınıfı ziyaret ederler.						
12. Çocuklarını kütüphaneye ya da sosyal etkinliklere götürürler.						
13. Çocuklarının okuldaki performansıyla ilgilenirler.						

**Genel olarak, yukarıdaki ifadelerle ilgili tahminlerinizin doğruluğundan ne kadar eminsiniz?**

Bütünüyle eminim      Çok eminim      Biraz eminim      Pek Emin değilim

**Yönerge:** Bu bölümde, yıl içinde aşağıda verilen ifadeleri ne kadar sıklıkla yaptığınızı belirtmeniz rica olunur.

	Hiç	Her yıl bir kez	Her dönem bir kez	Her ay bir kez	15 günde bir kez	Her hafta bir ve daha fazla
1. Anne-baba ile toplantı yaparım.						
2. Anne-baba ile çocuğun sorunları varsa ya da çocuk başarısız olmuşsa iletişime geçerim.						
3. Anne-baba ile çocuk iyi bir şey yaptığında ya da gelişme gösterdiğinde iletişime geçerim.						
4. Anne-babanın sınıfa gönüllü olarak katılmasını sağlarım.						
5. Anne-babaya, öğrettiğim her konu için çocuklarının öğrenmeleri gereken becerileri söylerim.						

6. Anne-babalara bazı televizyon programlarını çocuklarıyla tartışmaları için fikirler veririm.						
7. Anne-babanın çocuklarıyla beraber çalışmasını sağlayacak ödevler veririm.						
8. Anne-babalardan çocuklarını hikaye anlatırken dinlemelerini isterim						
9. Anne-babalara çocuklarının ev ödevlerine yardım etmelerini söylerim.						
10. Anne-babayı çocuklarıyla okuldaki günü ile ilgili sohbet etmeye teşvik ederim.						
11. Anne-babadan sınıfı ziyaret etmesini isterim.						
12. Anne-babalara çocuklarını etkili bir şekilde desteklemeleri konusunda fikirler veririm.						
13. Anne-babalara çocuklarının sınıfta yaptıkları ve öğrendikleri ile ilgili notlar gönderirim.						