

THE STUDY OF SCHOOL - FAMILY COOPERATION ACTIVITIES IN
ELEMENTARY SCHOOL LEVEL ON THE BASE OF PARENTS'
PERCEPTIONS

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ABSTRACT

THE STUDY OF SCHOOL - FAMILY COOPERATION ACTIVITIES IN ELEMENTARY SCHOOL LEVEL ON THE BASE OF PARENTS' PERCEPTIONS

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Home and school are two important living and learning environment for children. In this regard, parents and teachers share mutual responsibilities in children's life. The relationship between home and school is a significant point in improving quality and sustainability of children's education and development. Thus involvement of parents in their children's learning has significant value for education.

Parents are important stakeholders in parent involvement process. Their ideas, and attitudes toward parent involvement determined their participation and parent involvement process.

This study was designed to describe the current situation in public elementary schools in terms of parent involvement activities by bases on parents' perceptions. First of all the types of parent involvement activities that are conducted by schools and their frequencies were defined. Then parents' perceptions about family-school collaboration activities were analyzed.

Participants were required to fill out the questionnaire, "School- Parent Cooperation Activities". The questionnaire consists of 25 questions. Nine questions are related with demographic information about participants. Fifteen questions are measured parents' perceptions about parent involvement activities.

The sample of study included in parents with children who attend to public elementary schools in Ankara in 2008- 2009 academic year. The study consisted of first, second, third, fourth, and fifth grades. Five hundred and one parents from different public elementary schools in Ankara were constituted the sample of the study.

The results of the study showed that most frequently used activities, conducted outside of school, is homework assignments that parents and child work together. Inside of the school, face to face meetings with teachers and prepared school boards are most frequently applied parent involvement activities.

Parents emphasized that they participate parent involvement activities when they find time to do this. Parent- teacher meetings and teachers' invitations were powerful factor for parents to come to school and involve in activities. Parents did not participate in activities when they do not have to do it. Also not getting permission from work was another barrier for parents. Parents want to be organized more often conferences and parent education activities, and more often parent- teacher meetings. Education of parent about the needed topics related with children development and education was most frequently marked by parents as the most important function of parent involvement activities. Also raising funds for school was seen as the purpose of practicing parent involvement activities. Parents thought that teachers allow enough time for them and welcomes them with smiling face. According to participants, effect of school- parent cooperation activities was to potentiate their child's education and contribute to their child's development.

Parents ordered five factors for effective parent involvement activities from the most important to least important ones; teachers' attitudes, availability of time of parent involvement activities for parents, administration's relationship with parents, personal experiences and opinion of parents related with parent involvement, and content and availability of school's parent involvement program. Parents believed that school- parent cooperation activities conducting in their child's school were partial enough. Also good communication between teacher- parents and child is mostly chosen by parents.

Keywords: Parent Involvement, and Elementary Schools

ÖZ

AİLELERİN İLKÖĞRETİM DE AİLE KATILIMI İLE İLGİLİ GÖRÜŞLERİ

Özdemir, Nesli

Yüksek Lisans, Okul Öncesi Eğitimi Bölümü

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Ev ve okul çocuklar için iki önemli yaşam ve öğrenim alanıdır. Bu nedenle, aileler ve öğretmenler çocukların hayatında ortak sorumlulukları paylaşmaktadırlar. Ev ve okul arasındaki ilişki çocukların eğitim ve gelişiminin kalitesini artırmak ve devamlılığını sağlamak açısından önemli bir faktördür. Bundan dolayı ailelerin çocuklarının eğitimine katılması eğitim açısından önem taşımaktadır.

Bu çalışma ilköğretim devlet okulların da uygulanan aile katılım çalışmaların durum tespitini yapmak amacı ile yürütülmüştür. İlk olarak etkinliklerin türü ve sıklığı analiz edilmiştir. Daha sonra ailelerin beklentileri, önerileri ve aile katılım çalışmalarının etkileri hakkında ki görüşleri incelenmiştir.

Katılımcılardan “Okul–Aile İşbirliği Çalışmaları” adlı anketi doldurmaları istenmiştir. Anket 25 sorudan oluşmaktadır. Bu sorulardan 9’u katılımcıların kişisel bilgilerini öğrenmek amaçlı tasarlanmıştır. Kalan 15 soru ise aile katılım çalışmaları ile ilgilidir. Üçüncü, sekizinci ve ondördüncü soru dışında ailelere bir soru için birden fazla şık işaretleme olanağı sağlanmıştır.

Çalışmanın katılımcıları 2008- 2009 öğretim yılın da Ankara da ki bir ilköğretim okulna devam eden çocukların velileridir. Çalışma ilköğretim bir, iki, üç, dört, ve beşinci sınıfları içermektedir. 501 aile çalışmaya katılmıştır.

Araştırma sonucuna göre, okul dışında en çok yürütülen etkinlik ailelerin çocukları ile birlikte ödev yapmasıdır. Ancak eve, okulun eğitim programı ve günlük planlarını içeren notlar, öğrencinin sınav notları ve öğretmenler tarafından hazırlanan bülteneler gönderilmemektedir. Bunun yanısıra aile ziyaretleri, telefon konuşmaları ve ödev imzalama gibi faaliyetlere yer verilmemektedir. Okul içerisinde ise en çok yüz yüze görüşmeler yapılmakta ve okul panoları hazırlanmaktadır. Aile okulda karar verme sürecine katılımına, dilek kutusunun kullanılması gibi etkinlikler hiç uygulanmamaktadır.

Aileler zamanları olduğunda aile katılımı etkinliklerine katılmaktadırlar. Ayrıca veli toplantıları ve öğretmenin okula çağırması durumunda etkilere katılmaktadırlar. Zaman sorunu ve iş yerinde izin alınmaması durumunda aileler için etkinliklere katılım açısından engel oluşturmaktadır. Veliler daha çok konferans, aile eğitim çalışmaları ve veli toplantısı organize edilmesini istemektedirler. Katılımcılara göre aile katılımının en önemli işlevi ailelerin çocuk gelişimi ve eğitimi ile ilgili ihtiyaç duyulan konularda eğitilmesi olarak belirtilmiştir. Aileler açısından, okul için para toplanması okul aile işbirliğinin amacı olarak görülmektedir.. Aile katılım çalışmalarının çocukların eğitimini etkili hale getirdiği ve onların gelişimine katkıda bulunduğu söylenmiştir.

Katılımcılar aile katılımının etkili bir şekilde gerçekleşmesini etkileyen nedenleri en önemliden az önemliye kadar şu şekilde sıralamışlardır; öğretmenlerin tutumları, aile katılım etkinliklerinin gerçekleştirildiği saatin uygunluğu, okul yönetiminin aileler ile olan ilişkileri, ailelerin aile katılımı ile ilgili kişisel fikir ve deneyimleri ve uygulanan aile katılım programının içeriği ve uygunluğu. Aileler etkinliklerin kısmen yeterli olduğunu düşünmektedirler. Son olarak okullarından öğretmen, aile ve öğrenci arasında iyi bir iletişim kurulmasını talep etmişlerdir.

Anahtar Kelimeler: Aile Katılımı ve İlköğretim

TO MY MOTHER

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CHAPTER I

INTRODUCTION

The family is an important part of society. On the one hand, families share and reflect common cultural and historical features of the region they exist. On the other hand, they differentiate according to their structures, socio-economical status, beliefs, and parental practices. Even though they show different systems, their functions are similar (Berger, 2008). First of all, parents are responsible for care, nutrition and protection of their children which means that survival needs of children like feeding, living in a healthy and safe environment are basic issues that are taken into consideration by their parents. Apart from these physical necessities, babies look for love, physical contact with their caregivers, confidential attachment and responsive care. Satisfaction of these basic needs affects children's later life as well. Brain research indicates that positive interaction and strong attachment between the caregiver and the child causes an increase in building new synaptic connection and it strengthens the existing ones. Therefore, this positive interaction and strong attachment has positive effects on children's later cognitive and emotional development (Morrison, 2006).

Secondly, parents have to provide opportunities for their children's education (Berger, 2008). Children get their first education at home which means that their first teachers are their parents. Children not only construct their first academic knowledge within the family, but they also learn social values and rules from their parents. In primitive societies, when schools were not available, children were educated only by their parents (Berger, 2004). Parents used to teach their children how to be a member of that society.

In 6th century, depending on parents' choice, parents began to share the responsibility of their child's education with private schools (Berger, 2004). However, both the change in social conditions and the increase in the number of working women

caused a need for professional education for children. Finally, schools and parents began to share the same purpose: nurture and education of children. (Wright, Stegelin, & Hartle, 2007)

These common goals and responsibilities between the parents and the schools forced them to work together and build communication. On the one hand, parents as the most knowledgeable person regarding their child's abilities and personality started to inform the teachers. On the other hand, teachers with an academic background about children and their whole developmental characteristics began to help parents in different perspectives. It is thought that both parents and teachers held some important pieces of a puzzle and that they need each other in order to complete it successfully. The primary aim of this cooperation between school and families was to create long-lasting effects on children's development and to create consistency between home and school (Ministry of National Education, Early Childhood Education Program).

Parent involvement covers all grades starting from the preschool stage to the end of children's educational life. In that process, families involve in the education of their children in a broad range of ways. They visit their children's class, help them perform an activity in the class, read to class, and make decision about the school.

When the literature was reviewed, it was seen that different studies around the world define types and level of parent participation in different grades (including elementary and preschool grades) (Foot, Howe, Cheyne, Terras, & Rattray ,2002; Olmsted, 1991; Driessen, Smit, & Slegers, 2005).

Foot et al. (2002) studied parent involvement (PI) in preschool years. The research was conducted with the parents of the students who are in their first year in the primary school instead of the parents of the students currently attending a preschool in order to see different types of preschool provisions. The results showed that parents commonly prefer attending daily activities and special events rather than helping the administrator in schools.

Another study that examined types and levels of parent involvement (PI) in preschool settings was conducted by McMillan. McMillan (2005) asked parents some

questions to learn more about parent involvement activities. Parents reported that they took supportive roles in their children's learning process, but not in policy making positions like helping the planning of curriculum in parent involvement (PI) progress. Data also showed that they mostly participated in special events that were organized by the schools. Moreover, lots of parents expressed that they wanted to be informed more about their children's day and about the ways to improve their developmental progress at home.

Olmsted (1991) searched parent involvement (PI) programs in elementary schools and described one of the models used in extensive parent involvement (PI) which is called Follow Through program. At the end of the research, the researcher defined three major parent involvement (PI) types: First, parents take responsibility as an advocator at home, at the school and within the community. Secondly, parents are included in decision making process. In this way, they share responsibilities about financial issues with the school. Finally, parents undertake the role of a teacher. They use their teaching skills in classrooms volunteeringly. In addition to these, schools organize home visits to inform and support parents about different topics like family issues, learning activities, and children's progress in schools.

In the U.S.A, National Center for Education Statistics (1998) conducted a survey about parent involvement (PI) in public elementary schools. The study analyzed several kinds of communications and the activities parents engaged in. The study revealed that schools communicate with the parent through written information about school's performance on standardized tests and report students' grade during grading period. They provide the parent with information about helping homework, developing study skills, providing learning activities outside the school, and child rearing issues such as nutrition, health, and safety. School-sponsored activities were used to promote parent involvement (PI). Open house or back to school nights and scheduled school wide parent-teacher conferences were organized. On the other hand, most of the schools have advisory groups to make parents participate the decision-making process.

Driessen, Smit and Slegers (2005) conducted a study with parents of eight graders to investigate parent involvement activities conducted by the parents themselves. Researchers (2005) found that some of the parents reported that they help their child's homework. They also allocated time to visit a place like museums where children learn something. A great majority of the parents actively involved in the period when their child was watching television by asking questions and giving explanations to some issues.

A similar research was conducted in different parts of Turkey to analyze parent involvement (PI) activities in different grade levels (including preschool and elementary school).

Isik (2007) designed a study seeking to document parental involvement in public preschools in Eskişehir. In her study, Işık analyzed family involvement activities and their frequency. In addition to this, families' suggestions, ideas and expectations about this issue were identified. Parents first reported the activities that were organized by the school. According to the parents, generally face to face meetings and annual parent-teacher meetings were arranged in their school. However, phone calls, parent meetings, home visits, conferences were not actively used by the schools. In addition families maintained that the most important function of parent involvement (PI) activities was to enhance children's skills and knowledge that were given by the schools. Moreover, they thought that school-parent collaboration contributed to their children's development and helped the parents to be more conscious about child rearing and educational issues. Parents expected more frequent parent-teacher meetings and also they expect to be provided with more educational workshops and informative books.

Another study was conducted in Eskişehir by Akkaya. Akkaya (2007) worked with preschool teachers and parents of preschoolers to assess the parent involvement (PI) activities that were applied in early childhood education schools in terms of both parents' and teachers' perceptions. In this study, semi-structured interview was used to obtain data. Akkaya (2007) found that parents mostly participated in cinema and theater trips that were conducted outside the school.

Another study was conducted by Yaylacı (1999) and aimed to investigate the parent involvement (PI) in elementary school level in Ankara. The study was designed to analyze parent involvement (PI) activities and barriers to this partnership. Parents reported that they were rarely undertook the role of school staff that includes working in the library, cleaning the school etc. Moreover, families' ideas were rarely asked for decision-making process of the school. In addition to that, school did not provide educational programs for parents as co-learners. Parents expressed that they sometimes participate in parent meetings. They generally performed the teacher's role at home which means that they provide materials for their children, help their homework and also check them, participate in school meetings. Parents considered time limitation as a barrier to parent involvement (PI).

Furthermore, there is a growing body of research about benefits of parent involvement (PI) activities that are conducted in schools. Firstly, parental involvement (PI) has positive correlation with children's educational progress considering their school performance (Izzo, Weissberg, Kaspro, & Fendrich, 1999). It was reported that children's achievement on reading acquisition, mathematics and preliteracy development are affected positively by parental involvement (PI) (Darling, & Westberg, 2004; Sirvani, 2007; Epstein, & Sheldon, 2002; Arnold, Zeljo, Doctoroff, & Ortiz, 2008). Also, parental participation at home had positive effects on children's motivation regarding learning, attention, task persistence, and receptive vocabulary skills (Fantuzzo, McWayne, Perry, & Childs, 2004). Moreover, apart from academic outcomes of parent involvement activities, Gürşimşek (2003) pointed out the advantages of parent involvement (PI) in children's socio-emotional development in the study. Furthermore, Carlisle, Stanley, and Kemple (2005) supposed that parent participation in early childhood setting leads to a smooth transition from home to school for children. Children who experience positive collaboration between their parents and their teacher or the school feel themselves more comfortable and safe in the school.

In addition to the benefits for children, parent involvement (PI) has significant positive effects on parents and teachers as well. Diffily (2004) explained the benefits of

parent–school collaboration to parents by emphasizing three main points: knowledge of school, knowledge about children and parenting support. Sharing information is the main point of parent involvement so families who are informed about children’s education, their developmental progress and parenting issues feel themselves more comfortable in the rearing process of their child. Also, Diffily (2004) asserted that teachers who share information with parents about their students and get the help of the parents in class felt themselves more effective in their occupation.

Although parent involvement (PI) has positive outcomes, there are also some factors that prevent parents from involving in parent involvement activities. Lack of time, past experiences with the school, and lack of interest toward parent involvement activities are reported by the parents as major barriers to their involvement in their children’s education (Eccles, & Harold, 1993; Pena, 2000; Diffily, 2004). On the other hand, general attitudes of school administrators and insufficient training of teachers about parent involvement (PI) found to be among the factors that affect the parental participation (Diffily, 2004).

1.1. Purpose of the Study

The purpose of this study is to explain the current situation of parent involvement (PI) process in public elementary schools on the base of parents’ perceptions. The study focused on parents’ ideas and attitudes to evaluate the current conditions since it was thought that parents were powerful stakeholders of parent-school cooperation. Eccles and Harold (1993) reviewed the related literature that showed the relation between parent involvement and parental factors. It was found that parents’ attitudes towards school were considered as one of the factors that affects parent involvement. Their negative experiences with school that are based on their own childhood experiences prevented communication with the school. Also, parents’ past experiences about PI activities created a barrier to involve in this process.

Firstly, in the current study, the activities that are conducted by schools and their frequencies are described. Then thoughts of parents about the outcomes of parent-school

partnerships, their expectations from schools, and their advices about that issue are investigated.

The current study focused on only parents of the children from public elementary schools. There are some reasons explaining why only public elementary schools were chosen for the study. First of all, physical conditions and the opportunities that are offered by the school were different in private schools when compared with public schools. Moreover, missions of public and private schools are different. In addition to these, public elementary schools follow the standardized curriculum and activities when compared to private elementary schools so there is a consistency in public schools in that point. Therefore, it was thought that public schools reflected the current condition in parent involvement activities more clearly. Also, the study was compared with other studies that were conducted to identify the parent involvement (PI) activities in public preschools. In order to understand the differences between two different grade levels, preschool and elementary level, public elementary schools were included in the study.

Moreover, the current study analyzed the relationship between the participation rate of parents to parent involvement activities and the attendance of their child to early childhood education program to understand whether experiences of parents gained from their children's attendance in an early childhood education program create difference in the participation rate of parent involvement activities in elementary grade level. In the literature, there were research studies that studied the changes in parent involvement through different grade levels (Izzo et al. 1999; Epstein & Dauber,1991). Izzo et al. (1999) examined the changes of PI activities over some period time. 1,205 children from kindergarten to third grade were included in the study. The study covered three years. The number of contacts, quality of PI activities and the rates of participation activities at home and participation to school activities throughout these different grade levels were analyzed. The study concluded that the frequency of PI activities and participation to school activities decreased from Year 1 to Year 2.

In addition, the study aimed to investigate the relationship between educational level of parents and their ideas about adequacy of parent involvement activities. It means

that the study looked at whether educational level of parents is a factor that affects their thoughts about adequacy of parent involvement activities conducted in their school.

Furthermore, the current study planned to examine the relationship between parents' suggestions about parent involvement activities and grade levels included in first, second, third, fourth, and fifth grades. In this way, the study showed that whether there is a difference in parents' suggestions considering upper and lower grade levels.

Finally, as an additional purpose, the current study attempted to compare elementary grade level (from first to fifth years) parent involvement (PI) activities with the preschool level ones that are analyzed by other studies to identify whether there are differences and/or similarities between two different grade levels considering the points that are mentioned above. Because of this purpose, the study focused on only first, second, third, fourth, and fifth grades. Parent involvement is a continuous process, so to understand the differences between the preschool and elementary grade level more clearly, first level of elementary grades were chosen.

1.2. Research Questions of the Study

This research attempts to investigate these ten questions:

- 1) How can we define parental activities in elementary schools considering home-initiated and school-initiated activities?
- 2) What is the participation rate of parents in parent involvement activities in elementary grade level?
- 3) What reasons make parents from elementary schools participate in school-family partnerships program (positively participate or participate only in academic or discipline problems)?
- 4) What are the parents' overall ideas about parent involvement? (Their ideas about the function and aims of parent involvement, teachers in terms of their attitudes toward parent involvement, effects of parent involvement, and adequacy of parent involvement activities)

- 5) What are the parents' suggestions and expectations regarding parent involvement activities?
- 6) What factors do parents think of being responsible for effective parent involvement?
- 7) Is there a relationship between the participation rate of parents in parent involvement activities and the attendance of their child to an early childhood education?
- 8) Are there any differences and/or similarities in parent involvement activities between elementary grades and preschool?
- 9) Is there a relationship between parents' educational level and their ideas about the adequacy of parent involvement activities?
- 10) Is there a relationship between parents' suggestions about parent involvement activities and the grade level of children, first to fifth grade levels?

1.3. Significance of the Study

Parent involvement in education is a big scope which is analyzed in different perspectives.

One of the studies that were conducted by Griffith in 1996 focused on the benefits of parent involvement on children. The study was designed to examine the relationship between the parental involvement (PI) and student academic performance. The results showed that there was a positive relationship between parent involvement (PI) and students' standardized test performance. The schools with high level of parent involvement had students who got high scores on tests.

Bailey, Silvern, Brabham and Ross (2004) examined the effects of interactive reading homework and parent involvement with children during homework on students' responses to inference questions. They worked with eighty four second grade students and their parents from Alabama elementary schools. Researchers found that effective reading homework assignments that are designed by elementary teachers improved

parental participation, increased time that spent on working with children and help children to use their thinking ability to make inferences to questions.

Barnard (2003) questioned whether parent involvement in elementary schools affects success in high schools or not. His longitudinal study started in 1986 and finished in 2000. Parent involvement both in schools and at home were taken into consideration in that study based on teachers and parents reports. The results indicated that parents' participation to their children's education in elementary grade level has positive and long lasting effects on their children's high schools years. Parent involvement causes a decrease in high school dropout. On the other hand, it contributed to students' grades.

Another study in elementary grade level was designed by Çelenk in 2003. In his study, he aimed to investigate the relationships between parent-school cooperation and first grade elementary school children's reading comprehension. He found out that children with parents who involve in their education and learning process had higher scores on reading comprehension tests.

When the literature on parent involvement in elementary grade was reviewed, it was seen that most of the empirical research has documented positive outcomes of parent participation in different aspects. However, another important point in that field is describing the current situation in elementary grade level. Defining conditions in elementary level in terms of parent involvement (PI) activities to know how much benefits of parent involvement process are made use of. The current study is vulnerable in that point of view.

Also, in Turkey there is a lack of studies about defining parent involvement activities in elementary grade levels. First of all, the studies reflect parents' ideas, advices and expectations about parent-school partnerships programs. Moreover, parents' general attitudes toward parent involvement is analyzed by asking them their participation reasons, conditions that make them involved in activities and barriers to their participation to the activities. This study is considered to have a significant contribution to schools' administrators and program designers to meet the needs of

parents. This leads to a significant improvement and development for these kinds of applications.

Furthermore, as an additional purpose, how parent involvement shows differences and/or similarities in two different atmospheres, elementary and preschools levels, is studied. This is important for the continuity of the quality of parent involvement activities and in bringing a standard for parent involvement (PI) programs. It is thought that searching whether all grade levels satisfy benefits of parent involvement (PI) process equally or not is important for the quality of parent involvement (PI) .

Furthermore, the study opens new windows for researchers in Turkey. It forces them to think parent–school partnerships in different grade levels.

1.4. Definitions of Terms

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

Parent: Parent is defined as mother/father of students or anyone who takes the responsibility of child legally (National Ministry of Education, Regulation on Parent-School Partnership, 2005).

The term “**involvement**” is often used in this context synonymously with “participation”, “partnership” or “cooperation”.

Parent involvement: It is defined as the beliefs, attitudes and activities that parents are included in to support their children’s learning in different surroundings like home, school and community and multiple dimensions like parental behaviors, aspirations and school relationships (Weiss, Kreider, Lopez, & Chatman, 2005).

Parent-School Cooperation/Collaboration: It is a unit that is composed of parent, teacher, and school’s administrator which aims to supply cooperation, integration between school and parent (National Ministry of Education, Regulation on Parent-School Partnership, 2003).

Elementary grade: In Turkish education system it is defined as an eight-year compulsory education program that children between ages seven to fourteen attend to (Gürkan, & Gökçe, 1999).

Home initiated activities: Parent involvement (PI) activities that are conducted at home and do not require going to school are defined as home initiated activities.

School initiated activities: School initiated activities demand parents to come to school and to involve in face to face interaction with teachers, administrators, and school staff.

Positively Participation: Positively participation occurs when parents involve in the parent involvement activities out of academic and discipline problems of their children.

1.5. Limitations of the Study

The current study has some possible limitations. First of all, generalizations for the study's results were limited because the study was conducted only in Ankara. Therefore, the study represents the situation in public elementary school in that region. Also, only public schools were chosen for this study since public and private schools follow different parent involvement (PI) programs. Working with both public and private schools would give more diverse results.

Secondly, under the permission from Ministry of National Education, the schools that participated to the study were selected by the researcher.

Finally, the instrument for the research was distributed to the parents. Only one parent, mother or father, who participates in the education of their children most, filled up the questionnaire. The participants were mostly mothers, so fathers' ideas were not tested.

CHAPTER II

LITERATURE REVIEW

This chapter contains the review of literature which is relevant to the purpose of the study. It includes information about history of Turkish elementary education, historical and theoretical background of parent involvement (PI), definition of PI with the levels and types of it, benefits of PI, and finally it will document the previous research studies.

2.1. Elementary Education in Turkey

Formal education in the Turkish educational system consists of preschool, elementary school, secondary school, and higher instruction. The current study was conducted in elementary grade level.

Elementary education in Turkey is referred to eight- year compulsory education for children who are between 6 to 14 year olds. Although in 1924 law, elementary education became compulsory, because of difficulties of those years ; lack of teachers, and inadequate school building , elementary education could not proceed (Türk, 1999). In 1960's , by means of Regulation of Elementary and Education, definition, scope, length, and educational methods of elementary education were defined (Türk, 1999). In 1988, twelfth Council of National Education was held. In this council, main aim of elementary education was reported. Until 1997, elementary education was divided into two parts: first five year and remaining three years. In 1997 Basic Law on National Education numbered as “4306” was passed. This law approached to the issues of elementary education and it stressed that elementary education was eight- year long program. In this way, elementary education became entire educational system (Gürkan, & Gökçe, 1999). After that laws numbered as “222”, “1739”, “3308” were passed.

These laws changed terms that were used before primary school and secondary school into elementary school.

In 2000, “Eğitimde Çağ Yakalama” Project was conducted. This project was aimed to improve the standards and reach contemporary levels in elementary education (http://iogm.meb.gov.tr/pages.php?page=gorevlerimiz&id=ilk_ogretim,2009). Increasing number of children in elementary grade, prevention crowded classrooms were sampling practices of this project.

2.2. Definition of Parent Involvement

Formation of the relationship between the school and parents is a process. To understand this process and the meaning of parent involvement that is used today, historical development of this relationships is analyzed. Dodd and Konzal (2002) defined developmental process of parent-school relationships into three parts; “satellitic model, transitional phase and the synergistic model”.

In old paradigm, it was thought that the role of the school, the home, and the community were related with each other but they worked separately. They had not strong link between them. Because of this reason, this relationship was called as “satellitic” (Dodd, & Konzal, 2002). Three satellites which are school, home, and community defined their roles in children’s lives and only worked for it. For example; teachers focused on only children’s academic development, they did not take responsibility of children’s social and emotional development. This type of relationship prevented to develop active interactions between this three agencies and working together. Formal and one way communication, sending messages to homes about ongoing events, notes from teachers, was considered as an example practices. However sociologist pointed out that any events that occurred in anywhere affected somewhere else so people should think the world as a whole instead of composing of independent parts (as cited in, Dodd, & Konzal, 2002). This idea was incorporated in education and after that schools tried to find out the ways to build the relationships between home, school, and community.

According to Dodd and Konzal (2002) in transitional phase, schools began to work with parents and community. They used two way communication methods. In this way, schools heard parents' ideas. Parents both supported the school and worked with schools. On the other hand, in that stage, relationships between the school and community still was immature.

Finally, in synergistic model, to develop collaboration between home and schools, activities in transitional stage were continued practicing. Also responsibility of children's whole development not just academic development was shared by both parents and schools. Moreover community involvement was enlarged. This model was seen as an ideal model (Dodd, & Konzal, 2002)

The ways the schools found to participate parents in children's education process are developed by different perspectives. In 1999 Akkök was analyzed it into three levels. Also Ira Gordon through his observation defined five role of parents; parents as audience, direct and active teachers at home, volunteers, paid employees, and decision makers (Wright, Stegelin, & Hartle, 2007). Barbour, Barbour, and Scully (2008) divided schools' collaboration with parents and community into three levels; minimum, associative, and decision-making level. In current research, Epstein's framework of six type of parent involvement is used because she categorized parent involvement activities in a logical way. Also it covers all types of involvement.

On the ground of empirical research, Epstein designed six type of parent involvement. Each type of involvement has different practices, different results, and different goals.

Parenting: Parenting activities targeted to inform parents about basic issues about children development; health, safety, nutrition. Also parents understand their child's development pathways, abilities and learning process. This type of involvement improves home environment for children development and supplies information exchange between the home and school. Conferences that are organized by schools are one of the practices in that type of PI

Communicating: The key element of accomplishing parent-school relation is the effective communication (Lim, ed. Olsen and Fuller, 2003). Two way communications between the home and school is the second type of parent involvement. Both school and families share information with each other about children progress and the program that are conducted in school. Children are mediator in that process because they supply flow of information from home to school (Lim, ed. Olsen and Fuller, 2003). Parent teacher conferences, phone calls, report cards, newsletter are categorized as communicating activities.

Volunteering: It encourages parents to involve as volunteers. Volunteering prepares opportunities for parents to use their abilities and spend their time for supporting students, teacher and school. Lim (2003) divided volunteering activities in two parts: volunteers in class and volunteers in outside the class (in Olsen and Fuller, 2003). In inside of the school, families conduct activities in class, help in other needed services in school: library, playground. Also parents become a volunteer without going to school by supporting web site of the school, translate children's book, supplying needed sources for school.

Learning at Home: The third type of parent involvement is aimed to assist parents by considering to children's academic development. First, school and teacher inform parents about what their children do in school, and what they learn. After that parents get information about how they practiced their child's learned skills, what kind of activities conducted at home, how they support home environment. In this way, consistency between the school and home is created. Parents help their child homework; conduct other academic activities with their child at home. Finn (1998) studied to prove positive academic outcomes of parental involvement activities that are conduct both at home and at school by reviewing related documents. He highlighted importance of home environment on children's learning. Finn (1998) expressed four important activities that parents practice at their home; assists with children's homework, talking about school related issues with children, observing and arranging children's time, and involve in reading activities with children.

Decision Making: Decision making process prepares a room for parents to announce their ideas about school program and gave power to parents about school decisions. In this type of meetings, parents and school administrator make brainstorming in school related issues. Parents either take leaderships roles for other parents or act individually. Lim (2003) evaluated parents' participation to decision making into two levels (in Olsen and Fuller, 2003). In the first level, parents share their ideas and concerns about their children's school life. Second level of participation has broader perspective. Parents who act as a group, define their goals about more general issues; quality of school, enhancing children's education and families' life.

Collaborating with the Community: It is aimed to incorporated community sources in education to improve school program, to assist parents, and to serve children's development. Organize cooperation with a community service to provide activities for improving students' math skills is one way of this type of involvement (Epstein, Sander, Simon, Salinas, Jansorn, and Voorhis, 2002).

In current study the last type of PI was not studied because working with community was another dimension of PI. The study searched the PI activities that contained school, parent, and children.

The study includes Epstein's five type of parent involvement. Also these activities are divided into two main categories that are home and school initiated activities. Home initiated activities are defined as the activities that required one way communication between home and school; sending notes, newsletter to homes, learning at home activities that are conducted by parents and children. School initiated activities required parents to come school ; parent teacher conferences, conferences, decision making activities.

2.3. Types of Parent Involvement

There are different strategies that are conducted to incorporate parents in parent school cooperation activities. Schools communicate with parents by using these methods according to their PI program.

Parent -teacher conferences: One of the most preferable activities in PI is parent-teacher conferences (Barbour, Barbour,& Scully, 2008). Preparation period of a conference includes determining convenient times for parents, arranging seating place, and collecting documents that are showed to parents. The parent –teacher conference prepares an atmosphere that parents and teachers convey their thoughts and feelings with each other. Because of this reason, using communication methods, both verbal and nonverbal, is the important part of the conferences (Bailard,& Strang, 1964). In the conferences, both parties focused on children’s overall progress in an organized way. It prepares opportunity to ask questions, share information and ideas about child development. Moreover this type of conference is beneficial for both parties. In one hand, parents understand what types of difficulties that teachers have in class. On the other hand teachers realize the parental problems when raising up children (Bailard, & Strang, 1964). However in generally because of limited time, teachers do not talked about all families individually so the conferences become one-way and statistical reports (Getswicki, 2004). At end of the conference, teacher rephrases important points of the conference and thanks to parents for their participation (Barbour, Barbour,& Scully, 2008). There are important points for an effective parent-teacher conference;

- Determination the purpose of conferences,
- Organization the time,
- Supplying private location, and
- Planning goals to be discussed (Getswicki, 2004).

Parents meetings: It is a type of meetings that parents take an active role. It offers opportunity to parents know each other. It is the time to mutual exchange between parents who have children of the same age. They talk about children, share their experiences about children.

Face to face meetings: Face to face meetings with the teacher is a kind of short conversations. At the beginning or end of the school day , parents make a brief conversation with the teacher. Unlike parent-teacher meetings, face to face meetings do not take long period of time. Parent and teacher inform each other important events

about the child or parent asks the day of the child in school. Also teacher share her observations about a child, or an individual child's success in brief statements. The short conversation between teacher and parent is a way to start and enhance an effective relationship (Diffily, 2004).

Phone calls: Phone calls constituted personal conversation between parents and teachers. In the past teachers or parents called each other only negative issues aroused about child's progress (Barbour, Barbour,& Scully, 2008). Today teachers initiate conversation with parents on the phone to share positive developmental cases about the child. Talking about problematic issues a on the phone is not a good way because both parties do not see their facial expressions (Getswicki, 2004). Also on the phone teachers give information to parents about school events and answer the parents' questions. In this way phone calls support two-way communication between home and school. Also it is especially usable for parents who do not have time to contact with teachers in other ways.

Bulletin boards: Bulletin boards are the place that teachers share the children's art work with parents. Also special school events, school's news and ongoing classroom activities are announced through bulletin boards (Barbour, Barbour,& Scully, 2008). Moreover boards informed parents about issues related with children development. Articles about choosing suitable toys or books for children, childhood diseases, and nutritious menus for children are placed on boards (Getswicki, 2004). Generally bulletin boards are located on schools' halls where parents see it easily. Moreover boards needs to be attractive for parents and to be changed frequently.

Family Handbook: The family handbook was designed by school's administrators for parents. Handbooks are aimed to inform parents about general issues about the school. The content of handbooks is divided into three parts;

- School philosophy: School explained its educational philosophy. Learning activities, classroom arrangements, interaction between teachers and children are sample issues for this part.

- Basic information about the school: Name, address, and telephone number of the school are written on handbook. Also information about school staff and days when the school is open are included in this category.

- School policies: School declares strategies that are specialized for that school. Discipline strategies, time of conferences, reporting method of children's progress, parent involvement practices are sample topics (Diffily, 2004).

Specialized Forms: Schools also prepare a handbook for PI program. They send a form at the beginning of the year to learn parents' ideas about PI. Moreover school asks their convenient time to participate to activities, how and in what areas they involve in PI practices. Also schools learn parents' interest and special skills shared with children. In this way, school organize it's PI program.

Suggestion box: Suggestion box is an example of one way communication practice. Parents find a room to express their ideas and suggestions in different issues. Also it helps teachers get feedback about their methods and activities in the program (Getswicki, 2004).

Home visits: Home visiting is another dimension of PI activities. The important function of home visiting is the sending message that teachers care about children and their parents out of school (Getswicki, 2004). Home visiting sometimes leads to feel uncomfortable for both parties (Diffily, 2004). Teachers concern about attitudes of parents and think about whether they are welcome or not. On the other hand parents concern teachers' judgments about their homes. Although home visiting includes this type of difficulties, the activity reinforces the relationship between parents, teachers and children. During home visits, parents find opportunity for individual contact with teacher. They talk about individual issues in detailed. Also the cooperation and connection between parent and teacher is enhanced. Moreover by helping of teacher's coming to their homes, children feel themselves special (Getswicki, 2004). Children play with their teacher and share their special toys. Moreover it leads to developing sense of trust between teacher and children. On the side teachers know more about children, their family structure and atmosphere. Also home visits enable teachers to

detect social, cultural, and cognitive functioning both children and their parents (Barbour, Barbour,& Scully, 2008). Therefore teachers understand child's life and evaluate his/her behaviors in class by considering the whole context (Getswicki, 2004).

Volunteering in the classroom: The schools with open door policy, offer opportunity to parents to spend their times in classrooms. The visitor takes different role in class. Parent supervising children's work, conducting an activity or a project with children, help teacher, and share his /her talent, demonstrate their hobbies, and job to children , and read to children. Also parents include class by supplying required materials and equipments that are used in activities (Gestwicki, 2004).

Gestwicki (2004) maintained potential advantages of process by considering to parents, children, and teachers. According to Gestwicki (2004) parents who volunteer in the classroom learn more about educational program of the school and they get firsthand experiences with children. Moreover children whose parent is in class recognize parent teacher cooperation more clear and so feel themselves more comfortable and safe in class. On the other side, the teachers who allow parents to visit their class gain partners who assist them in different areas. Before parents visit classroom, teachers encourage parents for participating informal visits, participation to special occasion, to adapt them class atmosphere. The cooperation between teacher and parent is required to be started before parent's coming to class because parents and teachers need a plan about how parent involve in class. Also teachers prepare the class. They introduce the parent and explain the reason of why she/he is in class. There are important points that teacher considers for successful volunteering activity;

- Time of the visiting,
- Type of activity that the visitor conduct,
- Informing the visitor about the process (Diffily, 2004).

Special events: Throughout the school year, teachers organized the day for special events. Exhibitions of children's art, athletic shows, and academic events are the example cases. Parents are invited to school to celebrate children's accomplishments (Diffily, 2004). Encouraging parents to come schools is an initial step for future PI

(Barbour, Barbour,& Scully, 2008). In that day parents and teachers find the opportunity to come together. Also parents learn more about what their children are doing in class.

Educational Conferences: Gestwicki (2004) impressed all parents require assistance to dealing with parenting issues regardless of their educational level, social, and economic conditions. From this point of view, schools organize the conferences to inform parents about special topics. Traditional conferences generally pointed out the issues that are related with parent-child relation and children's achievement in school (Gestwicki, 2004). Schools invite the professionals of the related field. In this way, professionals also become a part of cooperation between parents and school. Moreover schools arrange conferences as a workshops to improve parents' skills to help their children's reading and writing abilities (Barbour, Barbour,& Scully, 2008). Education of parents not only bring advantages to children but also improve parents' abilities in communication with other parents, increase their confidence about understand their children, and enhance their abilities in supporting them (Gestwicki, 2004).

Notes: Sometimes teachers use notes to inform parents about a specific topic or an event. In elementary grade level teachers report students' grade in grading periods by sending note to home. According to Bailard and Strang (1964) traditional report cards which only students' grads were written provided little help however additional comments from teachers would be more informative for parents and children.

Newsletters: Classroom newsletter is another way to communicate with parents. Gestwicki (2004) maintained four main aims of newsletters.

- Sharing classroom activities and plans with parents,
- Inform parents about school's general educational practices,
- Improve interaction between parent and child, and
- Enhance the linkage between school and home.

Content of a newsletter varies in schools even it differentiates for each class. However most of them include classroom events, photos of classroom activities, upcoming events, date of coming parent teacher conferences, other meetings, and suggested home activities for parents (Barbour, Barbour, & Scully, 2008). Newsletter

not only improve connection between the schools and home but also help teacher to evaluate their progress because newsletter summarize what is going on in class (Getswicki, 2004).

Homework: One dimension of PI activities is to involve parent in child's learning process. This type of activity is a way that schools use to reach parents at home (Barbour, Barbour, & Scully, 2008). The activities are developed by teachers considering to child's age level and classroom's learning process and then send to homes. Mandel (2007) expressed that teachers increase direct involvement of parents by designing the assignments that include questions that are asked parents and need field trips with children. Practical learning activities prepare an opportunity for parent and children to work together. Working with children requires active participation, learning together, rather than simply checking them (Mandel, 2007). Hoover-Dempsey, Battiato, Walker, Reed, DeJong and Jones (2001) reviewed related articles and documents about the parent involvement in children's homework. They came up with that parents have positive attitudes toward helping in homework as they believed their involvement was beneficial for their child. Modeling, reinforcement, and instruction were the techniques that parents use to help their child's homework according to literature. In homework assignments, parents both supervise and work with their child. Also teachers want just parents to check accuracy of assignment and sign their children's homework. By doing so, parents are aware of what their child learns at school. Also it offers an opportunity for parents and child to interact with each other. Moreover children practice and share their skills and knowledge gained at school with their parents (Hoover-Dempsey et al., 2001).

Decision making process: Another dimension of partnership between parents and school is involving parents in school decision making process. It allows parents to declare their ideas about the school related issues. Lim (2003) expressed that participation to decision making process provided opportunity to share ideas, solving problems together, and come up with beneficial solutions for school (in Olsen & Fuller, 2003). Mandel (2007) noted the critical element of decision making process that is

definition of role of the three parties, administrators, teachers, and parents. In current study, participation of families in decision making process is divided into two parts; decision making about educational issues and decision making about financial issues. Parents involve in decision making about educational issues to the same extent. They take responsibility in determination process of school's educational philosophy and general goals of it. On the other implementation of the program and applying teaching methods are the responsibilities of the teacher (Mandel, 2007). Moreover parents express their ideas about financial issues of the school. They share their ideas about needs of the school and discuss the budget. Mandel (2007) maintained problematic issues related with parents in that types of PI activity. First one is that parents focused on individual child rather than whole school program. The second one is that they do not have background information about educational issues to participate decision making process. Therefore parents who involve in decision making process need to be informed in those areas.

Organizations: Schools offer opportunities to parents to organize field trips, kermes, picnic. In these organizations parents spend time both with other parents, children and teachers.

There are many different ways of PI. The quality and quantity of PI activities differentiate according to attitudes of school toward PI (Mandel, 2007).

2.4. The History of Parent Involvement

2.4.1. The History of Parent Involvement in the World

Throughout the history children took different roles in society. Sometimes they had to work as apprentices under hard conditions. Sometimes they wear, talked, and walked like an adult. The relationships between parents and children also occurred in different ways. Each new research, each new idea about children's rearing, and historical events brought some changing in children's life and as well as their education.

In prehistoric times, only parents were responsible for education of their children (Berger, 2008). Parents thought their children survival skills that were how to get food or hunting. Apart from teaching basic abilities, parents imparted social issues and being part of the society because children were seen as crucial factor for continuity of cultural values (Wright, Stegelin,& Hartle, 2007). Informal education that was given by parents differed depending on economic status, ethnic background and child gender (Barbour, Barbour, & Scully, 2008). First attempt to transition formal education that refers to education outside the home was seen in Egypt (Berger, 1991).

In Greece, formal institutions began to be established. However they served in limited hours and had no obligation to participate so teaching reading and writing abilities to young children were hold by their parents (Berger, 2008). The philosophers of the time who are Plato and Aristotle thought about children's education and their developmental characteristics. They highlighted impacts of adult care on children's development. They had a common ground that was advantages of education was not limited within homes actually it affected state (Berger, 2004).

In Rome still education of young children was duty of parents. Fathers also involved this process. There was a labor division in that issue. Children were thought by the same sex parent. Mothers were responsible for teaching their daughters skills related with housekeeping. On the other hand fathers educated their sons. They thought how to read and write and prepared a room to practice their children's physical capacities (Berger, 2008). Boys who came their primary school age trained as a soldier (Wright, Stegelin, & Hartle, 2007).

In Middle Ages, economic status of parents was determining factor of education. Children of serfs and peasants did not get education rather they helped their parents outside home. On the other hand, education was available for children of noble in their early age (Wright, Stegelin, & Hartle, 2007).

The Renaissance and Reformation period in Europe brought some changes in society. Increasing in number of printed materials and number of audience made people be aware of educational issues especially education of young children. Also religious

factor changed family life. The Puritans thought that all children disregard of their economic status should learn to read Bible (Barbour, Barbour, & Scully, 2008). However parents were insufficient to teach their children so teachers were handled with reading and writing for young children. Moreover *La Civiltie Nouvelle* which was published for adults in 1671 was considered as one of the early parent education books (Berger, 2004). It guided parents about how teach their child letters.

In 17th and 18th centuries when children were seen sinful, the philosophers, Comenius, Locke, Rousseau, and Pestalozzi tried to change this idea and started work on impact of home on education. In this way they made contribution to children's education. However their ideas' effects on the general population did not feel until 19th century.

John Amos Comenius attempted to change the idea of sinful child. He believed that children born with goodness. In the *School of Infancy*, he talked about effects of home on young children's early education (Wright, Stegelin, & Hartle, 2007). John Locke developed a concept of *tabula rasa*. He believed that children were born with empty mind that was shaped by parents and teachers later. This idea emphasized role of parent, teachers and environment for supplying beneficial experiences for children's mind (Berger, 2004). In contrast to Locke, Jean-Jacques Rousseau maintained that role of internal forces in children's development. However he accepted mothers' effects in early years of children's life (Wright, Stegelin, & Hartle, 2007).

Pestalozzi and Froebel were other philosophers of 1700's. They had some common features. Both of them were inspired by Locke, Rousseau, and Comenius and put their ideas into practice.

Johann Pestalozzi made contribution to parents' education and education of all children without their economic status. In his book *How Gertrude Teaches Her Children*, he stressed role of mothers in children's live and informed parents about teachings methods (Berger, 2004). Also he believed that all children had education right. In the highlight of this idea, he established a school in Switzerland. Friedrich Froebel wrote a book that is called *Mother Play and Nursery Songs with Finger Plays*

for parents to use their children's education at home (Wright, Stegelin, & Hartle, 2007). The book included in songs and finger plays that prepare opportunity for parents to be with their child. Moreover Froebel designed curriculum and materials for kindergarten. Contrary to the curriculum which was only focused on teaching children read and write, Froebel considered children's needs and evaluate each children individual level while developing his own curriculum. Also the curriculum supplied opportunity to parents to involve their children's education and made them component of education.

Toward end of 18th century, two historical events brought new directions to social life. They were French Revaluation in France and Industrial Revaluation in England. These events divided families into three categories; wealthy, middle and poor class. This economic difference created difference in rearing of children. Also Berger (1991) reported that in 19th century three theories shaped parent education in United State. In the first one, children were considered as a willful and exposed to strict rules. This thought brought families together to discuss discipline strategies and get rid of will of the child. In this way, in 1815, first parent education class was hold in Portland (Berger, 1991). Rousseau, Pestalozzi, and Froebel's ideas were root of second theory. It was believed that children born with goodness. Finally, an environmental issue in children education was emphasized by Locke as a third theory.

Nineteenth century was the time when child rearing practices and children's education topic were supported by written documents, magazines, journals, text books. In those documents, authors gave recommendation to parents. *Parents' Magazine* (1840-1850), for example, informed parents about breastfeeding, and toilet training of children (Berger, 2004). However documents stressed only role of mothers in child care practices. Fathers' involvement had not mentioned yet in literature. On the other side Civil War met 19th century. This war changed family life and education. Especially woman's position in society began to change. Mothers assumed responsibilities for both care and education of their children because fathers went to battlefield. Also woman clubs began to be established. This prepared a room to talk about parent education issue. Moreover Margarethe Schurz, Elizabeth Peabody and Henry Barnard fund Froebel's

kindergartens in United States. The kindergartens which carried on Froebel's philosophy that supported parents' integration to early education helped practicing parent involvement (Berger, 1991). Also in 1880s two factors, woman organizations and child study movements, contributed to childrearing and educational issues (Berger, 2004). America Association of University Woman, Society for the Study of Child Nature, and National Association of Colored Women were fund during this period (Diffily, 2004). These organizations were considered as community involvement which concerned about conferences, published magazines for education of parents (Barbour, Barbour, & Scully, 2008). The other organization was National Congress of Parents and Teachers (PTA). This organization worked on parent- school relationships and encouraged parents to participate in school activities (Berger, 2004).

Nineteenth century was closed with crucial improvement in child development area. G. Stanley Hall started child study movement and opened new windows in that field. Children began to be concerned in scientific area. Parents took role in these studies by observing their children's behaviors and speech (Berger, 2004).

Twentieth century researchers continued to work on family and children issues. In the first decade of this century John Dewey, Patty Smith Hall and Maria Montessori brought changes in educational curriculum which made children solve problem and included meaningful activities for them unlike traditional curriculum (Berger, 2004). In the literature the first implementation of parent cooperation in United State was reported in the school fund at University of Chicago. The university followed the principles of Margaret McMillan. McMillan opened English nursery school in 1911. She was supporter of parent involvement and role of play in education of young children (Wright, Stegelin, & Hartle, 2007).

In 1930s and 1940s were hard times for families because of World War 2 and Great Depression in United States. In those times emotional development of children took attention of researchers (Wright, Stegelin, & Hartle, 2007). The organizations continued to help parents and children. The Works Progress Administration (WPA) aimed to inform parent about dealing with their home (Diffily, 2004). On the other hand

in 1950s and 1960s home school connection had not been mentioned yet. In most parts of America still it was thought that education of children was completely responsibility of school, and parents just supported teachers and school program (Barbour, Barbour, & Scully, 2008).

In 1964, government took action for education of preschool children coming from poor families and fund Head Start program. The program demanded involvement of parents in children's education through the participation to decision making process, participation to classroom activities as volunteers, and taking role in planning activities (Gestwicki, 2004). Also in 1960s and 1970s, the importance of fathers' involvement began to be stressed (Berger, 2004).

Beginning of 1980s parent involvement, parent education and participation issues were hold by professional and national organizations. The National Association for the Education of Young Children (NAEYC) was one of them. This organization strongly supported parent involvement and teachers' role of developing this involvement (Diffli, 2004).

In 1990s parent involvement was named as family involvement. In 1991, America defined six educational strategies that were called Goal 2000: Educate American Act. Improvement of quality standard and giving more power to parents to participate in their children's education and considering each child needs were target of this movement (Berger, 2004).

In 21st century, U.S. Department of Education encouraged parent involvement by establishing Partnerships for Family Involvement in Education. In 2002 "No Child Left Behind Act" was signed. This law tested schools performance by looking at children' reading and mathematics abilities and enforce parents to assess the schools and make a choice for their children (Berger, 2004).

2.4.2. The History of Parent Involvement in Turkey

Development of Turkish parent involvement programs in school do not cover long period in history. Historical development of PI was reported within history of early childhood education.

Developmental pathways of PI activities began to be negotiated in Turkish Councils of National Education.

In 1946, Third National Education Conferences was hold. In this council, important decisions were taken for PI. In other words, first steps for developing parent school cooperation were taken. At the end of the council, it was came up with the orientation of parents about the general educational principles by depending on parent-school cooperation, and facilitating practice PI activities.

After a long period of time, in 1972, parent school cooperation was put on agenda again at Ninth Council of National Education. In the council, parent-school cooperation was reported as a supporting unit which contributes to educational institutions to reach their goals. Responsibility of parent-school cooperation was limited to find financial support for poor children and schools. In 1982, Eleventh Council of National Education was held. The council generally focused on issues related with teachers. It was concluded that the important point for parent school collaboration is the defining role of teachers in that process. Moreover it was reported that teachers not only communicate with school staff and administrators but also interact with parents of their students and solve the problems together. Twelfth Council of National Education was held in 1988. In this council, it was planned to increase the amount of contact between parents and teachers and to keep consistency between school and home. Also the council suggested informing parents about child rearing issues. Moreover it was thought that the council indirectly expressed the relation between PI and students achievement as under the headline, evaluation of students' success. The councils that were held in 1993 and 1996 highlighted necessity of education of parents, teachers, and schools' principles to know children and their needs. Also it was aimed to increasing in practicing PI programs in

Turkish schools. Moreover the council defined upcoming events for PI; using communication systems to introduce PI.

Finally, in 2006, Seventh Council of National Education was held. It was decided to organize more activities that parents and teachers come together both at and outside of the school and more parent teacher conferences to enhance the relation between them (III, IX, XI,XII, XIV and XV. Councils of National Education, 1946, 1974, 1982, 1988, 1993, and 1996).

In 1973, Basic Law of National Education numbered as “1739” was passed. In this law, the reasons to build parent-school connection were identified (Basic Ministry Education Law, Law Number: 1739).

In 1982, “Turkish Enrichment Project” that was four year longitudinal study was designed to evaluate effects of center based and home based intervention on children’s whole development. After that Mother Enrichment Program was entitled to improve children’s social and personality development and enable parents to understand social and emotional needs of children.

In 1998 the study was conducted by Akkök, Kökdemir, and Öğertürk in TED Ankara College. It was considered as the first parent involvement program that was developed for kindergarten and primary school level. The program was aimed to foster parent participation programs in Turkey. Also it was consisted of strategies to reach more parents and involve them in that process.

In 2002, “School- Family Cooperation” was published. This mandate was aimed to develop ways to foster interaction between parents and schools and inform parents about developmental progress of their children (Mandate of Family School Cooperation, 2002).

In 2005, a detailed regulation about parent-school cooperation was written. It reported general goals of PI, role of each participant, and responsibilities of this program (Ministry of National Education, Regulation of Parent-School Cooperation, 2005).

In addition, the project that is called “Parent- Children Education Program in Early Childhood” was applied in 26 cities in 2006. The project was aimed to support

children's cognitive development both at home and at school, and fostering parent-school connection (http://oogm.meb.gov.tr/13projeler_veli_cocuk.asp, 2009).

2.5. Theoretical Background

Theoretical roots of this study based on two main theories; sociocultural theory and ecological system theory. These theories were chosen to justified importance of home school connection.

The first one is sociocultural theory. Lev Semyonovich Vygotsky, Russian psychologist, is the founder of the theory. In his theory, he highlighted role of both biological and cultural factors on children development. He talked about that how social environment that differentiate for different culture affects children development. He stressed that social environment children live and social interactions occurred between the children and adults determined their development and learning progress (Barbour, Barbour, & Scully, 2008). Also he expressed that through the scaffolding and support from parents, teachers and more capable older peers in child life, children reached higher level of complex thinking and understanding because while children interacted with adults, they recognized different ways of thinking and behaving. In other words, their mental, language and social development is supported by social interaction. Actually he pointed out the need for parental guidance for children's learning experiences. His theory showed a model of parent- children communications and parents as a partner in their children's learning.

Vygotsky thought that using standardized tests or problems that are widely used in school learning to measure the children's mental capacities did not give the realistic results about children progress. The thing that shows children's true development level is children's performance that goes from independent to assisted problem solving abilities (Vygotsky,1986). Therefore he concluded that there was a psychological gap between what children do on by own while performing an activity and what children do it with assistance or more capable peers (Green, & Piel, 2002). Actually children's performance with assistance helped make true interpretation about children's real

potential. Vygotsky labeled his idea with a specific term that was “zone of proximal distance” (Vygotsky,1986).

In this theory, Vygotsky stresses importance of role of adults especially parents and teachers in children life . Also he highlighted need of parental support and guidance in children’s development and learning.

The second theory is Bronfenbrenner’s ecological system theory. Weiss, Kreider, Lopez, and Chatman (2005) expressed that every level of ecological system was interrelated with each other and affected its subsystems. In other words routines and relations in child’s class and child’s home influence each other mutually. Bronfenbrenner thought that children live in a context (as cited in Berk,2003). The context included daily routines, social interactions of a child and other factors that influence this routines and relationships. (Weiss et al., 2005). Children exposed to different and complex relationship in their context. Bronfenbrenner asserted that this was a factor that affects their development and learning (Berk, 2003).

Bronfenbrenner divided these complex relationships into different layers which are thought as overlapping circles.

The first and closest layer to children is called *microsystem*. It contains children’s immediate environment and relationships within this context. Children’s relationship in that level is reciprocal (Berk, 2003). This means that while parents have impact on children’s behavior, similarly children affect their parent’s behavior. Parents, who children experience their first social interaction with, peers and siblings who children play with, and teachers are important factors in this layer. Also microsystem covers the settings which children spend their daily lives; home, school, neighborhood.

Mesosystem is the next level. It encompasses connections between microsystems. Not only children’s individual relationships with school or home but also interaction between the school and home are analyzed in that level (Weiss et al., 2005). Therefore children’s academic success is not assessed with only activities in school. Parent school connection is another factor in children’s education.

The third level of Bronfenbrenner's model is *Exosystem*. The previous two levels included children and their direct interaction with systems. However in exosystem, children are affected indirectly (Berger,2008). Social settings of this level do not contain children but somehow influence their microsystems. For example; local government agencies, parent' work place, mass media and local industry.

Macrosystem is the broadest context because it includes political and historical events (Berger, 2008). On the other side dominant beliefs and ideologies of the culture is considered within this system. Child is ultimately affected by the decisions made at this level as it consists of the laws, customs ad general policies of the social system.

This theory clarifies how the contexts children live in and people in these contexts are connected with children's life. It shows how they affect each others. Also, the role of school, and home in childrens' life are explained.

2.6. Benefits of Parent Involvement

Parent school cooperation activities have advantages for children, parents and teachers.

2.6.1. Benefits for Children

PI targets children's well being in different domains. Its benefits range from children's academic success, their emotional development, and social skills (Izzo et al, 1999; Epstein, & Sheldon, 2002; Gürşimşek, 2003; Parker, Boak, Griffin, Ripple, & Peay,1999; Simpkins, Davis-Kean, & Eccles 2005; DeHass, Willems, & Holbein, 2005; Gestwicki, 2004; Sirvani, 2007; Arnold, Zeljo, Doctoroff, & Ortiz ,2008).

Izzo et al. (1999) attempted to understand the relationship between parent involvement and its educational and social outcomes for children. The researchers analyzed changing between the variables within three years period. One of the point the study examined was the relation between parents' participation in activities and students' performance. 1,205 urban elementary school children, through kindergarten to third-grade, engaged in the study. Data of the study were based on teachers' reports. The

result of the study showed the positive effects of PI on children's academic and social functioning.

Moreover Griffith (1996) studied the relationship between PI and students' academic performance. 41 elementary schools were participated in the study. 11,317 parents filled up the questionnaire. Parents reported the frequency and type of PI activities in school. Students' school performance was evaluated considering subjecting areas; reading, writing, language use, mathematics, science, and social science. The result of the study displayed that the students whose school has higher level of PI got higher scores on test.

Sirvani (2007) conducted a study to find effects of parent involvement on students' math achievement. Four high school Algebra 1 classes that were thought by the same teacher were assigned for that study. Randomly two of them were control group; the other two were placed as experimental group. In experimental group, the sheet that includes information about students' grades on test and scores of daily homework was sent parents to sign twice a week while parents in control group did not receive this information sheet. At the end of the study, it was realized that homework assignment scores and test grades of students in experimental group significantly higher than control group.

Simpkins et al. (2005) investigated the connection between parents' behaviors and children's participation in math, science, and computer out-of-school activities. Second, third, and fifth graders were involved in study. Parents' behaviors were analyzed by considering to; how often they participated in their child's daily activities, if they provided activity- related materials to their children, and if they encouraged their children to participate activities. The researchers noted that parental behaviors were powerful factors for children's participation to the activities.

Arnold et al. (2008) examined relationship between PI and children's preliteracy development. 163 preschool age children, their parents and 19 preschool teachers were participated this study. To assess parent involvement teachers filled a questionnaire. Students' preliteracy skills were measured with a picture vocabulary test. The study

showed that there was positive and significant relation between PI and preliteracy development of preschool children.

Decusati and Johnson (2004) also interested in the linkage between PI and children's emergent literacy skills. They were limited PI activities just as parents as classroom volunteers. In the study two groups were constituted; treatment and comparison groups. While in treatment group, parents took responsibility in class over 5 months, in comparison group parents did not participate. The researchers applied pre-post tests to understand the differences in two groups. 56 kindergarteners and 18 parents were engaged in the study. Parents who involved in study as classroom volunteer took workshops related with literacy and reading skills of children and reading related activities. After the analyses, it was found that PI in classroom was positively associated with children's emergent literacy abilities especially word recognition.

Apart from the academic success in school, PI supports social emotional development. Gestwicki (2004) maintained that there was a relationship between a child's sense of who he or she is and who her or his parents are. Therefore if children know that their parents had a positive relationship with school and they were valued by other, children developed feelings of self worth.

In her study, Gürşimşek (2003) searched whether PI is linked with children's social development. Mothers of 200 preschool children who are 5 and 6 year olds were participated in study. Also different measures were given to teachers. PI activities were analyzed into three headlines; Home-based Involvement, School-Based Involvement, and Home-School Conferencing. At the end of the study, it was seen that there was positive relationship between PI and children social development.

DeHass et al. (2005) worked on to bring an explanation about how PI was related with students' motivation as an educational outcome. They reviewed the PI and motivation literature and covered lots of articles that are included elementary and high school students in their studies. At the end researchers draw a conclusion under highlight of literature. It was concluded that there if parents showed an interest and more involved in their children's learning, this positively affected their extrinsic and intrinsic

motivation, concentration, attention, self regulation, motivation to read, perceived competence and control.

Parker et al. (1999) designed an exploratory study to understand relation between parent involvement in Head Start Program and children's school readiness. Parent involvement activities for that study referred to parent involvement program that is used in Head Start. It includes activities like; volunteering, decision making, and attending workshops. School readiness of children means adaptation of children to classroom environment. The study also examined connection between two potential mediators that are parent-child relationship, parent involvement activities at home, and school readiness. The study was conducted with 173 mothers and their Head Start children who are 3 to 4 years of age. Results of study showed that warm and reciprocal relationship between parent and child, and parent involvement activities that are applied at home were determining factors for improvement of children's school readiness.

2.6.2. Benefits for Parents and Teachers

Beyond benefiting children, parents and teachers also gain from developing relationships with each other. Gestwicki (2004) reported benefits of PI for parents into three points. First one is that parents felt themselves comfortable in parenting issues because PI shares their responsibilities and at the same time supports them in different aspects. Moreover families through help of PI learn more about child rearing, child development and education issues. In this ways, parents have meaningful and effective relationships with their children. Finally, the previous advantage leads to increasing in parental self esteem.

Other stakeholder in that partnership is teachers. While teachers support and inform parents in different topic, parents help teachers in class. Parental support enable teacher know about students. The more information parents share with teacher, the more effective teaching teachers perform (Diffily, 2004).

2.7. Roadblocks of Parent Involvement

PI is a process that bases on human factors. It is required communication between parents and teachers. In some conditions and because of some factors this interaction is disrupted. The basic reasons of prevention cooperation activities are different perspectives and different socioeconomic backgrounds of stakeholders. Also barriers put from one side of this relationships. This is divided into two parts.

2.7.1. Roadblocks from Schools and Teachers

The educational program or educational philosophy of the schools is a determined factor for PI. The types of programs find out how much importance is given PI activities, how much time is spent for those activities, what types of PI activities are conducted, and what positions of teachers and parent are in PI (Diffily, 2004). Answers of those questions lead to either effective parent school cooperation or become a barrier for this relationship. Also schools' general atmosphere and attitudes toward PI is another factor. Unwelcoming school atmosphere for parents becomes barrier for PI. Locking doors, difficulties in communicate with teachers discourage parents to cooperate with school.

Conducting PI activities are needed resources and money that are supplied by administrator. Diffily (2004) expressed example resources for PI; assistance teachers, teaching effective PI strategies, organization workshops, and resources books about how to manage PI activities. Therefore school administrators' supports and encouragement for PI is another factor (Diffily, 2004).

Apart from school's attitudes towards PI, barriers related with teachers prevent building effective relationships with parents. First one is insufficient training of teachers about recognizing importance and logic of PI (Diffily, 2004). In this condition, teachers are not confident about their abilities and knowledge to communicate with parents so they do not encourage parental participation in class. Also teachers' personal attitudes about effectiveness and worth of PI are considered other barrier. In related with this issue, Pena (2000) maintained that school staff considered PI activities as an additional work load for them so they do not show effort to involve parents.

In her book, Batey (1996) indicated in-service teachers' perceptions about barriers to PI. Teachers reported that time were a main barrier as they did not have enough time after their administrative duties to conduct PI activities. Moreover teachers indicated the barriers that are related with parents: parents' lack of interest and education to assess classroom activities and their child's learning, too much interfere in curriculum and educational program, disorder attitudes towards class and other parents and finally poor economical conditions of parents that prevent coming to school.

2.7.2. Roadblocks from Parents

Parents are the other parties in parent-school cooperation activities. Eccles and Harold (1993) reviewed the related literature that showed the relation between PI and parental factors. It was found that parents' attitudes toward school were considered as one of the factors that affected PI. Their negative experiences with school that base on their own childhood prevented communication with school. Also parents' past experiences about PI activities created barrier to involve in this process.

Batey (1996) interviewed with parents to reveal barriers to PI. Parents reported that administrators the important persons eliminating barriers to PI are unable to communicate with parents so there is a lack of connection with school. Also parents thought that teachers do not accept parents as partners and not willing to cooperate with them, and they do not trust parents.

Also Pena (2000) conducted a year-long case study in Texas. She attempted to find what factors affect the PI program. For the study one of the elementary school located in that region was chosen by the researcher. The study constituted interviews with parents, teachers, and administrators, examination the school's documents about PI, and observations of PI activities conducted at the school. Most of parents reported the time as an important factor that influences their participation because parents' work schedule and the time of PI activities carried out in school were coincided. Moreover Carlisle, Stanley, and Kemple (2005) studied the factors influencing parent involvement in

schools. They asserted that socioeconomic status of parents impacted participation rate of parent.

Moreover Diffily (2004) pointed out that insufficient interest of parents also interferes in effective parent- school cooperation.

2.8. Related Studies about Parent Involvement

2.8.1. Related Studies about Parent Involvement in Elementary Education

The previous studies about parent involvement in elementary grade level have documented the issue in describing conditions and identified the PI activities that are used in that grade(Akkök et al, 2002; Yaylacı, 1999; Genç, 2005). Some of the studies, related with additional purposes of the current study, comparing different grade levels (Epstein, 1986 ; Izzo et al.,1999; Seginer, 2006).

U.S.A National Center for Education Statistics (1996) was conducted a survey about parent involvement (PI) in 900 public elementary schools in Maryland. The study analyzed kinds of communications, activities, volunteer activities, and the extent parents are included decision making process. The study revealed that 85% of schools communicate with parent by written information about school's performance on standardized test and 83% of them reports about students' grade during grading period. Also 83% of schools inform the parents about general objectives of school's regular program. Moreover schools assist the parent outside. They provide information to parent about helping homework, developing study skills, providing learning activities outside of school, and child rearing issues; nutrition, health , and safety. 51% of schools gave opportunity to parents to be volunteer in class activities. In addition 95% of schools prepared newsletters and other printed materials for communications with parents. Moreover 75% of elementary schools arranged workshops. 64% of schools organized home visits. School sponsored activities also used to promote parent involvement (PI). Open house or back to school nights (97%) and scheduled school wide parent teacher conferences (92%) was organized. In addition, parents were invited arts events, athletic

demonstrations, and academic exhibitions of children, respectively 96%, 85%, and 84% of participated schools. Also most of schools, 79%, have advisory groups to participate parents to decision making process.

Also, Epstein (1986) carried out the study to understand parents' general perspectives about schools and teachers, PI activities and other communication ways to schools, and their attitudes toward teacher programs and practice. The researcher worked with 1,269 parents whose children were first, third, and fifth graders in Maryland. Results of the study indicated that most of the parents were satisfied their elementary schools. Although parents had positive attitudes towards teachers, 58% of them reported that teachers did not help them to involve in their child's learning process at home. Moreover participants assessed PI activities into four categories; parenting, school-home connection, involvement at school, and learning at home. Firstly, most of participant said that they provided their children learning environment at home. Then parents reported PI activities. 35 % of them maintained that they did not engage in parent-teacher conferences, 60% of participants did not talk with the teacher on the phone. Families also evaluated their participation in schools. Most of participants never helped teachers in class, participated activities for school, and worked in different areas of the school.

In Turkey one of the studies about parent involvement in elementary grade level was conducted by Akkök, Öğütürk, Kökdemir, Annak, and Çakın. Akkök et al. (2000) studied to evaluate PI program that was used in TED Ankara Collage. 780 parents of first, second and third grades were participated the study. Evaluation forms were send parents both end of first and second semester to take their opinion about PI program. The results were given under three headlines. In the first one, parents assessed printed materials. Printed materials send by school were seen as a tool that facilitated connection between school and home. Also parents thought that these materials were informative for them and help them gain some skills about child related issues. The second one contains the perception of parents about home activities that were assigned by school. Parents expressed that applying these kinds of activities at home was difficult

for them. Finally, families declared their suggestion about program. They suggested practicing more face to face meetings with teachers and the meetings that parent, teachers, and children involve in.

The other study was conducted by Gökçe in Ankara. Gökçe (1998) was aimed to reveal recommendation and expectations of parents, administrators, and teachers about improving PI in elementary grade. 165 parents were participated the study. They filled out the questionnaire. Also 80 teachers and 16 school administrators were interviewed for that study. The results showed that all three parties agreed the need of parent-school cooperation. On the one side administrators and teachers demanded parental support and participation to school activities. On the other side parents wanted to be involved actively in decision making process and improve quality educational program. According to study the ways improving PI were related to active participation of parents, organizing educational conferences about PI, working parents and school together while planning activities.

The study conducted by Yaylacı (1999) was investigated parent involvement (PI) in elementary school level in Ankara. The study was designed to analyze parent involvement (PI) activities and barriers of this partnership. 336 parents and 55 school administrators and 288 teachers constituted the sample group of the research. All the participants filled the same questionnaire. Parent involvement (PI) activities were categorized as; parent as school staff, parent as advocator of school, parent as co learner, parent as decision maker, and parent as home teacher. Parents reported that they rarely involve as a school staff that include assisting workshops for children. On the other side, parents never practiced working in library as a staff. Parents, teachers, and administrators agreed with that administrators rarely prepare the atmosphere that encouraged families to participate in activities as school staff. Parents, as advocator, reported that they time to time engaged in special days in schools and parent-teacher-administrator meetings. Moreover they said that home visiting never practiced by the teachers or administrators. Also families' ideas were rarely asked for decision making process of the school. All of the three groups, parents, administrators, and teachers

reported that parents rarely participated to decision making process about using, managing, and checking financial suppliers of the school. In addition to that parent expressed that as a co learners, school rarely provide educational programs for them about how they contribute to their children's learning, and informing parents about child development issues. Parents reported that they wanted to be held educational programs time to time. Also workshops for parents about computer usage and writing and reading never were organized by the school. Parents generally performed as teacher at home, providing materials, preparing learning atmosphere at home, assisting children about their assignments, and checking them. Parents expressed that they generally participate parent meetings.

Finally, study asked parents about barriers to participation PI activities. Parents thought that economical condition was as a barrier for them time to time. Attitudes of teachers, administrators and other school staff rarely considered as a barrier among parents.

Genç (2005) studied parent school cooperation in primary grade level bases on both parents' and teachers' perspectives. The study was conducted in Erzurum with 200 primary grade teachers and 200 parents. Genç (2005) searched PI activities in three levels; "teacher-parents meetings", "meetings with parents", and "school-parent collaboration". According to parents' reports, Most of them were involved in teacher-parents meetings to learn about their child's progress in class. Also nearly half of parents, 47,2%, said that they were involved in this type of meetings in case of their child's failure. Moreover parents declared frequency of "meetings with parents". About half of them, 55,5%, reported parent meetings were held twice a year. Almost all participants engaged in meetings. Finally the study talked about parents' perspectives about school –parent cooperation activities. Nearly half of parents said that meetings about parent school cooperation issues were held twice a year. Participation rate of the parents was high. The issues that were discussed in the meetings respectively were; needs of the schools, achievement level of students, and discipline problems of the school.

2.8.2. Related Studies about Parent Involvement in Turkish Preschool

Isik (2007) designed a study seeking to document parental involvement in public preschools in Eskişehir. In her study, Işık analyzed family involvement activities and their frequency. Also families' suggestions, ideas and expectations about this issue were identified. Parents first reported activities that are organized by school. According to parents, in their school generally face to face meetings and annual parent-teacher meetings was arranged. On the other hand, phone calls, parent meetings, home visit, conferences were not actively used by schools. Picnic and kermes was noted by parents as parental organizations. 53% of parents involved in all activities while 31.5 % of parents engaged in activities when they had time to do it. Parent- teacher meetings and teacher's invitations to school were two reasons reported by respondents to participate in PI activities, respectively 85%, and 65%. On the other hand, limited time of parents and teachers' negative attitudes were two factors that prevented parental participation. In addition, families maintained that the most important function of parent involvement (PI) activities was to enhance children's skills and knowledge that are given by schools. Moreover nearly half of parents, 46,7%, considered that the goal of PI was inform parents about topics they need supporting, while 44% of participants supported that the goal of PI was to provide cooperate for child education. Moreover families thought that school- parent collaboration contributed to children's development and helped parents to be more conscious about child rearing and educational issues. Parents expected to organize more frequent parent- teacher meetings and to provide more educational workshops and informative books for them respectively 54%, 50% 48% of them. Finally research asked parents' expectations from school. More than half of parents ,68,5%, expected to be informed about children's progress and the activities that were conducted by the school.

Another study was conducted by Akkaya in Eskişehir. Akkaya (2007) worked with preschool teachers and parents of preschoolers. The purpose of the study was to assess the parent involvement (PI) activities that are applied in early childhood education

schools on the base of both parents' and teachers' perceptions. In the study, semi-structured interview was used to get data. Akkaya asked parents about PI activities that were conducted in their schools. The results showed that cinema and theater trips that were done out of the school, weekly homework assignments and project works that parents and children work together are two activities reported by participants. Also 15 out of 25 parents participated to PI activities every time. Moreover researchers asked in which environments they carry out PI activities. 35 % of respondents chose different places from school and 32% of parents engaged in PI activities at their homes. In addition the study investigated parents' ideas about outcomes of PI. Parents thought that PI activities improved their personal development and made them happy. On the other hand, 35% of parents reported that their children's self confidence increased by help of PI activities. Finally parents maintained their expectations from school considering to PI. 23 participants out of 47 expected more PI activities. Moreover 22% of parents wanted increase in variety of activities.

Yazıcı, Yüksel, and Güzeller (2005) conducted a study in Antalya. Researchers studied with 175 parents whose children between 3 to 6 years, and enrolled in both public and private preschools. The study was aimed to evaluate parents' ideas and expectations about parent involvement activities conducted in preschool institutions. Parents' preferences about the activities they involved, their frequencies, and expectations of parents about the content of activities were investigated. 37 % of respondents preferred to engage in individual meetings. Also participants reported frequencies of activities. 61,7% of them believed that parent-teacher meetings could be done once a month. Similarly, half of parents, 50,3%, wanted to be organized individual meetings once a month. Moreover researchers divided activities that are conducted inside school and outside school. Most of parents of preschoolers, 77,7%, wanted to participate to the activities that are conducted class activities. 40,2 % of parents expected these kinds of activities included in reading to children, cooking, and singing with children. Moreover great deal of parents, 97,7%, wished to get communication notes. 54,7 % of parents anticipated communication notes that include information about

child development and education. 78,3% of participation reported that their school had bulletin board. 34,5% of them supposed that boards contain daily activities of children. In addition most of parents, 85,7%, were willing to participate in home visits. Nearly half of parents wanted to be conducted home visits once o month. Finally parents explained their ideas about other PI activity, conferences. 70,9% of them participated in conferences. 42,3% of parents expected that conferences should inform them about child development, communication, and discipline.

2.8.3. Related Studies about Parent Involvement in Different Grade Levels

The additional purpose of current study is to compare PI activities between the elementary and preschool level. In the literature there are related studies that compare two different grade levels.

Epstein and Dauber (1991) studied the relationships between inner-city elementary and middle schools in terms of schools programs of PI. Data were collected from 171 teachers in five elementary and three middle schools in Baltimore. Evaluation of PI in two different grade levels was based on teachers' perceptions about PI. Before the questionnaires were given teachers, they had been invited the summer program that trained teachers about PI. Then participants answered 10 questions and their subquestions. The study revealed that PI school programs in elementary schools were more positive and logical than middle grades considering to workshops for parents on parenting and child development issues, volunteering at schools, learning at home and decision making activities. Also it was understood that the communication between parents and middle grade teachers were occurred less often than elementary grade.

Izzo et al. (1999) examined the changes of PI activities over a time. 1,205 children from kindergarten to third grade were involved in the study. The study covered three years. The number of contacts, quality of PI activities and the rates of participation activities at home and participation to school activities throughout these different grade levels were analyzed. The study came up with that the frequency of PI activities and

participation to school activities decreased Year 1 to Year 2. In addition to that, the quality of parent –teacher cooperation declined from Year 1 to Year 3.

McIntyre, Eckert, Fiese, DiGennaro, and Wildenger (2007) surveyed parents of children who completed their early childhood education and started to kindergarten. 132 parents were enrolled in the study. The study basically targeted defining parents' perspective in transition period. Results showed that in terms of PI activities, parents wanted more information especially related with academic issues and teachers of their children in kindergarten than preschool.

Rimm- Kaufman and Pianta (1999) studied patterns of parent- school contacts in preschool and kindergarten level. The study was aimed to understand quantity of teacher –family contacts in two preschool programs, local schools and Head Start, and kindergarten by using daily diary method. Also the study evaluated similarities and /or differences in transition period from preschool to kindergarten in terms of parent- school communication. Finally researchers examined pattern of parent- school contacts considering to different school environments in preschool and kindergarten. According to results, parent –school communication activities occurred more frequently in preschool programs, both Head Start and local school, than kindergarten. Compared to preschool programs, in kindergarten, notes, talking about family supports and the topics related with health, academic and behavioral problems were applied more. On the other hand, home visits, phone calls, and meeting with teachers pick-up and drop-off times were more frequently practiced in preschools than kindergarten. In addition to that, the study looked at the changing in two different grade levels. It was found that communication between parents and school moved from home- based to school- based through preschool to kindergarten. Moreover the other differences were the topics that were discussed. While in preschools, positive issues were negotiated, in kindergarten, parents and teachers mostly deal with problematic issues about children.

Sy (2006) reviewed related literature about PI activities of Asian American parents during transition to first grade. She based her study on ecological theory because the study was aimed to understand how cultural values affect involvement practices. Sy

(2006) maintained that first grade classroom had different stimulations and demands than kindergarten class. First grade level was more academic oriented as Asian American parents ,disregarding variation within the group, engaged in direct contact with school but they actively involved in their child' learning at home. Moreover Sy (2006) asserted that macrosystem, including their cultural values and beliefs was the important factors that affect involvement practices and children's experiences in transition period .

In his study, Seginer (2006) reviewed the literature about PI in highlight of Brofenbrenner's ecological system theory. His study covered the grades from preschool to high schools. One of the points in his study was to examine the changing in different grade levels in terms of PI activities. Seginer (2006) summarized the related studies and concluded that at home while parents assist in their child's school learning skills in preschool and kindergarten, in elementary grade level, parents check and help with their child's homework. In junior and senior high school, parent involvement converted into motivational support. On the other side, school based involvement of parents in preschool level occurred related with educational tasks; helping class activities while in middle, junior, and senior high schools, parents participated in parent –teacher meetings and other school –initiated programs. Finally, Seginer (2006) summarized that when children's grade level is increasing, PI activities turned into both home and school based rather than only home based through preschool to high school level. Moreover cognitive outcomes of parent involvement activities were more stressed than noncognitive ones.

2.9. Summary

In this chapter, literature related with parent involvement was reviewed. First of all, history of parent involvement both in the World, and in Turkey was clarified. Important historical events and philosophers that changed parent involvement process were given. It showed in what conditions parent involvement was aroused and how it developed to today's understandings of parent involvement. Then theoretical roots of the study were identified. It showed importance of role of parents in children's development

and logic of parent school partnerships. Definitions of parent involvement and its types were expressed in details. Benefits of parent involvement for children, parents and teachers were mentioned. Finally related studies about parent involvement were summarized.

CHAPTER III

METHOD

In previous chapters, definitions of terms, research questions of the study were mentioned, and related literature was reviewed. In following chapter, population and sample selection, and the instrument used for obtaining of the data for the study will be discussed.

3.1. Population and Sample Selection

The subjects for this study comprised parents whose children were continued first, second, third, fourth, and fifth grade in public elementary schools of the Ministry of National Education in Ankara. The study was conducted in seven different schools. School selection for the study was based on convenience of schools for the researcher. However it was aimed to form a representative sample so the schools with different socioeconomic background were chosen from different regions of Ankara. To apply the questionnaire to schools, obligatory permission was getting from Ministry of National Education

Before conducting the study, pilot study was conducted with 20 parents to analyze whether the questionnaire works in elementary grade level. Convenience sampling was used for participants of the pilot study because of getting detailed feedback and having a room for negotiation about the measurement tool. After conducting pilot study, the questionnaire was sent to 700 parents in public schools with children between first and fifth grades. Five hundred and seventy seven parents returned the questionnaire back. Five hundred and one parents' questionnaires were acceptable. The responses presented an 82% return rate.

The Table 3.1 represents the results of descriptive statistics about demographic information on participants including gender, age, educational level, their occupation, salary, grade level of children, and getting early childhood education or not.

According to the Table 3.1, most of participants, 71,1% of them, were female. Male participants constituted 28,3% of the respondents. Also the table showed age level of participants. 36,5% of them were between 31 and 35 year olds. 31,1 % of respondents were 36 to 40 year olds. 41 year olds and older participants constituted 21,1% of the sample. Only 0,8 % of participants were 20 to 25 year olds.

Also nearly half of mothers, 40,9%, was graduated from high school. The mothers, graduated from university, constituted 23,4% and preschool graduated constituted 20% of participants. Only 1,2 % of mothers had master degree. On the other side, 41,5 % of fathers graduated from high school. 31,9% of fathers had university degree. Elementary school graduate, preschool graduate, and master graduated represented, 12,4%, 10,4%, and 3,8% of fathers respectively.

Most of mothers, 69,5%, were housewife. 12% of them worked as government employee. Only 0,8% of mothers were retired. 35,9% of father's occupation was self employment. Fathers working as government employee constituted 23% and working as worker constituted 16,4% of respondents.

Participants were asked their monthly income. 28,1 % of participants earned between 1000 and 1499 Turkish Liras in a year. The participants who reported their salary between 2000 tl and more were 26,3%. In addition, parents reported their child's grade level. 25,3% of them were first graders. Fifth graders constituted 22,2%, fourth graders constituted 19% of participants' children. Children continuing third grade and second grade represented 18,6% and 15% of sample respectively.

Finally parents were asked whether their child got early childhood education before or not. Most of children, 67,1%, got early childhood education while 32,9% of children did not.

Table 3.1
Characteristic of Sample

		N	%			
Gender	Female	359	71,7			
	Male	142	28,3			
Age	20-25	4	0,8			
	26-30	52	10,4			
	31-35	183	36,5			
	36-40	156	31,1			
	41+	106	21,2			
Education Level			Mother	Father	Mother	Father
	Preschool	100	52	20	10,4	
	Elementary School	73	62	14,6	12,4	
	High School	205	208	40,9	41,5	
	Graduated	117	160	23,4	31,9	
	Master	6	19	1,2	3,8	
Occupation of Mother	Housewife	348	69,5			
	Self Employment	21	4,2			
	Government Employee	60	12			
	Teacher	9	1,8			
	Worker	15	3			
	Retired	4	0,8			
	Other	44	8,8			
Occupation of Father	Self Employment	180	35,9			
	Government Employee	115	23			
	Teacher	6	1,2			
	Worker	82	16,4			
	Retired	22	4,4			
	Soldier	21	4,2			
	Other	75	15			
Monthly Income	0-499TL	17	3,4			
	500-999TL	125	25			
	1000-1499TL	141	28,1			
	1500-1999TL	86	17,2			
	2000TL - more	132	26,3			
Grade Level	1	127	25,3			
	2	75	15			
	3	93	18,6			
	4	95	19			
	5	111	22,2			
Early Childhood Education	Yes	336	67,2			
	No	165	32,9			

3.2. Data Collection Instrument

3.2.1. The School- Parent Cooperation Activities Questionnaire

The measurement tool of the study was called ‘ The Questionnaire for School-Parent Cooperation Activities’. The questionnaire that is used in the study was developed by Hande Işık in 2007 in Eskişehir. She designed the instrument for her master thesis. The study was conducted in 20 different preschools in Eskişehir. The thesis is aimed to describe conditions of public preschools in terms of parent involvement activities by focusing on parents’ perceptions. 480 parents whose children continue to one of the public elementary school that are located in center of city engaged in study.

To design the instrument, “The Questionnaire for Parent –School Cooperation Activities”, Işık reviewed related literature; articles, thesis and other documents. After that she began to form the items. Content validity of instrument was approved by five professionals who were instructor at the university. After the questionnaire was prepared, Işık was conducted a pilot study with 17 participants to see comprehension and clarity of the instrument.

The instrument has two parts. The first part includes the questions about participants’ demographical information. The second part was composed of the questions related with parent- school cooperation activities. The instrument totally has 24 questions. Nine of them belonged to first part. The remaining questions were in second part.

3.3. Data Collection Procedure

The questionnaires were distributed to schools by researcher. Researcher explained the aim of the study, content of the instrument, and how the instrument is filled to teachers. Teachers passed the questionnaires to students in their class and wanted them give it to their parents. The return date of the questionnaires was decided before by researcher and teachers.

3.4. Data Analysis

The aim of this study is to understand the perceptions of parents whose children are in elementary grades, including in first, second, third, fourth, and fifth grade about parent involvement activities conducting in schools. The study tried to see the types and frequency of parent involvement activities according to parents' reports, to understand in which conditions parents are engaged in or not engaged in activities, their ideas about function of parent involvement practices and to evaluate participants' expectations from school and their suggestions in terms of parent involvement activities. Finally as an additional purpose, attitudes of parents in two different grade levels; elementary and preschool were compared.

Before the study, pilot study was conducted. Twenty parents were participated to pilot study. At the end of pilot study, according to feedbacks of participants, required revision was made.

In order to analyze data, The Statistical Program for the Social Sciences (SPSS 11.5 version) was used. To analyze data of study, descriptive statistics have been used to describe sample. Tabachnick and Fidell (2001) maintained that descriptive statistic techniques are applicable for explaining sample of subjects regarding to variables and combination of variables. Demographic information and answers given by participants to each question of the instrument were reported with their percentage. Also non parametric statistic, chi square test, was applied to analyze the relationship between participation rate of parents to parent involvement activities and attendance of their child to an early childhood education program. However question nine , asking participations to grade 5 items from 1 to 5 according to their participation frequency to parent involvement activities, was not evaluated because most of participants could not responded this question. Moreover because of low respond rate, the item, required participants write their additional ideas related with the question, also was not considered.

CHAPTER IV

RESULTS

In this chapter, results obtained by means of the data collection instrument are evaluated considering to research questions of the study.

Research Question 1 Definition of parental activities in elementary schools considering to home-initiated and school –initiated activities

This question was aimed to identify the types of parent involvement activities and how often these activities are conducted in elementary grade level. The parent involvement activities were analyzed into two parts; the activities carried out inside of school and the activities carried out outside the school.

Firstly, parents were asked to report the frequency of parent involvement activities that are conducted outside of school. 27,9% of participants reported that teachers never send notes informing parents about their child's grades. On the other side 24,8% of them received notes once a month. Only 8 % of parents took notes once a year. Also, schools never send family handbooks for informing parents about their educational and daily plan according to 41,5% of respondents. Moreover according to half of parents, 52,7%, teachers never prepared bulletins. Only 8,8% of them got bulletin once a year. 48,1% of parents every day did assignments that were done with child at home. Parents who involve in this activity once a week and once a month constituted 23,2% and 21% of sample respectively. 31,3% of parents never signed their child homework. Most of the participants, 83,2%, reported that school never organize home visits. 10% of participants experienced home visits once a year. In addition, 54,9% of respondents never talked to their child's teachers on the phone. Finally 41,5% of parents never receive parent involvement forms. 25% of them get it once a year and once a month.

Table 4.1
The activities conducted outside of school

	Everyday		Once a week		Once a month		Once a year		Never	
	N	%	N	%	N	%	N	%	N	%
Sending small notes about student's grades	77	15,4	120	24	124	24,8	40	8	140	27,9
Sending small notes about school's program	37	7,4	35	7	108	21,6	113	22,6	208	41,5
Sending bulletins	51	10,2	62	12,4	80	16	44	8,8	264	52,7
Sending homework that parents and child do together	241	48,1	116	23,2	105	21	18	3,6	21	4,2
Signing homework by parents	113	26,5	134	26,7	71	14,2	6	1,2	157	31,3
Home visits	1	0,2	11	2,2	22	4,4	50	10	417	83,2
Phone calls	15	3	30	6	110	22	71	14,2	275	54,9
Sending forms to parents about their participation	20	4	23	4,6	125	25	125	25	208	41,5

Secondly, parents were asked to report the frequency of parent involvement activities that are conducted outside of school.

Table 4.2 represents frequency of the activities that are conducted in schools. 36,1% of parents reported that parent meetings rarely were organized. 35,9% of them indicated that their school never arranged parent meetings. Parent meetings were always organized according to only 3% of participants. Face to face meetings with teachers (34,5%) and school boards (34,7%) were always implemented. The activities that were applied sometimes, organizing parent- teacher meetings, giving responsibility to parents for organizations of activities and informing parents for assisting their child homework, were 48,1%, 34,7%, and 28,3%, respectively. Conducting conferences and seminars by professionals (43,1%), arranging parent meetings (36,1%), organization of exhibitions for children's academic, physical, and art activities (33,9%), and parents' being volunteer for class activities (28,9%) were conducted rarely by schools. Giving parents right for being a part of decision making process about school's financial issue (50,1%), a part of school's educational issues (46,1%), and using school's suggestion box actively (48,5%) were categorized by parents as activities never conducted.

Table 4.2
The activities conducted in the school

	Always		Often		Sometimes		Rare		Never	
	N	%	N	%	N	%	N	%	N	%
Parents meetings	15	3	24	4,8	101	20,2	181	36,1	180	35,9
Face to face meetings with teachers	173	34,5	124	24,8	152	30,3	43	8,6	9	1,8
Parent teacher meetings	79	15,8	123	24,6	241	48,1	57	11,4	1	0,2
Suggestion box	33	6,6	16	3,2	61	12,2	148	29,5	243	48,5
Informative boards	174	34,7	86	17,2	154	30,7	61	12,2	26	5,2
Parental support in class	55	11	51	10,2	131	26,1	145	28,9	119	23,8
Conferences	25	5	38	7,6	89	17,8	216	43,1	133	26,5
Information about helping student's homework	138	27,5	75	15	142	28,3	100	20	46	9,2
Organizing special days	35	7	46	9,2	145	28,9	170	33,9	105	21
Participate parents in decision making about financial issues	14	2,8	9	1,8	96	19,2	131	26,1	251	50,1
Participate parents in decision making about educational issues	20	4	16	3,2	92	18,4	142	28,3	231	46,1
Parental organization for field trips	133	22,6	53	10,6	174	34,7	98	19,6	63	12,6

Research Question 2 Parents' participation to parent involvement activities in elementary grade level

The second research question of this study was what is the rate of parents' participation to parent involvement activities in elementary grade level? This question was aimed to identify how often parents involved in the activities.

Table 4.3
Participation Rate of Parents

	N	%
Participation to all activities	158	31,5
Participation to only interested activities	24	4,8
Participation when having time	244	44,5
No participation	74	14,8

According to results of Table 4.3, nearly half of parents, 48, 7%, were involved in parent involvement activities when they had time to do this. Engagement of all activities represented 31,5 % of sample. 14,8 % of respondents did not participate in parent involvement activities. Only 4,8% of parents reported that they participated in activities which got their interest.

Research Question 3: Participation reasons of parents to school- family partnerships program

The purpose of this question was to understand in which situations parents prefer to be involved in parent involvement activities. Also, in which conditions prevent parents' participation in activities were analyzed.

Table 4.4
Participation Conditions of Parents

	N	%
Teacher's invitation	421	84,03
Academic or discipline problems	90	17,96
Parent- teacher meetings	457	91,22
Being assigned for class activities	200	39,92
Organization of conferences	297	59,28
Organizations of special days	219	43,71

When Table 4.4 was analyzed, it was seen that almost all of participants , 91,2%, participated in parent involvement activities when parent- teacher meetings were organized. Also 84% of respondent preferred to involve in activities when teachers invited them to school. Parents who engaged in parent involvement activities when briefing meetings were arranged by school constituted 59,3%, when special days were organized by school constituted 43,7 % and when taking responsibility in class activities represented 39,9% of participants. Participation when academic and discipline problems of children are appeared represented only 18% of participants.

Table 4.5
The Conditions in Which Parents Do Not Participate in

	N	%
Not having time	397	79,24
Negative attitudes of teachers	64	12,77
Negative attitudes of school	97	19,36
Not getting permission from work	158	31,54
Not interested	62	12,38
Economic conditions	86	17,17

According to Table 4.5, most of the participants, 79,2 %, reported that the reason why they do not participate in parent involvement activities was not having time to do this. 31,5 % of parents do not participate because of not getting permission from work. 19,4% of them do not involve because of negative attitudes of school’s administrators. Economical conditions of parents were another reason for 17,2% of participants. Teachers’ negative attitudes and parents’ disinterest toward parent involvement activities prevented parents’ engagement, respectively 12,8% and 12,4% of participants.

Research Question 4: Parents’ overall ideas about parent involvement

Parents’ Ideas about Function Parent Involvement

It was aimed to understand parents’ overall ideas about parent involvement activities. For this reason, parents’ thoughts about the most important function of parent involvement activities were asked. Participants who checked more than one item for this question did not included analysis. Also parents’ reported their ideas about purposes of these activities.

Table 4.6
Function of Parent Involvement

	N	%
Removing different educational attitudes	21	4,2
Information exchange between teachers and parents	74	14,8
Improving children's knowledge and abilities	82	16,4
Solving problems together	65	13,0
Healthy development of children	80	16,0
Informing parents about needed topics	159	31,7
Providing parents coming together	2	0,4

When Table 4.8 was evaluated, it was seen that 31,7 % of parents thought that the most important function of school- parent cooperation activities was to educate parents about the needed topics related with children development and education. To strengthen and to improve children's knowledge and skills that were gained in school, in home environment and to provide children's healthy development and their accommodation to school were the two other most important functions that were chosen by 16,4% and 16% of participants, respectively. Only 0,4% of respondents thought that the most important function of school- parent cooperation was to provide for parents joining together.

Parents' Ideas about Purposes Parent Involvement

Also, parents expressed for what purposes parent involvement activities were conducting in their child's schools

Table 4.7
Purposes of Parent Involvement

	N	%
Raising funds	307	61,3
Informing parents about child development and learning	224	44,7
Introducing parents school activities	146	29,1
Providing participation of parents to school activities	145	28,9
Solving problems together	155	30,9
Cooperation for children's education	190	37,9
Strengthening relation between home and school	111	22,2
Giving teachers opportunity to know parents and child	130	25,9

When Table 4.7 was analyzed, it was seen that more than half of respondents, 61,3%, thought that raising funds for school was the reason for organization of parent involvement activities in their school. 44,7 % of them believed that informing parents about needed topics related with children development and education and contributing to children's home learning environment was the other purpose. The item, cooperating for children's education, was chosen by 37,9% of participants. 30,9% of parents believed that finding solutions together to the problems arousing both home and school, as another purpose of parent school cooperation. Only 22,2% of respondents thought that

parent involvement activities was arranged because of strengthening relationships between home and school.

Parents' Attitudes toward Teachers

In this question, parents assessed teachers' general approaches to parent involvement activities.

Table 4.8
Teachers' Attitudes toward Parent Involvement

	N	%
Willing to improve parent school cooperation	221	44,1
Allow time to meet parents	331	66,1
Greet parents friendly	329	65,7
Encourage and guide parents	243	48,5
Make regular and lasting contact with parents	236	47,1
Have no interest in parent-school relation	28	5,6

According to Table 4.8, 66,1% of participants reported that teachers allow enough time for them. 65,7% of them considered that teachers always were welcoming them with smiling face. Parents, getting encouragement and guidance from teachers constituted 48,5% of sample. 47,1% of them thought that teachers take care of having lasting and regular relationship with parents. Only 5,6% of respondents thought that teachers were disinterested in parent school cooperation activities.

Effects of parent involvement activities

It was aimed to see parents' awareness about outcomes of parent involvement activities. First of all, participants expressed their ideas about outcomes of parent involvement activities on their child's development and education. Then they evaluated the effects of this process on themselves.

Table 4.9
Effects of Parent Involvement on Children

	N	%
Contributing to my child's development	240	47,9
Provide continuance of positive development	167	33,3
Potentiate my child's education	260	51,9
Knowing my child well	182	36,3
No effects	96	19,2

Table 4.9 showed that 51,9% of parents stated that parent involvement activities potentiated their child's education. Nearly half of them, 47,9%, believed that these activities contribute to their child's development. Parents thought that with the help of parent involvement activities, they know their child well, formed 36,3% of the sample. Only 19,2% of respondents reported that there is no effects of the activities on their child.

Table 4.10
Effects of Parent Involvement on Parents

	N	%
Make me happy	337	67,3
Providing balance between homes and school in approaching child	221	44,1
More positive relation with family	96	19,2
Changing my wrong attitudes toward education of my child	314	62,7
More positive attitudes toward school	180	35,9
No effects	30	6,0

According to Table 4.10, 67,3% of participants thought that parent involvement activities made them happy and helped them to contributing their child's development. 62,7% of them believed that with the help of parental participation, they changed their wrong attitudes about their child's education and raise their child more conscious. 44,1% of them thought that school- parent cooperation provide balance between home and school about the point of approaching to children. Parents, building positive attitudes toward school because of parent involvement activities constituted 35,9% of participants. Only 6% of participants reported they have no effects for them.

Adequacy of Parent Involvement Activities

In this question, parents assessed adequacy of parent involvement activities conducted in their school.

Table 4.11
Adequacy of Parent Involvement

	N	%
Enough	101	20,2
Partial enough	248	49,5
Not enough	152	30,3

According to Table 4.11, almost half of the parents,49,5%, reported that school-parent cooperation activities conducting in their child's school were partial enough. 30,3% of them thought that it was not enough. Parents who believed parent involvement activities were enough constituted 20,2% of respondents.

Research Question 5 Suggestions and expectations of families about parent involvement activities

The target of the research question was to recognize parents' suggestions in the content of parent involvement activities. The activities were divided into two parts. Participants firstly pointed out their ideas about the activities that conducted by school. Then they expressed their suggestions about the activities arranged by parents.

Table 4.12*Parents' Suggestions about Parent Involvement Activities Conducted by the School*

	N	%
More conferences	276	55,1
More parent- teacher meeting	254	50,7
Preparation more interesting school boards	145	28,9
Preparation informative books	238	47,5
References book suggestion	152	30,3
Available web site of school	235	46,9
Using suggestion box more efficiently	132	26,3
More participation of parents to school activities	207	41,3
More participation of parents to school's decisions	220	44,5
No more activities	34	6,7

Table 4.12 showed that more than half of respondents, 55,1%, wanted to be organized more often conferences and parent education activities by school. 50,7% of them wanted to be arranged more often parent –teacher meetings. Participants who required to be prepared informative books constituted 47,5 % ,who required to be informed through web site of school formed 46, 9%, and who wanted to be part of school decision making process constituted 44,5 % of respondents. Only 6,8% of parents thought that there were enough activities in their school and do not want additional ones.

Table 4.13*Parents' Suggestions about Parent Involvement Activities Conducted by Parents*

	N	%
More parent meetings	116	23,2
Arranging organizations for sharing	218	43,5
Helping teachers for preparation for class activities	264	52,7
Contribution to school considering to parents' occupation	280	55,9
No more activities	56	11,2

Table 4.13 presented that more than half of participants, 55,9%, wanted to contribute to teachers or school administrators related with their occupation or profession field. 52, 7% of them thought that they could assist teachers in preparing activities. 43,5 % of them required having a room to give suggestions to each other. Parents who wanted to arrange more often parent meeting presented 23,2 % of respondents. 11,2% of participants thought that there were enough activities in their school and do not want additional ones.

Parents' expectations from school in terms of parent involvement activities

By means of this question, it was aimed to see parents' expectations from their schools considering to home- school relationship.

Table 4.14
Parents' Expectations

	N	%
High quality relationship between teacher, parent, and child	393	78,4
Inform parent about activities and child development	344	68,7
Performing regular parent school relation	251	50,1
Taking into consideration parents' request and suggestion	315	62,9
Inform parents about parent school cooperation activities	291	58,1

Table 4.14 showed that 78,4% of parents expected good communication between teacher- parents and child. 68,7% of them hoped being informed about activities conducting by school and children's development period. 62,9% of them anticipated being taken into consideration by school. 58,1% of participants wanted to being informed by school administrators about parent school cooperation activities. Half of them, 50,1%, expected being conducted regular parent involvement activities.

Research Question 6 Factors that affect conducting effective parent involvement activities

Table 4.15
Factors for Conducting Effective Parent Involvement Activities

	First		Second		Third		Fourth		Fifth	
	N	%	N	%	N	%	N	%	N	%
Teachers' attitudes	343	68,5	72	14,4	32	6,4	21	4,2	16	3,2
School's relation with parents	67	13,4	238	47,5	97	19,4	39	7,8	43	8,6
Content and availability of parent involvement program	30	6,0	88	17,6	195	38,9	123	24,6	48	9,6
Personal experiences about parent involvement	11	2,2	39	7,8	107	21,4	226	45,1	101	20,2
Time of parent involvement activities	33	6,6	48	9,6	53	10,6	75	15,0	275	54,9

Table 4.15 showed that 68,5% of participants put the attitudes of teachers into first place as the factors that affect implementing parent involvement activities. School administration's relationship with parents was seen secondly important factor by 47, 5% of participants. 38,9% of them thought that content and availability of school's parent involvement program was thirdly important factor. Personal experiences and opinion of parents related with parent involvement activities were reported by 45,1% of participants as a fourth agent. 54,9% of participants considered availability of time of parent involvement activities for parents as fifth factor.

Research Question 7 The relation between early childhood education and parents' participation in elementary grade level.

To answer this research question, the relation between parents whose child attended to an early childhood education program and parents whose child did not involve in early childhood education and their participation rate in parent involvement activities in elementary grade level was analyzed.

Table 4.16

The Relation between Parents' Participation Rate to Parent Involvement Activities and the Attendance of Their Child to an Early Childhood Education Program

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	,276(a)	3	,965
Likelihood Ratio	,276	3	,964
Linear-by-Linear Association	,005		,946
N of Valid Cases	500		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 7,92.

A chi-square test of independence was performed to examine the relation between the participation rate of parents to parent involvement activities and attendance of their child to an early childhood education program. The relation between these variables was not significant, ($\chi^2(3, N = 501) = .276, p > .05$).

Research Question 9 The Relationship between Educational Level of Parents and Their Ideas about the Adequacy of Parent Involvement Activities

Table 4.17
The Relation between Mothers' Educational Levels and Adequacy of Activities

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11,911(a)	12	,453
Likelihood Ratio	13,567	12	,329
Linear-by-Linear Association	1,935	1	,164
N of Valid Cases	501		

a 3 cells (20%) have expected count less than 5. The minimum expected count is 1,21.

A chi-square test of independence was performed to examine the relation between the educational level of mothers and adequacy of parent involvement. According to Table 4.17, 20% of expected frequencies were less than 5. However it was acceptable that at least 80% of expected frequencies should be 5 or larger. (Field, 2005; Morgan, Leech, Gloeckner,& Barret,2004). It was found that there was no association between educational level of mothers and their ideas about adequacy of parent involvement, ($\chi^2(12, N = 501) = 11,911, p >.05$).

Table 4.18*The Relation between Fathers' Educational Levels and Adequacy of Activities*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14,888(a)	12	,248
Likelihood Ratio	16,586	12	,166
Linear-by-Linear Association	6,318	1	,012
N of Valid Cases	501		

a 1 cells (6,7%) have expected count less than 5. The minimum expected count is 3,38.

A chi-square test of independence was performed to examine the relation between the educational levels of fathers and adequacy of parent involvement. According to Table 4.18, 6,7 % of expected frequencies were less than 5. However it was acceptable that expected frequencies in 80% should be greater than 5. (Field, 2005; Morgan, Leech, Gloeckner, & Barret,2004). The relation between these variables was not significant, ($\chi^2(12, N = 501) = 14,888, p > .05$).

Research Question 10 The Relation between Grade Levels and the Parents' Ideas in Terms of Parent Involvement Activities

Table 4.19
The Relation Between Grade Levels and More Conferences

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7,229(a)	4	,124
Likelihood Ratio	7,232	4	,124
Linear-by-Linear Association	,645	1	,422
N of Valid Cases	501		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 33,68.

A chi-square test of independence was performed to examine the relation between the grade levels and parents' suggestion to practicing more conferences. The relation between these variables was not significant, ($\chi^2(4, N = 501) = 7,229, p > .05$).

Table 4.20*The Relation between Grade Levels and More Parent-Teacher Meetings*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8,371(a)	4	,079
Likelihood Ratio	8,406	4	,078
Linear-by-Linear Association	7,235	1	,007
N of Valid Cases	501		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 33,98.

A chi-square test of independence was performed to examine the relation between the grade levels and parents' suggestion to practicing more parent-teacher meetings. The relation between these variables was not significant, ($\chi^2(4, N = 501) = 8,371, p > .05$).

Table 4.21*The Relation between Grade Levels and More Interesting School Boards*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10,043(a)	4	,040
Likelihood Ratio	9,722	4	,045
Linear-by-Linear Association	,311	1	,577
N of Valid Cases	501		

a 0 cells (.0%) have expected count less than 5. The minimum expected count is 21,71.

A chi-square test of independence was performed to examine the relation between the grade levels and parents' suggestion to have more interesting school boards. Table 4.21 shows the Pearson chi-square results and indicates that there is a relation between grade level of children and parents' suggestion about having more interesting school boards ($\chi^2(4, N = 501) = 10,43, p < .05$). Cramers' V , which indicates the strength of association between the two variables, is 0,142 and, thus the effect size is considered to be small according to Cohen (1988).

Table 4.22
The Relation between Grade Levels and Preparing Informative Books

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9,301(a)	4	,054
Likelihood Ratio	9,336	4	,053
Linear-by-Linear Association	,066	1	,797
N of Valid Cases	501		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 35,63.

Table 4.22 represents chi-square test of independence that was performed to examine the relation between the grade levels and parents' ideas to get informative book suggestion from schools. The relation between these variables was not significant, ($\chi^2(4, N = 501) = 9,301, p > .05$).

Table 4.23 presents the relation between the grade levels and parents' suggestions to get additional book offers from school. A chi-square test of independence was

performed to examine the relation between. The relation between these variables was not significant, ($\chi^2(4, N = 501) = 6.264, p > .05$).

Table 4.23

The Relation between Grade Levels and Suggestions Additional Books

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6,264(a)	4	,182
Likelihood Ratio	6,320	4	,177
Linear-by-Linear Association	,783	1	,376
N of Valid Cases	501		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 22,75.

Table.4.24

The Relation between Grade Levels and Available Web Site of the School

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7,650(a)	4	,105
Likelihood Ratio	7,673	4	,104
Linear-by-Linear Association	,873	1	,350
N of Valid Cases	501		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 35,18.

Table 4.24 shows chi-square test of independence that was performed to examine the relation between the grade levels and parents' suggestion to use school's web site to be informed. The relation between these variables was not significant, ($\chi^2(4, N = 501) = 7,650, p > .05$).

Table 4.25

The Relation between Grade Levels and Using Suggestion Box More Efficiently

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11,210(a)	4	,024
Likelihood Ratio	11,105	4	,025
Linear-by-Linear Association	,385	1	,535
N of Valid Cases	501		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 19,76.

To investigate relation between the grade levels and parents' suggestion to use suggestion box of school, a chi-square statistic was used. According to Table 4.25, there is a relation between grade level of children and parents' suggestion about using suggestion box of the school more efficiently ($\chi^2(4, N = 501) = 11,210, p < .05$) Cramers' V , which indicates the strength of association between the two variables, is 0,15 and, thus the effect size is considered to be small according to Cohen (1988).

Table 4.26 represents chi-square test of independence performed to examine the relation between the grade levels and parents' suggestion to be involved in activities conducted in schools. The relation between these variables was not significant, ($\chi^2(4, N = 501) = 2,939, p > .05$).

Table 4.26*The Relation between Grade Levels and Participation to School Activities*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2,939(a)	4	,568
Likelihood Ratio	2,941	4	,568
Linear-by-Linear Association	1,331	1	,249
N of Valid Cases	501		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 30,99.

Table 4.27*The Relation between Grade Levels and Participation to School Decisions*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1,021(a)	4	,907
Likelihood Ratio	1,021	4	,907
Linear-by-Linear Association	,641	1	,423
N of Valid Cases	501		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 33,38.

A chi-square test of independence was performed to examine the relation between the grade levels and parents' suggestion to have more interesting school boards. According to Table 4.27, the relation between these variables was not significant, ($\chi^2(4, N = 501) = 1,021, p > .05$).

Table 4.28
The Relation between Grade Levels and No More Activities

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7,304(a)	4	,121
Likelihood Ratio	12,221	4	,016
Linear-by-Linear Association	,009	1	,923
N of Valid Cases	501		

a 0 cells (,0%) have expected count less than 5. The minimum expected count is 5,09.

Table 4.28 shows the relation between the grade levels and parents' ideas about no more parent involvement activities are needed. It was found that there was no relation between these variables, (χ^2 , (4, N = 501) = 7,304, $p > .05$).

4.1. Summary

This part summarized results of the study according to research questions about definitions of parent involvement in elementary school level, parents' opinions about parent involvement, about relation between the participation rate of parents to parent involvement activities and the attendance of their child to an early childhood education, relation between educational level of parents and their ideas about adequacy of parent involvement, and the relation between parents' suggestions and their children's grade level ,first to fifth grades.

CHAPTER V

DISCUSSION

The purpose of this study was to identify parent involvement activities in elementary schools based on the perceptions of parents with a child continuing a public elementary school in Ankara. The study focused on elementary education, including first, second, third, fourth, and fifth grade. The questionnaire, “The School-Parent Cooperation Activities,” was used for this study. The instrument revealed the current conditions of elementary schools in terms of parent involvement activities, types and frequency of these activities conducted by the school, in which conditions parents participate in, in which conditions they do not, their expectations and demands from the school. Also, parents’ overall ideas, the most important function and aim of the parent involvement program and its effects on both children and themselves were analyzed in the study.

The study questioned how we can categorize parental activities in elementary schools considering home-initiated to school-initiated activities, what reasons make parents from elementary schools participate in school-family partnerships program (positively participate or participate only in academic or discipline problems), what are the parents’ overall ideas about parent involvement (their ideas about the function and aims of parent involvement, ideas about teachers in terms of their attitudes toward parent involvement, effects of parent involvement, and ideas about adequacy of parent involvement activities), what are the parents’ suggestions and expectations in terms of parent involvement activities, what factors parents think of being responsible for an effective parent involvement, and whether there is a relationship between the participation rate of parents to parent involvement activities and the attendance of their child to an early childhood education, whether there are any differences and/or similarities in parent involvement activities between elementary grades and preschool, whether there is a relationship between parents’ educational level and their ideas about

the adequacy of parent involvement activities, and whether there is a relation between parents' suggestions and their children's grade level, first to fifth grade levels?

In this chapter, results of the study were discussed and the implications of the study and recommendations for further studies were mentioned. The results of the study were given by taking into account the order of questions in the instrument.

5.1 Discussion

Types and Frequency of School-Parent Cooperation Activities

According to the results, it was seen that there was not much diversity in the activities conducted outside the school. Learning at home activities were mostly preferred by the schools. Especially, most frequently used activity conducted outside the school was homework assignments that parents and child work together. Thus, the academic development of students gains more importance in elementary schools. Similarly, in 1999, Yaylacı's study showed that parents generally assisted their child in their assignments and they checked them. However, according to the results of Epstein's study (1983), the learning at home activities that parents practiced were verified. Parents very often conducted the activities such as reading to their child, having a conversation with their child about the school day, helping them, and signing homework of their child. This showed that even though the schools gave more place to learning at home activities, they did not increase the variety of them.

On the other hand, according to the USA Educational Statistics (1998), most of the elementary schools communicated with parents through written notes about school's performance on standardized tests and about general educational objectives of the school. However, in elementary schools that participated in the study, written communication channels, preparing notes for parents about school's educational objectives and daily plan and their children's grades, sending parent involvement forms, and sending bulletins prepared by teachers were never applied. Also, teachers did not practice individual and specific communication activities such as home visiting, and

phone calling, which required more time both for the teachers' and parents'. The result was consistent with Yaylaci's (1999) finding, home visiting was never practiced.

Also, parents reported little involvement in school building. According to participants' reports, face to face meeting with teachers occurring in pick-up and drop-out times and using school boards, one of the one-way communication activity, are most frequently applied parent involvement activities inside the school. This showed schools' preference of the activities that occur in limited times and one-sided. Schools sometimes brought parent and teacher together by organizing parent-teacher meetings rather than organizing special days for exhibitions of children's academic, athletic, and art activities. This restricts the time parents' spend in the school and their adaptation to the school.

Because of the given homework assignments that demand parent-child cooperation, schools inform parents regarding assistance to their child's homework. However, they did not deal with parent education issue in broader perspectives because the results revealed that conferences and seminars for parents were rarely conducted.

Although parents sometimes took the responsibility of the organizations of social activities, they weren't encouraged to take active roles in class activities as a volunteer. Schools do not welcome parents inside of the class. Moreover, parents did not have opportunity to express their ideas. First of all, they were not given the right to be a part of the decision making process about school's financial issues and educational issues. Also another way of expressing their thoughts, school's suggestion boxes, was never used actively. This shows that communication and sharing between parents was limited. Also, these prevent parents from feeling that they are a part of the school.

In the light of parent involvement phases defined by Dodd and Konzal (2002), it was seen that parent involvement activities conducted both inside and outside the schools were in transitional phase. Although parents and the school have been working together and sharing responsibility, still this cooperation was undeveloped. Moreover, results indicated that communication channels were not used effectively. This caused a limitation in school-parent cooperation.

Participation Rate of Parents

Time is considered as an important factor by parents for their participation because parents emphasized that they participate in parent involvement activities when they find time to do this. In 2000, Pena designed a study in Texas to find what factors affect the parent involvement programs. The findings of the study supported the current study. According to Pena (2000), most parents reported time as an important factor that influences their participation because parents' work schedule and the time of parent involvement activities carried out in the school coincided. Although Diffily (2004) pointed out that insufficient interest of parents also interferes with effective parent-school cooperation, for this study whether the topics of parent involvement activities are interesting for them or not is not an important factor for parents' participation.

Participation Situation of Parent in Parent Involvement Activities

The study showed that parents engaged in parent involvement activities when parent-teacher meetings were arranged and the teacher invited parents to school. Hoover-Dempsey and Sandler (1995) reviewed psychological theory and related research findings to understand the participation reasons of parents to be involved in their children's education. Consistent with the current study's findings, they defined three main reasons: parents' beliefs and ideas, effects of parents on their children's educational development, and schools' demands, invitations. In the light of this study, it was seen that schools' demands and invitations are the decisive reasons for parents to participate in parent involvement activities, parent-teacher meetings, teacher's invitation to school, and organizations for special days. Thus, if parents feel that school, teachers and children want their involvement, they engage in. In other words, the efforts of schools in order to encourage parents to involve in gain importance for school-parent cooperation.

Moreover, although Genç (2001) found that nearly half of the parents were involved in parent-teacher meetings in the case of their children's failure, academic or discipline problems, it is not the case for parents' participation in that study. On the

contrary, parents showed positive participation to parent involvement activities. Parent-teacher meetings and teachers' invitations are powerful factors for parents to come to school and involve in activities. This showed that parents did not believe that their participation to their children's education occur only problematic situations related to their children.

Parents' Ideas about Parent Involvement

There is diversity in terms of parents' ideas about the most important function of parent involvement activities. However, the item, "education of parent about the needed topics related with children development and education", is the one most frequently marked by the parents. This result was supported by the existence of interest of elementary graders' parents toward parent education activities. Also, parents' ideas about the function of parent involvement activities reflected schools' tendency toward home learning activities. To strengthen and to improve children's knowledge and skills at home and to provide children with healthy development and their accommodation to school are considered as the most important function of parent involvement activities by parents. It was understood that homework assignments done at home with parents and informing parents about how to help their child with his/her homework made parents be aware of the role of home atmosphere in children's learning.

When participants were asked about the purposes of parent involvement activities, it was seen that financial issues gained more importance in elementary schools because according to the parents' responses raising funds for the school is the purpose of practicing parent involvement activities in their school. Although parents are ready to take an active role in parent involvement activities, economical conditions of public schools direct them to ask for parents' support in this way. On the other hand, informing parents about needed topics related to children development and education and contributing to children's home learning environment were another purpose. These results are supported parents' ideas about the function of parent involvement.

Barriers of Parent Involvement

It was concluded that preventive reasons for parents to engage in parent involvement activities were mostly related with their individual conditions. Parents do not participate in activities when they do not have time to do it, so lack of time becomes the main obstacle on the parts of parents to engage in school-parent cooperation activities. Also not getting permission from work limits parents' availability for their engagement in activities. The study conducted by Hoover-Dempsey and Walker (2005) supported the current study. The researcher (2005) stated that *pragmatic* complexities of parents, including inflexible work schedules, prevented their participation. Moreover, this result was related with what Bronfenbrenner says in ecological system theory. In ecosystem, the relation between children and other social settings, different than school, including families' work place, affects children's life (Berk, 2003). In that point, it was seen that parents' work conditions indirectly have an impact on parents' presence in their child's education.

Parents' Ideas about Teachers

Parents also evaluated teachers who stand on the other side of parent involvement activities. They have positive attitudes towards teachers. Parents thought that teachers allocate enough time for them and welcome them with a smiling face. Only a small percent of participants have experiences with teachers who are uninterested in school-parent cooperation. This showed that parents were satisfied with teachers' attitudes considering parent involvement activities. In other words, teachers' general attitudes supported parent involvement activities. Also Epstein (1983) found similar results in his study. Almost all parents have positive attitudes toward teachers. Also they believed that they and teachers shared the same purposes for their children.

Effects of Parent Involvement

Although parents experienced limited parent involvement activities, surprisingly they were aware of the effects of activities. Parents believed that the activities

potentiated their child's education and contributed to their child's development. Griffith (1996) studied the relationship between PI and students' academic performance in 41 elementary schools. It was found that students whose school has higher level of PI got higher scores on test considering subject areas such as reading, writing, language use, mathematics, science, and social science. Also, Sharon (1986) reviewed the literature findings on parents' and teachers' ideas about the effects of parent involvement on children and brought out a list. In the light of Sharon's list, it was seen that in both studies, parents agreed with the positive effects of parent involvement on children's school learning.

Moreover, parents are asked to think about effects of parent involvement on themselves. According to parents' responses, parent involvement makes them happy and helps them to contribute to their child's development. In addition, they changed their wrong attitudes about their child's education and started to raise their child more consciously. Gestwicki (2004) explained that with the help of parent involvement, parents felt themselves comfortable in parenting issues because they learnt more about child rearing, child development and education. Even though insufficient amount of school-parent cooperation activities are conducted by school, parents benefited from them ideally.

Adequacy of Parent Involvement

Although schools conducted limited parent involvement activities, parents believed that school-parent cooperation activities conducted in their child's school were partial enough. This showed that parents first need to be educated about parent involvement activities, position and responsibilities of other parties in this relationship.

Parents' Suggestions about Parent Involvement Activities

There was variance in parents' suggestions about what other types of activities should be conducted by school. However, it was seen that the suggested activities by parents were generally directed toward parenting activities. The first reason why

parents' choices lean to parenting activities is that parents feel a deficiency in that field. They did not find opportunity to involve in activities such as educational conferences, seminars, and preparation of informative books for them. In their study, Hoover-Dempsey and Sandler (1995) maintained that parents believed that their child's success in school actually represents their own success, so parents want to contribute to their children education. To do this, they need a sense of self efficacy about their ability and knowledge for assisting their children's education. In that point the parent education activities that are helpful to support parents' confidence to assist their children's schooling gain more importance for parents. Thus, parents' suggestions regarding school were related with their education.

Also parents were disposed to get in contact with the school in different ways. They are willing to take an active role in school. It shows that parents are ready to work with the school cooperatively. Especially, parents wanted to take more responsibility in the school. They wanted to help both teachers and school administrators. Gökçe (1998) studied parents' expectations and recommendations. Similar with the current study, in his study, parents expressed that they wanted to be involved actively in decision making process. Also parents wanted to help teachers to prepare activities.

Finally, parents' relationship with each other is another issue that parents considered. They required a room to share their suggestions with each other. Also arranging more often parent meetings was desired by the parents.

Factors that Affect Implementing Parent Involvement Activities

Parents feel responsible to teachers for practicing effective parent involvement activities because teachers' attitudes are in the first place among other factors for the parent when they order the items according to their importance. In that point, Grolnick, Benjet, Kurowski and Apostoleris (1997) asserted that teachers are the primary agents between parents and schools, so their attitudes and practices in class have probable effects on parents' participation in parent involvement.

Also parents considered school administrators as the other part having responsibility for that issue. School administrators' attitudes influence how the parent involvement program is applied. Similarly, Diffily (2004) said that school administrators' support and encouragement for parent involvement is a determining factor for its effectiveness.

The next factor was the "content and availability of school's parent involvement program." Schools' parent involvement program and strategies impacted the effectiveness of this process. Similarly Epstein and Dauber (1989) reported that parents did not spend much effort at home to become involved in their children's education if the school did not make the parents participate in education.

The other factors were ordered as follows: "personal experiences and opinions of parents related with parent involvement", and "time of parent involvement activities". It was seen that even though time was an important factor for parents to engage in parent involvement activities, parents gave the responsibility to the other sides of parent school relationship. Personal factors were not seen as important elements for implementing parent involvement activities.

Relation between Educational Level and Parents' Ideas about Adequacy of Parent Involvement

The study analyzed the relation between parents' opinion about the adequacy of parent involvement activities and the educational level of both the mother and the father. It was found that the educational level of parents did not affect their ideas about the adequacy of parent involvement activities. Although the schools performed limited parent involvement activities, parents reported that the activities are partial enough. However, Epstein and Dauber (1989) identified the relation between the background information of parents, including educational level, and parent involvement activities in inner-city elementary and middle schools. It was found that better educated parents were more engaged in parent involvement activities at home and at school than less educated parents. Moreover, more educated parents conducted more home learning activities at

home to support their children's school learning than less educated parents. Thus, in the current study, it was expected that more educated parents thought that the activities, especially home learning ones, were insufficient but there was no significant relation between these two variables. This showed that not regarding to parents' educational level, parents need education about parent involvement because if parents learn more about parent involvement activities, their demands and awareness increase.

Parents' Expectations from School

Parents' expectations from their children's schools infers with insufficient usage of communication channels while connecting with parents because expectations are directed toward effective information transfer between home and school. Parents want to know what is going on inside the class and what are the plans of the school about parent involvement activities. Parental expectation toward the need of communication between home and school was also explored in Stallworth and Williams's study in 1982. Researcher designed a study to identify the attitudes of parents towards parent involvement activities in elementary grade level. Participants expected that teachers should share more information about classroom activities.

Moreover, parents importantly expected to have a good communication between teacher-parents and child. This shows that parents are ready to engage in parent involvement activities. In addition, parents expected to be taken into consideration by the school. Similarly, in their studies Stallworth and Williams (1982) showed strong interests of parents in participation decisions especially related to classroom discipline and school rules.

Relation between Participation Rate of Parents to Parent Involvement Activities and the Attendance of Their Child to an Early Childhood Education Program

The study investigated the relation between the attendance of child to an early childhood education program and parents' participation rate of parent involvement activities. Attendance of children to an early childhood education program is not a factor

that affects parents' participation rate to parent involvement activities positively or negatively. All parents participated in parent involvement activities in their schools. This showed that parents' participation in parent involvement both in preschool level and elementary school level was evaluated separately. It was understood that parents were ready to engagement in activities disregard of whether parents experience parent involvement activities before does not affect their later participation rate. Parents who have never practiced parent involvement activities before showed participation.

This study also aims to look at the parent involvement activities in different grade levels to see if there are differences and/or similarities between them. Therefore, the study compares the results of current study with other studies that searched school-parent cooperation in preschool level.

When the literature was analyzed, it was seen that there are some differences between two different grade levels in terms of parent involvement activities. In preschools, informing parents by sending small notes to home is more frequently applied than in elementary schools. Also there is a sharp decrease in parents' participation in class activities as a volunteer for elementary schools. Preschoolers' parents find more opportunity to take responsibility in class activities. On the other hand, it was understood that in elementary grade level, parents are mostly guided to work together with their child on homework assignments in contrast to preschoolers' parents. In this point, McIntyre et.al (2007) found that when grade level increases, including preschool to kindergarten, parents wanted to be informed about academic issues. It could be concluded that in elementary level, parents mostly participated in their child's learning.

Moreover, for the both parts, time is an important factor to engage in parent involvement activities. Having not enough time prevents parents' participation in school-parent cooperation activities. However, for parents whose child attends to elementary school economical condition and not getting permission from school are the two other important reasons came forward. In addition, their participation reasons in activities are similar. Parent teacher meetings and teachers' invitations to school are important reason for them.

Generally in both grade level parents share similar suggestions for parent involvement activities, parent-teacher meetings, parent education activities. However, in elementary grade, parents are more willing to use Internet to get information about the school.

There is a variety in parents' ideas about the function of parent involvement activities. In preschool levels, parents associate it more with children. They see the function of parent involvement more related with children's development and education. On the other hand, in elementary level, parents focus more on parent education that indirectly affects children.

Surprisingly, there is a strict difference between two grade levels in terms of parents' ideas about the aim of parent involvement activities. In elementary grade level, financial issues gain more importance. Raising funds for school is seen as the aim of parent involvement activities. On the other side, in preschools, educational issues came forward. Education of parents about needed topics is considered as the aim of parent involvement activities.

Generally, parents in both grade levels are aware of positive effects of parent involvement activities on children and themselves. Also they have positive attitudes toward teachers.

Relation between the Grade Level and Parents' Suggestions from Schools

The current study aimed to understand the parents' suggestions about parent involvement activities. In this way, from the parents' perspectives, which parent involvement activities were not practiced enough in school and not practiced at all were seen.

In ecological system theory Bronfenbrenner defined multiple contexts of children's lives and explained importance of these different systems in children's development (Weiss, Kreider, Lopez, & Chatman, 2005). When children move to the next system, they face with different needs and they try to adapt themselves to these conditions. Similarly, in each grade levels, children and their parents had to respond

different demands and this affects parent involvement activities. Thus, in the light of this theory, the current study investigated the relationship between parents' suggestions about parent involvement activities and their children grade levels.

It was found that there were differences in parents' suggestions such as preparation of more interesting school boards and using suggestion boxes more actively, considering to grade levels of children. However, effect size of this association between variables was small. Parents whose child is in grade two and grade five want more to know what their children do in school by the help of school boards. Also, they want more to share their ideas by using suggestion box of the school. Again this finding supported insufficiency in communication between home and school.

On the other side, the study designed by Center for Social Organization of School (1983) found different results. The study investigated the teachers' practices of parent involvement. In the study, the relationship between the grade levels, including first, third, and fifth graders, and parents' participation in parent involvement activities was analyzed. It was found that parents' of older elementary children more often reported that they were not educated about helping their children's reading and math activities than lower elementary children's parents. On the other hand, parents of lower elementary children reported that they use more frequently parent involvement activities. They more communicate with their children's teachers and more involved in volunteering activities. This study showed that parents of older elementary school children reported the insufficiency in parent involvement activities related with education of themselves. However, in the current study, parents reported the insufficiency in activities related with information exchange between home and school.

5.2 Implications of the Study

Based on the findings of this study following suggestions can be offered to elementary school administrators, educational program designers and Ministry of National Education.

1. The study helps teachers and school administrators looking at the parent involvement process by from parents' point of view.
2. The number and variety of parent involvement activities that could be conducted both in and outside of school could be increased.
3. This study provides what kinds of activities are preferably used in that level. This offered significant information about general trend in public elementary schools considering to parent involvement activities. Also the study revealed what kinds of activities do not used or rarely used in elementary grade. This presents what points need to be supported.
4. The written communication channels, sending parents small notes that include information about children, and sending bulletins talking about daily class activities or upcoming events, could be used more actively in elementary grade level.
5. Home visits, phone calling, inviting to parents special days in school; exhibitions for children's academic, physical, and art activities could be conducted by school more frequently.
6. Parents could give opportunities to spend more time in class and take active role in class activities.
7. School administrators or teachers could have a room for getting help of parents in their professional field or related with their job. Also parents could be encouraged to help teachers for preparing activities for children.
8. School administrators give parents opportunity for participation in decision making process. Parents could feel that their ideas were cared.
9. The topics that parents need to be informed about child development and child education could be decided by considering to parents' request.
10. School administrators could have more active role communication with professional to conference parents in their schools.
11. Parents could be encouraged to know and share with other parents.

12. This study provides information for educational program designers and school administrators. Parent involvement programs could be designed by taking consideration into parents' expectations and suggestions.
13. Teachers, school administrators, and parents could be trained about parent involvement. In this ways teachers and school administrators could be aware of special ways of involvement of parents. Also parents could be more demanded in terms of parent involvement activities.

5.3 Suggestion for Further Studies

1. The study was done in public elementary preschools in Ankara. Further studies can be conducted wider and representative sample.
2. Parent involvement activities might be compared between public and private elementary schools.
3. Other data collection techniques could be used. Interviews with parents or observation could be made.
4. More open-ended questions can be added the instrument to take more detailed information from participants.
5. At the beginning parents' demographical information was taken. Relation between parent involvement and these variables; educational level, job, age etc. could be tested.
6. The study might be conducted with parents whose child with special needs and whose child are gifted.

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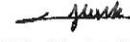
APPENDICES

Appendix A

PERMISSION TO USE INSTRUMENT

NESLİ ÖZDEMİR'İN DİKKATİNE !...

ODTÜ' de yüksek lisans yapan Nesli ÖZDEMİR'in "Okul-öncesi Eğitim kurumlarında gerçekleştirilen Okul-Aile İşbirliği çalışmalarının Anne-Baba Görüşlerine Dayalı Olarak İncelenmesi" adlı tezimde hazırladığım anketi kullanmasına izin veriyorum.


25.12.2008
Hande IŞIK

Appendix B

PERMISSION TO USE INSTRUMENT IN SCHOOLS

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

EĞİTİM
FAKÜLTESİ DEKANLIĞI
Ev. Arş. Md. Saat:

BÖLÜM : Strateji Geliştirme
SAYI : B.B.08.4.MEM.4.06.00.04-312/ 23402
KONU : Araştırma İzni
Nesli ÖZDEMİR

13/03/2009

ORTADOĞU TEKNİK ÜNİVERSİTESİ
(İlköğretim Fen ve Matematik Anabilim Dalı)

İLGİ : a) Ortadoğu Teknik Üniversitesi İlköğretim Fen ve Matematik Anabilim Dalı'nın 13.02.2009 tarih ve 00/964-002127 sayılı yazısı.
b) 10.03.2009 tarih ve 22035 sayılı Valilik Oluru.

Üniversiteniz İlköğretim Fen ve Matematik Eğitimi Anabilim Dalı Yüksek Lisans Programı öğrencilerinden Nesli ÖZDEMİR, 2008-2009 eğitim-öğretim yılı II. döneminde yüksek lisans tezi kapsamında 'İlköğretim Birinci Kademe Uygulanan Aile Katılım Çalışmalarının Aile Görüşlerine Dayalı Olarak İncelenmesi' konulu tez çalışması ile uygulama yapma isteği ilgi (b) Valilik Oluru ile uygun görülmüş olup, konu hakkında araştırmanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Mühürlü anketler (10 sayfadan oluşan) ekte gönderilmiş olup, uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde iki örneğinin (CD/disket) Müdürlüğümüz Strateji Geliştirme Bölümüne gönderilmesi hususunda bilgilerinizi ve gereğini rica ederim.


Kâmil AYDOĞAN
Vali a.
Milli Eğitim Müdürü

EKLER :
1 : Valilik Oluru (1 sayfa)
2 : Anketler (10 sayfa)
3 : Okul Listesi (1 sayfa)

10.03.09 006520

P. T. 20/03

S.D. Bölümüne iletilen 23/3/09

İl Milli Eğitim Müdürlüğü-Beşevler
Strateji Geliştirme Bölümü
Bilgi İçin: Burcu Değerli

Tel : 215 15 43- 413 36 66- 212 66 40/110
Fax: 215 15 43
strateji06@meb.gov.tr

Appendix C

THE SCALE

I. BÖLÜM: KİŞİSEL BİLGİLER

Aşağıda yer alan sorulara ilişkin seçeneklerden durumunuza uygun olanı (X) işareti ile belirtiniz.

1) Cinsiyetiniz <input type="checkbox"/> Kadın <input type="checkbox"/> Erkek	2) Yaşınız <input type="checkbox"/> 20 -25 <input type="checkbox"/> 36-40 <input type="checkbox"/> 26-30 <input type="checkbox"/> 41 ve üzeri <input type="checkbox"/> 31-35	
3) Eğitim Durumunuz		
	Anne	Baba
İlkokul mezunu	<input type="checkbox"/>	<input type="checkbox"/>
Ortaokul mezunu	<input type="checkbox"/>	<input type="checkbox"/>
Lise mezunu	<input type="checkbox"/>	<input type="checkbox"/>
Üniversite mezunu	<input type="checkbox"/>	<input type="checkbox"/>
Lisansüstü eğitim mezunu	<input type="checkbox"/>	<input type="checkbox"/>
4) Annenin mesleği a. <input type="checkbox"/> Ev hanımı b. <input type="checkbox"/> Serbest meslek (Lütfen yazınız)... c. <input type="checkbox"/> Memur d. <input type="checkbox"/> Öğretim Elemanı e. <input type="checkbox"/> İşçi f. <input type="checkbox"/> Emekli g. <input type="checkbox"/> Diğer (Lütfen yazınız).....	5) Babanın mesleği a. <input type="checkbox"/> Serbest meslek b. <input type="checkbox"/> Memur c. <input type="checkbox"/> Öğretim Elemanı d. <input type="checkbox"/> İşçi e. <input type="checkbox"/> Emekli f. <input type="checkbox"/> Asker g. <input type="checkbox"/> Diğer	
6. Ailenizin toplam geliri a. <input type="checkbox"/> 0-499 YTL arası b. <input type="checkbox"/> 500-999 YTL arası c. <input type="checkbox"/> 1000-1499 YTL arası d. <input type="checkbox"/> 1500-1999 YTL arası e. <input type="checkbox"/> 2000 YTL ve üstü		
7) Çocuğunuz kaçınıcı sınıfa gidiyor? <input type="checkbox"/> 1.sınıf <input type="checkbox"/> 2.sınıf <input type="checkbox"/> 3.sınıf <input type="checkbox"/> 4.sınıf <input type="checkbox"/> 5.sınıf		
8) Çocuğunuz daha önce okul öncesi eğitimi aldı mı? <input type="checkbox"/> Evet <input type="checkbox"/> Hayır		

II. BÖLÜM: İLKÖĞRETİM KURUMLARINDA YAPILAN

OKUL-AİLE İŞBİRLİĞİ ÇALIŞMALARI

- 1) Çocuğunuzun devam ettiği ilköğretim okulu, okul-aile işbirliği kapsamında, okul dışında aileler ile ne tür çalışmalarla iletişim kuruyor? Bu çalışmalar hangi sıklıkla düzenleniyor?

	Her gün	Haftada bir kez	Ayda bir kez	Yılda bir kez	Hiçbir zaman
Öğretmenin hazırladığı, öğrencinin sınav sonuçlarını içeren kısa notlar eve gönderiliyor					
Okulun genel amaçları ve günlük programı hakkında bilgi içeren notlar eve gönderiliyor					
Öğretmenin hazırladığı bültenler ailelere gönderiliyor					
Ailelerin çocukları ile birlikte yapabileceği ev ödevleri veriliyor					
Ailelerin yapılan ödevleri imzalanması isteniyor					
Ev ziyaretleri gerçekleştiriliyor					
Öğretmen ailelerle telefon görüşmeleri yapıyor					
Ailelere aile katılımı formları gönderilip, uygun saat ve hangi konularda katılım gösterebileceği öğreniliyor					

2) **Çocuğunuzun devam ettiđi ilköğretim okulu okul-aile işbirliđi kapsamında okul içinde aileler ile nasıl iletişim kuruyor? Bu çalışmalar hangi sıklıkla düzenleniyor?**

	Her zaman	Sık sık	Genellikle	Nadiren	Hiçbir zaman
Aile tanışma ve kaynaşma toplantıları yapılıyor					
Öğretmen ailelerle yüz yüze görüşmeler yapılıyor					
Veli toplantıları yapılıyor					
Okul da dilek-şikayet kutusu aktif olarak kullanılıyor					
Okulda haber ve duyuru panoları hazırlanıyor					
Ailelerin sınıf içi etkinlikleri yönetmesi için fırsat veriliyor					
Uzmanlar tarafından konferanslar ve seminerler düzenleniyor					
Aileler çocuklarının ödevlerine yardım etme konusunda bilgilendiriliyor					
Çocukların akademik, sportif ve sanatsal faaliyetlerinin sergilenmesi için özel günler düzenleniyor					
Ailelere okul hakkında finansal konularda karar verme hakkı sağlanıyor					
Ailelerin okulda uygulanan eğitim programı konusunda görüşleri alınıyor					
Ailelere okul için yapılan gezi, kermes veya benzeri organizasyonları planlamada aktif rol veriliyor					

3) Okul-aile işbirliği kapsamında düzenlenen tüm çalışmalara katılabiliyor musunuz?

- a. Tümüne katılmaya çalışıyorum
- b. Sadece ilgimi çeken çalışmalara katılabiliyorum
- c. Zamanım olduğunda katılabiliyorum
- d. Hiçbir çalışmaya katılamıyorum

4) Okul-aile işbirliği kapsamında yapılan çalışmalara hangi durumlarda katılıyorsunuz?

(Birden fazla sık işaretleyebilirsiniz)

- a. Öğretmen okula çağırdığı zaman
- b. Akademik sorunlar veya disiplin sorunları ile karşılaşınca
- c. Veli toplantıları olduğu zaman
- d. Sınıf etkinliklerinde görev aldığım zaman
- e. Bilgilendirme toplantıları yapıldığı zaman
- f. Özel günlerde okula davet edildiğim zaman
- g. Başka (Lütfen yazınız)

5) Okulda okul-aile işbirliği kapsamında size yönelik bir çalışma düzenlendiğinde, hangi durumlarda katılamazsınız? (Birden fazla sık işaretleyebilirsiniz)

- a. Zamanım olmadığında
- b. Öğretmenin olumsuz tutumu karşısında
- c. Okul idaresinin olumsuz tutumu karşısında
- d. İşyerinden izin sorunum olduğunda
- e. İlgimi çekmediğinde

f. () Ekonomik nedenler dolayı

g. () Başka (Lütfen yazınız)

6) Okul-aile işbirliği kapsamında okul tarafından başka hangi etkinliklerin düzenlenmesini istersiniz? (Birden fazla sık işaretleyebilirsiniz)

a. () Daha sık konferanslar ve anne- baba eğitim çalışmaları düzenlenebilir

b. () Veli toplantıları ve görüşmeler daha sık yapılabilir

c. () Haber ve duyuru panoları daha ilgi çekici hazırlanabilir

d. () Bilgilendirici kitapçıklar hazırlanabilir

e. () Kaynak kitap önerileri verilebilir

f. () İnternet aracılığıyla okulun web sitesinden bilgi verilebilir

g. () Dilek ve şikayet kutusu daha etkili kullanılabilir

h. () Ailelerin okulda yapılan etkinliklere katılımı sağlanabilir

ı. () Ailelerin okulda alınan kararlara katılımı sağlanabilir

i. () Okul da uygulanan etkinlikler yeterlidir. Başka etkinlik düzenlenmesini istemem.

j. () Başka (Lütfen yazınız)

7) Okul-aile işbirliği kapsamında aileler tarafından başka hangi etkinliklerin düzenlenmesini istersiniz? (Birden fazla sık işaretleyebilirsiniz)

a. () Aile yemekleri ve toplantıları daha sık yapılabilir

b. () Ailelerin birbirlerine önerilerde bulunmalarını sağlamak için fırsat yaratılabilir

c. () Aileler etkinlikleri hazırlama konusunda öğretmene yardım edebilir

d. () Anne-babalar mesleği ya da uzmanlık alanı ile ilgili olarak öğretmene ya da okul yönetimine katkı sağlayabilir

e. () Aileler tarafından uygulanan etkinlikler yeterlidir. Başka etkinlik düzenlenmesini istemem.

f. () Başka (Lütfen yazınız)

8) Sizce okul-aile işbirliği çalışmalarının en önemli işlevi nedir? (Sizce en önemli olan BİR sıkı işaretleyin)

- a. () Okul ve ev arasında çocuğa gösterilebilecek farklı eğitim tutumlarını ortadan kaldırmak
- b. () Öğretmen ve aile arasında fikir ve bilgi alışverişini sağlamak
- c. () Çocukların okul ortamında kazandıkları bilgi ve becerilerin ev ortamında da pekiştirilmesi ve geliştirilmesini sağlamak
- d. () Okulun sorunlarına birlikte çözüm yolu bulmak
- e. () Çocukların sağlıklı bir şekilde gelişmelerini ve okula uyumlarını sağlamak
- f. () Çocuğun gelişimi ve eğitimi ile ilgili gereksinim duyulan konularda aileleri bilgilendirmek
- g. () Ailelerin birbirleriyle kaynaşmasını sağlamak
- h. () Başka (Lütfen yazınız)

9) Sizce çocuğunuzun devam ettiği ilköğretim okulunda gerçekleştirilen okul-aile işbirliği çalışmaları hangi amaçlarla düzenleniyor? (Birden fazla sık işaretleyebilirsiniz)

- a. () Okulun ihtiyaçları için para toplamak amacıyla
- b. () Aileleri çocuğun gelişimi ve eğitimi ile ilgili gereksinim duyduğu konular hakkında bilgilendirmek ve çocuğun ailedeki öğrenme ortamına katkıda bulunmak amacıyla
- c. () Ailelere okulda yapılan etkinlikleri tanıtmak amacıyla
- d. () Ailelerin okuldaki etkinliklere katılımını sağlamak amacıyla
- e. () Okul ve evde ortaya çıkan problemlere birlikte çözüm bulmak amacıyla
- f. () Çocuğun eğitimi ile ilgili işbirliği yapmak amacıyla
- g. () Ev ve okul arasındaki ilişkileri güçlendirmek amacıyla
- h. () Öğretmenin çocuk ve aileyi daha iyi tanınmasına fırsat vermek amacıyla
- i. () Başka (Lütfen yazınız)

10) Çocuğunuzun devam ettiği ilköğretim okulunda okul-aile işbirliği konusunda öğretmenlerin yaklaşımı nasıl? (Birden fazla sık işaretleyebilirsiniz)

- a. Öğretmenler okul-aile işbirliğinin artırılmasında isteklidir
- b. Öğretmenler görüşmeye gittiğim de bana yeteri kadar zaman ayırırlar
- c. Öğretmenler aileleri her zaman güler yüzle karşılar
- d. Öğretmenler aileleri her konuda destekliyor ve yönlendiriyorlar
- e. Öğretmenler aileler ile kurulan ilişkilerin sürekli ve düzenli olmasına dikkat eder
- f. Öğretmenler okul-aile işbirliğine karşı ilgisizdir

11) İlköğretim kurumunda gerçekleştirilen okul-aile işbirliği çalışmalarının çocuğunuzun eğitimi üzerinde ne tür etkileri olduğunu düşünüyorsunuz? (Birden fazla sık işaretleyebilirsiniz)

- a. Çocuğumun gelişimine katkıda bulunuyor
- b. Çocuğumdaki olumlu değişikliklerin devamlı olmasını sağlıyor
- c. Çocuğumun eğitimini daha etkili hale getiriyor
- d. Çocuğumu daha iyi tanımamı sağlıyor
- e. Hiçbir etkisi olmuyor
- f. Başka (Lütfen yazınız)

12) Okul-aile işbirliğine yönelik yapılan bir çalışmanın sizin üzerinizde nasıl bir etki bırakacağını düşünüyorsunuz? (Birden fazla sık işaretleyebilirsiniz)

- a. Beni mutlu eder, çocuğumun eğitimine daha çok katkıda bulunurum
- b. Okul ve ev arasında, çocuğa yaklaşım konusunda denge sağlanır
- c. Aile içi ilişkilerimiz daha olumlu olur
- d. Çocuğumun eğitimi konusunda yanlış olan tavır ve davranışlarım değişir ve çocuğumu daha bilinçli yetiştirebilirim

e. () Okula karşı daha olumlu tutum geliştiririm

f.() Hiçbir etkisi olmuyor

f. () Başka (Lütfen yazınız)

13) Sizce bir ilköğretim kurumunda uygulanan aile katılım çalışmalarının en etkili bir şekilde gerçekleşmesini sağlayan etkenler nelerdir? Önem sırasına göre 1'den 5'e sıralayınız. (1: en önemli etken 2: daha az, 3: daha az, 4:daha az, 5:en az önemi olan etken)

() Öğretmenin tutumu

() Okul yönetiminin aileler ile ilişkileri

() Okulda aile katılımı için uygulanan programın içeriği ve uygunluğu

() Veli olarak aile katılımı ile ilgili kişisel fikirlerim ve deneyimlerim

() Aile katılım etkinlerinin uygulandığı saatlerin bana uygunluğu

14) Okulda gerçekleştirilen okul-aile işbirliği çalışmaları sizce yeterli mi?

a. () Yeterli

b. () Kısmen yeterli

c. () Yeterli değil

15) Okul-aile işbirliği kapsamında çocuğunuzun devam ettiği ilköğretim kurumundan beklentileriniz nelerdir? (Birden fazla sık işaretleyebilirsiniz)

a. () Öğretmen-anne-baba ve çocuk arasındaki iletişimin çok iyi olması

b. () Kurumun, yapılan etkinlikler ve çocuğun içinde bulunduğu gelişim dönemi hakkında aileleri bilgilendirmesi

c. () Kurumun okul-aile işbirliği çalışmalarını düzenli olarak yapması

- d. () Kurumun ailelerin isteklerini ve önerilerini dikkate alması
- e. () Ailelerin, okul-aile işbirliđi kapsamında yapılabilecek çalışmalar konusunda bilgilendirilmesi
- f. () Başka (Lütfen yazınız)

KATKILARINIZDAN DOLAYI TEŞEKKÜR EDERİM.

Appendix D

CURRICULUM VITAE

PERSONEL INFORMATION

Surname, Name: Özdemir, Nesli

Nationality: Turkish (TC)

Date and Place of Birth: 19 September 1985, Ankara

Marital Status: Single

email:e133278@metu.edu.tr

EDUCATION

Degree	Institution	Year of Graduation
MS	METU Early Childhood Education	2009
BS	METU Early Childhood Education	2007
High School	Batikent High School, Ankara	2002

FOREIGN LANGUAGES

Advanced English