

DEVELOPMENTALLY APPROPRIATE PRACTICE AND PARENTAL
INVOLVEMENT IN PRESCHOOLS: PARENT AND TEACHER
PERSPECTIVES

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PERSPECTIVES

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ABSTRACT

DEVELOPMENTALLY APPROPRIATE PRACTICE AND PARENTAL INVOLVEMENT IN PRESCHOOLS: PARENT AND TEACHER PERSPECTIVES

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The purpose of the study was to investigate the relationships among preschool teachers' and preschoolers' parents' developmentally appropriate practice (DAP) and developmentally inappropriate practice (DIP) beliefs in relation to parental involvement attitudes and perceived parental involvement barriers.

To reach to the purposes of the study, data were collected from 279 teachers and 589 parents via a demographic information questionnaire and two main data collection instruments. The demographic information questionnaire

aimed to obtain information about the participant's gender, age and educational level. In order to collect information from teachers and parents regarding their beliefs about developmentally appropriate practice; *Teachers' Beliefs Scale (TBS)* (Burts et al., 2000) and the parent adaptation of the scale, *Parents' Beliefs Scale* (Yen, 2008) were used. To ascertain parents' and teachers' attitudes and the barriers on parental involvement, the *School and Family Partnerships Questionnaire* (Epstein & Salinas, 1993) was used.

The investigation of the relationship between the teachers' and parents' DAP and DIP beliefs in relation to their parent involvement attitudes (PIA), parent involvement barriers (PIB) revealed significant results. The findings of the study revealed that both the teachers' and parents' PIA and PIB made significant contributions to their DAP and DIP beliefs.

As found in the current study, the interaction between the teachers and parents should be increased to help children develop in the most appropriate way. In order to increase this relationship, a detailed focus on the parental involvement paradigm should be undertaken.

Keywords: Developmentally Appropriate Practices, Parent Involvement, Preschool, Teachers, Parents

ÖZ

OKUL ÖNCESİ EĞİTİM KURUMLARINDA GELİŞİMSEL UYGUNLUK UYGULAMALARI VE AİLE KATILIMI: ÖĞRETMEN VE ANNE-BABA GÖRÜŞLERİ

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Bu çalışmanın amacı okul öncesi eğitim kurumlarında eğitim vermekte olan öğretmenlerin ve okul öncesi eğitim kurumlarına devam etmekte olan öğrencilerin anne-babalarının gelişimsel uygunluk uygulamaları inanışları; gelişimsel olarak uygun olmayan uygulamalar inanışları ile okul öncesi eğitimde aile katılımı görüşlerini araştırmaktır.

Çalışmanın hedeflerine ulaşmak üzere üç ana anket kullanılmış ve bu anketler aracılığıyla 279 öğretmen ve 589 veliden veri toplanmıştır. Anketlerin ilki öğretmenlerin ve anne-babaların demografik bilgilerine ulaşmak üzere oluşturulmuş *Demografik Bilgi Formu*'dur ve cinsiyet, yaş, eğitim düzeyi hakkında sorular içermektedir. Çalışmada kullanılan ikinci anket ise Burts ve ark., (2000) tarafından oluşturulmuş *Öğretmen İnanışları Anketi* ve bunun veliler için uyarlanmış formu olan *Veli İnanışları Anketi*'dir. Kullanılan son anket ise, Epstein ve Salinas (1993) tarafından oluşturulmuş *Aile Katılımı Öğretmen Anketi* ve veliler için uyarlanmış formu olan *Aile Katılımı Veli Anketi*'dir. Anketlerin tamamı İngilizce'den Türkçe'ye çevrilmiştir.

Araştırmanın bulguları öğretmenlerin ve anne-babaların aile katılımı tutumları ve algıladıkları aile katılımı bariyerlerinin onların gelişimsel uygunluk uygulamaları ve gelişimsel olarak uygun olmayan uygulamalar inanışlarını yordadığını ortaya koymuştur.

Bu çalışma, öğretmen ve anne-babalar arasındaki iletişimin, çocukların gelişimsel olarak en uygun yöntemlerle yetiştirilmesi açısından sahip olduğu önemi pekiştirmiştir.

Anahtar Kelimeler: Gelişimsel Uygunluk Uygulamaları, Aile Katılımı, Anaokulu, Öğretmen, Anne-Baba.

Dedicated to my 20 months old son Deniz Orkun DEMİRCAN and
my love Ahmet Emrah DEMİRCAN

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LIST OF ABBREVIATIONS

- DAP** : Developmentally Appropriate Practice
- DIP** : Developmentally Inappropriate Practice
- MONE:** Ministry of National Education
- SSCPA:** General Directorate of Social Welfare and Child Protection
Agency

GLOSSARY of TERMS

Developmentally Appropriate Practice (DAP): framework of practices that promotes young children’s optimal learning and development.

Developmentally Inappropriate Practice (DIP): practice that teaches children through teacher-centered teaching, lectures, drill-and-practices, and workbooks and worksheet activities. DIP has got few hands-on learning opportunities. According to DIP, unacceptable behaviors are punished (Charlesworth, 1998).

Parental Involvement: “Parental participation in the educational processes and experiences of their children” (Heynes 2005, p. 83).

CHAPTER 1

1. INTRODUCTION

In today's world, children grow up under the influence of both families and teachers. The first stage of schooling is the preschool years which represent a process of socializing for the parents and the children. In this process, it is important to give parents the opportunity to voice in education and school related issues, since the success of the schools and the community is interrelated (Machen, Wilson and Notar; 2005).

Parents have a significant impact on their children's learning. As part of the education of children, teachers can help parents educate their children in child oriented and age appropriate way. To do this, teachers can provide information about goals, curriculum, and educational work of their school (Bandura, 1989; Textor, 1998).

The establishment of a partnership between home and school is defined as "parental involvement in education". Parental involvement is also defined as a type of formal relationship, or parents' participation in the decision making process (Ames, 1995).

Maintaining communication between teachers and parents helps parties gain information about each other's activities and in this way they can support each other's efforts. Parents that know about the curriculum of the school that their children attend may extend the topics learned at school through activities at home. In this way they can help to improve their children's development. Besides if the teacher is aware of the parents' involvement then the teacher can provide more involvement opportunities for the parents which further support

the overall development of their children (Baker, Kessler-Skar, & Piotrowski, 1999).

Parent's perception of the care and education their offspring receive in school is influenced by the relationship between the parent and the teachers. This is why early childhood teachers attempt to provide positive relationship and trusting environment through involving parents actively in the educational process. To develop meaningful relationships with families and maintain a high level of parental involvement, the teacher needs to adopt a style of partnerships that is accepted by the parents. When the teacher respects the interests and preferences of the parents, more meaningful and trusting relationships between the parents and teacher can be established (Knopf & Swick, 2007). For this reason the teacher should not work alone in order to achieve their goals in terms of parental involvement. Most of the decisions about school policies need to be taken in consultation with all the relevant parties; parents, teachers and the school administrators, and these parties should take into consideration the needs and interests of each of them (Batey, 1996).

According to Lawson (2003), the meanings and functions of parental involvement should be perceived in a similar way by parents and teachers although not necessarily identically. From this perspective, Lawson (2003) interviewed with parents and teachers about their beliefs on parental involvement. The findings revealed that the parents and teachers have different thoughts, interpretations and belief systems about parental involvement. According to teachers, the ideas of parents are important because they serve the needs of the school. According to parents the teachers' wishes and needs are important because they both meet the needs of their children and community (Lawson, 2003).

Developmentally appropriate practice (DAP), published by the National Association for Education of Young Children (NAEYC), is a set of guidelines for teachers working with children from birth to age eight (Copple & Bredekamp, 2009). According to the DAP guidelines; an early childhood educator should focus on the values, priorities, practices, strengths, interests

and needs that helps the formation of; social and cultural contexts and developmental norms (Goldstein, 2008).

In the DAP guidelines; one of the major issues is that teachers should focus on establishing reciprocal relationships with families. According to DAP, parents are very important because they are the resources for teachers to learn about the unique world of the child (Brumbaugh, 2008). Considering the importance of parents, it is claimed that parents and teachers should work as partners, communicate regularly and trust each other in order to recognize that all the developmental needs of the children are met (Copple & Bredekamp, 2009).

In early childhood settings, parents' involvement in educational programs receives high priority; however, the quality of the involvement differs from school to school. It is believed that parental involvement is related to the provision of developmentally appropriate, high quality learning environments (Powell, 2003; Tezel, Şahin & Ünver, 2005).

In order to implement DAP; teachers should have knowledge about local values and the characteristics of the student's family life (Stipek & Byler, 1997). Erdiller and McMullen (2003) investigated Turkish preschool teachers' beliefs about DAP. The findings of that study revealed that the viewpoints of Turkish preschool teachers are very close to those of DAP. When they were asked about the barriers that result in experiencing difficulty while putting their DAP beliefs into practice, most of the teachers stated parents as being one of the major barriers. Indeed, most of the teachers reported that lack of parental involvement results in problems when implementing DAP.

Noble (2007) claims that when the teachers work for the sake of children in collaboration with the families, families benefit from this collaboration (Noble, 2007). Thus, this is a critical area that should be researched to understand the factors that influence the developmentally appropriate beliefs that education professionals possess and the factors affect their practice (Mc Mullen, 1999). Consequently, in the current study the DAP

beliefs of teachers were investigated in relation to parental involvement attitudes and perceived barriers.

1.1 The Present Study

McMullen (1999) stated that the scope of the research on DAP should be broadened in order to discover more factors that may influence DAP beliefs and practices. For example, factors such as community/ parental involvement issues should be investigated. The purpose of the current study is to assess preschoolers' parents' and teachers' beliefs on parental involvement in relation to their DAP beliefs. In order to achieve the purpose of the study the following research questions were set.

1. What are the teachers' and parents' beliefs about DAP?
 - Do the DAP beliefs of teachers differ from those of parents?
 - Do the DIP beliefs of teachers differ from those of parents?
2. Do the DAP scores of teachers and parents differ in relation to some demographic variables?
 - Is there a difference in DAP scores of teachers according to their educational level and the type of school they are working in?
 - Is there a difference between the DAP scores of parents according to their gender and level of education?
3. What are the teachers' and parents' attitudes towards parental involvement and barriers to parental involvement?
 - Do the parental involvement attitudes (PIA) of teachers differ from those of parents?
 - Do the parental involvement barrier (PIB) perceptions of teachers differ from those of parents?
4. Is there a relationship between teachers' and parents' beliefs about DAP, parental involvement and some demographic variables?

- Is there a relationship between teachers' beliefs about DAP, PIA, PIB and years of experience?
 - Is there a relationship between parents' beliefs about DAP, PIA, PIB and age?
5. Is there predictive effect of PIA and PIB on DAP beliefs of teachers and parents?
- How well do the PIA, PIB, and year of experience for teachers predict DAP beliefs of teachers and whether these variables contribute to their beliefs about DAP?
 - How well do PIA, PIB, and gender predict the DAP beliefs of parents and do these variables contribute to their beliefs about DAP?

1.1.1. Hypothesis

Concerning the research questions set for the study; the five main null hypotheses (H_0) and alternate-hypotheses (H_1) set were as the following;

1. H_0 : DAP and DIP beliefs of teachers do not differ from those of parents.
 H_1 : DAP and DIP beliefs of teachers differ from those of parents
2. H_0 : DAP scores of teachers and parents do not differ in relation to some demographic variables.
 H_1 : DAP scores of teachers and parents differ in relation to some demographic variables.
3. H_0 : The parental involvement attitudes and barriers of teachers (PIA) do not differ from those of parents.
 H_1 : The parental involvement attitudes and barriers of teachers (PIA) differ from those of parents.
4. H_0 : There is not a relationship between teachers' and parents' beliefs about DAP, parental involvement and some demographic variables.

H₁: There is a relationship between teachers' and parents' beliefs about DAP, parental involvement and some demographic variables.

5. H₀: There is not a predictive effect of PIA and PIB on DAP beliefs of teachers and parents.

H₁: There is predictive effect of PIA and PIB on DAP beliefs of teachers and parents.

1.2 Significance of the Study

The current study sheds light on three aspects of relationships in early childhood education settings. First, throughout the study, information was gained about Turkish preschool teachers' and parents' beliefs on DAP. Secondly, through the study, data was collected from Turkish preschool teachers and parents regarding their attitudes towards parental involvement and the barriers they believe they experience in this involvement process. Thirdly, the study sheds light on a combination of DAP beliefs and parental involvement and whether parental involvement beliefs and barriers can predict the DAP beliefs of teachers and parents.

By learning about the beliefs of teachers and parents; the goal is to focus on formalizations of phenomena of parents and teachers and reveal the differences in their beliefs since teachers' beliefs, practices and personality impacts on a child's adjustment (Vartuli, 1999). In the curriculum implementations, the teachers, administrators and curriculum developers experience difficulties while implementing parallel teaching experiences for children due to differences, in their belief systems. To decrease the experienced difficulties in educational processes, it is important to learn about the discrepancies in these belief systems and provide opportunities to form best learning environments. This study provides information about point of view of parents and teachers which provide opportunity to create more developmentally appropriate programs for children.

Any social environment is composed of a number of settings. For instance there might be public and private spaces in a house, or a school might have classrooms and playgrounds. The basic question to be asked at this point is whether these settings are related with each other and, to what extent do people in one setting know about what is going on in another setting. Consequently, the critical element to consider in terms of educational setting is how they are perceived, whether they are found satisfying and whether are they perceived in a relationship, or discontinuous with the other people within it or the rules used inside it (Goodnow, 1988). In the current study the educational viewpoints of the members of these settings, how these settings are recognized by the members of it is analyzed. In other words, through learning about the beliefs of parents and teachers about developmentally appropriate practices, chance of learning about what they find important in educating young children, and whether there is a relationship between teachers' and parents' viewpoints is investigated. On the other hand by learning about parental involvement beliefs of parents and teachers, chance of learning about facilitators of these settings; their belief systems (for teachers school setting; for parents home setting) is investigated. By the help of learning about belief systems behind the home/school settings for children, opportunity of providing more developmentally appropriate learning environments might be reached to.

In order, to learn about the indicators of uniqueness among young children, research needs to go in detail about the lives of the children, examine their life situations and search for factors that might facilitate or inhibit the impact of the surrounding environment on the developing child (Amato & Ochiltree, 1986). According to DAP, relationships are at the core of successful early childhood education. As a consequence parents and teachers are primary sources of information about the child and through collaboration they can learn about the uniqueness of the child (Copple & Bredekamp, 2009). The nature of this parent and teacher relationship is important to investigate to provide developmentally appropriate learning opportunities for children. Because of

this reason, the current study focused on the core of relationship between parents and teacher; parental involvement in education.

Parental involvement is considered as an important concept by both the teachers and parents (Miretzky, 2004). However, teachers and parents complain about the lack of parental involvement (Yıldırım & Dönmez, 2008). On the other hand, both sides have got a parallel viewpoint towards education which is seeking out the best ways of educating young children. Parental involvement is considered as a very important concept for effective education in DAP guidelines, where these guidelines offer a framework of developmentally appropriate practices for young children. While there is such an interactive relationship between these constructs in theory, there's still a gap in literature to indicate a research based relationship between them. The current study provides opportunity to understand the parental involvement related factors' influences on developmentally appropriate practice beliefs of teachers and parents.

CHAPTER 2

2. LITERATURE REVIEW

In the first part of this chapter the theoretical background to developmentally appropriate practices (DAP) and parental involvement is given. Ecological theory is introduced to present the first core aspect of this study that is; the role of context in a child's life. In the second part of the chapter, Turkish Early Childhood Education system is briefly described to shed light on how DAP and parental involvement practices are conducted in it. In the third part; a literature review is presented about DAP, which is the third core of the study. In this section, DAP is reviewed in terms of the perspective of the teacher, child and parent. In the fourth part of the chapter, introduced the fourth core of the study; "parental involvement" concerning child outcomes, teacher and parent beliefs. In the fifth part, literature on barriers to parental involvement is reviewed. The sixth part presents the literature concerned with the relationship between DAP and parental involvement. In the final part of this chapter a summary of the literature reviewed is presented.

2.1 Theoretical Background

The characteristic of the social systems in which an individual grows up has substantial influence on that person. Yet the social systems are often considered as narrow thus its contribution is often omitted. Accordingly, understanding the impact of the environment is limited since it is considered as a consequence of one-to-one interactions rather than a range of all the contextual factors (Goodnow, 1988).

The impact of contextual influences on a child is described in detail in the Ecological Theory proposed by Urie Bronfenbrenner (1917-2005) which

states that an individual's personal experiences are nested in five interconnected systems (Bronfenbrenner, 1989). From narrowest to broadest these are; microsystem, mesosystem, exosystem, macrosystem and chronosystem (Dunkin, 1995). The macro system is formed from the patterns of ideology and organization of social institutions which is shared within a culture or subculture. This system is composed of the social, cultural and political characteristics of a society. The exosystem consists of settings that an individual does not have face to face contact with, but it might still affect the individual indirectly for example; the parents' work place. The individual have got contact with the mesosystem such as; home-school relationships. This system also affects children's behavior. The narrowest system, the microsystem includes the context with which the individual directly interacts for example; family and school (Bolger, Caspi, Downey & Moorehouse, 1988).

In his theory Bronfenbrenner claims that the individual lives in an ever changing system that continually influences the child. Events which occur in the lives of individuals modify the existing relationships of individuals with the environment. As the child becomes older they begin to form their own settings and experiences which they select from a large range (Berk, 2012).

The influences of the system on the environment can be described further by giving example about each of the components of it. During the first years of life the home environment (microsystem) is the primary determinant of the development of the social skills of the individual, however, reaching school age the child starts to interact with the school environment (mesosystem) as well as the home environment and thus new contributors to development of the individuals comes around (Kail, 2007). The child's society which extends each day is also part of the exosystem which is responsible for providing resources (Dunkin, 1995). Schools and schooling become a context where children become consciously aware of themselves. In other words, through schooling they become conscious about the meaning of the issues they have faced (Zimmerman & Shunk, 2003).

Development and learning occurs in social and cultural contexts. For this reason, the context in which the child lives should be understood and thus shed light on the child's family, educational setting and community within a greater society. It is important to consider all the stated settings as interrelated, and powerful in terms of influencing the developing child (Copple & Bredekamp, 2009).

Goodnow (1988) in his review of Bronfenbrenner's Ecological Theory focuses on three scientific issues which are found in the relationships with children, families and the settings they are living in. The first issue, which is *wider is better* can be interpreted as people having the opportunity of benefiting experiences to be gained from a larger setting than the family. In other words, getting in contact with wider environments has benefits for individuals. The second issue, *continuity is good* is very crucial in terms of the connection between the microsystem and mesosystem. It is considered as an advantage that people in one setting have information about the life of individuals in another setting. The last issue which is that *the world is open* can be regarded as the open ended nature of research (Goodnow, 1988). In this study, the three important elements; the educational system and the two major contributors to the lives of preschoolers; the teachers & parents as part of a wider, continuous and open context are investigated.

2.2 Turkish Early Childhood Education System

In Turkey, the educational system consists of two main components; formal and informal education. The former is under the supervision of the Ministry of National Education (MoNE) and the latter under the supervision of the General Directorate of Social Welfare and Child Protection Agency (SSCPA). The types of early childhood institutions are divided into four main groups; preschool, nursery school, daycare and experimental school.

Preschools serve to children from three to six years; nursery schools serve to children from five to six years; daycares serve to children from birth to

six years and experimental schools serve to children from three to six years; the schools which is connected to a university or an institution; also serves for studies uses children as subjects. Table 2.1 gives information about each of these providers.

Table 2.1:

Early Childhood Institution Types in Turkey

Early Childhood Institution	Age served	School-type	
		Governmental	Non-Governmental
Preschool	3 to 6	MONE	MONE
Nursery School	5 to 6	MONE	MONE
Daycare	0 to 6		SSCPA, public organizations, work places
Experimental Preschool	3 to 6		with >300 workers Higher education institutions

Source: Erdiller, 2003

2.2.1 National Early Childhood Education Program

In Turkey, the schools which are supervised under MoNE must follow the national early childhood education program. The latest version of the guidelines was published in 2006. Teachers are expected to follow these guidelines in order to understand the major characteristics of the early childhood education program and to prepare daily and activity plans.

Some major characteristics of the Early Childhood Program can be grouped under two classes as DAP related characteristics and parental involvement related characteristics (The National Early Childhood Program, 2006, p. 9-10-11-12-13-14).

DAP related characteristics are

- It is for children between the ages of 36 and 72 months,
- It is child-centered ,
- Planned activities are based on aims and objectives,
- Developmental characteristics are separately organized for each age group (36-48 months, 48-60 months, and 60-72 months) ,
- It is a flexible program ,
- Problem solving and play are the major activities to conduct,
- Learning occurs through facing with many experiences.

Parental involvement related characteristics are;

- As a resource for learning, daily life experiences and those in the community should be fostered,
- Parental involvement is important.

2.3 Developmentally Appropriate Practices

Developmentally appropriate practice (DAP) designed by the National Association for the Education of Young Children (NAEYC) refers to programs that focus on the knowledge related to a child's development and learning. The concept of "appropriateness" within DAP mainly considers three dimensions for professionals working in the early childhood education area. These dimensions are the age appropriateness, individual appropriateness and, cultural and social appropriateness of the programs for the child (Bredkamp & Copple, 1997).

In the settings where DAP are implemented, both the curriculum and the experiences are active constructs. In these classrooms the teachers support rich play and use integrated curriculum. Throughout the day, the ideas of children are considered and used as a part of planning of the curriculum (Bredkamp & Copple, 1997). In a DAP classroom, various areas of child

development such as the social and/or physical elements are taken into consideration. In these classrooms an integrated curriculum is used in which ideas, learning areas like science and math, are considered as discrete subjects. Consequently, in DAP the focus is on learning and building knowledge and learning to learn is the major issue concerned (Van Horn, Karlin, Ramey, Aldridge & Snyder, 2005).

Copple and Bredekamp (2009) state that the context of the practice performed determines what is developmentally appropriate and what is developmentally inappropriate. The educators should ask the question about how the children learn best, whether through the use of direct instruction or not? Consequently, the fundamental issue lies in the relationship between the teacher and the child. In detail, the researchers and teachers should pay attention to the resources and experiences provided for children since they need to be based on teacher-student interactions (Granue, 2008). Throughout the process, the main concern is to provide experiences that are appropriate for the child's level of development and facilitate their learning under challenging circumstances (Copple & Bredekamp, 2009).

Children in their own environment have their own cultures. Teachers while implementing DAP should consider three major issues in order to reach their teaching goals; first to create age appropriate opportunities, second to facilitate activities that are appropriate for each child in the class and lastly to consider the culture of the each child in the classroom. However, although the culture and context are very important in the educational process, some teachers ignore the differences in these elements and only focus on teacher related professional culture during educational process. The teachers who do not ignore the culture of the child can help them to reveal their culture in the classroom (Copple & Bredekamp, 2009).

All children are unique individuals and the teachers who follow DAP pay attention to this uniqueness by being responsive to cultural and social context in relation to the child's age and developmental status. Furthermore, in

a DAP classroom the teacher is aware that the school culture and the child's home culture are different (Copples & Bredekamp, 2009).

DAP was established to support children in reaching their fullest potential. In the literature, most of the studies conducted on DAP claim that DAP-focused programs help the development of young children in a better way compared to adult directed programs or those that contain developmentally inappropriate practice (DIP). For instance, children had lowered levels of test anxiety when in child centered programs compared to traditional programs and those including DIP (Hyson, Hirsch-Pasek & Rescorla, 1990; Jones & Gullo, 1999). Moreover, children had greater levels of self-competence and peer acceptance and social skills in relation to their teachers' use of DAP (Jambunathan, Burts & Pierce, 1999). However, there are some studies that claim that use of DIP has some benefits. For example, children who are engaged in didactic programs perform better at writing letters/reading and achievement tests, language and art tests in comparison to those who are in child centered programs (Jones and Gullo, 1999; Stipek, Feiler, Daniels and Milburn, 1995).

In order to be successful in implementing DAP, the teachers need to be able to select the approach which is most appropriate for the needs, strengths, characteristics and interest areas of the children in the class. This is correlated with the teachers' knowledge, creativity and experiences on the issue (Goldstein, 2008). The predictors of DAP beliefs and the practices of kindergarten teachers were investigated by Bryant, Clifford, and Peisner (1991). The findings of the study revealed that the best predictor of quality of the classes was the teachers' and administrators' knowledge and beliefs about DAP.

A structural model proposed by Abbot-shim, Lambert & McCarty, (2000) concerns the classroom quality and the developmentally inappropriate practice beliefs of teachers. The findings of the study revealed that the educational level of the teachers directly affects the development of inappropriate beliefs, which gradually affect practice in the classroom, and thus

the quality of the teaching and learning process. Moreover, the classroom structure was found to be directly related to classroom quality and the educational level of the teachers and in relationship with attitudes towards families (Abbot-shim, Lambert & McCarty, 2000).

Yen (2008) investigated Taiwanese parents' beliefs about developmentally appropriate practice in early childhood programs. The findings of the study revealed that the participant mothers and fathers had relatively strong beliefs about DAP. When the findings were analyzed in terms of socio economic status (SES); it was found that, the lower SES fathers had higher DIP beliefs compared to low SES mothers and high SES mothers and fathers.

A comprehensive study was conducted about DAP and teacher beliefs by Stipek and Byler (1997). This study investigated; preschool, kindergarten and first grade teachers' views on effective educational practices; the goals teachers set for their students; their points of view and policy issues about school entry and their use of developmentally appropriate /inappropriate practices. The result of the study concerning about the DAP and the beliefs of the teachers showed that there were associations such as a more positive social climate when the teacher had child centered teacher beliefs. Furthermore, the teachers' classroom practices were found to be related to their beliefs (Stipek & Byler, 1997). However, in study conducted by Stipek and Byler (1997) and another by Bryant, Clifford, and Peisner (1991) the teachers claimed that they have difficulty in implementing DAP due to policies implemented by administrators, barriers created by parents, co-workers and the curriculum implemented (Jones, Burts, Buchanan, & Jambunathan, 2000).

2.3.1 DAP in Different Cultures

Discovering the differences in teacher's DAP beliefs in different cultures has been the focus of much research. The investigation of the impact

of culture on DAP beliefs and practices can shed light on the issues that may exist in relation to the context where culture and child centered education might create different findings.

A comparison study was conducted between Korean and US cultures by Clarke-Stewart, Lee, Allhusen, Kim and McDowell (2006). The findings of the study revealed that while the American teachers used DAP with their students, and provided environments that gave students the opportunity to express themselves, the Korean teachers used less appropriate practices such as not playing with the children and seldom talking to them. The study indicated that early childhood education is a part of cultural context and includes that cultures specific characteristics.

Jambunathan (2005) explored the beliefs of Asian Indian teachers about their use of DAP. The analyses revealed that the Asian Indian teachers perform more DIP practices in their classroom. Jambunathan (2005) focused on the developmentally appropriateness issue in relation to culture and according to his findings, developmentally appropriate practice in one country might be considered as developmentally inappropriate in another country and vice versa.

In a follow up study to Jambunathan (2005); Jambunathan and Caulfield (2008) after training preschool teachers on DAP, rated the use of DAP among Asian Indian early childhood educators. The findings of the study revealed that teachers did not use DAP in the class but mostly used DIP. The findings of these two studies revealed that in Indian culture didactic instruction is considered as developmentally appropriate as a very important form of education. Thus, the authors, commented that it is important to focus on the DAP meaning in different contexts in order to form a global definition of the term and its implementation.

In different countries, DAP in relation to teacher beliefs and practices were investigated. According to the findings of most of these studies the teachers believed in the importance and effect of DAP on the children's progress (Clarke-Stewart, Lee, Allhusen, Kim & Mc. Dowell, 2006; Hegde & Cassidy, 2009; Hu 2011; Jambunathan, 2005; Jambunathan and Caulfield

2008; McMullen et al., 2005). For instance; the DAP beliefs of Jordanian kindergarten teachers were investigated showing that the DAP orientation of the teachers did not change except for the family oriented domains. The teachers belief about DAP were mixed with DIP in terms of family involvement practices (Abu-Jaber & Al-Shawareb, 2010). Moreover, a study conducted with teachers from five countries; China, Taiwan, Turkey, Korea & the United States concerning the DAP beliefs and practices of preschool teachers. The results revealed that the Chinese teachers scored the lowest of the five countries, also the correlation between the Chinese teachers' beliefs and practices were also the lowest (McMullen et al., 2005).

2.4 Parental Involvement

In the current study, the base definition used about parental involvement is given by Heynes (2005) as; “parental participation in the educational processes and experiences of their children” (p. 83). However, parental involvement is seen differently from the perspective of the parents and teachers. While for parents parental involvement is defined as making children go to school and keeping them safe; for teachers, it is defined as parent's presence at school (Anderson & Mike, 2007). Several definitions of parental involvement from the literature and their details are given below (Dimmock, O'Donoghue & Robb, 1996; Epstein 1995, 2001; Greenwood & Hickman 1991; Grolnick & Slowiaczek 1994).

Dimock, O'Donoghue, and Robb (1996) define parental involvement under five categories which are: school choice, decision making through formal structures or site-based councils; teaching and learning; effect of physical & material environment and communication. School choice refers to the parents' decisions on selection of schools or educational experiences for their children. Parents involved in parent-teacher associations or other formal structures are considered as the second form of involvement; decision making.

The third form of involvement, teaching and learning, covers all involvement activities conducted both at school and home. This teaching and learning process occur in three contexts; when parents are at home, when they are out of classroom and when they are volunteers in the classroom. The fourth category used in definition of parental involvement is the effect of the physical and material environment. Within this category, it is stated that a safe and comfortable school environment should be provided. The final category that Dimock, O'Donoghue, and Robb (1996) focused on in the definition of parental involvement is involvement through communication. According to this viewpoint, the parents have an important role of being in contact with school for many reasons such as student progress, student behavior and school rules.

Epstein (1995, 2001) defines parental involvement under six headings; parenting, communicating, volunteering, learning at home, decision making and collaborating with community. According to the typology, parenting is defined as the activities provided by parents for children without educational considerations such as providing safety and caring for the health of the child; as well as maintaining a positive home environment that encourages learning. In this process, schools can provide opportunities for parents to learn about their child's development and to support this development. The second heading is communicating which includes the transfer of information from home to school and school to home. This two- way communication can be provided through phone calls, parent conferences or report cards. The third type of involvement is volunteering in which parents are considered as significant contributors to the environment and/or the activities conducted at school. When schools provide flexible schedules for the parents in terms of activities, an increase in parents' volunteer attendance at schools can be seen. Moreover, the increase in volunteering opportunities provided by schools could increase the volunteer involvement of the parents. In terms of learning at home, which is the fourth heading, the fourth heading; with support from teachers on how to guide their children's learning, parents can supervise the learning process on

school related activities at home. The fifth type of parental involvement; refers to the involvement of parents in the decision making process in their child's school, participation in this way leads to the empowerment of parents in terms of their child's education. Collaborating with the community is stated as the sixth type of parental involvement. Schools can provide opportunities for the parents to contact various services such as healthcare, cultural events or after school care programs.

2.4.1 Significance of Parental Involvement

Parental involvement has benefits for families, schools, and children (Epstein et al. 2002; Wen, Bulotsky-Shearer, Vaughn & Korfmacher, 2012). According to teacher reports, students whose parents are actively involved in their educational process, do better on achievement test, have high attendance rates and are better behaved than peers whose parents are not involved in their child's education (Epstein et al., 2002).

The involvement of parents in schooling increases their child's success and engagement in the process of learning and thus, the child's skills develop. However, for this parental involvement to support the achievement of their child the approach of the parents needs to be; supportive of autonomy, process oriented and includes positive beliefs about their involvement. If the involvement contains negative beliefs, is person oriented and characterized by negative emotional support it might have negative consequences (Pamerantz, Moorman & Litwack, 2007).

The academic functioning of children in relation to parental involvement is another research area that has shown the impact of parental involvement on young children (Fan & Chen, 2001; Izzo, Weissberg, Kasprow & Fendrich, 1999, & Keith & Keith, 1993).

Fan and Chen (2001) conducted a meta-analysis about the relationship between children's academic achievement and parental involvement. They divided parental involvement into the following categories; parent-child

communication, parents' educational aspirations for his/her child, parent supervision of the child besides school contact and participation. Fan and Chen's (2001) findings indicated that the academic achievement of child is significantly related to parental involvement.

Warner (2010) investigated parental involvement in school activities in relation to children's emotional development. The interviews conducted with parents revealed that they were very interested in their children's emotional development while taking part in those activities. The goal of the parents in participating in school activities was to contribute to the happiness of their child at school. Moreover, children's school motivation is found to be affected by parental involvement in school. When the parents communicated with the school in terms of their child's academic or behavioral problems, the child's motivation at school increased (Warner, 2010).

Strong home-school relationships are found to be associated with better child outcomes. In order to focus on this assumption, a study was conducted to investigate the links between parent-teacher relationships and kindergartener's social skills. The findings of the study revealed that when the relationship of teachers with parents are positive and there is frequent contact, they reported higher ratings of the children's social skills. Accordingly, when the parents reported a strong relationship with teachers, they also reported that their child had a higher level of social skills (Iruka, Winn, Kingsley, & Orthodoxou, 2011).

2.4.2 Teacher Practices and Beliefs on Parental Involvement

A teacher's knowledge about his/her teaching might be shaped in three ways. First one is the context which is related with particular group of students. Second one is content which is related to the teaching materials the teacher use and the third one is the belief system of the teacher (Kagan, 1992).

The benefits of parental involvement for teachers are stated by Gestwicki (2004) under particular headings. Firstly, through parental

involvement teachers can learn about the family lives of the children in their care, gaining more information helps the teacher provide better child related experiences for the child. As an outcome; parental involvement helps teachers be more effective in teaching process and helps the teachers use the parents as resources. This new resource increases teachers' feelings of competence about their efficacy in their job. The last issue about the benefits of parental involvement on teacher is related to the resources provided by the parents. The parents might provide enlarged resources for education (like providing materials, giving seminars or making community connections) which might motivate teachers to work more effectively.

In a survey conducted to investigate the attitudes of teachers towards parental involvement it is found that the teachers have positive and strong attitudes towards parental involvement. Indeed, increased levels of positive attitudes towards parental involvement resulted in giving more importance to parental involvement activities as conferences, communicating with parents and providing reports about the level of progress of their children (Epstein & Dauber, 1991).

Another study about attitudes of early childhood teachers towards parental involvement was conducted by Jones, White, Aeby, and Benson (1997). The findings of the study revealed that the teachers had positive attitudes towards parental involvement however; their attitudes differ depending on the cultural characteristics of the families of the children in their class.

Yıldırım and Dönmez (2008) investigated the teachers' beliefs on the parent-school partnership. According to the findings, the teachers believe that a strong parent-school partnership increases the success of the children, and help the parents gain knowledge about how they should educate their children. Teachers also stated that parent-school participation makes the job of teacher easier in three ways; it increases child's success, provides resources for school and forms community of learning.

Gu and Yawkey (2010) investigated teachers' attitudes toward parental involvement in relation to their educational level and age. Early childhood education teachers who were younger and had higher educational background had more positive attitudes to parental involvement compared to older and higher educated early childhood education teachers.

2.4.3 Parents and Parental Involvement

The parents might have many questions in their mind concerning what happens when their child is at school. To exemplify, they might ask questions such as in what ways will my child's teacher interact with me; will the teacher support me as parent, in what ways can I follow the practices done at school; how can I be sure about the consistency of the values and practices of program with my home environment (Copple & Bredekamp, 2009). Although they have questions, Knopf & Swick (2007) claim that parents are ready to work with different parental involvement ideas which help to achieve collaborative relationships between home and school.

The benefit that parents can gain from parental involvement is stated under three headings by Gestwicki (2004). To begin with, by communicating with the school parents experience a feeling of support in their difficult task of parenting. Secondly, they gain new skills on child rearing and thirdly the self-esteem of parents' increases as they get positive feedback about the development of their child in a school context.

Another benefit of parental involvement is stated by Reikes and Edwards (2009). They claim that establishing positive connection between parents and teachers helps the achievement of a balanced relationship between teachers, children and parents. When partnerships are established, the teachers and administrators consider whether they met the parents' cultural and personal values in terms of the education of the children.

When parents received effective and frequent communication from the school, they have increased positive attitudes towards parental involvement

(Ames, 1995). The perception of parental involvement among parents was investigated by Barge and Loges (2003) and the results revealed that the parent's perception was mainly concerned with monitoring their child's academic progress. This was achieved through checking homework, and the report cards provided by the teachers. The parents also pointed out the importance of cultivating a positive personal relationship with their child's teachers. By doing so the parents believe that their child would be treated in a better way. Thirdly, the parents had a positive attitude towards utilizing extracurricular school programs. According to the parents, these kinds of activities, make the children experience more of an the adult role, provide opportunities for academic skills development, and provide a different method of communication between school, teachers and parents. Lastly it is found by Barge and Loges (2003) that the parents wanted to have strong relationship with school and community and they want to develop community support systems. They believed that this form of relationship will provide opportunity to develop family like atmosphere between the systems.

Yıldırım & Dönmez (2008) investigated the parents' beliefs on the parent-school partnership. The findings revealed that a positive parent-school partnership increases academic success of children. It is also found that when the parents see that their children are more successful, they feel more confident. Parents also believed that their participation decreases the workload of the teacher and creates a positive school climate.

Balkar (2009) also investigated parental viewpoints about the parent school partnership. The parents reported that they wanted the school staff to be more supportive to them; wanted more parent education activities; and wanted the schools to conduct more meetings to develop the parent-school partnership. They also reported that they want the school administrators to inform them via phone calls about school activities; and wanted teachers to do home-visits.

Fan, Williams and Wolters (2010) stated that the parents' attitudes and beliefs about parental involvement might be related to their beliefs about themselves, the school and their child. According to the parents, teachers

should understand the unique personality of their child and they believe that if this was the case then their child would feel more comfortable and self-confident at school (Fan, Williams, & Wolters, 2010). Thus, parents' beliefs about parental involvement might be more positive if they saw that their child is able to learn, wants to learn and is comfortable at school.

2.4.4 Parental Involvement in Different Cultures

There are many recent studies on parental involvement conducted in different countries concerning parents' involvement practices in relation to different variables. Parental involvement was investigated in Israel among Jewish and Arab parents and the findings revealed significant differences between two cultures. Compared to the Jewish parents; the Arab parents had significantly higher levels of involvement in terms of taking responsibility for education, intention and ability to contribute to the success of the child and perceived resources of involvement (Lavenda, 2011).

Baeck (2010) investigated willingness and participation in parental involvement activities among parents of children attending secondary schools in Norway. The findings revealed that the parents attended parent meetings and parent-teacher conferences more than concerts or shows done by the pupils. When the parents' involvement was analyzed according to their educational level, it is found that the parents who had more formal education reported more attendance than those with less formal education. Moreover, the parents' prior school experiences were found to be a factor that influences their attendance at school activities. Indeed the parents who had positive school experiences attended more school activities of their children than those parents who had negative school experiences. In Baeck (2004) study there were two reasons given for not taking part in activities at their child's school; having lack of time was the most stated reason followed by lack of necessary skills and sufficient knowledge of the topic to attend.

Teachers' attitudes towards home based and school based parental involvement in relation to their demographic variables such as age and educational level and years of experience was investigated among Chinese teachers. The results revealed that the teachers' attitudes were significantly correlated with age and educational level. Younger teachers and those with a higher educational degree had more positive attitudes towards parental involvement. The authors also commented on their findings in relation to the changes in the Chinese education system and how the Chinese teacher education system is affected by Western educational philosophies that give importance to parental involvement in education. Because of this reason, the younger teachers who are more informed about Western educational system give importance to get in contact with parents. The young teachers know that being in contact with parents might help them learn more about the children in their care (Gu & Yawkey, 2010).

Altschul (2012) investigated the parental involvement in the education of Mexican American youth. She found that the maternal and paternal educational level had significant predictive effects on achievement of their children. Also the mothers' occupation is found to have a significant predictive effect on their child's achievement.

Parental involvement was investigated among Chinese and European immigrants in the USA; in terms of communicating, learning at home and volunteering for school activities. The findings revealed that Chinese American parents were less involved in school based parental involvement activities, but they were more involved in the home based education of their children (Huntsinger & Jose, 2009)

Radu (2011) investigated the school related parental involvement among former communist countries of South Eastern Europe. The aim of the study was to shed light on attitudes and perceptions about parents' involvement in relation to their socio economic status. The findings revealed that the parents who had better financial and economic resources took part in parental involvement activities more.

2.5 Barriers to Parental Involvement

Parental involvement is considered as important for both parents and teachers (Tezel, Şahin & Ünver 2005). If so, why are parents not that much involved in education? After working at different countries (England, New Zealand, Barbados), and collecting various data, Hornby (2000) decided that there are barriers to the types and levels of parental involvement in schools. According to Hornby (2000) the first barrier is related to demographic factors. Parents who are working and those who are single parents stated that they experience difficulty in taking part in involvement activities conducted by the school due to having insufficient time and lack of access to childcare for their children. Another reason for the lack of involvement stated is related to culture of the community. In some countries, such as Barbados, family involvement is not considered as necessary. It is not a social construct since the education of children is considered to be the job of teachers and parents should not interfere with this role.

Another barrier pointed out by Hornby (2000) is the culture of the school. If the school has an autocratic management structure, then collaboration with the parents will not be considered as crucial. Furthermore, if a school does not have a clear policy and procedures laid down about parental involvement then this might act as barrier to parental involvement even if the teachers may wish parents to be involved (Hornby, 2000).

In contrast to Hornby, Adelman (1991) classified the barriers to parental involvement as being based on; institutional, personal or impersonal aspects. They claimed that each of these could include a negative attitude, lack of skills/mechanisms and practical skills. The institutional barriers stated by Adelman (1991) were specified such as, inadequate resources like money, time and space; the school not being interested in parental involvement and having difficulty in establishing the family-school relationship. When considered at a personal level, the parents might have lack of interest towards parental involvement. The parents might see themselves inadequate to participate in

activities; or due to time and other constraints, they might consider parental involvement as a waste of time. Impersonal barriers to involvement were stated as work schedules, transportation, child-care, and feeling deficient about their skills in terms of being involved in their child's schooling.

The lack of parental involvement might also be a result of teacher based barriers (Eccles & Harold, 1993). Some teachers prefer to keep a distance between the parents and themselves as part of what they consider to be professionalism. Although the aim is positive, the parents might consider it as lack of empathy on the part of the teacher (Hornby, 2000). Parallel with their actions, the attitudes of teachers towards parents can be barriers towards parental involvement. Some teachers see parents as; problematic, vulnerable, and less able. For instance if a child has got a problem at school, the parent may fail to understand or deny that problem (Hornby, 2000). The parents may think that the teacher is exaggerating or singling their child out. Moreover, teachers may think that the parents need counseling due to difficulties they encounter about problems of their children. In this case, Hornby (2000) suggests that teachers focus on strengths of parents not their weaknesses. Teachers might see parents as vulnerable which also results in barrier to education. Indeed when there is a problem about the child, teacher might seek the truth from the parents in order to not to make them upset and think that their child is in a poor condition. This is a barrier called as parents as vulnerable (Hornby, 2000). Lastly, teachers might consider the parents as less able in terms of developing and educating their child. In this context the teacher do not take into consideration the ideas and opinions. To overcome this, so as not to create a barrier teachers should remember that although teachers have been trained in education it is the parents that know about their children (Hornby, 2000).

Parallel with the factors that can result in creating barriers to parental involvement (Adelman, 1991; Hornby, 2000); Hornby and Lafele, (2011) proposed a model related to the factors influencing parental participation in their child's education. The model considers three fundamental contexts as the

base; family, school and community and added to these are; four main factors that are considered to be barriers to parental involvement. The first factor concerns individual-parent and family, this includes parents' beliefs about parental involvement, perceptions of the invitations for parental involvement, current life contexts and class, ethnicity and gender. The second factor is related to the child and includes; age, learning difficulties and disabilities, gifts and talents as well as behavioral problems. The third factor considered to be a potential barrier to involvement is the different goals and agendas, differing attitudes and differing language used by the teachers and parents. The fourth factor consists of the societal aspects including historical and demographic, political and academic concerns.

Gökçe (2000) conducted a study to investigate the mutual expectations of parents and teachers in terms of parental involvement. The findings revealed contradictions; the school administrators and teachers want parents as volunteer helpers, while the parents want to take part in decision making process. Furthermore, parents want school administrators to conduct more school related activities; whereas, the administrators and teachers want parents to attend to school meetings.

Yıldırım and Dönmez (2008) investigated the parents' beliefs on barriers to the parent-school partnership. The findings revealed that teachers' negative, distanced and authoritarian attitudes toward parents; and know-it-all attitudes are the primary barriers perceived by parents to their involvement in the child's schooling. The second major point is that parents consider school meetings as a barrier to their involvement. Most parents claimed that they do not want to take part in school meetings since they believe that in most of the meetings the teachers will complain about their children or they will want money to meet school needs.

In the same study (Yıldırım & Dönmez, 2008); the teachers' beliefs on barriers to parent-school partnership were examined. The first issue stated by the teacher was the workload of parents. The second issue was about the parents gossiping about the teachers' classroom practices, that the teachers felt

uncomfortable about this and did not want the parents to participate in school related issues. The other barriers that the teachers perceive in parent–school partnership were; teachers’ critical approach to both parents and the students; teachers neglectful attitude toward parents; some parents’ timid attitudes; parents’ not liking the school because of low educational level; and parents’ worrying about schools’ requesting money from them.

Erdoğan and Demirkasımoğlu (2010) conducted a study about parental involvement beliefs and practices of teachers. Teachers reported that they believe they should establish partnership with parents. When asked about their practices they said that, in fact, they do not set partnerships with parents. The reasons for their lack of partnership with parents were reported as; parents’ negative attitudes towards them; parents acting as if they know how to teach more than the teachers; and parents’ attempting to teach the teachers and administrators how to do their job. The study also revealed that the teachers and administrators do not work hard to involve the parents in the school since they believe that the involvement process is time consuming and tiring.

2.6 DAP and Parental Involvement

In high quality early childhood education programs the teachers use strategies to support families. Knowing the impact of family environment on developing child NAEYC formed the initiative “supporting teachers - strengthening families”. This initiative has goal of providing planned and effective leadership and education for parents and educators. At the core of this action, is that when positive relationships are established with families, the families get in contact easier even in family problematic events. Also this initiative claims that the families themselves might be strengthened by explaining the developmentally appropriate expectations and offering guidance on how these techniques can help the development of their children (Olson, 2007).

Copple and Bredekamp (2009) state that; early childhood educators generally make decisions on five major points throughout the educational process. Firstly, they create a community of learners which supports all the children's learning in the developmental areas. Secondly, they focus on teaching through knowing how goals are going to be achieved. Thirdly, in order to achieve the goals, to plan a curriculum, carry out reliable and valid assessment. The last point about which the teachers are to make decisions is forming relationships with families on a reciprocal basis. This goal is related to the current study since the DAP guidelines specify that the context in which the child lives is very important in the learning process. It is stated that the practice is not developmentally appropriate unless it has certain amount of parental involvement or includes parental involvement orientation. Therefore, it is important that parents see themselves as partners in education, as stated in the DAP guidelines.

Furthermore, although in this study, the term parental involvement is used to include the wider family and acknowledges the fact that the parent role for many children is fulfilled by other than the biological parent. Halgunseth (2009) claims that the relationship of the families with schools have benefits for children. Figure 2.1 presents the consequences of strong school-family partnership. In a balanced relationship between families, school and children the child outcomes improve, and the strength of the program, family partnership and amount of family engagement increases (Halgunseth, 2009).

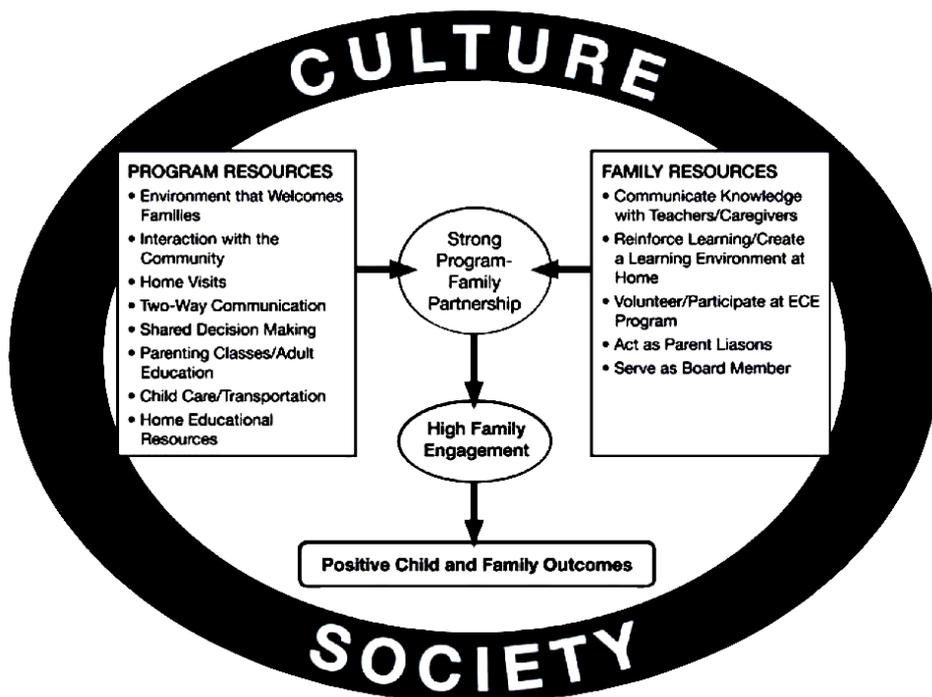


Figure 2.1 Consequences of Family-School Partnership

(Source: Halgunseth, 2009 p. 57)

A good teacher knows that parents and the family are unique resources which they can access to learn about the children in their care. By obtaining in depth knowledge about each child, the teacher can learn about the context in which the child lives and establish a positive relationship with the parents. It is important that the teacher shares information about their children with the parents. Thus a reciprocal relationship is created; parents are communicating with teachers and teachers (and school) are passing information to the parents. A positive outcome of this process is that the children may feel more secure both at home and at school in this shared environment (Copple & Bredekamp, 2009).

2.7 Summary

The literature review revealed three major points. To begin with, the impact of context on the developing child is revealed firstly focusing on the literature on ecological theory and then focusing on DAP and parental involvement. Secondly, throughout the review it is indicated that the parents and the teachers, who are the contributors to development of children have a variety of beliefs on DAP and parental involvement. The third important issue revealed in the literature is the relationship of DAP and parental involvement. Thus, considering all these important issues about impact of parental involvement on the development of children, and all the studies conducted on significance of parent involvement, parental involvement attitudes and perceptions of parents and teachers are set as primary issue to focus on in the current study in relation to their DAP beliefs.

CHAPTER 3

3. METHOD

This chapter describes the methods used to gather and analyze data in this study. Firstly, information about design of the study is given then the population and sample are presented. Followed by the tools through which data collected and next, the development of the instruments, information about pilot study is given. Also presented is the procedure of the study and the ethical issues that were considered. In the last two sections of the chapter information about the analyses of data and limitations of the study are presented.

3.1 Design of the Study

In the present study, the relationships among preschool teachers' and preschoolers' parents' DAP and DIP beliefs in relation to parental involvement attitudes and perceived parental involvement barriers are investigated. This quantitative; cross-sectional correlational study focuses on data from the participants' self-reports to questionnaires provided for them.

3.2 Population and Sample

The target population of the study is all five and six years' old preschool age children's parents and teachers in Ankara. However, it is impractical to attempt to reach to all these people; the goal of the study was to reach a number of parents and teachers in some districts in Ankara.

Data were collected from the following six urban districts: Çankaya, Yenimahalle, Keçiören, Mamak, Gölbaşı and Sincan. A convenience sampling

method was used to reach the accessible sample of the study. During the sample selection process personal judgments of the researcher on own relationship with school administrators was considered. After the administrators of the schools were approached and had given permission for the teachers to participate, most of the teachers were willing to take part in the study.

Before the administration of the instrument, according to the number of preschools in each district the schools in the district and target sample size of the teachers to be included were determined. While determining the number of teachers it was proposed that each teacher would be given at least two questionnaires to give to the parents of the children in his/her class.

In order to reach to the purposes of the study, six districts (Çankaya, Gölbaşı, Keçiören, Sincan, Mamak, and Yenimahalle) were selected to collect data. From Çankaya district, eight public and 10 private schools (75 teachers and 150 parents); from Gölbaşı district eight public and two private schools (45 teachers and 90 parents); from Keçiören district eight public and five private preschools (64 teachers; 128 parents); from Sincan district eight public and three private preschools (43 teachers and 86 parents); from Mamak district five public and four private preschools (26 teachers, 52 parents) and from Yenimahalle district eight public and seven private preschools (91 teachers, 182 parents) were selected. Districts, number of Schools, and the proposed number of teacher and parent participants seen at table 3.1

Table 3.1

Districts, Number of Schools and the Proposed Number of Teacher and Parent Participants

District	Type of school	Number of Schools	Number of Teachers	Proposed number of parents
Çankaya	Public	8	40	80
	Private	10	35	70
Gölbaşı	Public	8	22	44
	Private	2	23	46
Keçiören	Public	8	44	88
	Private	5	20	40
Sincan	Public	8	38	76
	Private	3	5	10
Mamak	Public	5	21	42
	Private	4	5	10
Yenimahalle	Public	8	56	112
	Private	7	35	70
Total		76	348	696

After visiting all the proposed schools; 279 teachers and 589 parents were reached. Among the teachers; all of them were females. Among the parents 478 were female and 11 of them were male. When the educational level of the teachers was analyzed, it was found that 54 (19.4%) of them were high school graduates; 34 (12.2%) of them were senior high school graduates; 159 (57%) of them were university graduates; and 19 (6.8%) of them were master's degree or Ph. D graduates. The parents took part in the study had parallel characteristics with teachers took part in the study. Among parents; 31(5.3%) were primary school graduates; 25(4.2%) were secondary school graduates; 163(27.7%) were high school graduates; 208 (35.3%) were university graduates and 72 (12.2) were Masters Degree or PhD. Graduates. The characteristics of the sample is provided at table 3.2

Table 3.2

Characteristics of the Sample

Teacher			Parent		
	f	%		f	%
Gender			Gender		
Female	279	100	Female	478	81.2
Male	0		Male	111	18.8
Missing	0		Missing	0	
Educational level			Educational level		
High school	54	19.4	Primary	31	5.3
Senior high	34	12.2	Secondary	25	4.2
University	159	57.0	High school	163	27.7
Master's degree/Ph.d	19	6.8	Senior high	58	9.8
Total	266		University	208	35.3
Missing	13		Master's degree	72	12.2

3.3 Data Collection Instruments

Data were collected via a demographic information questionnaire and two main data collection instruments. The demographic information questionnaire aimed to obtain information about the participant's gender, age and educational level. The data was used to relate this demographic information to the other information gathered from the instruments. One of the main data collection instruments was the *Teachers' & Parents' Beliefs Scales* (Burts et al., 2000) which aimed to provide information about the developmentally appropriate beliefs of the parents and teachers. The other instrument; the *School and Family Partnerships Questionnaire* (Epstein & Salinas, 1993) was used to ascertain the attitudes and barriers perceived by teachers and parents in relation to parental involvement in their child's schooling. Brief information about each instrument and the variables intended to search about by the help of the instruments are provided in Table 3.3. In the following sections the major characteristics of the instruments are introduced.

Table 3.3

Instruments and the Variables of Each Instrument

Subject	Instrument	Variables
Teacher	Demographic information questionnaire	Years of teaching experience (YE)/ Educational Level (EL)
		Type of school teacher works at (TS)
	Teachers Beliefs Scale (TBS)	Developmentally appropriate practices beliefs of teachers (DAP /T)
		Developmentally inappropriate practices beliefs of teachers (DIP /T)
School and Family Partnerships Questionnaire/Teachers (SFPQ/T)	Parental involvement attitudes of teachers (PIA/T)	
	Parental involvement barriers of teachers (PIB/T)	
Parent	Demographic information questionnaire	Age (A)/ Gender
		Educational Level (EL)
	Parents Beliefs Scale (PBS)	Developmentally appropriate practices beliefs of parents (DAP /P)
		Developmentally inappropriate practices beliefs of parents (DIP /P)
	School and Family Partnerships Questionnaire/Parents (SFPQ/P)	Parental involvement attitudes of parents (PIA/P)
		Parental involvement barrier of parents (PIB/P)

3.3.1 Demographic Information Questionnaire

This questionnaire was created to provide the background to the TBS and was drawn from a collection of previously developed questionnaires. Different questionnaires were created to be administered to the parents and teachers.

The teachers' demographic information questionnaire (see Appendix A) contained questions about age, gender, educational level, year of experience, and type of school in which they worked. For the parents (see Appendix B) the questions were about age, gender, educational level. Data were collected from 279 teachers and 589 parents.

3.3.2 Teachers' & Parents' Beliefs Scales

In the current study, Teachers' Beliefs Scale (TBS) (Burts et al., 2000) and the parent adaptation of the scale, Parents' Beliefs Scale (Yen, 2008) were used to collect information from teachers and parents regarding their beliefs about early childhood programs.

The primary form of TBS was developed by Charlesworth (1991) considering the 1987 guidelines of National Association of Educating Young Children (NAEYC). This 36 item likert-type instrument was translated and adapted to Turkish by Erdiller (2003). The internal reliability scores of the factors of the translated scale ranged from .33 to .78. In the study (Erdiller, 2003), the main four factors were as follows; (1) beliefs about developmentally appropriate activities, (2) beliefs about traditional curriculum goals, (3) beliefs about traditional inquiry, and (4) beliefs about child centered practices.

A newer version of the TBS which was created according to 1997 guidelines of National Association of Educating Young Children (NAEYC) by Burts et al., (2000) was restructured by Kim (2005). In the current study this latest form was adapted into Turkish and used because this latest form of the

scale was found to more comprehensive in meeting the goals of the current study.

In order to gather data from parents about their beliefs about DAP; Yen (2008) transformed the Teachers' Beliefs Scale so it could be administered to the parents. This was achieved by changing the way in which the scale linguistically addresses the parents however, the modified version consisted of similar items and factors as the TBS. Detailed information about the TBS and PBS is given below.

3.3.2.1 Teachers' Beliefs Scale

The original of the adapted form of Teachers' Beliefs Scale (TBS) (Appendix C) included questions about teachers' beliefs consisting of 43 items. The first question in the Teachers' Beliefs Scale asked teachers to indicate the relative importance of various sources of influence over their students in their decision-making process (item #1). Teachers were asked to rank, from most to least, influence, the following important figures; parents, the school system policy, the principal, themselves, state regulations, and other teachers (1 = most influence; 6 = least influence). For the rest of the items in the Teachers' Beliefs Scale (#2 - #43) the teachers' personal beliefs about early childhood programs were measured. Teachers evaluated each item using a 5-point likert scale with the following anchors: 1 = not at all important, 2 = not very important, 3 = fairly important, 4 = very important and 5= extremely important.

According to the analyses conducted by Kim (2005) who created the latest version of TBS the scale had three factors: Developmentally Appropriate Practices Beliefs (DAP) with 17 items (3, 4, 5, 8, 9, 12, 13, 16, 18, 21, 22, 23, 25, 26, 28, 29, and 33); Beliefs about Developmentally Inappropriate Practices (DIP) with 15 items (items 2, 7, 10, 11, 14, 15, 17, 19, 20, 24, 31, 29, 40, 41, and 42); and attitudes about Family, Culture, and Inclusion (FCI) with 9 items (6, 27, 30, 32, 34, 35, 36, 37, and 38). In order to prepare the data for analysis,

the items of DIP factor are reversed so that a higher score represented lower DIP beliefs. The internal consistency reliability coefficients in the Cronbach alpha of these three factors were .85, .82, and .81.

Before the main study, the scale was adapted into Turkish and was pilot tested with 95 preschool teachers. These teachers were working at different cities of Turkey (Rize, Gaziantep, Şanlıurfa, Çorum). To examine the factor structure of the data, exploratory factor analysis (EFA) was conducted. The pilot study data was first analyzed in terms of the three factors in the scale and the results are provided at Appendix D.

The reliability score of the Teachers' Beliefs Scale (TBS) (composed of 45 items) was found to be .65 as measured by Cronbach alpha coefficient in the pilot study. Accordingly, each item in the scale was analyzed individually in terms of its reliability. Item Total Statistics for the Teachers' Beliefs Scale (TBS) (pilot study) is provided at Appendix E

When the factors were analyzed, it is seen that most of the items were located under the FCU factor loaded in the factor of DAP. There were also some items under factor three (FCU), which depends on factor two (DIP). Then the items had a decreased reliability level were dismissed and the scale items were brought to a saturation point. When the number of items and factors were reduced, the reliability score of the TBS (composed of 33 items) was found to be .80. Two items were found to be of the scope of the study were dismissed by the researcher. Consequently, in the main study the scale consisted of 31 items (see Appendix F).

The results for factor analyses and statistics for the total items conducted in the pilot study are given in Table 3.4. Table 3.5. also shows the factor structure and the reliability of the TBS items.

Table 3.4*Loadings for Two Factors (EFA: Varimax Rotation) in Descending Order*

	Factor 1	Factor 2
TBS 13	.739	
TBS 9	.731	
TBS 35	.710	
TBS 31	.685	
TBS 19	.674	
TBS 39*	.671	
TBS 34*	.664	
TBS 26	.662	
TBS 10	.647	
TBS 38*	.606	
TBS 6*	.596	
TBS 14	.588	
TBS 22	.584	
TBS 8	.577	
TBS 3	.558	
TBS 40*	.549	
TBS 4	.543	
TBS 5	.537	
TBS 30	.516	
TBS 32*	.510	
TBS 27	.496	
TBS 23	.469	
TBS 43		.710

Table 3.4 (Continued)

	Factor 1	Factor 2
TBS 21		.682
TBS 41		-.667
TBS 15		.649
TBS 11		.631
TBS 25		.595
TBS 44		.582
TBS 16		.573
TBS 12		.540
TBS 18		.480

* Items belonging to the FCU dimension of original questionnaire

Table 3.5

Item Total Statistics for the TBS

Items	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Cronbach's alpha if item deleted
TBS 3	128.43	132.0	.449	.799
TBS 4	128.40	133.39	.406	.801
TBS 5	128.28	133.96	.391	.802
TBS 6	128.85	130.60	.437	.799
TBS 8	128.19	134.43	.433	.802
TBS 9	128.20	132.31	.596	.798
TBS 10	128.58	132.85	.400	.801
TBS 11	129.01	128.34	.366	.801
TBS 12	129.03	135.18	.139	.811
TBS 13	128.63	129.67	.546	.796

Table 3.5 (Continued)

Items	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Cronbach's alpha if item deleted
TBS 14	128.36	133.16	.443	.800
TBS 15	129.17	130.92	.301	.804
TBS 16	130.17	139.62	-.020	.817
TBS 18	130.51	140.67	-.059	.818
TBS 19	128.45	130.88	.540	.797
TBS 21	128.68	127.24	.490	.796
TBS 22	128.82	131.47	.372	.801
TBS 23	129.04	133.52	.296	.804
TBS 25	129.67	138.28	.029	.815
TBS 26	128.86	128.16	.534	.795
TBS 27	128.80	132.13	.308	.803
TBS 30	128.98	131.66	.370	.801
TBS 31	128.33	131.51	.560	.797
TBS 32	128.70	131.16	.390	.800
TBS 34	128.55	130.74	.544	.797
TBS 35	128.49	130.67	.542	.797
TBS 38	128.67	130.08	.478	.797
TBS 39	128.57	130.69	.488	.798
TBS 40	128.62	132.42	.340	.802
TBS 41	130.07	146.10	-.240	.829
TBS 42	129.68	134.90	.123	.813
TBS 43	129.44	128.71	.347	.802
TBS 44	129.77	132.48	.157	.814

Exploratory factor analyses using varimax rotation results which were conducted to validate the questionnaire revealed that two main factors, which are DAP and DIP factors were appropriate for the current sample. The total reliability score of TBS used in main study was found as .85. The reliability score for DAP teacher scale used in the main study was .77; and reliability score for DIP teacher scale was .76.

3.3.2.2 Parents' Beliefs Scale

The Parents' Beliefs Scale (PBS) (see Appendix G), similar to the Teachers' Beliefs Scale, consisted of 43-items (one ranking question, 27 items of DAPB, and 15 items of DIPB). The first question asked parents to rate the relative importance of six influences (parents, school system policy, principal/director, class teacher, state regulations, and other teachers) on their children. The remaining 42 questions of the PBS examined the parents' beliefs about early childhood education programs. Each item was rated using a five-point likert-type scale with the following choices: (1) Not important at all, (2) Not important, (3) Fairly important, (4) Very Important, and (5) Extremely important.

The Turkish version of the scale was pilot tested with 122 parents living in different cities of Turkey (Rize, Gaziantep, Şanlıurfa, Çorum). In order to prepare the data for analysis, the items of the DIP factor are reversed so that a higher score represented lower DIP beliefs. An exploratory factor analysis (EFA) was conducted to examine the factorial structure of the data. Since the version of the scale has three factors, the pilot study data was first adapted to three factors. The loading distribution of the factors is stated at Appendix H.

The reliability score of the PBS (composed of 45 items) was found to be .63 as measured by the Cronbach alpha coefficient in the pilot study. Each item in the scale was analyzed individually in terms of its reliability. Item total statistics for PBS pilot study is provided at Appendix I.

As seen in the results from the TBS, most of the items were located in the family culture inclusion (FCU) factor loaded in the factor of DAP. There were also some items in factor three (FCU), which is depended on factor two (DIP). Then the items that had a decreased reliability level were dismissed and the scale items were brought to a saturation point. When the number of items and factors are reduced, the reliability score of the PBS (33 items) was found to be .65. As in the TBS, two items which were of the scope of the current study were dismissed from the scale. The PBS used in the main study can be seen in Appendix J.

The exploratory factor analyses using the varimax rotation results which were conducted to validate the questionnaire revealed that two main factors composed of DAP and DIP factors are appropriate for the current sample. The total reliability score of PBS used in main study was found as .69. The reliability score for DAP parent scale used in the main study was .85; and reliability score for DIP parent scale was .77.

3.3.3 School and Family Partnerships Questionnaire

In order to ascertain parents' and teachers' attitudes and the barriers on parental involvement, the *School and Family Partnerships Questionnaire* was used. The questionnaire consisted of two parts. The first part was prepared to be administered to parents and the second was prepared for the teachers. The instrument was modified version of two self-administered survey instruments originally designed by Epstein and Salinas (1993) and used by Jackson (2009).

These surveys were designed to generate a synopsis of school and family relationships as perceived by teachers and parents (Epstein & Salinas, 1993). Due to copyright protection Jackson (2009) took verbal permission from Epstein to use and adapt the surveys. In the current study it was not possible to contact Jackson, but written permission was given by Epstein.

Epstein and Salinas (1993) reported reliability in terms of internal consistency through the use of Cronbach's alpha, due to numerous likert-type items. The survey instrument included scales for teachers' and parents' attitudes, practices and barriers with regard to parental involvement. The reliabilities ranged from $r = .44$ to $r = .91$ on both the teacher and parent scales, which indicates their value for research.

Both instruments used in this study consisted of 28 five-point likert scale items that ranged from strongly agree to strongly disagree. The primary goal of the instruments was to obtain information concerning teachers' and parents' attitudes and perceived barriers regarding parental involvement. The first section of the surveys focused on parental involvement attitudes which consisted of 18 items, and the second section of the surveys consisted of 10 items on parental involvement barriers (used in reversed order in the process of the analyses).

3.3.3.1 School and Family Partnerships: Teacher Questionnaire

The School and Family Partnerships Questionnaire, which was designed to gather information about parental involvement attitudes of teachers and their perceived barriers about parental involvement, consisted of two parts. The first part of the questionnaire contained questions about parental involvement attitudes of teachers. The second part of the questionnaire was related to the teachers' perceptions about the barriers to parental involvement. Detailed information about each questionnaire is provided in the sections below.

3.3.3.1.1 Parental Involvement Attitude Scale for Teachers (PIA/T):

Although the reliability of the scale was not reported exactly as in the study by Jackson (2009), in the current study the analyses were conducted to obtain the reliability value of the items.

The first section of the (PIA/T) focuses on the attitudes of teachers (Appendix K) towards parental involvement, the reliability score (composed of 18 items) was found to be .77 as measured by the Cronbach alpha coefficient in the pilot study. Then each item in the scale was analyzed individually in terms of its' reliability.

Table 3.6

Item Total Statistics for the Parent Involvement Attitude Teacher Scale (PIA/T) (pilot study)

Items	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Cronbach's alpha if item deleted
PIA/T 1	43.46	83.64	.24	.76
PIA/T 2	41.50	78.52	.42	.75
PIA/T 3	41.84	75.86	.45	.75
PIA/T 4	42.37	75.52	.43	.75
PIA/T 5	42.95	80.80	.34	.76
PIA/T 6	43.09	83.80	.18	.77
PIA/T 7	42.78	84.76	.09	.77
PIA/T 8	42.07	78.44	.33	.76
PIA/T 9	41.53	81.53	.20	.77
PIA/T 10	42.75	82.65	.17	.77
PIA/T 11	43.42	83.36	.24	.76
PIA/T 12	42.45	76.71	.47	.75
PIA/T 13	41.89	75.67	.50	.75

Table 3.6 (Continued)

Items	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Cronbach's alpha if item deleted
PIA/T 14	42.27	82.85	.10	.78
PIA/T 15	42.37	76.32	.46	.75
PIA/T 16	42.02	75.03	.51	.74
PIA/T 17	42.41	74.59	.54	.74
PIA/T 18	42.43	75.20	.54	.74

*Items with negative item-total correlation

In the pilot study the items were analyzed and one item (item 7) which was found to be difficult to understand by the parents/teachers was dismissed from the main study. The parent involvement attitude teacher scale used in the main study is shown in Appendix L.

3.3.3.1.2 Parent Involvement Barrier Scale for Teachers (PIB/T)

In the pilot study analyses were conducted with 98 preschool teachers to investigate their perception of the barriers to parental involvement in early childhood education using the parent involvement barrier scale for teachers (see Appendix M). The reliability score (10 items) was found to be .74 as measured by the Cronbach alpha coefficient. Then each item in the scale was analyzed individually in terms of its reliability. The questions in this scale were analyzed in reverse order.

Table 3.7

Item Total Statistics for the Parent Involvement Barrier Teacher Scale (PIB/T) (pilot study)

Items	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Cronbach's alpha if item deleted
PIB/T 1	30.81	35.04	.588	.694
PIB/T 2	31.00	36.74	.401	.719
PIB/T 3	31.52	36.90	.308	.734
PIB/T 4	31.47	35.78	.468	.709
PIB/T 5	30.85	36.07	.547	.701
PIB/T 6	31.14	35.50	.400	.719
PIB/T 7	30.76	36.63	.443	.713
PIB/T 8	31.55	36.52	.382	.721
PIB/T 9	31.08	36.91	.238	.751
PIB/T 10	30.97	37.03	.353	.726

One of the items, which were not applicable to the proposed sample, was dismissed from the main study (item9). The parent PIB Scale for teachers used in main study can be seen in Appendix N.

3.3.3.2 School and Family Partnerships: Parent Questionnaire

The School and Family Partnerships Questionnaire, consisting of two parts, was designed to gather information about parental involvement attitudes of parents and their perceived barriers concerning parental involvement. The first part of the questionnaire was composed of questions concerning the parental involvement attitudes of the parents. The second part of the questionnaire was related with parents' perceptions about parental involvement barriers. Detailed information about each questionnaire is provided below.

3.3.3.2.1 Parent Involvement Attitude Scale for Parents (PIA/P):

The Parent Involvement Attitude Scale for parents (PIA/P) was used to gather information from parents concerning their perceived attitudes about parental involvement (see Appendix O). Analyses were conducted with 122 parents to investigate the parent's parental involvement attitudes. Reliability analyses were conducted to obtain the reliability value of the items. The reliability score (18 items) was found to be .87 as measured by Cronbach alpha coefficient in the pilot study. Each item in the scale was analyzed individually in terms of its' reliability.

Table 3.8

Item Total Statistics for the PIA/P (pilot study)

Items	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Cronbach's alpha if item deleted
PIA/P1	40.38	110.02	.33	.87
PIA/P 2	39.16	106.98	.36	.87
PIA/P 3	39.52	106.20	.47	.86
PIA/P 4	39.87	104.01	.54	.86
PIA/P 5	40.30	106.86	.55	.86
PIA/P 6	40.17	107.01	.49	.86
PIA/P 7	39.70	104.64	.51	.86
PIA/P 8	39.48	104.81	.53	.86
PIA/P 9	39.49	108.92	.34	.87
PIA/P 10	39.86	107.96	.44	.86
PIA/P 11	40.40	107.98	.43	.86
PIA/P 12	39.82	105.61	.57	.86
PIA/P 13	39.15	106.44	.45	.86
PIA/P 14	39.65	104.89	.38	.87

Table 3.8 (Continued)

Items	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Cronbach's alpha if item deleted
PIA/P 15	39.51	105.83	.46	.86
PIA/P 16	39.39	102.45	.58	.86
PIA/P 17	39.69	101.27	.67	.85
PIA/P 18	39.57	101.97	.64	.85

In the pilot study the items were analyzed and one item which was found to be difficult to understand by the parents was dismissed from the main study (item 7). The PIA/P Scale used in the main study shown in Appendix P.

3.3.3.2.2 Parent Involvement Barrier Scale for Parents (PIB/P)

In the pilot study, analyses were conducted with 122 parents to investigate their perceptions of the barriers to parental involvement in early childhood education (see Appendix Q). The reliability score (10 items) was found to be .87 as measured by the Cronbach alpha coefficient. Each item in the scale was analyzed individually in terms of its reliability.

Table 3.9

Item Total statistics for Parental Involvement Barrier for Parents (PIB/P) (pilot study)

Items	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Cronbach's alpha if item deleted
PIB/P 1	30.34	66.47	.48	.87
PIB/P 2	30.52	64.83	.58	.86
PIB/P 3	30.70	63.59	.58	.86
PIB/P 4	30.59	65.09	.54	.87
PIB/P 5	30.71	65.44	.52	.87
PIB/P 6	30.80	62.58	.68	.85
PIB/P 7	30.80	63.44	.61	.86
PIB/P 8	30.40	62.39	.68	.85
PIB/P 9	30.19	60.28	.66	.86
PIB/P 10	30.86	62.64	.63	.86

One item (item 9) in the PIB/P scale was found to be not applicable to proposed sample, dismissed from the main study. The parent PIB Scale for parents used in main study is shown in Appendix R.

3.4 Translation of the Instruments

After the instrument was translated into Turkish by the researcher of the current study, it was submitted to three experts in early childhood education and science education programs. The experts were asked to analyze the clarity of language and appropriateness for use with the target sample. After receiving the feedback the questionnaire was refined.

After making changes in the questionnaire the revised form of the Turkish version of the scales were given to two parents and two teachers to

obtain their opinions about the clarity of items. In the light of their criticism, the questions were further refined and prepared for use in the pilot study.

3.5 Pilot Study

Before the main study, a pilot study was conducted with 95 preschool teachers and 122 preschooler parents. The sample of the pilot study was from different cities of Turkey (Rize, Gaziantep, Şanlıurfa, Çorum).

After screening and cleaning the data collected for the pilot study, the reliability analyses for each subscale were conducted. Summaries of internal consistencies of each subscale are presented in Table 3.10.

Table 3.10

Reliability Analyses of the Subscales of Pilot & Main Study

Scale Name	Subscale Name	Number of Items (Pilot Study)	Cronbach's Alpha (Pilot Study)	Number of Items (Main Study)	Cronbach's Alpha (Main Study)
Teachers Beliefs Scale (TBS)	Total	33	.80	31	.85
	DAP /T	23	.90	21	.77
	DIP/T	10	.82	10	.76
Parents Beliefs Scale (PBS)	Total	33	.87	31	.69
	DAP/P	23	.86	21	.85
	DIP/P	10	.77	10	.77
School and Family Partnerships Questionnaire /Teachers (SFPQ/T)	PIA/T	18	.77	17	.73
	PIB/T	10	.74	9	.69
School and Family Partnerships Questionnaire/ Parents)(SFPQ/P)	PIA/P	18	.85	17	.67
	PIB/P	10	.87	9	.78

The internal consistency means the Cronbach's alpha coefficient (α) should be over .07. In the current main study, the α ranged from .67 to .90 (see Table 3.16).

3.6 Validity and Reliability of Measuring Tools

Validity refers to the correctness, meaningfulness, usefulness and appropriateness of the inferences made by the researcher (Fraenkel and Wallen, 2003). In the current study, in order to investigate the validity of the scales in terms of their content, TBS, PBS, SFPQ/T and SFPQ/P were translated into Turkish by the researcher. The Turkish adaptations of the instruments were submitted to three experts in early childhood education and elementary science teaching. The experts were asked to analyze the clarity of language and appropriateness for use. After receiving their feedback the questionnaire was refined. This process was carried out to establish the best content validity of the instruments. After making changes in the questionnaire the refined form of the Turkish version of the scales were given to two parents and two teachers to obtain their opinions about the clarity of the items. In the light of their criticism, the questions were refined and prepared for use in the pilot study.

In order to reach consistency in the answers provided for the instruments, exploratory factor analyses (EFA) for TBS and PBS, and reliability analyses were carried out. Using exploratory factor analyses, the scales were evaluated and the relationship among the set of variables was investigated. Through the reliability analyses, the researcher determined whether the instruments to be used assessed the same underlying construct.

In the current study, one of the most commonly used internal consistency indicator; Cronbach's alpha coefficient was used. The alpha

coefficients of all the dependent and independent variables ranged from .67 to .90 (see Table 3.16 for details).

To prevent threats to the internal validity, three main validity issues were considered. To prevent the loss of subjects, when the questionnaires were given to teachers, a return date for the questionnaire was agreed between the participant and the researcher. Furthermore, the researcher notes the participant's phone number and called them one day before the agreed return date of the questionnaire, to remind the participant of the submission day. For the parents, the researcher gave the questionnaires to classroom teachers and asked them to pass the questionnaires to the parents via students. The teachers told the students that their parents should return the questionnaires within a week. In this way the parents were able to complete the questionnaire at home rather than at the school within a limited time. This might encourage a better response from the parents.

3.7 Procedure

The starting point for the study was to focus on the research problem and determine possible research questions that would shed light on the problem. Then according to the research questions, a detailed literature review about the studies conducted on each research question was done. After forming a framework for the literature review, the instruments were selected. After the translation process of the instruments, the researcher undertook a pilot study. Permission to administer the instruments was obtained from the ethics committee of METU and the Ministry of National Education in order.

The data for pilot study were collected in the spring semester of 2010-2011 the academic year. The main data were collected in the fall semester of the 2011-2012 academic years. In order to collect data from the teachers and parents, the researcher contacted the administrator of each school to organize a meeting during which the researcher informed them of the purpose of the

study. To prevent any interruption of the teachers' daily routine, the administrators were asked to pass the questionnaires to the classroom teachers at a suitable time. The researcher also asked the administrator whether the teachers could pass the parent questionnaires to the parents via students and ensure that they were returned in a week. However, most of the school administrators preferred that the researcher directly contacted the classroom teachers to request their participation.

Before both the pilot and the main study, the participants (teachers and parents) were provided with information about confidentiality issues. The researcher explained that all the information they provided in the data would only be used in the research and no names of schools and participants will be given in any publication.

The return rate for teacher questionnaires was 69% and the return rate for parent questionnaire was 61%. In the main study, in order to conduct analyses, 279 teachers and 589 parents' questionnaires are used.

3.8 Ethical Issues

As mentioned above prior to data collection, permission from the ethics committee of METU was taken. This was the preliminary ethical issue however; other ethical issues such as ensuring confidentiality of data, and not using the names of participants or institutions were also followed. Moreover there was no deception of the participants during the whole study.

3.9 Analysis of Data

After collection of the data, preliminary analysis was undertaken and the examination of the descriptive statistics was conducted. This formed the

first half of the data analysis process and the purpose was to learn about the appropriateness of the data for analyses and describe the sample of the study.

The second half of the analysis is composed of inferential statistics. The inferential statistics used in the analysis part were; correlational analyses, two way multivariate analyses of variance (MANOVA) and Multiple Regression Analysis. In these analyses the IBM SPSS 20.0 Package program was used.

3.9.1 Preliminary Data Analysis

In order to inspect the appropriateness of the data for proposed analyses, a preliminary data analysis was conducted. In this process missing data, outliers and normality assumption checks were undertaken using the IBM SPSS 20.0 package program.

3.9.1.1 Missing Data Analysis

To handle possible negative effects of missing data values on the sample, missing data analysis was conducted. In this process all the data were analyzed in terms of the content of any missing data (Tabachnick and Fidell, 2001) considered that up to 5% missing data would have no serious effect on the results. In the current study the amount of missing data was found to be less than or equal to 5% of the answers on any item on any scale, was replaced by series mean of that item. The missing items in the demographics section; the missing items in gender, educational level or type of school were not replaced by the mean value thus they were noted as 'missing'. The questionnaires which had more than 5% missing data were dismissed from the study .

3.9.1.2 Outliers

An outlier is substantially different value from an individual compared to other values that other individuals get in a particular data set. Even the data point of one outlier might have dramatic impact on the data set (Grawetter & Wallnau, 2007). While discriminating outliers from the whole data list, the tails of the histograms can be analyzed in terms of whether the points are sitting on their own, box plots which are three or more box lengths from the edge boxes indicates outliers with asterisks. Additionally, for each subscale a 5% trimmed mean value could be examined. If there is a 5% difference between the trimmed value and the mean value, that value must be analyzed in detail in order to determine if it is an outlier (Pallant, 2007).

In order to analyze the multivariate outliers, Tabachnick and Fidell (2007) suggest using standardized residual values which are values that are three points greater than its exact value might be considered as outlier. In order to understand the impact of outliers on a data set, Cook's distance can be utilized. If the Cook's distance is greater than 1, the outlier has an effect on the sample (Stevens, 2002). In the current study, the criteria stated above are considered as indicators of outliers.

3.9.1.3 Normality

Before conducting an inferential statistic, it is important to check for normality. In a distribution if the variables are distributed normally the solution is better. The normality of a distribution can be understood in terms of skewness and kurtosis (Tabachnick & Fidell, 2001). While analyzing univariate normality, George and Mallery (2002) states that -1 to +1 skewness and kurtosis values might be accepted as a good value, they also state that values between -2 to + 2 are also acceptable.

3.9.2 Descriptive Statistics

In order to describe the characteristics of sample and answer some of the research questions, descriptive statistics analyses were conducted using the IBM SPSS 20.0 program. These descriptive statistics provided information about the means, standard deviations, minimum and maximum values of cases in the study.

3.9.3 Inferential Statistics

Inferential statistical techniques were used to test the differences in the populations based on hypotheses, using measurements as tools on subjects is used in the current study (Tabachnick & Fidell, 2001). In the current study, inferential statistics were used to find reliable differences or relationships among the participants. In order to remove the disadvantageous effects of non significant results, α level is set as .01.

3.9.3.1 Correlation

Correlation analysis was used to describe the strength and direction of linear relationship between the teacher variables of year of teaching experience, DAP /T, DIP/T, PIA/T and PIB/T.; and parent variables of age, PIB/P, PIA/P, DAP/P and DIP/P.

3.9.3.2 Two-way MANOVA

Two sets of two way multivariate analysis of variance with two independent variables and two dependent variables were conducted to compare the mean differences between teacher groups and variables, and parent groups and variables. In the teacher analysis, the educational level and type of school in which the teacher worked is considered as IVs and the DAP/T and DIP/T

variables are considered as DVs. In the two-way MANOVA conducted for the parent sample, gender and educational level were analyzed as IVs and DAP/P and DIP/P are analyzed as DVs.

3.9.3.3 Multiple Regression Correlation

Two separate Multiple Regression Correlation Analyses (MRC) were performed to determine the contributions of; the teachers parental involvement belief, parental involvement barrier and years of teaching experience on teachers beliefs in relation to DAP and DIP; parents' parent involvement belief, parental involvement barrier and age on parents beliefs concerning DAP and DIP.

3.10 Limitations

In the current study there are four major limitations and which need to be considered when interpreting the findings of the study. No interpretations beyond the scope of the study or data can be undertaken.

The first limitation of the study is related to the measurement of the variables. In this study all the measurements of the variables were on the basis of self-reporting. For this reason, it was assumed that the participants while answering the questions were careful and honest. Furthermore, they based their answers on their own personal beliefs and opinions.

The second limitation of the study is related with the sampling procedure. In the current study, the participants were selected from preschools in the 24 districts of Ankara. However, the schools were selected from only six districts. Therefore any generalization made in this study is limited to these specific districts.

The third limitation is related with the characteristics of the sample. The analyses of demographic characteristics of the sample revealed that no male teachers completed the questionnaires. When the parent questionnaires were analyzed, it was found that it was mostly the mothers that answered the questionnaire. This gender related limitation should be considered when interpreting the findings.

The fourth limitation of the study concerns the collection of data from the parents. Throughout the study data were collected through the schools. In order to collect data from parents teachers or school administrators are used as the conduit. Thus, the researcher did not have direct one to one contact with the parents. This issue might have impacted on the return rate of the parents, which was lower than the teachers return rate.

CHAPTER 4

4. RESULTS

This chapter presents the results of the data analyses conducted for this study. It begins with the descriptive statistics for the study variables then the results of the two-way MANOVA are presented. The relationships between the descriptor variables and study variables are presented in the correlations section. In the last two sections of the chapter the assumptions for Multiple Regression Correlation analyses and results for Multiple Regression Correlation analyses are presented.

4.1 Descriptive Statistics and Results

The demographic characteristics considered as a part of the current study were; the teachers' educational level, type of school in which they work and years of experience. The variables for the parents were age, gender and educational level. In the following section, the demographic variables will be presented for the groups of the teacher sample and the parent sample.

4.1.1 Demographic Data for Teacher Sample

A total of 279 teachers correctly completed the questionnaires. In terms of the demographic data the number of years of experience ranged from 1 to 31 (M=10.08, SD=6.9). Their educational levels were; 54 teachers (19.4%) were high school graduates, 47 (16.8%) senior high school graduates, 159 (57%) university graduates and 19 (6.8%) had a master's or doctoral degrees.

The types of school in which the teachers work were divided into five groups. 59 (21.1%) worked in a public independent preschool, 60 (21.5%)

taught at a public preschool which was a part of an elementary school, 96 (34.4%) were employed in a private preschool which was a part of a private elementary school, 26 (9.3%) worked at preschools which is a part of General Directorate of Social Welfare and Child Protection Agency (SSCPA) and 38 (13.6%) taught at private independent preschool.

Table 4.1
Distribution of Teachers According to Type of School and Educational Level

Type of School	Educational Level				Total
	High School	Senior High School	University	Masters or Ph.D.	
Public Independent Pre-school	3	6	48	2	59
Public Pre-school - part of an Elementary School	3	8	44	5	60
Private Pre-school - part of Private Elementary School	16	13	57	10	96
SSCPA	12	9	4	1	26
Private Independent Pre-school	20	11	6	1	38
Total	54	47	159	19	279

When the educational level and type of school in which the teachers work were analyzed in detail, it is seen that the largest number of teachers at private preschools and public schools were university graduates (Table 4.1).

4.1.2 Demographic Data for Parent Sample

The characteristics of parents who took part in the study can be stated as their gender, age and educational level. A total of 589 parents completed the questionnaires correctly and fully.

The age of the participants ranged from 24 to 50 ($M=34.48$, $SD=5.24$). The sample consisted of 478 (81.2%) females (mothers) and 111 (18.8 %) males (fathers). The educational level of the parents was divided into seven groups. 27 female and four male of the parents were primary school graduates,

25 (21 female, 4 male) of the parents were secondary school graduates, 163 (138 female, 25 male) were high school graduates, 58 (48 female, 10 male) were senior high school graduates, 163 (45 female, 208 male) were university graduates, 72 (56 female, 16 male) had master's degrees and 32 (7female, 25 male) held a doctoral degree.

Table 4.2

Distribution of Parents According to Gender and Educational Level

Educational Level	Female	Male	
Primary School	27	4	31
Middle School	21	4	25
High School	138	25	163
Senior high School	48	10	58
University	163	45	208
Master's degree	56	16	72
Ph.D.	25	7	32
Total	478	111	589

Similar to the teacher sample, when the parent sample was analyzed in terms of educational level it can be seen that compared to other groups, the university graduate parents were highest in number (see Table 4.2).

4.2 Research Question One

“What are the teachers’ and parents’ beliefs about DAP”

The results of descriptive statistics for whole TBS revealed that, in terms of the total scores, the mean was 120.42 (SD=9.04). The minimum score was 95.63 and the maximum was 140. The reliability score of the TBS (31 items) was found to be 0.85 as measured by Cronbach alpha coefficient in the main study. The responses to individual items in the TBS are presented in Table 4.3.

The results of descriptive statistics for the whole PBS revealed that, in terms of the total scores, the mean score was 140.00; the minimum score was

83.00 and the maximum score was 140 (SD=8.97). The reliability score of the the PBS (31 items) was found to be 0. 69 as measured by the Cronbach alpha coefficient in the main study. The responses to the individual items of TBS and PBS are presented in Table 4.3.

Table 4.3

Responses to Individual Items of TBS and PBS

Statement (rated out of 5)					TBS		PBS	
1	2	3	4	5	Mean Rate		Mean Rate	
Not at all								
Not very								
Fairly								
Very Important								
Extremely Important								
					M	SD	M	SD
2. To plan and evaluate the curriculum, teacher observation is ____					4.59	.73	4.57	.69
3. It is ____ for activities to be responsive to individual children's interests.					4.50	.67	4.27	.83
5. It is ____ for activities to be responsive to the cultural diversity of students.					4.02	.94	3.77	1.06
6 It is ____ for teacher-child interactions to help develop children's self-esteem.					4.79	.45	4.81	.46
9. It is ____ to use one approach for reading and writing instruction.					3.41	1.2	2.66	1.17
10. Instruction in letter and word recognition is ____ in preschool.					3.42	1.3	2.26	1.10
13. It is ____ for children to work individually at desks or tables most of the time					3.59	1.0	3.30	1.05
14. Workbooks and/or ditto sheets are ____ in my classroom.					2.58	.890	2.15	.86
15. It is ____ for the teacher to talk to the whole group and for the children to do the same things at the same time.					2.13	1.08	1.99	.94

Table 4.3 (Continued)

17. It is ____ for teachers to regularly use punishments and/or reprimands when children are not participating.	4.45	.99	4.00	1.23
19. It is ____ for teachers to allocate extended periods of time for children to engage in play and projects.	4.07	.89	3.89	.91
20. It is ____ for children to color within pre-drawn forms.	3.41	1.06	2.76	.94
22. It is ____ to read stories daily to children, individually and/or on a group basis.	4.28	.83	4.30	.79
23. It is ____ for children to see and use functional print (telephone book, magazines) and environmental print (cereal boxes, potato chip bags).	3.57	.95	3.58	1.01
25. It is ____ that books, pictures, and materials in the classroom include people of different races, ages, and abilities and both genders in various roles.	4.25	.80	3.97	.94
26. It is ____ for parents to be involved in ways that are comfortable for them.	4.41	.70	3.87	.89
28. It is ____ to establish a collaborative partnership/relationship with parents of all children, including parents of children with special needs and from different cultural groups.	4.15	.90	3.89	1.02
29. It is ____ to provide the same curriculum and environment for each group of children that comes through the program.	2.86	1.22	2.43	1.17
30. It is ____ to focus on teaching children isolated skills by using repetition and recitation (e.g., reciting ABCs).	3.39	1.17	2.93	1.26

4.2.1 Research Question 1.1

“Do the DAP beliefs of teachers differ from those of parents”

Developmentally appropriate practice (DAP) beliefs of teachers which are obtained through the subscale of TBS revealed that the mean score for the DAP scale was 87.91 (SD= 7.36, Min=59, Max=100). The reliability score of the DAP/T (21 items) was found to be 0.77 as measured by the Cronbach alpha coefficient in the main study.

The reliability score of the DAP/P (21 items) was found to be 0.85 as measured by the Cronbach alpha coefficient in the main study. The DAP beliefs of parents were investigated by the subscale of DAP/P revealed that the mean score for the DAP/P scale was 84.95 (SD= 8.51, Min=56, Max=100). Table 4.4 presents detailed information about mean scores of each item provided for the DAP/T and DAP/P scales.

Table 4.4

Descriptive statistics for DAP Beliefs of Teachers and Parents

Statement (rated out of 5)					DAP/T		DAP/P	
1	2	3	4	5				
Not at all	Not very	Fairly	Very Important	Extremely Important				
					<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
2. To plan and evaluate the curriculum, teacher observation is ____					4.59	.73	4.57	.69
4. It is ____ for activities to be responsive to individual differences in children's levels of development.					4.63	.62	4.38	.78
6 It is ____ for teacher-child interactions to help develop children's self-esteem.					4.79	.45	4.81	.46
7 It is ____ for teacher-child interactions to help develop children's positive feelings toward learning.					4.73	.51	4.77	.52
8. It is ____ for teachers to provide opportunities for children to select many of their own activities.					4.37	.73	4.20	.80
12. It is ____ for children to create their own learning activities (e.g., cut their own shapes, decide on the steps to perform an experiment, plan their creative drama, art, and computer activities).					4.66	.61	4.57	.70
16. It is ____ for the teacher to move among groups and individuals, offering suggestions, asking questions, and facilitating children's involvement with materials, activities, and peers.					4.67	.60	4.60	.68
18. It is ____ for teachers to develop an individualized behavior plan or address severe behavior problems.					4.27	.85	4.23	.89

Table 4.4 (Continued)

19. It is ____ for teachers to allocate extended periods of time for children to engage in play and projects.	4.07	.89	3.89	.91
22. It is ____ to read stories daily to children, individually and/or on a group basis.	4.28	.83	4.30	.79
23. It is ____ for children to see and use functional print (telephone book, magazines) and environmental print (cereal boxes, potato chip bags).	3.57	.95	3.58	1.01
24. It is ____ to provide many daily opportunities for developing social skills (i.e., cooperating, helping, and talking) with peers in the classroom.	4.68	.58	4.49	.71
25. It is ____ that books, pictures, and materials in the classroom include people of different races, ages, and abilities and both genders in various roles.	4.25	.80	3.97	.94
28. It is ____ to establish a collaborative partnership/relationship with the parents of all children, including the parents of children with special needs and from different cultural groups.	4.15	.90	3.89	1.02

When the items of the DAP scale were analyzed according to their mean scores, the items with the highest score were 6 and 7 (mean score over 4.70 out of 5). Item 6 indicate the importance of teacher-child interaction and its effect on child's self esteem. Item 7 shows the impact of teacher-child interaction on the development of positive attitudes towards learning.

In the total scores of the teachers, there was only one item that had a low score which was related to the emergent literacy skill development of children (item 23). For the parents the lowest rated item was the same. This item of DAP scale was about children's use of functional print (telephone book, magazines) and environmental print (cereal boxes, potato chip bags).

Compared to teachers, the parents scored more items with less than 4 points in the DAP scale. One of these items was teacher's allocating extended periods of time for children to engage in play and projects (item 19). For the parents, this was not very important compared to most of the items on the scale.

4.2.2 Research Question 1.2

“Do the DIP beliefs of teachers differ from those of parents?”

The total scores provided for the DIP/T subscale ranged from 10 to 47 (SD= 6.68, Min=10, Max= 47). In the scale the answers were reversed so that higher scores indicated lower DIP beliefs. The total mean score for the DIP scale was 32 for the teacher sample. The reliability score of the DIP/T (10 items) was found to be 0.76 as measured by Cronbach alpha coefficient in the main study.

The total scores provided for the DIP/P subscale ranged from 10 to 44. The mean score was 27. In the scale the answers were reversed so that higher scores indicated lower DIP beliefs. Item based mean scores of the DIP/T scale

is provided at Table 4.5. The reliability score of the DIP/P (10 items) was found to be 0.77 as measured by Cronbach alpha coefficient in the main study.

When the teacher DIP scores were analyzed, it was seen that teachers find the use of workbooks and ditto sheets as an important part of their educational process, also talking to the whole group and the teacher's making all children to do the same things at the same time was stated as important.

According to the parents' responses to DIP scale, teachers' talking to the whole group and making children to do the same things at the same time was one of the highest ranked DIP practice items (item 15). Teachers' use of workbooks and ditto sheets (item 14); instruction in letter and word recognition (item 9); children coloring within pre-drawn forms (item 20); providing the same curriculum and environment for each group of children that comes through the program (item 29); focusing on teaching children isolated skills; using repetition and recitation (item 30) were the items that were ranked high in the beliefs in DIP scale.

Although the parents and teachers have different beliefs about DIP, they have one common belief about DIP. This item (item 17), was about regular use of punishments and/or reprimands when children were not participating, scored highest in the teacher scale and this was similar to the score given by the parents scale. Detailed information about DIP scores of teachers and parents are stated at Table 4.5.

Table 4.5

Descriptive Statistics for DIP/T and DIP/P

Statement (rated out of 5)					DIP/T		DIP/P	
1	2	3	4	5				
Not at all	Not very	Fairly	Very Important	Extremely Important				
					<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
10. Instruction in letter and word recognition is ____ in preschool.					3.42	1.31	2,26	1,10
14. Workbooks and/or ditto sheets are ____ in my classroom.					2.58	.89	2,15	,86
15. It is ____ for the teacher to talk to the whole group and for the children to do the same things at the same time.					2.13	1.08	1,99	,94
17. It is ____ for teachers to regularly use punishments and/or reprimands when children are not participating.					4.45	.99	4,00	1,23
20. It is ____ for children to color within pre-drawn forms.					3.41	1.06	2,76	,94
30. It is ____ to focus on teaching children isolated skills by using repetition and recitation (e.g. ABCs).					3.39	1.17	2,93	1,26
31. It is ____ to follow a prescribed curriculum without being distracted by children's interests or circumstances.					3.22	1.56	3,26	1,38

4.3 Research Question Two

“Do the DAP Scores of Teachers and Parents Differ in Relation to Some Demographic Variables”

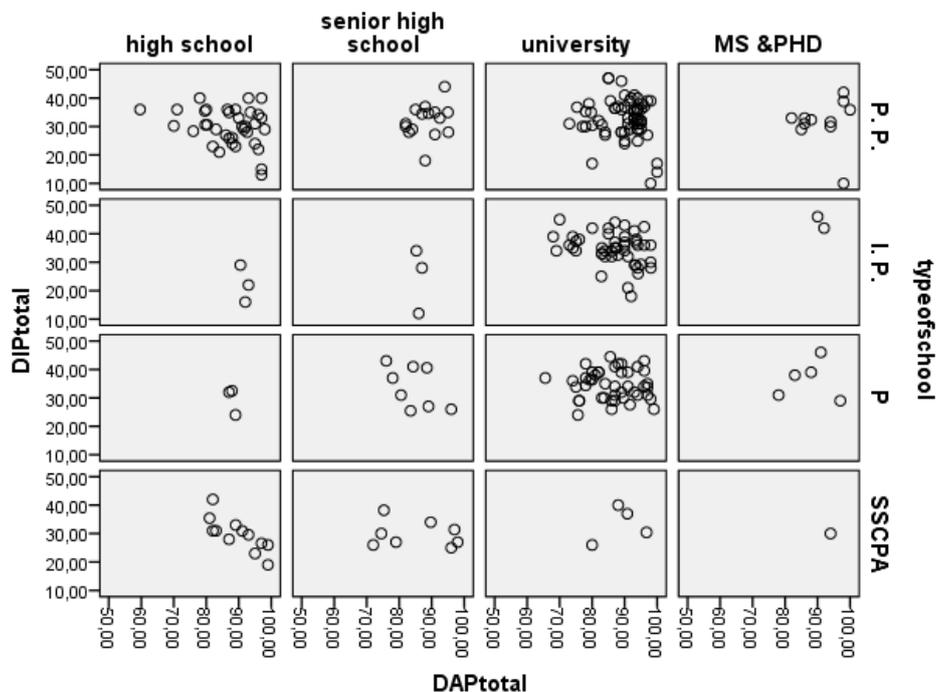
In this section, the two-way MANOVA analysis was conducted to investigate whether DAP scores of teachers differ in relation to some demographic variables. Firstly, analyses of the results of the teachers' variables on educational level, type of school in relation to DAP/DIP beliefs are given. Secondly, analyses of the results for the parent sample relating to gender, educational level, DAP and DIP variables are presented.

4.3.1 Assumptions for MANOVA

MANOVA is an extended form of analysis of variance that is used when there is more than one dependent variable (Pallant, 2007). MANOVA prevents the analysis from the increased risk of Type 1 error. To prevent from this error, there are some assumptions set to meet. To meet the sample size assumption, in the analysis in each cell there is to be number of cases more than number of independent variables. In the current analysis this number is exceeded. Another assumption of MANOVA is outliers (Tabachnick & Fidell, 2007). To check for outliers, Mahalanobis Distances are checked. The following assumption is stated as linearity. According to this assumption there is to be a straight-line relationship between dependent variables, in formed each pair. In the current analysis no violation of linearity is found. Table 4.6 shows the matrix of scatter-plots between each pair of variables used in MANOVA, to meet linearity assumption.

Table 4.6

Matrix of Scatter-plots for Teacher Variables

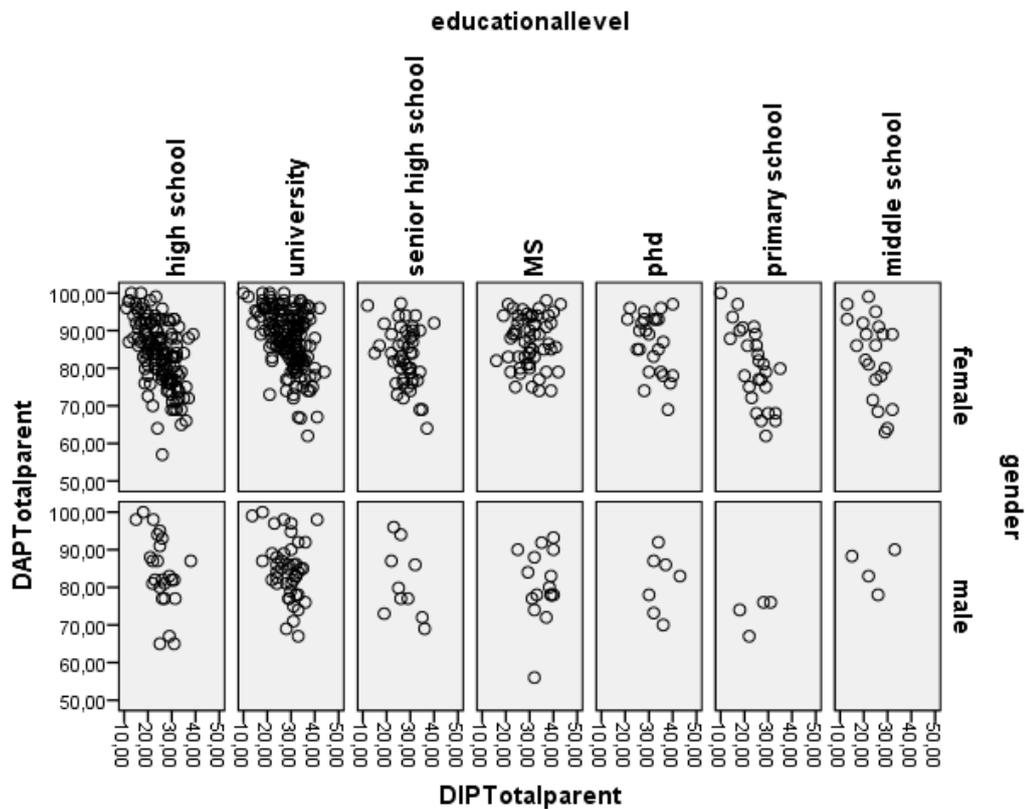


DIP Total: Developmentally Appropriate Practice total core; DIP Total: Developmentally inappropriate practice total score. Types of schools are P.P.: private preschool, I.P.: independent preschool, P.: preschool, SSCPA: General Directorate of National Education and Child Protection Agency.

Looking at the table 4.6, it can be said that assumption of linearity is satisfied for teacher analyses. These results do not show obvious evidence of non-linearity.

Table 4.7

Matrix of Scatter-plots for Parent Variables



When the table is analyzed, it can be said that assumption of linearity is satisfied for parent analyses. These results do not show obvious evidence of non-linearity.

When one of the variables is combination of other variables, it is called as multicollinearity. To control whether there is multicollinearity between variables or not, correlational analysis is conducted. A correlation around .8 or .9 is stated as an indicator of multicollinearity. In this analysis no violation of multicollinearity is seen. Homogeneity of variance-covariance matrices is the last assumption considered in MANOVA. Box's test of Equality of covariance matrices revealed value over .001 (larger than significance value), indicating that homogeneity of variance assumption is not violated for both teacher and parent analyses conducted.

4.3.2 Research Question 2.1

“Is there a difference in DAP scores of teachers according to their educational level and the type of school they are working in?”

Two ways of between groups multivariate analysis of variance was undertaken to investigate educational level and type of school in which the teacher worked at on the DAP and DIP beliefs of teachers. Two dependent variables were used; the DAP beliefs of teachers and DIP beliefs of teachers. Two variables, the educational level (four levels) and type of school in which teachers work (five groups), were used as the independent variables. There was a statistically significant difference in terms of educational level on the combined dependent variables, $F(2, 258) = 4.31$, $p = .00$; Wilk's Lambda = .98; partial eta squared = .04. When results for the dependent variables are considered separately, the only difference that reached a statistical difference (using a Bonferonni adjusted alpha level of .025), was educational level with DIP dependent variable ($F(3, 459) = 7.24$, $p = .000$, partial eta squared = .02). An inspection of the mean scores indicated that high school graduates reported slightly lower mean scores in the DIP beliefs ($M = 29.37$, $SD = 6.37$) compared to university graduates ($M = 33.83$, $SD = 6.12$); indicating that high school graduate teachers believe in DIP more compared to university graduate teachers.

4.3.3 Research Question 2.2

“Is there a difference between the DAP scores of parents according to their gender and level of education?”

Two ways between groups multivariate analysis of variance were conducted to investigate the gender and educational level on the DAP and DIP beliefs of parents. Two dependent variables were used; the DAP beliefs of the parents and the DIP beliefs of parents. Two variables; gender and educational level (seven levels) were used as independent variables. There was a

statistically significant difference in terms of educational level on the combined dependent variables, $F(6, 1148) = 10.57, p = .00$; Wilk's Lambda = 0.98; partial eta squared = 0.10. When results for the dependent variables are considered separately, and a Bonferonni adjusted alpha level of .005 is used; educational level reached significant difference with both dependent variables (with DAP/P $F(6, 575) = 3.6, p = .001$, partial eta squared = .02, DIP $F(6,575) = 12.7, p = 0.000$, partial eta squared = .11). Follow up analyses were conducted to investigate the group differences.

One way analyses of variance were performed to investigate the educational level differences of parents in relation to their DAP beliefs. The educational level of parents was divided into seven groups (primary school, middle school, high school, senior high school, university, master's degree and Ph.D.). There was a statistically significant difference at the $p < .01$ level in the DAP/P scores ($F(6,582) = 6.02, p = .000$). The effect size calculated from eta squared was small (.05). Post doc comparisons using the Bonferonni test indicated that the mean score for primary school graduates ($M = 79.42, SD = 9.92$) differed significantly from university graduates ($M = 87.08, SD = 7.80$) and Master's graduates ($M = 85.76, SD = 7.08$).

One way analyses of variance were performed to investigate the educational level differences of parents in relation to their DIP beliefs. The educational level of parents was divided into seven groups (primary school, middle school, high school, senior high school, university, Master's Degree and Ph.D.). There was a statistically significant difference at the $p < .01$ level in DIP/P scores ($F(6,582) = 17.48, p = .000$). The effect size calculated with eta squared was large (0.15). Post doc comparisons using the Bonferonni test indicated that mean score for primary school graduates ($M = 24.35, SD = 5.9$) differed significantly from university graduates ($M = 28.95, SD = 6.1$), Master's graduates ($M = 31.42, SD = 6.1$) and Ph. D. graduates ($M = 32.11, SD = 5.3$)

4.4 Research Question Three

“What are the teachers’ and parents’ attitudes towards parental involvement and barriers to parental involvement?”

In this section, analysis of data gathered through School and Family Partnerships Questionnaire is stated. In details, in the current section, descriptive statistics for the parental involvement attitude beliefs of parents and teachers, as well as parental involvement barrier beliefs of teachers and parents is stated.

4.4.1 Research Question 3.1

“Do the parental involvement attitudes of teachers differ from those of parents?”

The descriptive statistics results for parental involvement attitude scale of the teachers revealed that the mean score for the scale was 66.07 (SD=7.01; Max=85; Min= 44). The reliability score of the PIA/T (17 items) was found to be .73 as measured by Cronbach alpha coefficient in the main study.

The descriptive statistics results for parental involvement attitude scale of the parents revealed that the mean score for the scale was 66.24 (SD=6.47; Max=85; Min= 45). The reliability score of the PIA/P (17 items) was found to be .67 as measured by Cronbach alpha coefficient in the main study.

In order to reach to a clear picture of teachers’ and parents’ beliefs on parental involvement, their responses to each item of the PBS is presented in Table4.8.

Table 4.8

Descriptive Statistics for PIA Teacher and Parent Scales

PIA/T Statement	M	SD	PIA/P Statement	M	SD
1. Parent involvement is important for an effective school.	4.59	.54	1. Parent involvement is important for an effective school.	4.48	.73
2. Most parents know how to help their children on schoolwork at home.	2.95	.94	2. Most parents know how to help their children on schoolwork at home.	3.16	1.012
5. Parents can learn to assist their children with school work at home if shown how.	4.37	.61	5. Parents can learn to assist their children with school work at home if shown how.	4.36	.657
8. Teachers do not have the time to involve parents in very useful ways.	2.93	1.17	8. Teachers do not have the time to involve parents in very useful ways.	3.19	1.07
9. Teachers need in-service education to implement effective parental involvement practices	3.65	1.04	9. Teachers need in-service education to implement effective parental involvement practices	3.63	.971
10. Parental involvement is important for student success in school.	4.38	.72	10. Parental involvement is important for student success in school.	4.35	.716
12. This school is known for trying new and unusual things.	3.76	.95	12. This school is known for trying new and unusual things.	3.2	.99
17. The community values education for all students.	4.10	.93	17. The community values education for all students.	3.86	.98

As can be seen at Table 4.8; teachers and parents in the current sample scored relatively high in parental involvement attitudes. For both groups, parental involvement is considered as important for effective teaching (item 1). Both groups believed that parental involvement is important for the academic success of their children (item 10).

The lowest scored item in the parent involvement attitude teacher scale concerned the teachers' view that teachers do not have the time to involve parents in very useful ways (item 8). The teachers believe that they have enough time to make parents involved to education.

The lowest scored item in parent involvement attitude parent scale was their knowledge about how to help their children with their school work (Item 2). Unlike their low self-competence on knowing how to help, the item reported highest in their involvement attitude scale was about the parents' being willing to learn how to assist their children with school work. They claimed that they could do this if they were shown how.

4.4.2 Research Question 3.2

“Do the parental involvement barrier perceptions of parents differ from those of parents?”

The descriptive statistics results for the parental involvement barrier scale of the teachers revealed that the mean score for the scale was 24.93 (SD=5.22; Max= 42; Min= 10.63). The reliability score of the PIB/T (9 items) was found to be 0.69 as measured by the Cronbach alpha coefficient in the main study.

The descriptive statistics results for the parental involvement barrier scale of the parents revealed that the mean score for the scale was 33.62 (SD=6, 2; Max= 45; Min= 9). The reliability score of the PIB/P (9 items) was found to be 0.78 as measured by Cronbach alpha coefficient in the main study.

The greatest barriers teachers experienced were about communication. For example, item 5; “the parents’ acceptance of teachers’ critical evaluations of their child’s work and behavior” was one of the highest rated items. The second greatest barriers experienced by teachers were that parents’ lack of available cares for other children in the family in order that the parents could participate in school activities (Item 7). The lowest scores were those barriers perceived by the teacher about informing parents about school policies and procedures (Item 4).

Parents had greatest barrier in their involvement because of lack of available care for other children at home (Item 7); and demands of their employment (Item 3). The lowest scored barrier experienced by parents was about their capability of helping their child (Item 1). The parents claimed that they do not assume themselves as low in capability of helping their child.

Table 4.9 presents a clearer picture of teachers’ and parents’ beliefs on barriers of parental involvement, through providing responses to each item.

Table 4.9

Teachers' and Parents' Beliefs on Barriers on Parent Involvement

Statement (PIB/T)	M	SD	Statement (PIB/P)	M	SD
1. Most parents are not capable of helping their children with schoolwork.	2.78	1.02	1. I don't think that I am capable of helping my child	3.96	1.09
2. Most parents do not want to get involved in school activities.	2.95	1.06	2. My child's principal does not encourage parental involvement.	3.90	1.11
3. Most parents are too involved in their own work to participate in their children's education	2.68	1.11	3. I am not able to go to my child's school because of the demands of my work.	3.57	1.32
5. It is difficult for most parents to accept teachers' critical evaluation of their children's work/and or behavior.	2.28	.95	5. Most teachers have trouble being honest with parents about their children.	3.78	1.06
7. Lack of available care for other children or other family members reduces parental involvement.	2.5	1.00	7. Lack of available care for my children or other family members reduces my involvement	3.34	1.31
9. The school and the parent have different goals for the child.	2.63	1.09	9. My goals for my child are different from the schools goals.	3.65	1.06

4.5 Research Question Five

“Is there a relationship between teachers’ and parents’ beliefs about DAP, parental involvement and some demographic variables?”

In the current study, firstly the Pearson product moment correlations were conducted between predictor variables of the teachers’ Parent Involvement Attitudes (PIA/T), Parent Involvement Barriers (PIB/T), and years of experience (YE) and DAP/T and the DIP/T dependent variables. Secondly, the Pearson product moment correlations were conducted between predictor variables of parents (Parent Involvement Attitudes (PIA/P), Parent Involvement Barriers (PIB/P), and age) and DAP/ Parent and DIP/Parent dependent variables). In the following sections the results for the analyses conducted are presented.

4.5.1 Research Question 5.1

“Is there a relationship between teachers’ beliefs on DAP, DIP, PIA, PIB/T, and YE”

The relationship between the DAP/T PIB/T and DIP/T scores revealed significant relationships. Indeed, between the DAP/T and PIA/T there was a large, positive correlation ($r = .43$, $n=279$, $p<.0001$). Higher levels of DAP beliefs are associated with higher levels of parental involvement attitudes. Accordingly, the relationship between the DAP/T score and DIP/T score revealed that there was a small, negative correlation between the two variables, $r = -.17$, $n = 279$, $p < .0001$, with higher levels of DAP beliefs associated with lower levels of developmentally inappropriate beliefs. The relationship between DAP/T and the parental involvement barrier score of teachers (PIB/T) revealed a small, positive correlation ($r = .17$, $n = 279$, $p < .0001$) with higher

levels of DAP beliefs associated with higher parental involvement barrier beliefs.

The relationship between the DIP score (as measured by the DIP scale) and the parental involvement barrier score (PIB/T) was also investigated. There was a medium, correlation between the two variables ($r = .13$, $n = 279$, $p < .0005$) with higher levels of DIP beliefs were associated with higher levels of parental involvement barrier beliefs. According to the relationship between the DIP score and belief on the parental involvement scores, a large, negative correlation between the two variables ($r = -.42$, $n = 279$, $p < .0001$) was found. This finding indicated that higher levels of DIP beliefs were associated with lower levels of parental involvement attitudes. One of the predictor variables; teacher's years of teaching experience revealed no significant relationship with other the predictors or dependent variables.

The significant correlations among the predictor and dependent variables are presented in the Table 4.10.

Table 4.10

The Correlation between Teacher Scores

	DIP/T	PIA/T	PIB/T
DAP/T	-.174**	.439**	.173**
DIP/T		-.426**	.134*

Note. * $p < .05$, ** $p < .01$

4.5.2 Research Question 5.2

“Is there a relationship between parents’ beliefs on DAP, DIP, PIA, PIB and Age”

The relationship between DAP (as measured by the DAP/P scale) and DIP/P, PIA/P PIB/P revealed significant correlations. Indeed, there was a medium, positive correlation between PIA/P and DAP/P ($r = .36$, $n = 589$, $p < .0005$) with higher levels of DAP beliefs associated with higher levels of parental involvement attitudes. Also the relationship between DAP/P and PIB/P revealed a small, significant relationship ($r=.17$, $n=589$, $p<.0005$). Moreover, there was a medium, negative correlation between the DAP /P scores and the DIP/P scores ($r = -.30$, $n = 589$, $p < .0005$), with higher levels of DAP beliefs associated with lower levels of developmentally inappropriate beliefs.

Another finding of the correlational analyses was that the DIP/P scores revealed significant relationships with age and PIA/P. In detail, between DIP/P and age, small, positive correlation is found ($r = .20$, $n = 589$, $p < .0005$), with lower developmentally inappropriate practices beliefs were associated with older ages. Indeed this finding means that as the age of the parent increases the DAP belief of the parent also increases because, higher DIP belief scores mean higher DAP scores. Additionally, the relationship between the DIPT score and PIA/P score revealed a medium, negative correlation ($r = -.31$, $n = 589$, $p < .0005$), with higher levels of developmentally inappropriate practices beliefs were associated with lower levels of parental involvement beliefs.

There was a small, positive correlation between the PIA/P scores and PIB/P scores ($r = .25$, $n = 589$, $p < .0005$) with higher levels of parental involvement beliefs associated with higher levels of parental involvement barrier score. Correlation between predictor variables and dependent variables of parent scales is given in Table 4.11.

Table 4.11
Correlation between Parent Scores

	Age	DIP/P	PIA/P	PIB/P
DAP/P		-.307**	.361**	.177**
DIP/P	.208**		-.315**	
PIA/P				.253**

Note. *p<.05, **p<.01

4.6. Research Question 5

“Is there predictive effect of PIA and PIB on DAP beliefs of teachers and parents?”

In this section the result of multiple regression analyses conducted to investigate predictive effects of PIA, PIB and some demographic variables on DAP beliefs of teachers and parents is given. Firstly, the assumptions of the analyses are provided. Then, two sets of multiple regression analyses, which are related with teacher variables and parent variables, are given.

4.6.1 Assumptions for Multiple Regression Analyses

Multiple regressions require a number of practical issues to be resolved (Tabachnick & Fidell, 2007). In order to conduct multiple regression analyses, the conditions of multiple regression, sample size, multicollinearity and singularity, outliers, normality, homoscedasticity as well as linearity should be met.

For a study to be repeated (and therefore, to be generalized) with other samples, there needs to be a sufficiently large sample. According to Tabachnick and Fidell (2007), the sample size needs to be $> 50 + 8M$, ($M =$ number of independent variables). In the current study this limit is exceeded.

The relationship between the independent variables is analyzed as an assumption under the heading of Multicollinearity and Singularity. When multicollinearity exists, high correlation between two independent variables can be seen ($r = 0.7$ and above) (Tabachnick & Fidell, 2007). According to the analysis, in the current case there was no correlation higher than .7 for the independent variables could be found. Also the tolerance value, which indicates the probability of multicollinearity between IV' is found to be above .10 indicating a low level of multiple correlations with other variables. Another indicator of multicollinearity is the VIF value, when this exceeds 10 this indicates multicollinearity. Either case can be seen in the current study, indicating that there is no violation of the multicollinearity. Singularity exists when one of the independent variables is a combination of other independent variables. This assumption is also not violated in the current sample.

One of the sensitive issues that multiple regression analyses consider is outliers. The scores those are lower than -3.3 or above +3.3 in terms of standardized residual values might result in problems in the analyses process and thus, violate the findings (Tabachnick & Fidell, 2007). In the current sample Mahalanobis distances and Cook's distances were considered. However, no outlier that distorts to data was found. As Pallant (2007) states, a few number of outliers (not more than 1% of the sample) do not result in problems in distribution.

The normality assumption is checked in that residuals were normally distributed in terms of predicted DV scores. No violation of normality was expected. When the linearity of the distribution was analyzed, in all multiple regression analyses conducted, straight line is found as it needed to be. To meet the assumption of homoscedasticity, which requires the scatter-plots be rectangular shaped, no violation was seen.

4.6.2 Research Question 5.2

“How well do the PIA, PIB, and year of experience for teachers predict DAP beliefs of teachers and whether these variables contribute to their beliefs about DAP?”

Two separate Multiple Regression Correlation Analyses (MRC) were performed to determine the contributions of parental involvement attitude (PIA/T), parental involvement barrier (PIB/T) and year of experience (YE) to teachers' beliefs on DAP and developmentally inappropriate practices (Table 4.12). The DAP/T scores were considered to be the dependent variable, and the PIA/T, PIB/T and YE were served as predictor (independent) variables. In the second regression analyses, the DIP belief scores were served as the dependent variable, PIA/T, PIB/T and YE were useful as predictor (independent) variables.

Table 4.12

Independent Contributions of, PIA/T, PIB/T and YE to DAP/T and DIP/T Scores

Variables	DAP Beliefs of Teachers				DIP Beliefs of Teachers			
	<i>B</i>	β	<i>t</i>	<i>p</i>	<i>B</i>	β	<i>t</i>	<i>p</i>
Constant	53.855		13.16	.00	53.829		14.516	.000
PIA/T	.443	.427	7.937	.000	-.410	-.436	-8.106	.000
PIB/T	.196	.139	2.590	.01	.215	.168	3.120	.002
YE	-.012	-.011	-.204	.83	.045	.046	.863	.389

According to the analyses conducted, PIA/T and PIB/T significantly contributed to the participants' DAP/T and DIP/T belief scores. The multiple correlation (R) was .46 with $R^2=.21$ for DAP/T analysis. This result showed that the model significantly accounted for 21% of the variation in teachers beliefs in DAP ($F=24.67$, $p=.000$). However, no significant contribution of the teacher's years of experience is found on DAP scores of teachers.

In the second regression analyses; DIP/T and PIA/T and PIB/T the multiple correlation (R) was .46 with $R^2=.21$. This result showed that the model significantly accounted for 21% of the variation in teachers beliefs in DIP ($F=24.67$, $p=.000$). The multiple regression equation for the analyses is;

$$\text{DAP/T} = 53.85 + .44\text{PIA} + .19\text{PIB} - .12\text{YE}$$

$$\text{DIP/T} = 53.82 - .41\text{PIA} + .21\text{PIB} + .04\text{YE}$$

The results show that while PIA/T and PIB/T significantly contributed to DAP/T and DIP/T; the years of teaching experience did not have any significant contribution to two dependent variables.

Two separate multiple regression analysis were performed to determine which variable best predicted teachers beliefs on DAP and DIP (see Table 4.13)

Table 4.13

Multiple Regression Results for DAP and DIP Beliefs of Teachers.

		β	R^2	F	p
DAP/T	PIA/T	.427	.212	24.67	.00
	PIB/T	.139			.01
DIP/T	PIA/T	-.410	.212	24.65	.000
	PIB/T	.215			.002

For the DAP/T scores, the results revealed that the PIA/T was the main predictor of the DAP/T scores, explaining 18.1% of the variance, while the PIB/T accounted for the remaining 1.9%. For the DIP/T, the results revealed that the PIA/T was the main predictor of DIP/T in negative way. Explaining 18.4% of the variance; year of experience was explained 2.1% while PIB/T accounted for the 2% of the variance on the post-test scores.

4.6.3 Research Question 5.2

“How well do PIA, PIB, and gender predict the DAP beliefs of parents and do these variables contribute to their beliefs about DAP”

Two separate Multiple Regression Analyses (MRC) were performed to determine the contributions of the parental involvement attitude, parental involvement barrier and age on parents beliefs on DAP and DIP (Table 4.14). The DAP/P scores were considered to be the dependent variable, and parental involvement attitude, parental involvement barrier and age were the independent variables. In the second regression analyses, the DIP/P scores were the dependent variable, and the PIA/P, PIB/P and age considered to be the independent variables.

Table 4.14
Independent Contributions of the PIA/P, PIB/P and Age to DAP/P and DIP/P Scores

DAP Beliefs of Parents								
Variables	DAP/P				DIP/P			
	<i>B</i>	β	<i>t</i>	<i>p</i>	<i>B</i>	β	<i>t</i>	<i>p</i>
Constant	47.39		11.59	.000	36.429		11.785	.000
PIA/P	.449	.052	8.63	.000	-.343	-.343	8.725	.000
PIB/P	.126	.054	2.32	.020	.149	.144	3.659	.000
Age	.130	.062	2.08	.037	.243	.197	5.173	.000

The PIA/P and PIB/P, significantly contributed to parents' DAP beliefs and DIP beliefs. The multiple correlation (R) was .38 with $R^2=.14$ for DAP analysis. This result showed that the model significantly accounted for 14% of the variation in the parents beliefs in DAP ($F=33.02$, $p=.000$).

For the second regression analyses DIP and PIA/P and PIB/P the multiple correlation (R) was .39 with $R^2=.15$. This result showed that the model significantly accounted for 15% of the variation in the parents beliefs in DIP ($F=36.18$, $p=.000$).

The results show that parental involvement attitudes and parental involvement barriers of the parent significantly contributed to the DAP beliefs and parental involvement attitudes, parental involvement barriers and age of parents significantly contributed to the parent DIP beliefs. The equation for the current analyses is:

$$\text{DAP/P} = 47.39 + .44\text{PIA} + .12\text{PIB} + .13\text{Age}$$

$$\text{DIP/P} = 36.42 - .34\text{PIA} + .14\text{PIB} + .24\text{Age}$$

Two separate multiple regression analysis were performed to determine which variable best predicted parents beliefs on DAP and DIP (Table 4.14).

Table 4.15

Multiple Regression Results for DAP and DIP Beliefs of Parents

		β	R^2	F	p
DAP	PIA/P	.052	.146	33.02	.000
	PIB/P	.054			.020
	Age	.062			.037
DIP	PIA/P	-.343	.157	36.181	.000
	PIB/P	.149			.000
	Age	.243			.000

For the DAP/P scores, the results revealed that the PIA/P was the main predictor of the DAP/P scores, explaining 10 % of the variance, while the PIB/P accounted for 0.7% and age explained the remaining 0.6%. For the DIP/P, the results revealed that the PIA/P was the main predictor of the DIP/P in negative way, explaining 10% of the variance; age was explained 3.8% with the PIB/P accounting for the 1.9% of the variance on the post-test scores.

4.7 Summary of Results:

The findings of the current study revealed that the parents and the teachers have got similar beliefs on DAP; while different beliefs on DIP. When the DAP beliefs of parents and teachers analyzed in terms of demographic variables, the only demographic variable that had significant effect on DAP & DIP beliefs of teachers and parents was found as educational level. According to the findings, parents and teachers who have higher educational level had higher DAP scores compared to those who have lower educational level.

The parental involvement attitudes and parental involvement barrier beliefs of parents of teachers were another issue analyzed in the results chapter. According to the findings, both the teachers and parents have got positive attitudes towards parental involvement. When analyzed in terms of parental involvement barriers, it is found that the teachers have got higher barrier beliefs compared to parents. The fourth point that was focused on in the current study concerned the predictors of the DAP/DIP beliefs of parents and teachers. The findings showed that parental involvement attitude and parental involvement barrier beliefs are significant predictors of the DAP/DIP beliefs of parents and teachers.

CHAPTER 5

5. DISCUSSION

The purpose of the current study was to investigate preschoolers' parents' and teachers' beliefs on developmentally appropriate practices (DAP) in relation to their beliefs on parental involvement. In this chapter, the major findings of the study are discussed then the implications and recommendations for future research are presented.

5.1 Teachers' and Parents' Beliefs about DAP & DIP

The findings of the study revealed that the views of the teachers and parents are both similar and different. In particular, the parents' views about DAP in relation to teachers' beliefs are crucial to learn about since the DAP guidelines claims that it is important that schools should collaborate with families to develop parental involvement (Stipek & Byler, 1997). In the current study, both the teacher and parent sample scored high in the questions about DAP indicating that both the parents and teachers are aware of the importance of providing these practices for their children. Indeed, for the current sample most of the teachers and parents reported they believed that use of DAP is important.

When the items of the DAP scale were analyzed according to their mean scores, the items with the highest score were approximately similar. These items were indicating the importance of teacher-child interaction and its effect on child's self esteem and the impact of teacher-child interaction on the development of positive attitudes towards learning. This finding specifies that both the teachers and parents consider child development and teacher child

interaction related issues as most important items in developmentally appropriate practice.

The parents and teachers had similar views concerning the most important issues related to the teacher-child relationship and its impact on individual development. However for the lowest scores for the items there were some differences between the two groups except for the lowest rated item. The lowest score given by both the teachers and parents was related to the emergent literacy skill development of children. This item of DAP scale was about children's use of functional print (telephone book, magazines) and environmental print (cereal boxes, potato chip bags). This finding may mean that both the teachers and parents do not regard emergent literacy development as highly as the other DAP items on the scale. This might be related to the goals of early childhood education set by Ministry of National Education (MoNE). In the MoNE handbook for early childhood education teachers; letter recognition, or recognition of some emergent literacy skills are not stated as major goals. Learning about letters and words is set as a part of curriculum for elementary school education. Being aware of this, both the parents and teachers might have not regarded emergent literacy skill development as important as the other skills on the DAP scale. Unlike the goals of MoNE, the DAP guidelines claims that young children needs to be scaffold while trying to read environmental prints. This development of emergent literacy skills is not considered as inappropriate, oppositely it is considered as appropriate to develop cognitive, reading and writing skills of children.

Another point that emergent literacy development contributes to might be about transition to schooling. The teachers' and parents' fostering emergent literacy skill development of young children might help to meet goals of early childhood education set by MoNE. Definitely one of the major goals of early childhood education curriculum of Turkey is making preschoolers get ready for elementary school (MoNE, 2000). By the help of learning about environmental print, the young children might realize the impact of printed materials on their

life; which might foster them to start to elementary school and learn to read and write.

Copple and Bredekamp (2009) point out that the way teachers' design learning experiences and involve children in the learning experience influence children's learning. The findings of the current study reveal that the teachers are aware of this issue but the parents are not as aware as the teachers. Compared to teachers, the parents scored less in DAP scale. When items analyzed one by one; it is seen that teachers' allocating extended periods of time for children to engage in play and projects was considered as not an important issue by parents, while as an important issue by teachers. This indicates that parents consider the school as places in which there is more teacher supported and less child directed educational experiences are conducted. As in other studies, this finding supports the belief that parents of preschool children tend to want teachers who use teacher directed methods (Ernest, 2001; Smith 1980). This finding might be due to the parents' prior educational experiences. In Turkish Educational system the education was teacher centered since many years. As the child centered educations' positive impact on children recognized in the world; it is started to be recognized in Turkey too. The mean age of the parents took part in the study is around 30; this might mean that they were graduates of teacher centered education. Throughout this finding it might be concluded that; the parents; who are educated in teacher centered educational system, expect their children to be educated in teacher centered system rather than child centered education system, regardless of current trends (move to child centered education).

The remaining items with low scores on the DAP scale of parents were related to family and culture inclusion. The parents did not believe that parental involvement, culture inclusion and forming collaboration with parents were as important as other items took part in DAP scale. This finding indicates that the parents find children and their education related issues as major issues related with effective education of their young children. They are not aware enough that parent involvement is an important part of educational process.

For both the teachers and parents the DAP beliefs were higher than those for the DIP beliefs. In terms of the teacher DIP beliefs, it was seen that teachers find the use of workbooks and ditto sheets as an important part of their educational process, also talking to the whole group and the teacher making all children to do the same things at the same time as important. The beliefs which are high in DIP scale were also about teachers' providing the same curriculum and environment for each group of children that comes through the program. These findings demonstrate that the teachers' tendency to use a teacher centered style might be in relation to the change in the point of view towards early childhood education. This change issue is proposed in the study of Parker (2006). According to the findings of Parker (2006), preschool teachers in their reports about their use of DIP in their classes claim that early childhood education classrooms are becoming focused on academic attainment since they have to prepare the child for the next grade. In the Turkish educational system; gaining academic skills is also important. The private elementary schools, before enrollment, make young children take some exams, which ask about some academic skills. Because of this reason the parents might expect the preschool teachers teach some academic skills to their children like numbers, patterns or social issues. Because of this reason the teachers in preschools might be trying to teach these academic skills to young children through use of workbooks, or using same curriculum to whole group. Another reason for these findings might be related to teacher directed practices' being considered as easier to accomplish than child directed practices. Increased class numbers might also be a reason for teachers using of group based DIP practices such as using workbooks (Parker, 2006). However, in a classroom where developmentally appropriate practices are used, children have the opportunity of working in groups and alone, and can access assistance from teachers when they need it (Copple & Bredekamp, 2009). In last few years, the Turkish Ministry of education attempted to increase the number of public preschools, but still in the classrooms there are approximately 20 students per teacher.

Parallel with findings of Parker (2006) increased class numbers might be a reason for teachers' use of DIP in their classrooms.

In the current study, compared to the teachers, the parents had higher DIP beliefs. According to the parent responses, teachers' talking to the whole group and making children to do the same things at the same time was one of the highest ranked DIP practice items. Teachers' use of workbooks and ditto sheets; instruction in letter and word recognition; children's coloring within pre-drawn forms; providing the same curriculum and environment for each group of children that comes through the program; focusing on teaching children isolated skills using repetition and recitation were the other items that were ranked high in the beliefs in DIP scale. These findings are parallel with the findings of previous studies about the DIP beliefs of parents. In these studies it was found that while some parents have DAP supporting beliefs, many have DIP supporting beliefs expecting their child's teacher to use didactic methods when teaching literacy and numeracy skills (Holloway, Rambaud, Fuller & Eggers-Pierola, 1995). Moreover; for the parents, the meaningful and important elements were; being sure that homework was done, learning about the progress of the child, setting home rules, helping the child accomplish school projects and being ready to help with homework (Grossman, Osterman & Pedhazur, 1999). These findings gives weight to assumptions about parents' teacher directed education background. As indicated before; the parents; who are educated in teacher centered educational system, might expect their children to be educated in teacher centered system rather than child centered system, regardless of current trends (move to child centered education).

Although the parents and teachers have different beliefs about DIP, they have one common belief about DIP. This item is, about regular use of punishments and/or reprimands when children were not participating; scored highest in the teacher scale and this was similar to the score given by the parents' scale. This contradicts with findings from previous studies conducted about punishment. Indeed, according to Lin & Lai (2001) the teachers and parents believe that punishment rather than encouragement motivates children

to study. Also in literature, it is stated that the teachers and parents seem to want to change in order to foster positive behaviors of children. As stated; the teachers and parents who want to effectively change the behaviors of their students and children have to change their own behaviors rather than using punishment (Maag, 2001). The current finding indicates that, the teachers or the parents believe that they should not use punishment technique on children. This is a quiet positive finding that indicates the parents took part in the current study do not believe in teacher centered education in a blind way. They are aware of negative consequences of negative use of punishment, and they ignore using it.

The difference between the parent and teacher beliefs in terms of DIP might be due to the teachers' education about DAP. Although teachers learn about DAP practices when training to be teachers furthermore, as indicated before most of the parents are educated within teacher directed environments, if they correlate their own teaching experiences, these scores are normal. Another reason for the discrepancy between teacher and parent beliefs on DIP might be in relation to lack of parents' child centered education experiences in their child's schools. Indeed In the classrooms where DIP is applied, parents are not seen as partners, and are not welcomed into classrooms, for this reason their involvement in activities conducted at schools do not have chance of being observed (Copple & Bredekamp, 2009). The literature supports the idea that preschools need an open door policy for parents. Hoover-Dempsey & Sandler (2005) claim that rather than forcing parents to take part in activities at their child's school, the teachers might help parents choose the activity they feel comfortable with. Providing variety of experiences for the parents to take part in schools might help them to discover the type of teaching that is being implemented in their child's preschool.

5.2 The DAP/DIP Beliefs in Relation to Some Demographic Variables

5.2.1 Teacher Demographic Variables in Relation to Their DAP & DIP Beliefs

In the current study, DAP and DIP beliefs were compared in relation to the educational level and type of school in which they work. The findings revealed that teachers had significantly different DIP scores in relation to their educational level. The university graduate teachers had significantly less DIP beliefs (they found DIP less important) which means they have beliefs closer to DAP compared to those teachers who only graduated from high school. This finding is consistent with previous studies conducted with preschool teachers about their DAP beliefs (Abbot-shim, Lambert & McCarty, 2000; Cassidy & Lawrence, 2000; Gu & Yawkey, 2010; McMullen, 2009; Vartuli, 1999). In the study conducted by Vartuli (1999) the difference between teachers' beliefs, attitudes and practices towards students were explained by their educational level. Vartuli (1999) found that the teachers who had qualified in early childhood teaching had higher points in developmentally appropriate practices beliefs compared to the teachers who had trained for elementary school teaching. Also in another study it was found that the teachers who have early childhood education had higher scores on DAP scores. Also the teachers who had elementary education degree or early childhood education degree besides early childhood practices had greater scores on DAP practices compared to ones who had a degree in elementary education or no experience on preschool education (McMullen, 1999). Despite this research, a study conducted among Jordanian preschool teachers revealed that educational level did not reveal any significant difference in the DAP beliefs of preschool teachers (Abu-Jaber & Al-Shawareb, 2010).

In the current study, when the demographic characteristics of teachers are analyzed, it is found that the lowest educational level of teachers in number

was working at individual private schools and schools at SSCPA. The Turkish government does not strictly monitor the educational level of teachers who work in day-care centers which are under supervision of General Directorate of Social Welfare and Child Protection Agency (SSCPA). In these kinds of schools high school graduate teachers are accepted to be teachers, as well as teachers who are coming from other educational backgrounds. However; if they work in public schools which are under supervision of MoNE there is a requirement for being a university or senior high school graduate. Considering the findings of the current study; it can be said that to increase the quality of education, it is important to consider educational level of teachers.

No significant differences in both the DAP and DIP belief of teachers in terms of type of school in which worked were found in the current study. This is not considered as a limitation because the types of schools especially day-care centers were uneven in number. If there was a greater number of crèches in the sample of the current study, there would be more high school graduates; and it is believed that might lead to more differences.

5.2.2 Parent Demographic Variables in Relation to Their DAP & DIP Beliefs

The parents' DAP beliefs revealed significant differences in terms of their educational level. Parents who had only completed primary school revealed significantly lower beliefs on DAP compared to those who had a master's degree. As in the DAP beliefs, the DIP belief scores of parents revealed significant differences in terms of educational level. The university graduates, those with a master's or a doctoral degree had significantly less DIP beliefs compared to those who had only completed primary school. Finding significance for both scales results in the conclusion that as the educational level of the parents' increases, the value they give to DAP also increases. In other words the parents who only completed primary school give more

importance to DIP beliefs, compared to high school or university graduates. These findings are also supported with the literature for example; parents with limited educational background evince stronger beliefs in didactic, teacher directed educational methods (Stipek, Milburn, Clements & Daniels, 2002). Also it was found that parents ask their children more questions about school as the parents' educational level increases (Ames, Stefano, Watkins & Sheldon, 1995). Moreover studies imply that when the parents are more educated and have higher socio economic status, they are more involved in their children's education (Fehrman et al., 1987; Muller & Kerbow, 1993; Sheldon, 2002; Tam & Chan, 2009; Roskam & Meunier, 2009; Wilson, Pentecoste & Nelms, 1982). However findings of Goldenberg, (1987) contradict with the findings stated. He claims that the parents who have lower educational and social levels are interested in their child's schooling and are good at parental involvement skills.

Most of the studies described above were conducted with parents of high school or secondary school students. However, the current study attempts to shed light on preschoolers' parents. In this case it was found that preschoolers' parents' educational level has an influence on their point of view toward parental involvement and DAP beliefs.

Fathers are found to establish more differentiating attitudes towards their children in terms of observing their educational process (Roskam & Meunier, 2009). However, in the current study when analyzed in terms of gender, the groups revealed no significant differences. The finding might be due to uneven number of fathers and mothers took part in the study. If the number of mothers and fathers were even, difference in DAP beliefs in relation to gender might be seen. Moreover; in line with the findings of the current study, research conducted by Tekin (2011) revealed that the self-efficacy beliefs of parents in relation to parental involvement do not differ depending on the gender of the parent.

5.3 Attitudes and Barriers towards Parental Involvement

5.3.1 Parent Involvement Attitudes of Teachers and Parents

In DAP; teachers establish reciprocal relationships with parents. Indeed, they work as partners, they communicate regularly and they trust each other in terms of recognizing that all the developmental needs of the children are met (Copple & Bredekamp, 2009). As proposed by DAP guidelines; teachers and parents in the current sample relatively high parental involvement attitudes.

For parents and teachers parental involvement is considered as important for effective teaching. One of the concerns about being an excellent teacher is stated as establishing reciprocal relationship with families (Copple & Bredekamp, 2009). In the current sample; the teachers were aware of this and they considered being effective in relation to parental involvement. Another item which is very important for both the teachers and parents was the child's success. Both groups believed that parental involvement is important for the academic success of their children. These findings indicate that both the teachers and parents believe in the impact of parental involvement on student success and better teaching.

Parental involvement is a construct which is open to change by parents, schools and students. In order to show their beliefs on involvement, parents should be monitoring their child's progress, help with homework and attend school events besides visiting schools and communicating with teachers of their child. Teachers and administrators can help parents become more involved in education for example, by inviting parents to different school activities and by welcoming them into the school rather discouraging them (Keith & Keith, 1993). Despite the stated responsibilities of teachers and administrators; in the current study findings; there was an inconsistency between the teacher and parent responses to the parent involvement attitude (PIA). Consistent with the findings from the literature parents in the current study indicated that they knew how to help their children with their school

work. In the literature it is stated that parents feel a high level of self-efficacy in relation to helping with their children's homework (Grossman, Osterman & Pedhazur, 1999). Despite parents' beliefs about themselves, one of the lowest scored items in the PIA teacher scale concerned the teachers' view that parents had a low knowledge level in terms of helping their child with school work at home.

Contrary to the teacher viewpoints, the findings revealed that parents are ready to collaborate with the schools, which is understood from the highest scores they obtained in the PIA scale. The highest scores on the PIA scale were about the parents' being willing to learn how to assist their children with school work and they claimed that they could do this if they were shown how. This inconsistency might be due to parents' decision making process about parental involvement. In literature, it is indicated that while deciding on the type and level of their involvement, first the parents have their independent and personal preferences regardless of their perceptions about school practices and teacher attitudes. Then they decide to take part in the activities which they find meaningful and which support their opinions about parental involvement (Grossman, Osterman & Pedhazur, 1999). This inconsistency might also be due to lack of communication between parents and teachers. Parents might believe in themselves, but due to lack of involvement and communication, they might not be able to show their willingness to teachers.

5.3.2 Parent Involvement Barriers of Teachers and Parents

Both the teachers and parents might have different perspectives towards education. At this point it is the responsibility of teacher to share the differing perspectives and communicate about the appropriate practices for the developing child (Copple & Bredekamp, 2009). In the current study, parent involvement barriers of teachers and parents were found as quite different. The findings revealed that the teachers considered that the parental involvement barrier is higher than the parents' perception.

In the literature it is stated that, the barriers experienced by the parents should be investigated in order to learn about possible miscommunication issues between educators and parents (Drummond & Stipek, 2004). The current findings reveal that there is a great miscommunication between parents and teachers, in terms of experienced barrier beliefs. When analyzed in detail, the greatest barriers they experienced were about communication for example, the parents' acceptance of teachers' critical evaluations of their child's work and behavior. This finding is commonly found by researchers investigating the barriers to parental involvement. Indeed, in the literature it is stated that parents have difficulty in understanding the reality about their children and that results in problems in communication (Erdoğan & Demirkasımoğlu, 2010; Hornby, 2000; Yıldırım & Dönmez, 2008). The second greatest barriers experienced by teachers were that parents' finding lack of available care for other children in the family in order that the parents could participate in school activities. The lowest scores were those barriers perceived by the teacher about informing parents about school policies and procedures.

Compared to teachers, the parents had greatest barrier in their involvement because of lack of available care for other children at home; and demands of their employment. This finding is supported by those of Yıldırım and Dönmez (2008). They claimed that the workload of parents was considered as barrier by the teachers. On the other hand parents rated two barriers as the lowest as their not being capable of helping their child in school work, followed by the school principals' being open to parental involvement.

The findings revealed that child care is a common problem among parents and teachers. In the PIB scale, the lack of available care for other children at home was scored second in teachers' scale and first in the parents' scale. This is a commonly faced barrier in parental involvement process (Halgunseth, 2009). It is stated that the teachers should provide opportunities of child care for those parents that are in need to facilitate the parents' taking part in school activities.

5.4 Relationship between Beliefs about DAP, Parental Involvement and some Demographic Variables

5.4.1 Relationship of Teacher DAP, DIP Beliefs and PIA, PIB and Years of Teaching Experience

It is important to understand the factors that influence DAP beliefs of professionals and the factors that affect how they practice (McMullen, 1999). In the current study, the investigation of the relationship between the teachers' DAP beliefs in relation to their PIA, PIB and years of teaching experience revealed significant results. According to the findings, the teachers PIA and PIB made significant contributions to their DAP and DIP beliefs but the years of teaching experience did not make a significant contribution. Indeed these findings suggest that the PIA of teachers make the greatest contribution to DAP and DIP beliefs of teachers followed by PIB.

The current study contributes to this viewpoint in that the DAP & DIP beliefs of teachers is significantly predicted by their attitudes towards and their reported barriers about parental involvement. The teachers' beliefs about education is stated as significant contributors to their self-efficacy in terms of parental involvement, and this increased efficacy is stated as building positive relationship with parents (Hoover-Dempsey, Walker, Jones & Reed, 2002).

The relation between teachers' attitude towards parental involvement and developmentally appropriate practices were also found in relationship in literature. Indeed the teachers use of DAP was found to be positively correlated to their use of effective parental involvement strategies. On the other hand the teachers' use of DIP was found to be related to negative attitudes concerning the parents' influence on their educational process. Specifically the teachers' claimed that since they feel the pressure from the parents they experience problems in doing appropriate practices (Charlesworth, Hart, Burts & Hernandez, 1991). The teachers also believe that they were under pressure from parents about teaching academic skills to young children and from the

school administrators in terms of their unrealistic expectations, achievement tests and curriculum needs (Stipek & Byler, 1997).

Unlike the findings of the previous studies which states that factor, years of teaching experience, is positively related to the DAP beliefs of teachers (Cassidy & Lawrence, 2000; Hu, 2012); throughout the analyses of the current study there was no significant contribution from the years of teaching experience was found to be related to the DAP and DIP beliefs of teachers. This finding might be due to a lower number of teachers with over 20 years experience. Due to this findings; as stated by McMullen, (1999) the scope of research on DAP should be broadened in order to find more factors that may influence DAP beliefs and practices.

In the study by Charlesworth et al., (1990), the developmentally appropriate practice beliefs of preschool teachers were investigated in relation to their developmentally inappropriate beliefs and practices. The findings revealed that the teachers who have high DAP scores mostly control over their plans and the ways they implemented activities. On the other hand the teachers who had high scores on developmentally inappropriate beliefs and practices reported more outside pressures on their planning and instruction from school principals and parents. In the current study, it is revealed that the teachers with higher DAP beliefs, have increased PIA (high positive correlation), and conversely, an increase in DIP beliefs results in a decrease in PIA as well as DAP beliefs. This significant correlation also indicates the nature of relationship between parents involvement attitudes and the DAP/ DIP belief relationship of the teachers and parents. Similarly, when the results analyzed from the perspective of the parents, a negative correlation between DAP and PIB; and a positive correlation between DAP and PIA is found. The findings support the idea that the DAP/DIP beliefs and parent involvement attitudes/barriers are related concepts.

These findings indicate that there might be many factors that might influence their DAP beliefs. Indeed, in the current findings, the parental involvement attitudes and experienced parental involvement barriers

contributed to DAP beliefs of teachers. This finding contributes to interconnected nature of parental involvement and DAP as stated by Copple and Bredekamp (2009). In theory it is commonly said that, DAP and parental involvement are related issues; the significant findings of the current study might be a step to prove this interconnected nature.

5.4.2 Relationship of Parent DAP, DIP Beliefs and PIA, PIB and Age

The parents' DAP & DIP beliefs were investigated in relation to their PIA, PIB and the age variables. The results revealed that all the predictor variables have significant contributions to the DAP & DIP beliefs of parents. Indeed when the contributions are analyzed, DAP; PIA had the greatest contributions followed by PIB and age while for DIP major contributor was PIA followed by age and DIP. According to findings of Grossman, Osterman and Pedhazur, (1999) Parents have independent personal preferences about deciding on the type of involvement they will undertake. These decisions are unrelated to their perceptions about teachers' attitudes and school policies about parental involvement. Contrary to the findings indicated by Grossman, Osterman and Pedhazur, (1999); the findings of the current study revealed that the parents' DAP beliefs and educational practices are influenced by their attitudes and barriers they perceive. Because of this reason the current findings contribute to literature in that, the parents DAP beliefs should not be considered as independent constructs. They are influenced as factors like parent involvement attitudes and experienced parental involvement barriers. According to studies on this topic, the open door policy provided by teachers is found to have a strong relation to the level of parental involvement (Balkar, 2009; Epstein, 2002, Hoover-Dempsey & Sandler, 2005). Consequently, parental involvement models needs to be open ended since this allows the parents to have the opportunity of selecting the type and deciding on the extent of their involvement (Hoover-Dempsey & Sandler, 1995).

5.5 Implications

In order to be successful in providing DAP experiences the teachers should choose the approach which might be the most appropriate for the children in their care considering the needs, strengths, characteristics and interest areas of the children in the class. This is correlated with the teachers' knowledge, creativity and experience on the issue (Goldstein, 2008). One of the ways of creating appropriate learning environments is to form communities with the parents and building successful community partnerships (Ritter, 2007).

In the current study, PIB, PIA, DAP and DIP was found in relationship with each other. While implementing programs, the educators need to consider this relationship and give privilege to parental involvement activities conducted. In this way quality of both the developmentally appropriate practices and parental involvement activities conducted might increase.

The findings of the current study revealed that the parents find child development related issues more important than parental involvement issues. However, the regression analyses revealed that the developmentally appropriate practice related issues are influenced by parental involvement attitudes and barriers of parents and teachers. As a consequence, to develop developmentally appropriate practice beliefs of parents and teachers, it is important to increase their knowledge about importance of parental involvement via in service trainings and seminars.

According to the findings of the current study, the parents prefer teacher centered education to be used in classrooms. This finding might indicate that the parents do not know about child centered education. That is why; parents need to be informed about the characteristics and impacts of child centered education on young children.

Level of education is found as an important factor that influence DAP beliefs of parents and teachers. Because of this reason, to develop better generations, the educational level of the community should be increased.

There is a guide book for teachers in Turkey that gives information about early childhood curriculum. But here are not any set guidelines for teachers to follow while educating children, to educate in best way. The DAP guidelines set by NAEYC is a good resource for teacher, but teachers in Turkey might have difficulty in reaching to it. In Turkey, there needs to be a guideline provided for teachers to follow regarding to Turkish educational system and Turkish socio-cultural background.

In conclusion, it is interesting to draw attention to Ernest's (2001) comment that; the thesis is that DAP is for everyone, and the antithesis is that DAP is not for everyone. DAP is as considered as universal however, the decision concerning which parts are appropriate or inappropriate need to be decided in consideration of the context and culture (Ernest, 2001). In the current study, the parental involvement element of DAP, was investigated within the Turkish cultural context. The findings revealed both contradicting and parallel findings with universal context of DAP and literature concerned with parental involvement in their child's schooling. The DAP and parental involvement research in Turkey gone one step further by the current study. It is found that parental involvement attitude and barriers contribute to DAP and DIP beliefs. This study has provided information which can set the stage for further studies which can investigate other variables related with DAP and parental involvement.

5.6 Directions for Future Research

Teacher knowledge about involvement might be increased by creating various interaction opportunities for teachers and parents (Baker, Kessler-Skar, & Piotrowski, 1999). As found in the current study, the interaction between the teachers and parents should be increased to help children develop in the most appropriate way. In order to increase this relationship, a detailed focus on the parental involvement paradigm should be undertaken.

It is important to remember that teachers and parents learn from each other (Reikes & Edwards, 2009). After learning about the relationship between DAP and parental involvement, in order to make this relationship better known, training should be provided for both the teachers and parents about DAP.

Although the current study provided information about parents' and teachers' beliefs on DAP, further studies should be conducted with different samples to focus on what parents understand from DAP beliefs in relation to their DAP practices. Although the teachers know about child centered practices, the parents might not have knowledge about this new trend. In order to have a parallel educational process, the parents should be informed about DAP and its impact on developing children.

The current study revealed that there are some DIP techniques that the teachers prefer to use. In further studies, the teachers might be asked about the reasons for their use of teacher centered education.

In further studies, the barriers to involvement of parents to education should be investigated in detail from the perspective of both the parents and teachers. Moreover, the ideas of parents and teachers about developing positive attitudes toward parent involvement should be examined. In this way, two significant contributors of DAP would be investigated in detail.

When the parents took part in the study analyzed in terms of gender, it s found that mostly it was the mothers who filled in the questionnaires. However, in Turkish culture although the primary caregiver is the mother, the leaders of the family are fathers. Because of this reason in further studies it is important to learn about the beliefs of fathers regarding to DAP and parental involvement in details.

DAP guidelines are primarily set for parents to use in their classrooms environment. However findings of the current study revealed that the parents do not know about developmentally appropriate practice. To fill this gap DAP guidelines for parents should be created to be followed by parents too.

Last but not the least, in order to widen the perspective concerning DAP, future studies should incorporate children's ideas about child centered education and parental involvement.

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**APPENDIX B: DEMOGRAPHIC INFORMATION QUESTIONNAIRE
for PARENTS**

Yaşınız _____

2. Cinsiyetiniz: Kadın _____ Erkek _____

3. Anketi dolduran kişi:

Anne Baba Diğer (Lütfen belirtiniz) _____

4. En Son mezun olduğunuz eğitim/öğretim kurumu (Lütfen aşağıdaki sayılardan birini işaretleyiniz)

1 = ilkokul

2 = ortaokul

3 = lise

4 = iki yıllık yüksek okul

5 = lisans

6 = yüksek lisans

7 = doktora

5. Mesleğiniz:

Çalışmıyor

Memur

İşçi

Serbest meslek (Lütfen belirtiniz) _____

Diğer (Lütfen belirtiniz) _____

Emekli iseniz önceki mesleğiniz _____

APPENDIX C: TEACHERS BELIEFS SCALE (PILOT STUDY)

Aşağıdaki bölümü doldururken lütfen 3, 4 ve 5 yaş grubundaki öğrencileri ve kendi sınıf öğrencilerinizi göz önünde bulundurunuz.

1. Aşağıda harflerle belirtilen maddeleri 1 den 6 ya kadar okul öncesi eğitim açısından sıralayarak değerlendiriniz. Değerlendirmenizi yaparken, çocukların ihtiyaçlarını ve eğitim programını göz önünde bulundurunuz. Lütfen her bir harfi (şikkı) sadece bir kez kullanınız.

A_ Anne-baba

C_ Okul idaresi/ yönetimi

E_ Öğretmen

B_ Okul sistemi/ eğitim politikası

D_ Yönetmelikler

F_ Diğer Öğretmenler

1. En çok etkileyen __
2. Çok etkileyen __
3. Etkileyen __
4. Kararsız __
5. Az etkileyen __
6. En az etkileyen __

Programlara etki eden dış faktörler düşünüldüğünde sizin okul öncesi eğitim programları için bu tür etkinliklere yönelik kendi kişisel inanışınız nedir? Lütfen aşağıda okul öncesi eğitim programları ile ilgili verilen her bir duruma yönelik sizin inancınızı gösteren rakamı daire içine alarak belirtiniz.

	Hiç Önemli Değil	Önemli Değil	Önemli	Oldukça Önemli	Çok önemli
2. Bir değerlendirme tekniği olarak hazır bulunuşluk ya da başarı testleri _____'dir	1	2	3	4	5
3. Eğitim programını planlamak ve değerlendirmek için öğretmen gözlemleri _____'dir.	1	2	3	4	5

5. Etkinliklerin çocuklar arasındaki bireysel farklılıklara ve gelişim düzeylerine cevap veriyor olması _____'dir.	1	2	3	4	5
6. Etkinliklerin öğrencilerin kültürel farklılıklarına cevap veriyor olması _____'dir.	1	2	3	4	5
7. Her bir eğitim alanının farklı bir konu olarak (matematik, dil, fen etkinliği gibi) farklı zamanlarda öğretilmesi _____'dir.	1	2	3	4	5
10. Öğretmenlerin çocukların çeşitli öğrenme alanları ile ilgili istedikleri etkinliği seçmelerine imkan tanınması _____'dir.	1	2	3	4	5
11. Öğretmenlerin okuma yazma çalışmalarında tek bir yöntem izlemesi _____'dir.	1	2	3	4	5
12. Anaokulunda kelime ve harf tanımaya yönelik eğitim vermek _____'dir	1	2	3	4	5
13. Öğretmenlerin somut materyallerle donatılmış öğrenme alanları (okuma-yazma alanı, fen alanı, matematik alanı vb.) hazırlamaları _____'dir.	1	2	3	4	5
14. Çocukların kendi etkinliklerini yaratmalarına izin vermek (örnek: el işi faaliyetleri, kesmek, çizmek, deney yaparken basamakları belirlemek, yaratıcı drama etkinliklerini planlamak, sanat etkinliği yapmak ve bilgisayar başında etkinlik yapmak) _____'dir.	1	2	3	4	5
15. Çocukların zamanlarının çoğunda masa başında bireysel olarak çalışmaları _____'dir.	1	2	3	4	5
19. Öğretmenlerin, sınıf içerisinde bireysel ya da grup olarak çalışan çocuklar arasında dolaşarak onlara sorular sorması, önerilerde bulunması; çocukların öğrenim materyallerini kullanmasını, aktivitelere katılmasını ve arkadaşlarıyla iletişim kurmasını sağlaması _____'dir	1	2	3	4	5

23. Öğretmenlerin çocukların oyun ve projelerde yer almaları için günlük planda geniş zaman dilimleri ayırması _____'dir.	1	2	3	4	5
24. Çocukların kendi kendilerine kelimeler/heceler oluşturarak yazma denemeleri yapması _____'dir.	1	2	3	4	5
25. Çocukların hazır çizili şekillerin içini boyaması _____'dir.	1	2	3	4	5
26. Çocukların her gün bireysel olarak ve/ veya küçük gruplar halindeyken kitapları incelemeleri _____' dir.	1	2	3	4	5
27. Öğretmenlerin çocuklara her gün bireysel olarak ve/ veya küçük gruplar halindeyken kitap okumaları _____' dir.	1	2	3	4	5
28. Çocukların kendi yarattıkları hikayelerini öğretmenlerine yazdırmaları (dikte ettirmeleri) _____'dir.	1	2	3	4	5
29. Öğretmenlerin mesleki gelişimlerini devam ettirme çalışmaları içinde olması (örnek; konferanslara katılmak veya bilimsel yayınlar okumak gibi) _____'dir.	1	2	3	4	5
30. Çocukların telefon defteri ya da dergiler, çerez kutuları, yiyecek paketleri gibi çevredeki yazılı materyalleri görüp kullanması _____'dir.	1	2	3	4	5
31. Çocukların akranlarıyla sosyal becerilerini geliştirmeleri için onlara gün içinde çok sayıda fırsat ve ortam sağlamak (örnek: işbirliği kurmak, yardımlaşmak, konuşmak) _____'dir.	1	2	3	4	5
38. Özel eğitime gereksinim duyan çocukların aileleri ve farklı kültürlerden gelen ailelerin çocukları da dahil olmak üzere eğitim sürecinde bütün çocukların aileleri ile ortaklık kurmak _____'dir.	1	2	3	4	5

39. Özel eğitime gereksinim duyan çocuklar için öğretmenlerin uygun öğrenme etkinliklerine imkan verecek şekilde iç ve dış mekanları uygun hale getirmesi, düzenlemesi ve adapte etmesi _____'dir.	1	2	3	4	5
40. Özel eğitime ihtiyaç duyan çocuklara diğer çocuklarla birlikte ve günlük plan ve etkinlikler çerçevesinde başka bir uzman tarafından hizmet sağlamak (konuşma terapisi gibi) _____'dir.	1	2	3	4	5
41. Öğretmenlerin sessiz bir eğitim ortamı sağlaması _____'dir.	1	2	3	4	5
42. Okula devam eden bütün çocuklar için aynı eğitim programının uygulanması ve her bir grup için aynı öğrenme ortamının sağlanması _____'dir.	1	2	3	4	5
43. Çocuklara çeşitli kavramların tekrarlama ve ezber yöntemleri kullanarak öğretilmesi _____'dir.	1	2	3	4	5

APPENDIX D: FACTOR LOADINGS for PBS PILOT STUDY

Loadings for Three Factors (EFA: Varimax Rotation) in Descending Order (Pilot study)

Items	Factor 1	Factor 2	Factor 3
TBS 31	.703		
TBS 26	.700		
TBS 29	.692		
TBS 33			.022
TBS 32	.684		
TBS 34	.640		
TBS 30	.632		
TBS 38	.558		
TBS 13	.547		
TBS 27	.537		
TBS 35	.524		
TBS 23	.520		
TBS 22	.442		
TBS 28	.439		
TBS 8	.431		
TBS 4		.738	
TBS 9		.638	
TBS 14		.635	
TBS 6		.620	
TBS 39		.605	
TBS 5		.603	

TBS 3		.534	
TBS 40		.528	
TBS 10		.515	
TBS 19		.501	
<hr/>			
TBS 37	.434		
<hr/>			
TBS 2		.297	
TBS 7		.363	
TBS 21		.689	
TBS 43		.676	
TBS 42		.661	
TBS 15		.634	
TBS 11		.618	
<hr/>			
TBS 41		.086	
<hr/>			
TBS 25		.612	
TBS 44		.603	
<hr/>			
TBS 24	-.005	-.157	-.598
TBS 17	.069	.325	-.583
<hr/>			
TBS 16		.562	
TBS 12		.557	
TBS 45		.490	
TBS 18		.443	
<hr/>			
TBS 36	.303		
<hr/>			
TBS 20		.340	
<hr/>			

APPENDIX E: ITEM TOTAL STATISTICS FOR TBS (PILOT STUDY)

Item Total Statistics for the Teachers' Beliefs Scale (TBS) (pilot study)

Items	Scale mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Cronbach's alpha if item deleted
TBS 2	166.04	188.73	-.125	.667
TBS 3	163.82	178.27	.380	.645
TBS 4	163.78	180.87	.275	.649
TBS 5	163.67	180.33	.322	.648
TBS 6	164.24	178.17	.313	.646
TBS 7	166.10	186.89	-.055	.665
TBS 8	163.58	180.01	.410	.647
TBS 9	163.59	178.82	.486	.644
TBS 10	163.96	180.36	.273	.649
TBS 11	164.40	176.43	.253	.646
TBS 12	164.42	180.57	.143	.654
TBS 13	164.02	176.37	.440	.641

TBS 14	163.74	179.62	.362	.647
TBS 15	164.56	176.10	.290	.644
TBS 16	165.56	185.68	-.016	.663
TBS 17	164.50	188.84	-.124	.668
TBS 18	165.89	185.94	-.023	.663
TBS 19	163.84	178.13	.404	.644
TBS 20	165.87	186.41	-.040	.665
TBS 21	164.06	171.90	.473	.634
TBS 22	164.20	177.93	.306	.646
TBS 23	164.43	178.40	.309	.646
TBS 24	166.04	194.97	-.303	.681
TBS 25	165.05	180.93	.139	.654
TBS 26	164.25	172.70	.524	.634
TBS 27	164.19	176.27	.340	.643
TBS 28	164.30	175.70	.389	.641
TBS 29	163.84	172.39	.624	.632
TBS 30	164.37	177.32	.338	.644
TBS 31	163.71	176.33	.558	.640

TBS 32	164.09	175.63	.403	.641
TBS 33	166.54	197.02	-.514	.681
TBS 34	163.94	175.59	.535	.639
TBS 35	163.88	176.97	.456	.642
TBS 36	164.60	183.87	.059	.658
TBS 37	163.28	145.74	.123	.736
TBS 38	164.06	177.16	.368	.643
TBS 39	163.95	179.66	.284	.648
TBS 40	164.01	181.57	.166	.653
TBS 41	165.46	192.33	-.212	.678
TBS 42	165.07	180.25	.128	.655
TBS 43	164.83	173.13	.350	.639
TBS 44	165.16	175.55	.212	.649
TBS 45	165.08	180.46	.110	.657

APPENDIX F: TEACHERS' BELIEFS SCALE MAIN STUDY

1. Aşağıda harflerle belirtilen maddeleri 1 den 6 ya kadar sıralayarak değerlendiriniz. Değerlendirmenizi yaparken, çocukların ihtiyaçlarını ve eğitim programını göz önünde bulundurunuz. Lütfen her bir harfi (şıkkı) sadece bir kez kullanınız.

A_ Anne-baba

C_ Okul idaresi/ yönetimi

E_ Öğretmen

B_ Okul sistemi/ eğitim politikası

D_ Yönetmelikler

F_ Diğer Öğretmenler

1. En çok etkileyen ___
2. Çok etkileyen ___
3. Etkileyen ___
4. Kararsız ___
5. Az etkileyen ___
6. En az etkileyen ___

Lütfen aşağıda okul öncesi eğitim programları ile ilgili verilen her bir duruma yönelik sizin inancınızı gösteren rakamı daire içine alarak belirtiniz.

	Hiç Önemli Değil	Önemli Değil	Önemli	Oldukça Önemli	Çok önemli
2. Eğitim programını planlamak ve değerlendirmek için öğretmen gözlemleri ___' dir.	1	2	3	4	5
4. Etkinliklerin çocuklar arasındaki bireysel farklılıklara ve gelişim düzeylerine cevap veriyor olması _____'dir.	1	2	3	4	5
5. Etkinliklerin öğrencilerin kültürel farklılıklarına cevap veriyor olması _____'dir.	1	2	3	4	5
6. Sınıf içi öğretmen-çocuk etkileşimi çocukların kendilerine olan özgüvenlerinin gelişmesinde _____'dir.	1	2	3	4	5
7. Sınıf içi öğretmen-çocuk etkileşimi çocukların öğrenmeye karşı olumlu tutumlarının gelişmesinde _____'dir.	1	2	3	4	5
8. Öğretmenlerin çocuklara çeşitli öğrenme alanları ile ilgili istedikleri etkinliği seçmelerine imkan tanınması ___'dir.	1	2	3	4	5
9. Öğretmenlerin okuma yazma çalışmalarında tek bir yöntem izlemesi _____'dir.	1	2	3	4	5
10. Anaokulunda kelime ve harf tanımaya yönelik eğitim vermek _____' dir	1	2	3	4	5
12. Çocukların kendi etkinliklerini yaratmalarına izin vermek (örnek: el işi faaliyetleri, kesmek, çizmek, deney yaparken basamakları belirlemek, yaratıcı drama etkinliklerini planlamak, sanat etkinliği yapmak ve bilgisayar başında etkinlik yapmak) _____'dir.	1	2	3	4	5

13. Çocukların zamanlarının çoğunda masa başında bireysel olarak çalışmaları _____'dir.	1	2	3	4	5
14. Alıştırma kitapçıkları ya da çalışma kağıtları benim sınıfımın ders programı için _____'dir.	1	2	3	4	5
16. Öğretmenlerin, sınıf içerisinde bireysel ya da grup olarak çalışan çocuklar arasında dolaşarak onlara sorular sorması, önerilerde bulunması; çocukların öğrenim materyallerini kullanmasını, aktivitelere katılmasını ve arkadaşlarıyla iletişim kurmasını sağlaması _____'dir	1	2	3	4	5
17. Çocukların katılımı az olduğunda, öğretmenlerin katılımı arttırmak amacıyla kızma, azarlama, cezalandırma yollarını kullanması _____'dir.	1	2	3	4	5
19. Öğretmenlerin çocukların oyun ve projelerde yer almaları için günlük planda geniş zaman dilimleri ayırması _____'dir.	1	2	3	4	5
20. Çocukların hazır çizili şekillerin içini boyaması _____'dir.	1	2	3	4	5
21. Çocukların her gün bireysel olarak ve/ veya küçük gruplar halindeyken kitapları incelemeleri _____' dir.	1	2	3	4	5
22. Öğretmenlerin çocuklara her gün bireysel olarak ve/ veya küçük gruplar halindeyken kitap okumaları _____' dir.	1	2	3	4	5
23. Çocukların telefon defteri ya da dergiler, çerez kutuları, yiyecek paketleri gibi çevredeki yazılı materyalleri görüp kullanması _____'dir.	1	2	3	4	5
25. Sınıfta farklı ırklardan, yaşlardan, cinsiyetlerden ve farklı yeteneklere ve rollere sahip insanlarla ilgili örnek oluşturabilecek kitaplar, resimler, materyaller bulundurmak _____' dir.	1	2	3	4	5

26. Ailelerin rahatlıkla katılabilecekleri aile katılım etkinlikleri sağlamak _____'dir.	1	2	3	4	5
27. Öğretmenlerin çocukların davranışlarına rehber olmaları; problem çözme, sınırları öğrenme ve yeniden yönlendirme gibi yöntemler kullanması _____'dir.	1	2	3	4	5
29. Okula devam eden bütün çocuklar için aynı eğitim programının uygulanması ve her bir grup için aynı öğrenme ortamının sağlanması _____'dir.	1	2	3	4	5
30. Çocuklara çeşitli kavramların tekrarlama ve ezber yöntemleri kullanarak öğretilmesi _____'dir.	1	2	3	4	5

APPENDIX G: PARENTS' BELIEFS SCALE PILOT STUDY

Anne-Baba İnanışları Anketi

Yönerge: Bu anketin amacı siz anne ve babaların çocuklarının aldığı okul öncesi eğitim ile ilgili görüş ve düşüncelerini araştırmaktır. Anket sizin görüş ve düşüncelerinizi değerlendirdiği için ankette sorulan soruların doğru ya da yanlış cevapları yoktur ve her bir katılımcı kendi kişisel görüşüne göre cevap verecektir. Araştırmada yer alabilmek için en az bir çocuğunuzun okul öncesi eğitim alıyor olması gerekmektedir. Lütfen aşağıdaki maddelerde görüş ve düşüncelerinize en yakın olan numarayı işaretleyiniz.

Aşağıdaki bölümü doldururken lütfen 3, 4 ve 5 yaş grubundaki çocukları ve kendi çocuğunuzu göz önünde bulundurunuz.

1. Aşağıda harflerle belirtilen maddeleri 1 den 6 ya kadar okul öncesi eğitim açısından sıralayarak değerlendiriniz. Değerlendirmenizi yaparken, çocukların ihtiyaçlarını ve eğitim programını göz önünde bulundurunuz. Lütfen her bir harfi (şıkkı) sadece bir kez kullanınız.

A_ Anne-baba

C_ Okul idaresi/
yönetimi

E_ Öğretmen

B_ Okul sistemi/ eğitim politikası

D_ Yönetmelikler

F_ Diğer

Öğretmenler

Yukarıdaki şıklar arasında; okul öncesi eğitimi;

1. En çok etkileyen __
2. Çok etkileyen __
3. Etkileyen __
4. Kararsız __
5. Az etkileyen __
6. En az etkileyen __

Sizin okul öncesi eğitim programlarına yönelik kişisel inanışınız nedir? Lütfen aşağıda okul öncesi eğitim programları ile ilgili verilen her bir duruma yönelik sizin inancınızı gösteren rakamı daire içine alarak belirtiniz.

1	2	3	4	5
Hiç önemli değil	Önemli değil	Önemli	Oldukça önemli	Çok önemli

	Hiç Önemli Değil	Önemli Değil	Önemli	Oldukça Önemli	Çok önemli
2. Bir değerlendirme tekniği olarak başarı ya da hazır bulunuşluk testleri _____'dir.	1	2	3	4	5
3. Eğitim programını planlamak ve değerlendirmek için öğretmen gözlemleri _____'dir.	1	2	3	4	5
4. Etkinliklerin her bir çocuğun ilgisine cevap veriyor olması _____'dir.	1	2	3	4	5
5. Etkinliklerin çocuklar arasındaki bireysel farklılıklara ve gelişim düzeylerine cevap veriyor olması _____'dir.	1	2	3	4	5
6. Etkinliklerin öğrencilerin kültürel farklılıklarına cevap veriyor olması	1	2	3	4	5
7. İlkokulda olduğu gibi her bir eğitim alanının farklı bir konu olarak (matematik, dil, fen etkinliği gibi) farklı zamanlarda öğretilmesi	1	2	3	4	5
10. Öğretmenlerin çocukların çeşitli öğrenme alanları ile ilgili istedikleri	1	2	3	4	5
11. Okuma yazma çalışmalarında tek bir yöntem izlenmesi _____'dir.	1	2	3	4	5
12. Anaokulunda kelime ve harf tanımaya yönelik eğitim verilmesi _____'dir	1	2	3	4	5

16. Çocukların sınıflarında alıştırma kitapçıkları ya da çalışma kağıtları kullanmaları ders programı için _____'dir.	1	2	3	4	5
17. Okuma yazmaya hazırlık programları 3-6 yaş grubu çocukları için _____'dir.	1	2	3	4	5
18. Öğretmenlerin bütün sınıfa aynı anda hitap etmesi ve bütün çocukların aynı anda aynı etkinliğe katılımını sağlaması _____'dir.	1	2	3	4	5
19. Öğretmenlerin, sınıf içerisinde bireysel ya da grup olarak çalışan çocuklar arasında dolaşarak onlara sorular sorması, önerilerde bulunması; çocukların öğrenim materyallerini kullanmasını, aktivitelere katılmasını ve arkadaşlarıyla	1	2	3	4	5
20. Öğretmenlerin çocukların aslında katılmak istemediği etkinliklere katılımını sağlamak amacıyla yıldız ya da çıkartma gibi ödüller kullanması _____'dir.	1	2	3	4	5
21. Çocukların katılımı az olduğunda, öğretmenlerin katılımı arttırmak amacıyla kızma, azarlama, cezalandırma yollarını kullanması _____'dir.	1	2	3	4	5
26. Çocukların her gün bireysel olarak ve/veya küçük gruplar halindeyken kitapları incelemeleri _____'dir.	1	2	3	4	5
27. Öğretmenlerin çocuklara her gün bireysel olarak ve/veya küçük gruplar halindeyken kitap okumaları _____'dir.	1	2	3	4	5
28. Çocukların kendi yarattıkları hikayelerini öğretmenlerine yazdırmaları (dikte ettirmeleri)_____dir.	1	2	3	4	5
29. Öğretmenlerin mesleki gelişimlerini devam ettirme çalışmaları içinde olması (örnek; konferanslara katılmak veya bilimsel yayınlar okumak gibi) _____'dir.	1	2	3	4	5

30. Çocukların telefon defteri ya da dergiler, çerez kutuları, yiyecek paketleri gibi çevredeki yazılı materyalleri görüp kullanması _____'dir.	1	2	3	4	5
32. Sınıfta farklı ırklardan, yaşlardan, cinsiyetlerden ve farklı yeteneklere ve rollere sahip insanlarla ilgili örnek oluşturabilecek kitaplar, resimler, materyaller bulundurmaları _____'dir.	1	2	3	4	5
33. Çocukların okulda açık havada geçirdikleri zamanlarının planlı aktiviteleri de içermesi _____'dir.	1	2	3	4	5
35. Öğretmenlerin çocukların davranışlarına rehber olmaları problem çözme, sınırları öğrenme ve yeniden yönlendirme gibi yöntemler kullanması _____'dir.	1	2	3	4	5
41. Öğretmenlerin sessiz bir eğitim ortamı sağlaması _____'dir.	1	2	3	4	5
42. Okula devam eden bütün çocuklar için aynı eğitim programının uygulanması ve her bir grup için aynı öğrenme ortamının sağlanması _____'dir.	1	2	3	4	5
43. Çocuklara çeşitli kavramların tekrarlama ve ezber yöntemleri kullanarak öğretilmesi _____'dir.	1	2	3	4	5
44. Öğretmenlerin önceden hazırlanmış eğitim programını, çocukların günlük ilgilerinin ve o gün süregelen durumlarına dikkat etmeden takip etmeleri _____'dir.	1	2	3	4	5

APPENDIX H: FACTOR LOADINGS of PBS PILOT STUDY

*Loadings for Three Factors (EFA: Varimax Rotation) in Descending Order
(Pilot study)*

Items	Factor 1	Factor 2	Factor 3
PBS39*	.718		
PBS37*	.705		
PBS32*	.645		
PBS33	-.644		
PBS38*	.597		
PBS4	.596		
PBS34*	.561		
PBS35	.515		
PBS27	.481		
PBS36*	.481		
PBS26	.481		
PBS29*	.464		
PBS28	.451		
PBS17	.379		
PBS6*	.370		
PBS10	.282		
PBS20			.127
PBS19		.652	
PBS5		.616	
PBS8		.594	
PBS23		.535	

PBS18	.410
PBS31	.130
PBS13	.483
PBS9	.459
PBS41	.420
PBS30	.402
PBS25	.346
PBS7	.373
PBS14	.349
PBS22	.340
PBS3	.333
PBS4	.320
PBS44	.727
PBS24	.171
PBS43	.601
PBS42	.593
PBS21	.584
PBS15	.538
PBS12	.536
PBS11	.518
PBS45	.501
PBS16	.436
PBS2	.316

* Items belonging to FCU dimension of original questionnaire

APPENDIX I: ITEM TOTAL STATISTICS for the PBS (PILOT STUDY)

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PBS 2	154.39	114.55	-.017	.641
PBS 3	152.41	111.44	.194	.627
PBS 4	152.52	112.04	.120	.631
PBS 5	152.42	108.70	.371	.617
PBS 6	152.96	108.36	.327	.617
PBS 7	154.67	119.05	-.216	.657
PBS 8	152.08	111.48	.286	.624
PBS 9	152.15	111.74	.248	.626
PBS 10	152.60	110.23	.239	.623
PBS 11	153.99	109.45	.119	.634
PBS 12	154.39	116.87	-.122	.655
PBS 13	152.72	106.998	.337	.615
PBS 14	152.40	108.47	.344	.617
PBS 15	153.72	112.29	.047	.639
PBS 16	154.63	119.11	-.226	.656
PBS 17	153.26	107.73	.255	.620
PBS 18	154.79	119.17	-.222	.657
PBS 19	152.23	108.44	.433	.615
PBS 20	154.89	120.16	-.273	.659
PBS 21	153.43	109.55	.134	.631
PBS 22	152.66	108.23	.304	.618
PBS 23	152.92	107.67	.378	.614

PBS 24	153.46	116.95	-.125	.654
PBS 25	154.31	115.45	-.063	.645
PBS 26	152.79	108.78	.288	.619
PBS 27	152.59	107.69	.375	.614
PBS 28	152.97	105.41	.389	.610
PBS 29	152.62	105.81	.435	.609
PBS 30	153.09	106.21	.335	.614
PBS 31	152.38	108.98	.364	.617
PBS 32	152.82	106.15	.451	.609
PBS 33	154.92	121.61	-.382	.661
PBS 34	152.77	111.16	.181	.627
PBS 35	152.53	110.72	.262	.623
PBS 36	153.14	108.95	.253	.621
PBS 37	152.62	107.89	.404	.614
PBS 38	152.90	107.55	.339	.615
PBS 39	152.54	105.68	.517	.606
PBS 40	152.44	108.83	.326	.618
PBS 41	153.12	112.24	.065	.636
PBS 42	154.36	110.34	.125	.632
PBS 43	154.41	113.20	.028	.639
PBS 44	154.12	108.83	.170	.628
PBS 45	154.20	109.05	.170	.628

APPENDIX J: PARENTS' BELIEFS SCALE MAIN STUDY

Yönerge: Bu anketin amacı siz anne ve babaların çocuklarının aldığı okul öncesi eğitim ile ilgili görüş ve düşüncelerini araştırmaktır. Anket sizin görüş ve düşüncelerinizi değerlendirdiği için ankette sorulan soruların doğru ya da yanlış cevapları yoktur ve her bir katılımcı kendi kişisel görüşüne göre cevap verecektir. Araştırmada yer alabilmek için en az bir çocuğunuzun okul öncesi eğitim alıyor olması gerekmektedir. Lütfen aşağıdaki maddelerde görüş ve düşüncelerinize en yakın olan numarayı işaretleyiniz.

Aşağıdaki bölümü doldururken lütfen 5 ve 6 yaş grubundaki çocukları ve kendi çocuğunuzu göz önünde bulundurunuz.

1. Aşağıda harflerle belirtilen maddeleri 1 den 6 ya kadar sıralayınız. Sıralamanızı yaparken, çocukların ihtiyaçlarını ve eğitim programını göz önünde bulundurunuz. Lütfen her bir harfi (şikkı) sadece bir kez kullanınız.

A_ Anne-baba	C_ Okul idaresi/ yönetimi	E_ Öğretmen
B_ Okul sistemi/ eğitim politikası	D_ Yönetmelikler	F_ Diğer Öğretmenler

Yukarıdaki şıklar arasında; okulöncesi eğitimi;

1. En çok etkileyen __
2. Çok etkileyen __
3. Etkileyen __
4. Kararsız __
5. Az etkileyen __
6. En az etkileyen __

Sizin okul öncesi eğitim programlarına yönelik kişisel inanışınız nedir?

Lütfen aşağıda okul öncesi eğitim programları ile ilgili verilen her bir duruma yönelik

sizin inancınızı gösteren rakamı daire içine alarak belirtiniz.

	Hiç Önemli Değil	Önemli Değil	Önemli	Oldukça Önemli	Çok önemli
2. Eğitim programını planlamak ve değerlendirmek için öğretmen gözlemleri ___' dir.	1	2	3	4	5
3. Etkinliklerin her bir çocuğun ilgisine cevap veriyor olması _____' dir.	1	2	3	4	5
4. Etkinliklerin çocuklar arasındaki bireysel farklılıklara ve gelişim düzeylerine cevap veriyor olması _____' dir.	1	2	3	4	5
5. Etkinliklerin öğrencilerin kültürel farklılıklarına cevap veriyor olması _____' dir.	1	2	3	4	5
6. Sınıf içi öğretmen-çocuk etkileşimi çocukların kendilerine olan özgüvenlerinin gelişmesinde _____' dir.	1	2	3	4	5
7. Sınıf içi öğretmen-çocuk etkileşimi çocukların öğrenmeye karşı olumlu tutumlarının gelişmesinde _____' dir.	1	2	3	4	5
8. Öğretmenlerin çocuklara çeşitli öğrenme alanları ile ilgili istedikleri etkinliği/faaliyeti seçmelerine imkan tanınması ___' dir.	1	2	3	4	5
9. Okuma yazma çalışmalarında tek bir yöntem izlenmesi _____' dir.	1	2	3	4	5
10. Anaokulunda kelime ve harf tanımaya yönelik eğitim verilmesi _____' dir	1	2	3	4	5

13.Çocukların zamanlarının çoğunda masa başında bireysel olarak çalışmaları _____'dir.	1	2	3	4	5
14. Çocukların sınıflarında alıştırma kitapçıkları ya da çalışma kağıtları kullanmaları ders programı için _____'dir.	1	2	3	4	5
15. Öğretmenlerin bütün sınıfa aynı anda hitap etmesi ve bütün çocukların aynı anda aynı etkinliğe katılımını sağlaması _____'dir.	1	2	3	4	5
16. Öğretmenlerin, sınıf içerisinde bireysel ya da grup olarak çalışan çocuklar arasında dolaşarak onlara sorular sorması, önerilerde bulunması; çocukların öğrenim materyallerini kullanmasını, aktivitelere katılmasını ve arkadaşlarıyla iletişim kurmasını sağlaması _____'dir	1	2	3	4	5
17. Çocukların katılımı az olduğunda, öğretmenlerin katılımı arttırmak amacıyla kızma, azarlama, cezalandırma yollarını kullanması _____'dir.	1	2	3	4	5
21. Çocukların her gün bireysel olarak ve/veya küçük gruplar halindeyken kitapları incelemeleri _____' dir.	1	2	3	4	5
22. Öğretmenlerin çocuklara her gün bireysel olarak ve/ veya küçük gruplar halindeyken kitap okumaları _____' dir.	1	2	3	4	5
23. Çocukların telefon defteri ya da dergiler, çerez kutuları, yiyecek paketleri gibi çevredeki yazılı materyalleri görüp kullanması _____'dir.	1	2	3	4	5
24. Çocukların akranlarıyla sosyal becerilerini geliştirmeleri için onlara gün içinde çok sayıda fırsat ve ortam sağlamak (örnek: işbirliği kurmak, yardımlaşmak, konuşmak) _____'dir.	1	2	3	4	5
28. Bütün çocukların aileleri ile ortaklık kurmak _____'dir.	1	2	3	4	5
29. Okula devam eden bütün çocuklar için aynı eğitim programının uygulanması ve her bir grup için aynı öğrenme ortamının sağlanması _____'dir.	1	2	3	4	5

APPENDIX K: PARENT INVOLVEMENT ATTITUDE TEACHER SCALE PILOT STUDY

Aile Katılımı Öğretmen Anketi

Bölüm 1: Bu bölüm sizin okulunuzdaki aile katılımı ile ilgili profesyonel değerlendirmelerinizi öğrenmek üzere hazırlanmıştır. Lütfen aşağıdaki yönergeyi göz önünde bulundurarak sizin için en uygun rakamı daire içine alınız.

1. Hiç Katılmıyorum 2. Katılmıyorum 3. Kararsızım 4. Katılıyorum 5. Kesinlikle Katılıyorum

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Etkili bir okul için aile katılımı önemlidir.	1	2	3	4	5
2. Pek çok anne/baba evde çocuklarının okul ile ilgili işlerinde nasıl yardımcı olacağını bilir.	1	2	3	4	5
3. Görev yaptığım okulun aktif ve etkili bir okul aile birliği sistemi var.	1	2	3	4	5
4. Aileler öğrencilerin okuldaki başarısını arttırabilmek konusunda güç sahibidir.	1	2	3	4	5
5. Aileler kendilerine nasıl yapılacağı öğretildiği takdirde evde çocuklarının okul çalışmalarına destek olabilirler.	1	2	3	4	5
9. Öğretmenlerin aileleri faydalı bir şekilde eğitime katabilmeleri için yeterli zamanı bulunmamaktadır.	1	2	3	4	5

10. Öğretmenler aile katılımı yöntemlerini etkin bir biçimde uygulayabilmek için hizmet içi eğitimlere ihtiyaç duymaktadır.	1	2	3	4	5
11. Aile katılımı öğrencilerin okulda başarılı olabilmesi için önemlidir.	1	2	3	4	5
12. Görev yaptığım okul, aileleri eğitimin önemli partneri/ parçası olarak görür.	1	2	3	4	5
16. Okulumuzun bulunduğu çevre okulumuzun eğitim sistemine destek olur.	1	2	3	4	5
17. Çevredeki diğer okullarla karşılaştırıldığında, görev yaptığım okul öğretmenler, aileler ve öğrenciler için en iyi ortamı sağlayan okuldur.	1	2	3	4	5
18. Okulumuzun bulunduğu çevre bütün öğrencilerin eğitimine değer verir.	1	2	3	4	5

**APPENDIX L: PARENT INVOLVEMENT ATTITUDE TEACHER
SCALE MAIN STUDY**

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Etkili bir okul için aile katılımı önemlidir.	1	2	3	4	5
3. Görev yaptığım okulun aktif ve etkili bir okul aile birliği sistemi var.	1	2	3	4	5
4. Aileler öğrencilerin okuldaki başarısını arttırabilmek konusunda güç sahibidir.	1	2	3	4	5
5. Aileler kendilerine nasıl yapılacağı öğretildiği takdirde evde çocuklarının okul çalışmalarına destek olabilirler.	1	2	3	4	5
9. Öğretmenler aile katılımı yöntemlerini etkin bir biçimde uygulayabilmek için hizmet içi eğitimlere ihtiyaç duymaktadır.	1	2	3	4	5
10. Aile katılımı öğrencilerin okulda başarılı olabilmesi için önemlidir.	1	2	3	4	5

11. Görev yaptığım okul aileleri eğitimin önemli partneri/ parçası olarak görür.	1	2	3	4	5
12. Görev yaptığım okul yeni ve alışılmışın dışında olan şeyleri denemesi ile bilinir.	1	2	3	4	5
16. Çevredeki diğer okullarla karşılaştırıldığında, görev yaptığım okul öğretmenler, aileler ve öğrenciler için en iyi ortamı sağlayan okuldur.	1	2	3	4	5
17. Okulumuzun bulunduğu çevre bütün öğrencilerin eğitimine değer verir.	1	2	3	4	5

**APPENDIX M: PARENT INVOLVEMENT BARRIER TEACHER
SCALE PILOT STUDY**

Bölüm 2: Aşağıda öğretmenlerin çalıştıkları okulda eğitimde aile katılımı sürecinde karşılaşılabilecekleri çeşitli engelleri içeren cümleler yer almaktadır. Her bir cümleyi okuyup hakkındaki görüşleriniz düşününüz. Lütfen aşağıdaki yönergeyi göz önünde bulundurarak sizin için en uygun olan rakamı daire içine alınız.

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Anne-babaların pekçoğu çocuklarına okul/dersler ile ilgili konularda destek olmak konusunda yeterli değiller	1	2	3	4	5
4. Çoğu anne-baba okul politikaları hakkında bilgilendirilmiyor.	1	2	3	4	5
5. Çoğu anne-baba öğretmenlerin çocukları hakkında yaptığı eleştiri ve değerlendirmeleri kabul etmekte zorluk çekiyor.	1	2	3	4	5
6. Anne-babalar sınıftayken öğrencilerin eğitimini olumsuz etkileyebilirler.	1	2	3	4	5
7. Evdeki diğer bireylere ve/veya çocuklara bakacak kimsenin olmaması eğitimde aile katılımı oranını düşürebilir.	1	2	3	4	5

**APPENDIX N: PARENT INVOLVEMENT BARRIER TEACHER
SCALE MAIN STUDY**

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Anne-babaların pekçoğu çocuklarına okul/dersler ile ilgili konularda destek olmak konusunda yeterli değiller	1	2	3	4	5
4. Çoğu anne-baba okul politikaları hakkında bilgilendirilmiyor.	1	2	3	4	5
5. Çoğu anne-baba öğretmenlerin çocukları hakkında yaptığı eleştiri ve değerlendirmeleri kabul etmekte zorluk çekiyor.	1	2	3	4	5
6. Anne-babalar sınıftayken öğrencilerin eğitimini olumsuz etkileyebilirler.	1	2	3	4	5
7. Evdeki diğer bireylere ve/veya çocuklara bakacak kimsenin olmaması eğitimde aile katılımı oranını düşürebilir.	1	2	3	4	5

**APPENDIX O: PARENT INVOLVEMENT ATTITUDE PARENT
SCALE PILOT STUDY**

Bölüm 2: Aile Katılımı Veli Anketi

Bu bölüm çocuğunuzun okulundaki aile katılımı ile ilgili algılarınızı öğrenmek üzere hazırlanmıştır. Lütfen aşağıdaki yönergeyi göz önünde bulundurarak sizin için en uygun olan boşluğu işaretleyiniz.

1. Hiç Katılmıyorum 2. Katılmıyorum 3. Kararsızım 4. Katılıyorum
5. Kesinlikle Katılıyorum

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Etkili bir eğitim için aile katılımı önemlidir.	1	2	3	4	5
2. Pek çok anne/baba evde çocuklarının okul ile ilgili işlerinde nasıl yardımcı olacağını biliyor.	1	2	3	4	5
3. Çocuğumun devam ettiği okulun aktif ve etkili	1	2	3	4	5

bir okul aile birliđi sistemi var.					
4. Aileler öğrencilerin okuldaki başarısını arttırabilmek konusunda güç sahibidir.	1	2	3	4	5
5. Aileler kendilerine nasıl yapılacağı öğretildiđi takdirde evde çocuklarının okul çalışmalarına destek olabilirler.	1	2	3	4	5
9. Öğretmenlerin aileleri faydalı bir şekilde eğitime katabilmeleri için yeterli zamanı bulunmamaktadır.	1	2	3	4	5
10. Öğretmenlerin aile katılımı yöntemlerini etkin bir biçimde uygulayabilmeleri için hizmet içi eğitimler alması gerekmektedir.	1	2	3	4	5
11. Aile katılımı öğrencilerin okulda başarılı olabilmesi için önemlidir.	1	2	3	4	5
12. Çocuđumun devam ettiđi okul, aileleri eğitimin önemli partneri/ parçası olarak görür.	1	2	3	4	5
16. Çocuđumun devam ettiđi okulun bulunduđu çevre, okulun eğitim sistemine destek olur.	1	2	3	4	5
17. Çevredeki diđer okullarla karşılaştırıldığında, çocuđumun devam ettiđi okul öğretmenler, aileler ve öğrenciler için en iyi	1	2	3	4	5

ortamı sađlayan okuldur.					
18. İinde bulunduđumuz evre bütn öđrencilerin eđitimine deđer verir.	1	2	3	4	5

**APPENDIX P: PARENT INVOLVEMENT ATTITUDE PARENT
SCALE MAIN STUDY**

Aile Katılımı Veli Anketi

Bu bölüm çocuğunuzun okulundaki aile katılımı ile ilgili algılarınızı öğrenmek üzere hazırlanmıştır. Lütfen aşağıdaki yönergeyi göz önünde bulundurarak sizin için en uygun olan boşluğu işaretleyiniz.

1. Hiç Katılmıyorum 2. Katılmıyorum 3. Kararsızım 4. Katılıyorum 5. Kesinlikle Katılıyorum

	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Etkili bir eğitim için aile katılımı önemlidir.	1	2	3	4	5
2. Pek çok anne/baba evde çocuklarının okul ile ilgili işlerinde nasıl yardımcı olacağını biliyor.	1	2	3	4	5
3. Çocuğumun devam ettiği okulun aktif ve etkili bir okul aile birliği sistemi var.	1	2	3	4	5
4. Aileler öğrencilerin okuldaki başarısını arttırabilmek	1	2	3	4	5

konusunda güç sahibidir.					
5. Aileler kendilerine nasıl yapılacağı öğretildiği takdirde evde çocuklarının okul çalışmalarına destek olabilirler.	1	2	3	4	5
9. Öğretmenlerin aile katılımı yöntemlerini etkin bir biçimde uygulayabilmeleri için hizmet içi eğitimler alması gerekmektedir.	1	2	3	4	5
10. Aile katılımı öğrencilerin okulda başarılı olabilmesi için önemlidir.	1	2	3	4	5
11. Çocuğumun devam ettiği okul, aileleri eğitimin önemli partneri/ parçası olarak görür.	1	2	3	4	5
12. Çocuğumun devam ettiği okul yeni ve alışılmışın dışında olan şeyleri denemesi ile bilinir.	1	2	3	4	5
16. Çevredeki diğer okullarla karşılaştırıldığında, çocuğumun devam ettiği okul öğretmenler, aileler ve öğrenciler için en iyi ortamı sağlayan okuldur.	1	2	3	4	5
17. İçinde bulunduğumuz çevre bütün öğrencilerin eğitimine değer verir.	1	2	3	4	5

**APPENDIX Q: PARENT INVOLVEMENT BARRIER PARENT SCALE
PILOT STUDY**

Aşağıda anne/babaların eğitimde aile katılımı sürecinde karşılaşılabilecekleri çeşitli engelleri içeren cümleler yer almaktadır. Her bir cümleyi okuyup hakkındaki görüşleriniz düşününüz. Lütfen aşağıdaki yönergeyi göz önünde bulundurarak sizin için en uygun olan rakamı daire içine alınız.					
1. Hiç Katılmıyorum 2. Katılmıyorum 3. Kararsızım 4. Katılıyorum 5. Kesinlikle Katılıyorum					
	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Çocuğuma okul/dersler ile ilgili konularda destek olmak konusunda yeterli olmadığımı düşünüyorum.	1	2	3	4	5
4. Okul politikaları ve eğitim süreci hakkında bilgilendirilmiyorum.	1	2	3	4	5
5. Çocuklar hakkında velilere karşı dürüst olmak konusunda pekçok öğretmen problem yaşıyor.	1	2	3	4	5
6. Ben sınıftayken öğretmenler kendilerini rahatsız ve tehdit altında hissedebilirler.	1	2	3	4	5
7. Evdeki diğer bireylere ve/veya çocuklara bakacak kimsenin olmaması eğitimde aile katılımı çalışmalarına katılma oranımı azaltıyor.	1	2	3	4	5
10. Çocuğum için belirlediğim hedefler, okulun belirlediği hedeflerden daha farklı.	1	2	3	4	5

**APPENDIX R: PARENT INVOLVEMENT BARRIER PARENT SCALE
MAIN STUDY**

Aşağıda anne/babaların eğitimde aile katılımı sürecinde karşılaşılabilecekleri çeşitli engelleri içeren cümleler yer almaktadır. Her bir cümleyi okuyup hakkındaki görüşleriniz düşününüz. Lütfen aşağıdaki yönergeyi göz önünde bulundurarak sizin için en uygun olan rakamı daire içine alınız.					
1. Hiç Katılmıyorum 2. Katılmıyorum 3. Kararsızım 4. Katılıyorum 5. Kesinlikle Katılıyorum					
	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Çocuğuma okul/dersler ile ilgili konularda destek olmak konusunda yeterli olmadığımı düşünüyorum.	1	2	3	4	5
4. Okul politikaları ve eğitim süreci hakkında bilgilendirilmiyorum.	1	2	3	4	5
5. Çocuklar hakkında velilere karşı dürüst olmak konusunda pekçok öğretmen problem yaşıyor.	1	2	3	4	5
6. Ben sınıftayken öğretmenler kendilerini rahatsız ve tehdit altında hissedebilirler.	1	2	3	4	5
7. Evdeki diğer bireylere ve/veya çocuklara bakacak kimsenin olmaması eğitimde aile katılımı çalışmalarına katılma oranımı azaltıyor.	1	2	3	4	5

FOR FULL VERSIONS OF THE SCALES USED; PLEASE GET IN CONTACT WITH THE AUTHOR VIA FOLLOWING ADDRESSES: ozlenbakir@gmail.com, hbakir@metu.edu.tr

APPENDIX S: TURKISH SUMMARY

1. GİRİŞ

Günümüzde çocuklar anne-babalarının ve öğretmenlerinin ortak etkisi altında büyümektedir. Okul hayatının ilk yılları olan okul öncesi eğitim dönemi hem anne-babalar hem de çocuklar için farklı bir sosyalleşme süreci sunmaktadır. Bu süreçte, anne-babalara eğitim ve okul ile ilgili konular hakkında söz hakkı vermek önemlidir, çünkü okulun başarısı ve toplumun başarısı birbirleri ile bağlantılıdır (Machen, Wilson ve Notar, 2005).

Çocuklar yeni kavramlar öğrenirken anne-babaları onlara destek olurlar ancak anne-babaların da çocukların eğitiminde izledikleri yöntem hakkında destek almaya ihtiyaçları olabilir. Bu nedenle, anne-babalar çocuklarının eğitimleri konusunda çocuk merkezli ve yaş özellikleri ile uyumlu olmak üzerine öğretmenlerden yardım alabilirler. Öğretmenlerin bu süreçte anne-babalara yardım sağlamaları adına okullarında süregelen eğitim programı, hedefleri ve okullarının eğitim politikaları hakkında velilere bilgi sağlamaları önemlidir (Bandura, 1989, Textor, 1988).

Eğitimde aile katılımı ev ve okul arasında iş birliği kurulması olarak tanımlanmaktadır. Aile katılımı ayrıca bir çeşit resmi iletişim ya da ailelerin okul ile ilgili konularda karar verme sürecinde rol alması olarak da tanımlanabilir (Ames, 1995).

Anne-babaların ve öğretmenlerin birbirleri ile iletişim içinde olmaları, birbirlerinin etkinlikleri hakkında bilgi sahibi olmalarını sağlar. Böylece birbirlerinin çabalarını görürler ve birbirlerine daha fazla destek olurlar. Bu iletişim, ayrıca, her iki tarafın da çocuklarda eksik olan yönleri keşfetmelerini sağlar. Öte yandan öğretmenler, anne-babalar eğitimde aile katılımı sürecinden haberdar olduğu sürece aileler için daha fazla katılım imkanları sağlayabilir ve

bu da dolaylı olarak çocukların gelişimine destek olur (Baker, Kessler-Skar, & Piotrowski, 1999).

Doğumdan sekiz yaşına kadar çocuklar için hazırlanmış rehber bir uygulama seti olan gelişimsel uygunluk uygulamaları (GUU), Ulusal Erken Çocukluk Dönemi Eğitimi Birliği (National Association for Education of Young Children (NAEYC) (Bredenkamp, 1987)) tarafından oluşturulmuştur. GUU'da üzerinde durulan en önemli konulardan biri öğretmenlerin aileler ile karşılıklı iletişim içinde olması gerekliliğidir. GUU'ya göre anne ve babalar çok önemlidir, çünkü onlar çocukların biricik dünyalarını öğrenmek için en önemli kaynaklardır (Brumbaugh, 2008). Anne ve babaların önemleri göz önünde bulundurulduğunda, onların öğretmenlerle düzenli iletişim içinde olmaları ve güvene dayalı bir iletişim kurmaları, çocukların gelişimleri için duyulan ihtiyaçların karşılanması açısından önemli bir araçtır (Copple & Bredenkamp, 2009).

Okul öncesi eğitim kurumlarında anne ve babaların eğitime katılması oldukça önem taşımaktadır, ancak aile katılımının boyutu kalite bakımından okuldan okula farklılık gösterebilmektedir. Literatürde ise, okul öncesi eğitimde aile katılımı eğitim ortamının kalitesi ile doğru orantılı olduğu belirtilmiştir (Powell, 2003; Tezel, Şahin & Ünver 2005).

Öğretmenlerin gelişimsel uygunluk uygulamalarını programlarında kullanabilmeleri için okulun bulunduğu çevre ve okula devam eden çocukların aileleri hakkında bilgi sahibi olmaları önemli bir faktördür (Stipek & Byler, 1997). Erdiller ve Mc Mullen (2003) yaptıkları çalışmada Türkiye'deki okul öncesi eğitim kurumlarında çalışmakta olan öğretmenlerin gelişimsel uygunluk uygulamalarına karşı inanışlarını araştırmışlardır. Bulgular çalışmaya katılan öğretmenlerin çoğunluğunun gelişimsel uygunluk uygulamaları inanışlarının yüksek olduğunu göstermiştir. Öğretmenlere gelişimsel uygunluk uygulamalarını kullanırken karşılaştıkları engeller sorulduğunda ise pekçoğu anne-babaların aile katılımı tutumlarının birincil engel olduğunu belirtmiştir. Diğer bir deyişle, eğitimde aile katılımı oranının azlığının gelişimsel uygunluk uygulamalarını kullanmada sorun yarattığı belirtilmiştir.

1.1 Gelişimsel Uygunluk Uygulamaları

Copple ve Bedekamp (2009) a göre davranışın/tutumun ortaya koyulduğu ortam, bu davranışın ya da tutumun gelişimsel olarak uygun olup olmadığını belirler. Bu noktada eğitimcilerin, çocukların en iyi nasıl öğrendiğini belirlemesi gerekir (Granue, 2008). Bu süreç içinde göz önüne alınması gereken konu, çocuklar için gelişimsel olarak uygun olanın yapılması ve onlar için deneyimler ve güdüleyici öğrenme imkanları sağlanmasıdır.

GUU' ya göre bütün çocuklar birer birey olarak görülmektedir. Çocukların biricikliği, yaş ve gelişim düzeyi göz önünde bulundurulurken onların sosyal ve kültürel çevreleri de göz ardı edilmemelidir, çünkü çocuğun okul yaşantısı ve kültürü ev yaşantısı ve kültüründen daha farklıdır.

Milli Eğitim Bakanlığı Okul Öncesi Eğitim Programı'nda okul öncesi eğitimde gelişimsel uygunluk uygulamalarının adı geçmese de bu uygulamaların içeriklerine dair bazı bölümler programın özellikleri arasında belirtilmiştir. Gelişimsel Uygunluk uygulamaları ile paralellik gösteren maddeler aşağıdaki gibidir;

- 36-72 aylık çocuklara yöneliktir
- Konular amaç değil araçtır
- Gelişim özellikleri üç ayrı yaş grubu için ayrı ayrı planlanmıştır (36-48 ay, 48-60 ay ve 60-72 ay)
- Esnektir
- Problem çözme ve oyun temel etkinliklerdir
- Öğrenme yaşantılarının çeşitlendirilmesi önemsenmektedir

Gelişimsel uygunluk uygulamalarına göre ilişkiler etkili bir okul öncesi eğitimin yapıtaşlarıdır. Anne-babalar ve öğretmenler birbirlerinin birincil kaynaklarıdır ve birbirleriyle etkileşim kurarak çocuklarının özgünlüklerini farkederek. Bu nedenle, eğitimde aile katılımı gelişimsel uygunluk uygulamalarının önemli bir parçasıdır. GUU, çocuğun içinde bulunduğu çevrenin çocuk hakkında bilgi edinmek konusunda çok önemli olduğunu öne

sürmüştür. Okul öncesi eğitim kurumlarında yapılan eğitim faaliyetlerinin gelişimsel olarak uygun olabilmesi için çok az miktarda bile olsa aile katılımı etkinlikleri içermesi gerektiği belirtilmiştir (Copple & Bredekamp, 2009).

1.2 Okul Öncesi Eğitimde Aile Katılımı

Okul öncesi eğitimde aile katılımının boyutu, kalitesi, doğası toplumun bir parçası olan anne-babalar, öğretmenler ve okul yönetimi ve toplumdaki diğer insanlar tarafından belirlenir (Jones, White, Aeby & Benson, 1997). Bu çalışmada Haynes (2005) in aile katılımı tanımı temel tanım olarak ele alınmıştır. Haynes (2005) aile katılımını anne-babaların eğitim sürecine ve çocuklarının eğitim deneyimlerine katılımı olarak tanımlamıştır.

Aile katılımı aileler, eğitim kurumları ve çocuklar için faydalı bir etkinliktir (Epstein et al. 2002; Wen, Bulotsky-Shearer, Vaughn & Korfmacher, 2012). Epstein ve Ark. (2002) yapmış olduğu çalışma, öğretmenlerin; anne-babaları eğitimde aile katılımı sürecinde daha fazla yer alan çocukların, anne-babaları katılmayanlara oranla başarı testlerinde daha başarılı olduğunu, okula devam oranının daha fazla olduğunu ve daha olumlu davranışlar sergilediğini belirttiğini ortaya koymuştur

Öğretmenler ailelerin ilgi alanlarına, çocukları ile ilgili merak ettikleri konulara saygı duydukları sürece aileler ve öğretmenler arasında güvenli ilişkiler kurulabilir (Knopf & Swick, 2007). Bu nedenle öğretmenlerin okul öncesi eğitim ile ilgili hedeflerine ulaşabilmeleri için ailelerle işbirliği içinde çalışmaları gerekmektedir.

Yıldırım ve Dönmez (2008) öğretmenlerin okul ve aile işbirliği inanışlarını araştırmışlardır. Araştırma bulgularına göre öğretmenler okul aile işbirliğinin çocuklarının başarılarını ve anne-babaların çocuklarını nasıl eğitebilecekleri konusundaki bilgilerini arttırdığını kaydetmiştir. Bulgular ayrıca okul aile işbirliğinin öğretmenlerin çalışma koşullarını üç ayrı temele bağlı olarak iyileştirdiğini belirtmiştir. Öncelikle öğrencilerin akademik anlamda daha başarılı olduğunu, ikinci olarak anne-babaların katılımının öğretmenler için aileler hakkında bilgi edinmek adına kaynak oluşturduğunu ve üçüncü olarak

katılımın öğretmen, anne-babalar ve çocuk için olumlu bir öğrenme ortamı oluşturduğunu ortaya koymuştur.

Gu ve Yawkey (2010) öğretmenlerin aile katılımına dair tutumlarını eğitim düzeyleri ve yaşları açısından incelemiştir. Genç ve eğitim düzeyi yüksek olan öğretmenlerin yaşlı ve eğitim düzeyi düşük olan öğretmenlere oranla eğitimde aile katılımına dair daha olumlu tutumlarının olduğu bulunmuştur.

Yıldırım ve Dönmez (2008) çalışmalarında anne-babaların okul aile işbirliğine dair inanışlarını araştırmışlardır. Araştırmanın bulguları okul aile işbirliğinin öğrencilerin başarısını arttırdığını öne sürmüştür. Bulgular ayrıca çocuklarının daha başarılı olduğunu gören ailelerin özgüvenlerinin daha da yükseldiğini ortaya çıkarmıştır. Ayrıca bulgulara göre anne-babaların katılımlarının öğretmenin iş yükünü azalttığını ve okulda olumlu bir eğitim ortamının kurulmasına fayda sağladığını ortaya çıkarmıştır.

Balkar (2009) çalışmasında anne ve babaların okul aile işbirliğine karşı bakış açısını incelemiştir. Anne ve babalar okul idaresinin onlara karşı daha koruyucu tutumunun olmasını, daha fazla aile eğitimi ve aile katılımı etkinlikleri planlamalarını istemişlerdir. Anne-babaların okulda yapılan aile katılımı etkinliklerinden telefon ile haberdar edilmek istedikleri ve öğretmenlerin ev ziyaretleri yapmalarını istedikleri de çalışmanın diğer bulguları arasındadır.

Milli Eğitim Bakanlığı Okul Öncesi Eğitim Programında ise okul öncesi Eğitimde aile katılımı önemli bir konu olarak belirtilmiş ve bu konu ile ilgili bilgi vermek üzere geniş bir bölüm ayrılmıştır. Programın temellerini oluşturan maddeler arasında ise, aile katılımını vurgulayan maddeler aşağıdaki gibidir.

- Günlük yaşam deneyimlerinin ve yakın çevre olanaklarının eğitim amaçlı kullanılması teşvik edilmelidir
- Aile katılımı önemlidir

Eğitimde aile katılımı öğretmenler ve anne-babalar için önemli bir konu olarak algılanmaktadır (Tezel, Şahin & Ünver 2005). Yapılan araştırmalar anne-babaların eğitimde aile katılımını önemseydiğini ortaya koymuştur. Ancak

buna rağmen eğitimde aile katılımı oranı düşüktür. Hornby (2005) e göre eğitimde aile katılımının oranını etkileyen bazı engeller vardır. Bunlardan ilki demografik faktörlerdir. Çalışan anne-babalar ya da tek başına çocuk yetiştiren anneler ya da babalar okulda yapılan aile katılımı etkinliklerinde yer alamadıklarını belirtmişlerdir. Diğer bir olası bariyer ise toplumun kültürel yapısı ile ilişkilidir. Barbados gibi bazı ülkelerde aile katılımı ailelerin okula karşı olan beklentileri arasında değildir. Okul öncesi eğitimde aile katılımı sosyal bir olgu olarak görülmemektedir çünkü onlara göre eğitim okulda öğretmenin işidir.

Erdoğan ve Demirkasımoğlu (2010) öğretmenlerin aile katılımı görüşlerini araştırmak üzere bir çalışma yapmışlardır. Bulgular öğretmenlerin aile katılımı etkinlikleri düzenlemeleri gerektiğine inandıklarını öne sürmüştür. Ancak öğretmenlerin inanışları ve uygulamalarının birbiri ile ilişkisiz olduğu bulunmuştur. Diğer bir deyişle öğretmenler anne-babaların bazı tutumlarının onları aile katılımı etkinlikleri düzenlemekten alıkoyduğunu belirtmişlerdir. Örnek verecek olursak, öğretmenler, anne-babaların öğretmenlere karşı olumsuz tutumlarının, bilmiş tavırlarının ve işlerini nasıl yapacaklarını onlara öğretiyor gibi davranmalarının onların aile katılımı etkinlikleri planlamaktan uzak durmalarına neden olduğunu belirtmişlerdir. Ayrıca öğretmenlerin ve okul yöneticilerinin aile katılımı etkinlikleri hazırlamayı zaman alıcı ve yorucu buldukları için bu tip etkinliklerden uzak durdukları bulunmuştur.

1.3 Araştırmanın Önemi

Araştırmacılar çocukların biricikliğini belirleyen faktörleri öğrenmek için onların yaşantılarını detaylı olarak incelemek, karşılaştıkları durumları analiz etmek durumundadırlar. Böylece gelişmekte olan çocuğa hayatın etkisini iyileştiren ya da sınırlandıran hayat şartlarını inceleme fırsatı bulurlar (Amato & Ochiltree, 1986). Bütün bu faktörlere odaklanmak ise çocukların anne-babaları ile süregelen ilişkilerini, çocuğun karakterini göz önünde bulundurarak araştırmakla ilişkilidir. Gelişimsel uygunluk uygulamalarına göre ilişkiler etkin

bir okul öncesi eğitimin temelini oluşturur. Bu nedenle anne-babalar ve öğretmenler çocuklarının biricik karakterleri hakkında bilgi edinmek için birbirlerinin en önemli kaynaklarıdır.

Bu çalışmanın amacı okul öncesi dönem çocuklarının öğretmenlerinin ve anne-babalarının eğitimde aile katılımı görüşlerini gelişimsel uygunluk uygulamaları görüşleri ile ilişkisi bakımından incelemektir. .

Çalışma okul öncesi eğitim alanında yapılan çalışmalara üç ana başlıkta incelemektedir. Öncelikle bu çalışma aracılığı ile Türkiye’de okul öncesi eğitim kurumlarında eğitim almakta olan çocukların anne-babaları ve bu kurumlarda eğitim vermekte olan öğretmenlerin gelişimsel uygunluk uygulamaları hakkındaki görüşlerine ulaşılmıştır. Bu çalışma aracılığı ile ikinci olarak öğretmenlerin ve anne-babaların okul öncesi eğitimde aile katılımına dair tutumları ve algıladıkları engeller hakkında bilgi edinilmiştir. Üçüncü ana nokta ise belirtilmiş olan diğer iki ana konunun birleşimi, gelişimsel uygunluk uygulamaları ve eğitimde aile katılımı hakkında bilgi sağlamıştır. Diğer bir deyişle bu çalışma aracılığı ile eğitimde aile katılımı tutumlarını ve aile katılımı konusunda algılanan bariyerlerin öğretmenlerin ve anne-babaların gelişimsel uygunluk uygulamaları inanışlarına etkisi araştırılmıştır.

2. YÖNTEM

Bu çalışmada okul öncesi dönem çocuklarının anne-babalarının ve öğretmenlerinin eğitimde aile katılımına dair inanışları ve gelişimsel uygunluk uygulamaları inanışları araştırılmıştır. Çalışma kapsamında nicel araştırma kesitsel ve korelasyon yöntemleri kullanılmıştır.

2.1 Örneklem

Bu çalışmanın popülasyonunu Ankara İli anaokullarında görev yapmakta olan öğretmenler ve bu anaokullarına devam etmekte olan çocukların velileri oluştururken, örneklemini Ankara İli’ndeki altı ilçeden seçilmiş bazı anaokullarında görev yapmakta olan öğretmenler ve bu anaokullarına devam etmekte olan çocukların velileri oluşturmaktadır. Çalışmada yer alan okullar kolayda örnekleme yöntemine ve kartopu yöntemine göre belirlenmişlerdir.

Öğretmen ve velilerin katılımı gönüllülük esasına dayalı olarak gerçekleştirilmiştir.

Katılımcıların çalışmaya katılmayı kabul etmeleri halinde toplanan verilere yalnızca araştırmacının ulaşacağı, kimliklerinin her şekilde gizli kalacağı ve verilerin hiç bir şekilde çalıştıkları kurum, çocuklarının devam ettiği kuruma verilmeyeceği konusunda güvence verilmiştir.

2.2 Veri Toplama Araçları

Çalışmada üç ana anket kullanılmıştır. Anketlerin ilki öğretmenlerin ve anne-babaların demografik bilgilerine ulaşmak üzere oluşturulmuştur. Ankette cinsiyet, yaş, eğitim düzeyi gibi sorular sorulmuştur. Çalışmada kullanılan ikinci anket ise Burts ve ark., (2000) tarafından oluşturulmuş Öğretmen İnanışları Anketi ve bunun veliler için uyarlanmış formu olan Veli İnanışları Anketidir. Çalışmada kullanılan üçüncü anket ise, Epstein ve Salinas (1993) tarafından oluşturulmuş Aile Katılımı Öğretmen Anketi ve veliler için uyarlanmış formu olan Aile Katılımı Veli Anketi'dir. Anketlerin tamamı İngilizceden Türkçe'ye çevrilmiştir.

Çalışmada kullanılan anketler ve araştırmada kullanılan değişkenler tablo 1 de belirtilmiştir.

Tablo 1

Çalışmada kullanılan anketler ve araştırmada kullanılan değişkenler

Anket	Değişken	
Öğretmen	Demografik Bilgi Formu	Mesleki deneyim (yıl olarak) / Eğitim Düzeyi Öğretmenin çalışmakta olduğu okul türü
	Öğretmen İnanışları anketi	Öğretmenlerin gelişimsel uygunluk uygulamaları inanışları (GUU/Ö) Öğretmenlerin gelişimsel olarak uygun olmayan uygulamalar inanışları (GUOU/ Ö)
	Okul Aile İşbirliği Öğretmen Anketi	Öğretmenlerin aile katılımı tutumları Öğretmenlerin aile katılımı bariyer algıları
Anne-baba	Demografik Bilgi Formu	Yaş / Cinsiyet Eğitim Düzeyi
	Anne-baba İnanışları Anketi	Anne-babaların gelişimsel uygunluk uygulamaları inanışları (GUU/AB) Öğretmenlerin gelişimsel olarak uygun olmayan uygulamalar inanışları (GUOU/ AB)
	Okul Aile İşbirliği Anne-baba Anketi	Anne-babaların aile katılımı tutumları (AKT/AB) Anne-babaların Aile katılımı bariyer algıları (BA/AB)

3. BULGULAR

3.1 Demografik Bilgiler:

Çalışmada toplam 279 öğretmenden veri toplanmıştır. Çalışmada yer alan öğretmenlerin demografik özelliklerini belirlemek adına onlardan kaç yıldır öğretmenlik yaptığı, hangi tip okulda çalıştığı ve eğitim düzeyleri hakkında bilgi alınmıştır. Çalışmada yer alan öğretmenlerin öğretmenlik deneyimi 1 yıl ile 31 yıl arasında değişmiştir (M= 10.08, SD = 6.9). Eğitim düzeyleri göz önünde bulundurulduğunda ise çalışmada yer alan öğretmenlerin 54 (% 19.4) ünün lise mezunu, 47 (% 16.8) sinin meslek yüksek okulu mezunu 159 (%57) unun üniversite mezunu ve 19 (% 6.8) unun yüksek lisans ya da doktora mezunu olduğu belirlenmiştir.

Öğretmenler çalıştıkları okul ve mezun oldukları okul türüne göre gruplandırıldıklarında ise devlet okullarında ve özel okullarda çoğunlukla üniversite ya da yüksek lisans/ doktora eğitimi almış öğretmenlerin çalıştığı bulunmuştur. Öğretmenlerin eğitim düzeyi ve çalıştıkları okul türleri hakkında detaylı bilgi tablo 2 de verilmiştir.

Tablo 2:

Öğretmenlerin Eğitim Düzeyi ve Çalıştıkları Okul Türü

Okul Türü	Eğitim Düzeyi				T
	Lise	Meslek Yüksek Okulu	Üniversite	Yüksek lisans/ Doktora	
Bağımsız Devlet Anaokulu (AO)	3	6	48	2	59
İlköğretime Bağlı Devlet (AO)	3	8	44	5	60
İlköğretime Bağlı Özel	16	13	57	10	96
SHAÇEK	12	9	4	1	26
Bağımsız Özel Anaokulu	20	11	6	1	38
Toplam	54	47	159	19	279

Çalışmada yer alan anne-babaların demografik bilgilerini belirlemek adına onların cinsiyetleri, yaşları ve eğitim düzeyleri araştırılmıştır. Çalışmaya toplam 589 anne-baba katılmıştır. Katılan anne-babaların yaşları 24 ile 50 arasında değişmiştir (M=34.48, SD=5.24). Katılan anne-babaların 111(%18.8) ini babalar, 478(%81.2) sini ise anneler oluşturmuştur. Katılan anne-babaların eğitim durumları incelendiğinde ise; 27 sinin ilkokul mezunu, 25 inin ortaokul mezunu, 163 ünün lise mezunu, 58 inin meslek yüksek okulu ya da üniversite mezunu, 72 sinin yüksek lisans ve 32 sinin doktora mezunu olduğu bulunmuştur. Anne-baba örnekleminin, öğretmen örnekleminde olduğu gibi çoğunluğunun üniversite mezunu olduğu bulunmuştur.

3.2 Öğretmen/ Veli İnanışları

Öğretmen inanışları anketi incelendiğinde, öğretmenlerin aldığı toplam ortalama puanın 120.42, alınan en az puanın 95.63 ve alınan en yüksek puanın 140 olduğu bulunmuştur. Anne-baba inanışları anketi incelendiğinde ise alınan ortalama puanın 140, en az puanın 83 ve en yüksek puanın 140 (SD = 8.97) olduğu belirlenmiştir.

Çalışmada yer alan öğretmenlerin ve anne-babaların gelişimsel uygunluk uygulamaları inanışları öğretmen / veli inanışları anketinin bir alt boyutu aracılığı ile araştırılmıştır. Puanlar incelendiğinde öğretmenlerin aldıkları ortalama puanın 87.91 (SD= 7.36, Min= 59, Max= 100) olduğu saptanmıştır. Anne-baba puanları incelendiğinde ise ortalama puanın 84.95(SD=8.51, Min= 56, Max= 100) olduğu belirlenmiştir.

Gelişimsel olarak uygun olmayan davranışlar inanışlarına öğretmen ve veli inanışları anketinin gelişimsel olarak uygun olmayan davranışlar inanışları alt boyutu aracılığı ile ulaşılmıştır. Bu alt boyutta öğretmenlerin aldıkları ortalama puan 32 ve 10 ile 47 arasında değişirken; anne-babaların aldıkları ortalama puan 27 ve 10 ile 44 arasında değişiklik göstermiştir.

3.3 Aile Katılımı

Aile Katılımı Öğretmen Anketi ve Aile Katılımı Veli Anketleri iki ayrı değişken hakkında bilgi edinmişlerdir. Bunlar öğretmenlerin/anne-babaların okul öncesi eğitimde aile katılımı tutumları ve ikincisi ise öğretmenlerin/ anne-babaların aile katılımında karşılaştıkları engeller / bariyerler hakkındaki görüşleridir.

Öğretmenlerin aile katılımına dair algıladıkları bariyer ortalama puanı 24.93 (SD=5.22; Max= 42; Min= 10.63) iken anne-babaların ortalama puanı 33, 62 (SD=6, 2; Max= 45; Min= 9) olarak bulunmuştur

Öğretmenlerin aile katılımına dair tutum ortalama puanları 66.07 (SD = 7.01; Max= 85, min = 44) olarak belirlenirken, velilerinki ise 66.24 (SD=6.47; Max=85; Min=45) olarak bulunmuştur

3.4 Basit Korelasyon Sonuçları

Araştırmada yer alan öğretmenlerin aile katılımı tutumları, aile katılımı bariyerleri ve mesleki deneyimleri ile gelişimsel olarak uygun olmayan uygulamalar inanışları arasındaki ilişki yapılan basit korelasyon analizi ile belirlenmiştir. Korelasyon katsayıları ile ilgili detaylı bilgiler tablo 3’de belirtilmiştir.

Tablo 3

Öğretmen değişkenleri korelasyon analizi sonuçları

	GUOU/Ö	AKT/Ö	AKB/Ö
GUU/Ö	-.174**	.439**	.173**
GUOU/Ö		-.426**	.134*

Not. *p<.05, **p<.01

Araştırmada yer alan anne/babaların aile katılımı tutumları, aile katılımı bariyerleri yaşları ile gelişimsel uygunluk uygulamaları, gelişimsel olarak uygun olmayan uygulamalar inanışları arasındaki ilişki yapılan basit korelasyon analizi ile belirlenmiştir. Korelasyon katsayıları ile ilgili detaylı bilgiler tablo 4de belirtilmiştir.

Tablo 4

Anne-baba değişkenleri korelasyon analizi sonuçları

	Yaş	GUOU/AB	AKT/AB	AKB/AB
GUU/AB		-.307**	.361**	.177**
GUOU/AB	.208**		-.315**	
AKT/AB				.253**

3.5 İki Yönlü ANOVA Sonuçları

Araştırmaya katılan öğretmenlerin eğitim düzeyleri, çalışmakta oldukları okul türünün gelişimsel uygunluk uygulamaları ve gelişimsel olarak uygun olmayan davranışlar inanışları bakımından farklılık gösterip göstermediği iki yönlü MANOVA analizi kullanılarak araştırılmıştır. Bulgulara göre lise mezunu öğretmenlerin (M = 29.37) üniversite mezunu (M = 33.83) öğretmenlere göre gelişimsel olarak uygun olmayan davranışlara daha fazla inandıkları bulunmuştur.

Araştırmaya katılan anne/babaların eğitim düzeyleri, cinsiyetlerinin gelişimsel uygunluk uygulamaları ve gelişimsel olarak uygun olmayan davranışlar inanışları bakımından değişiklik gösterip göstermediği iki yönlü MANOVA analizi kullanılarak araştırılmıştır. Bulgulara göre ilkököl mezunu anne ve babaların (M = 79.42) gelişimsel uygunluk uygulamaları görüşlerinin üniversite (M = 87.08) ve yüksek lisans (M = 85.76) mezunlarına oranla daha düşük olduğu bulunmuştur. Araştırmaya katılan anne-babaların gelişimsel

olarak uygun olmayan davranış tutumlarının öğrenim düzeyine göre farklılık gösterdiği bulunmuştur. Daha detaylı bilgi verecek olursak; ilkokul mezunu anne-babaların gelişimsel olarak uygun olmayan davranış inanışlarının (M = 79.42), üniversite (M = 87.08), ve yüksek lisans (M = 85.76) mezunu anne-babalardan daha yüksek olduğu bulunmuştur.

3.6 Doğrusal Regresyon Analizi Sonuçları

Öğretmenlerin ve anne-babaların aile katılımı görüşlerinin gelişimsel uygunluk uygulamaları görüşleri üzerindeki yordayıcı etkisini araştırmak üzere iki ayrı çoklu doğrusal regresyon analizi yapılmıştır.

Yapılan ilk regresyon analizinde öğretmenlerin aile katılımı tutumlarının ve algıladıkları aile katılımı bariyerlerinin ve mesleki deneyimlerinin onların gelişimsel olarak uygun olan davranışlar ve gelişimsel olarak uygun olmayan davranışlar inanışları üzerindeki yordayıcı etkisi araştırılmıştır. Bulgular aile katılımı tutumlarının ve aile katılımı bariyer algılarının gelişimsel olarak uygun olan davranışlar inanışlarının % 21 ini açıkladığı bulunmuştur.

Öğretmen değişkenleri ile yapılan regresyon analizinin gelişimsel olarak uygun olmayan davranışlar yordanan / ölçüt değişkeni ile yordayan değişkenler (aile katılımı tutumları, aile katılımı bariyerler) inanışlarının % 21'ini açıkladığı bulunmuştur.

Anne-babaların aile katılımı görüşlerinin gelişimsel uygunluk uygulamaları görüşleri üzerindeki yordayıcı etkisi yapılan iki regresyon analizi ile belirlenmiştir. Anne-babaların aile katılımı tutumlarının ve algıladıkları aile katılımı bariyerlerinin ve yaşlarının onların gelişimsel olarak uygun olan davranışlar ve gelişimsel olarak uygun olmayan davranışlar inanışları üzerindeki yordayıcı etkisi araştırılmıştır. Bulgular aile katılımı tutumlarının ve aile katılımı bariyer algılarının gelişimsel olarak uygun olan davranışlar

inanişlarının % 14' ünü açıkladığı öne sürmüştür. Anne-baba deęişkenleri ile yapılan regresyon analizinin gelişimsel olarak uygun olmayan davranışlar yordanan / ölçüt deęişkeni ile yordayan deęişkenler (aile katılımı tutumları, aile katılımı bariyerler ve yaş) inanişlarının % 15 'ini açıkladığı bulunmuştur.

4. SONUÇLAR ve TARTIŞMA

4.1 Öğretmen ve Anne-Babaların GUU ve GUOU İnanışları

Araştırmada yer alan öğretmenlerin ve velilerin gelişimsel uygunluk uygulamaları anketine verdikleri cevaplar her bir sorunun aldığı ortalama puan açısından incelenmiştir. İncelemeler sonucunda öğretmenlerin gelişimsel uygunluk uygulamaları alt boyutunda en düşük puan verdikleri sorunun erken okuma hazırlıkları üzerine olduğu bulunmuştur. Daha detaylı belirtecek olursak öğretmenler öğrencilerin çevredeki yazıları; gazete kağıtları, yiyecek paketleri gibi, okumaya çalışmalarının ankette diğer sorulara verdiklere cevaplardan daha az önemli buldukları ortaya çıkmıştır. Ankete cevap veren velilerin de en az ortalama puan verdikleri soru aynı soru olmuştur. Bu durum çalışmaya katılan anne-baba ve öğretmenlerin çevresel okuma/ erken okuma hazırlıklarına gelişimsel olarak uygun olan diğer tutumlardan daha az önem verdiğini ortaya koymuştur. Bu bulgu Milli Eğitim Bakanlığı okul öncesi eğitim programının hedefleri ile ilişkilendirilebilir. Diğer bir deyişle, Milli Eğitim Bakanlığının okul öncesi eğitim programları için kaynak olarak sunduğu MEB okul öncesi eğitim programı kitapçığında öğretmenlerin okul öncesi dönem çocuklarına okuma, harf tanımaya ya da okuma yazmayı öğrenmeye dair herhangi bir hedef sunulmamıştır. Harfleri öğrenme ya da okuma yazmayı öğrenme ilkökul eğitiminde belirlenen hedeflerden biridir. Bu nedenle öğretmen ve veliler çocukların erken okumaya başlama eğilimlerine çok önem vermiyor olabilir.

Gelişimsel olarak uygun uygulamalar ölçeğinde anne ve babalar başka bir maddeye daha diğerlerine oranla daha düşük puan vermişlerdir. Anne ve babalar öğretmenlerin çocukların oyun ve projelerde yer almaları için günlük planda geniş zaman dilimleri ayırmasını ankette bulunan diğer maddelere

oranla daha az önemli bulmuşlardır. Bu bulgu çalışmaya katılan anne ve babaların çocuk merkezli eğitimden çok öğretmen merkezli eğitime daha fazla önem verdiğini göstermektedir. Geçmişte yapılan çalışmalar da anne-babaların öğretmen merkezli eğitime daha fazla önem verdiğini öne çıkarmıştır (Ernest, 2001; Smith 1980)

Gelişimsel olarak uygun uygulamalar ile gelişimsel olarak uygun olmayan uygulamalar sonuçları karşılaştırıldığında, çalışmada yer alan öğretmenlerin ve anne-babaların daha çok gelişimsel olarak uygun olan uygulamaları daha önemli bulduğu saptanmıştır. Öğretmen anketi sonuçları gelişimsel olarak uygun olmayan davranışlar inanışları açısından incelendiğinde, öğretmenlerin çalışma kağıtları ya da çalışma kitapçıkları kullanmayı önemli buldukları öğrenilmiştir. Ayrıca öğretmenlerin bütün gruba aynı anda hitabetmek gibi öğretmen merkezli yaklaşımlara oldukça önem verdiği saptanmıştır. Yapılan araştırmalar, okul öncesi eğitim kurumlarında eğitim vermekte olan öğretmenlerin öğretmen merkezli eğitim eğilimlerinin artmakta olduğunu belirtmişlerdir. Bu eğilimin artmasının bir sebebi olarak ise çağımızda öğrencilerin akademik başarılarının daha yüksek olması gerektiğine dair eğilimin artması ve öğrencileri ilköğretim çağına daha iyi bir şekilde hazırlamak olduğu öne sürülmüştür (Parker, 2006). Öğretmen merkezli eğitimin artmasının bir diğer nedeni ise öğretmenlerin çocuk merkezli eğitime kıyasla öğretmen merkezli eğitimi daha rahat ve başarılı verebildiklerini belirtmiş olması ve artan sınıf nüfuslarında çok merkezli eğitimden ziyade öğretmen merkezli eğitimin daha etkili olduğuna inandıklarını belirtmiş olmaları olarak belirtilmiştir (Parker, 2006).

Bu çalışmada öğretmenlere kıyasla anne ve babaların daha çok gelişimsel olarak uygun olmayan davranışlara inandıkları bulunmuştur. Öğretmenlerin bütün gruba aynı anda hitabetmesi, bütün çocukların aynı anda aynı etkinliği yapması, anne ve babaların önemli bulduğu maddeler arasında yer almıştır. Bu bulgu Holloway, Rambaud, Fuller ve Eggers-Pierola, (1995) 'nın yapmış olduğu çalışmadaki bulgular ile paralellik göstermektedir. Holloway ve arkadaşlarına göre pek çok anne ve baba gelişimsel olarak uygun

olmayan davranışların uygulanmasına daha yakın durmaktadır. Buna ek olarak çocuklarına dil ya da matematik konuları öğretilirken didaktik öğretim tekniklerinin uygulanmasını beklemektedirler.

Anne ve babaların gelişimsel olarak uygun olmayan davranışlar konusunda farklı bakış açıları olsa da, öğretmen inanışları anketinde ve veli inanışları anketinde gelişimsel olarak uygun olmayan davranışlar alt boyutunda aynı soruya en düşük puanı vermişlerdir. Bu soru öğretmenlerin çocuklara doğru davranışı öğretmek için çeşitli ceza yöntemlerinin kullanılmasını önemli bulup bulmadıklarındır. Çalışmaya katılan anne-babalar da öğretmenler de çocukların eğitiminde ceza yönteminin kullanılmasının doğru olmadığını belirtmişlerdir. Bu bulgu çocukluk döneminde ceza yönteminin kullanılmasının araştırıldığı Lin ve Lai (2001) çalışması ile zıtlık göstermektedir. Lin ve Lai (2001) çalışmalarında cezalandırma yönteminin çocukları çalışmaya adapte etme konusunda teşvik etme yöntemini kullanmaktan daha etkili olduğunu belirtmişlerdir. Ancak bu çalışmanın bulguları anne-baba ve öğretmenlerin aynı görüşte olmadıklarını ortaya koymuştur.

4.2 Öğretmenlerin ve Anne-babaların Okul Öncesi Eğitimde Aile Katılımı Tutumları

Okul öncesi eğitimde aile katılımı tutum ölçeğinde öğretmenlerin ve anne-babaların en önemli buldukları madde etkili bir eğitim için aile katılımının önemli olduğunu öne süren madde olarak ortaya çıkmıştır. Her iki grup için de en önemli olan diğer bir faktör ise çocukların başarısı ile ilgilidir. Ölçeğe verilen cevaplarda çocukların okulda başarılı olabilmeleri için aile katılımının önemli olduğunu öne süren madde anne-babalar ve öğretmenler tarafından önemli bulunmuştur.

Araştırma sonuçlarına göre öğretmenlerin ve anne-babaların aile katılımı tutumları konusunda; çocukların başarısı ve etkili eğitim için aile katılımının önemli olduğuna inanmaları dışında oldukça büyük farklılıklar gösterdikleri ortaya çıkmıştır. Bulgulara göre anne-babalar evde çocuklarının

okul ile ilgili işlerinde nasıl yardımcı olacaklarını bilmektedirler ancak öğretmen bulgularında ise öğretmenlerin ailelerin çocuklarına evde okul ile ilgili konularda nasıl yardımcı olacaklarını bilmediklerine inandıklarını belirtmiştir. Bu konuda yapılan çalışmalar, anne ve babaların çocuklarına okul ile ilgili konularda yardım etmek konusunda istekli olduklarını ve bu konuda özgüvenlerinin yüksek olduğunu ortaya koymuştur (Grossman, Osterman and Pedhazur, 1999).

Öğretmen görüşlerinin aksine, anne-babaların okullarla işbirliği yapmak istedikleri anne-babaların okul öncesi eğitimde aile katılımı tutum ölçeğinde madde bazında verdikleri en yüksek puanla ortaya çıkmıştır. Daha detaylı belirtecek olursak, anne-babalar eğitimde aile katılımı tutum ölçeğinde en yüksek puanı “eğer nasıl yapacağımız öğretilirse, evde çocukların çalışmasına destek olabiliriz” maddesine vererek ortaya koymuşlardır. Öğretmen ve anne-baba sonuçlarındaki bu farklılık anne-babaların eğitimde aile katılımı aşamasındaki karar verme sürecine verdikleri önemle açıklanabilir. Anne-babalar katılımlarının türüne ve seviyesine karar verirken okulun ve öğretmenlerin bakış açılarını ya da tercihlerini önemsemeksizin kendi bağımsız ve kişisel görüşlerini göz önünde bulundurmaktadırlar. Bu onlar için daha anlamlı ve daha aile katılımını destekler nitelikler sergilemektedir (Grossman, Osterman and Pedhazur, 1999).

4.3 Öğretmen ve Anne-babaların Aile Katılımı Bariyer Algıları

Çalışmanın bulguları çalışmada yer alan öğretmenlerin aile katılımı bariyer algılarının çalışmada yer alan anne-babaların aile katılımı bariyer algılarından daha fazla olduğunu ortaya koymuştur. Bulgular daha detaylı olarak incelendiğinde öğretmenlerin algıladıkları en büyük bariyerin iletişim olduğu ortaya çıkmıştır. Aile katılımı bariyer ölçeğinde öğretmenlerin ortalamada en yüksek puan verdiği madde “çoğu anne-baba öğretmenlerin çocukları hakkında yaptığı eleştiri ve değerlendirmeleri kabul etmekte zorluk çekiyor” olmuştur. Bu bulgu aslında bu konuda araştırma yapmakta olan pekçok araştırmancının karşılaştığı bir bulgudur. Örnek verecek olursak,

arařtırmalar anne ve babaların çocukları hakkındaki gerek durumları algılamakta gclk ektiklerini, bu durumun ise ğretmen ve anne-baba arasında iletiřim bozukluđuna neden olduđunu ortaya koymuřtur (Erdođan & Demirkasımođlu, 2010; Hornby, 2000; Yıldırım & Dnmez, 2008). ğretmenlerin en yksek ortalama puanı verdiđi diđer bir bariyer maddesi ise anne-babaların evdeki diđer bireylere/ ocuklara bakacak kimseyi bulamaması nedeniyle eđitimde aile katılımında bulunamıyor olmasıdır. ğretmenlerin en az tehdit edici olarak algıladıkları bariyer okul politikaları olarak belirlenmiřtir.

Eđitimde aile katılımında algılanan bariyerler anne-babaların verdiđi cevaplar aısından incelendiđinde, ğretmen cevaplarına yakın bulgular elde edilmiřtir. Anne ve babalar aile katılımında bariyer algıları leđinde en yksek ortalama puanı evdeki diđer bireylere veya ocuklara bakacak kimsenin olmaması olarak belirtmiřlerdir. Anne-babaların ikinci en yksek puanı verdikleri madde ise iř yařantılarının yođunluđu olmuřtur. Yıldırım ve Dnmez (2008) yaptıkları alıřmada ğretmenlerin algıladıkları bariyerlerden biri olarak anne-babaların yođun iř temposunu ne srmmřlerdir. Anne ve babaların en az tehdit edici olarak grp en dřk puanı verdikleri bariyerler ise kendilerini derslerde yardımcı olacak kadar yeterli bulamamak ve okul idaresinin aile katılımına vermiyor olması olarak belirtilmiřtir.

4.4 ğretmenlerin GUU ve GUOU İnanıřlarının Eđitim Dzeyleri ve alıřmakta Oldukları Okul Tr Bakımından Karřılařtırılması

alıřmada ğretmenlerin geliřimsel uygunluk uygulamaları, geliřimsel olarak uygun olmayan uygulamalar puanları eđitim dzeyleri ve alıřmakta oldukları okul tr bakımından karřılařtırılmıřtır. Bulgulara gre ğretmenlerin geliřimsel olarak uygun olmayan davranıřlar inanıřlarının eđitim dzeyi bakımından farklılık gsterdiđi ortaya ıkmıřtır. niversite mezunu ğretmenlerin lise mezunu ğretmenlere oranla daha az geliřimsel olarak uygun olmayan davranıřları nemli buldukları ortaya ıkmıřtır. Diđer bir deyiřle niversite mezunu ğretmenlerin geliřimsel uygunluk uygulamaları inanıřlarının lise mezunu ğretmenlere oranla daha dřk olduđu ortaya

çıkmiştir. Bu bulgular gelişimsel uygunluk uygulamaları ile ilgili geçmiş yıllarda öğretmenlerle yapılmış çalışmalarla tutarlılık göstermektedir (Abbotshim, Lambert & McCarty, 2000; Cassidy & Lawrence, 2000; Gu & Yawkey, 2010; Mc Mullen, 1999; Vartuli, 1999). Ancak belirtilen çalışmaların dışında Abu-Jaber & Al-Shawareb, (2010) in Ürdün’lü anasınıfı öğretmenleri ile yapmış olduğu çalışma, eğitim düzeyinin gelişimsel uygunluk uygulamaları açısından farklılık göstermediğini ortaya çıkarmıştır

4.5 Anne-Baba’ların GUU ve GUOU İnanışlarının Eğitim Düzeyleri ve Cinsiyetleri Bakımından Karşılaştırılması

Anne-babaların gelişimsel uygunluk uygulamaları ve gelişimsel olarak uygun olmayan uygulamalar inanışları onların eğitim düzeyi ve cinsiyetleri açısından incelenmiştir. Bulgular gelişimsel uygunluk uygulamaları görüşlerinin eğitim düzeyi bakımından farklılık gösterdiğini ortaya koymuştur. İlkokul mezunu anne-babaların yüksek lisans mezunu anne-babalara oranla daha düşük gelişimsel uygunluk uygulamaları inanışlarının olduğu ortaya çıkmıştır. Diğer bir taraftan üniversite, yüksek lisan v/ veya doktora eğitimi almış anne ve babaların ilkokul eğitimi almış anne-babalara oranla daha düşük gelişimsel olarak uygun olmayan uygulamalar puanının olduğu, yani gelişimsel olarak uygun olan uygulamalara daha yakın oldukları ortaya çıkmıştır. Bu bulgular geçmişte yapılmış çalışmalarla paralellik göstermektedir. Örnek verecek olursak, eğitim düzeyi düşük olan anne-babaların didaktik, öğretmen merkezli eğitim metodlarına daha çok önem verdikleri bulunmuştur (Stipek, Milburn, Clements & Daniels, 2002).

4.6 Öğretmenlerin GUU ve GUOU İnanışlarının Aile Katılımı Tutumu; Aile Katılımı Bariyer Algıları ve Mesleki Deneyim Değişkenleri Açısından Karşılaştırılması

Mc Mullen (1999)’e göre gelişimsel uygunluk uygulamaları görüşlerini etkileyen faktörler araştırılmalıdır. Bu çalışmada öğretmenlerin eğitimde aile katılımı tutumları ve eğitimde aile katılımına dair algıladıkları bariyerler, onların gelişimsel uygunluk uygulamaları inanışları üzerindeki etkileri

bakımından incelenmiştir. Bulgulara göre öğretmenlerin aile katılımı tutumları ve algıladıkları aile katılımı bariyerlerinin onların gelişimsel uygunluk uygulamaları / gelişimsel olarak uygun olmayan davranışlar görüşlerini yordadığını ortaya koymuştur. Bulgular öğretmenlerin mesleki deneyimlerinin yordayıcı bir etkisinin olmadığını öne sürmüştür. Bu konuda yapılan çalışmalar, öğretmenlerin eğitime karşı tutumlarının onların öz yeterlilik inanışları ile ilişkili olduğunu ve bunun da onların ailelerle olumlu iletişim kurmalarını etkilediğini öne sürmüştür (Hoover-Dempsey, Walker, Jones & Reed, 2002).

4.7 Anne-Babaların GUU ve GUOU İnanışlarının Aile Katılımı Tutumu; Aile Katılımı Bariyer Algıları ve Yaş Değişkenleri Açısından Karşılaştırılması

Bu çalışmada anne-babaların eğitimde aile katılımı tutumları ve eğitimde aile katılımına dair algıladıkları bariyerler, onların gelişimsel uygunluk uygulamaları görüşleri üzerindeki etkileri bakımından incelenmiştir. Bulgulara göre anne-babaların aile katılımı tutumları ve algıladıkları aile katılımı bariyerlerinin onların gelişimsel uygunluk uygulamaları / gelişimsel olarak uygun olmayan davranışlar inanışlarını yordadığını ortaya koymuştur. Grossman, Osterman and Pedhazur, (1999) a göre anne-babalar aile katılımı konusunda kendi bağımsız ve kişisel görüşlerine sahiptir. Bu görüşler öğretmenlerin tutumlarından ve okulun politikalarından bağımsızdır. Grossman, Osterman and Pedhazur, (1999)'un görüşlerinin aksine, bu çalışma anne ve babaların gelişimsel uygunluk uygulamaları inanışlarının algıladıkları eğitimde aile katılımı tutumları ve bariyerleri ile ilişkili olduğu bulunmuştur.

Eğitimde aile katılımı üzerine yapılan çalışmalar, öğretmenlerin aile katılımına her zaman açık olmalarının aile katılımının seviyesi ile ilişkili olduğunu belirtmiştir. Bu nedenle aile katılımı modellerinin açık uçlu yanları olmalıdır böylece aileler diledikleri türde ve boyutta katılım gösterebilirler (Hoover-Dempsey and Sandler, 1995).

Bu çalışma okul öncesi eğitim alanında yapılmış çalışmalara üç farklı noktadan ışık tutmaktadır. Bunların ilki öğretmenlerin ve anne-babaların okul öncesi eğitimde gelişimsel uygunluk uygulamaları görüşlerini karşılaştırmalı olarak ortaya koyması; ikincisi, öğretmenlerin ve anne-babaların eğitim düzeylerinin onların gelişimsel uygunluk uygulamaları görüşleri üzerindeki etkisini ortaya koyması ve üçüncüsü ise gelişimsel uygunluk uygulamaları inanışlarını yordayan bazı faktörleri (aile katılımı tutumu, aile katılımı bariyer algısı, yaş mesleki deneyim gibi) ortaya koymasındadır.

Bu çalışmada ulaşılan bulgular doğrultusunda eğitimcilerin ve bu alanda çalışan araştırmacıların anne-babaları ve öğretmenleri eğitimde aile katılımı ve gelişimsel uygunluk uygulamaları hakkında bilgilendirmesi çocukların daha kaliteli eğitilmesi açısından önem taşımaktadır.

Gelecek çalışmalar, öğretmenlerin ve anne-babaların gelişimsel uygunluk uygulamaları ve eğitimde aile katılımı inanışlarını farklı açılardan ilişkilendirerek araştırmalıdır.

Bu çalışma anne-babaların ve öğretmenleri gelişimsel uygunluk uygulamaları ve aile katılımı görüşlerini incelemiştir. Hiçbir şekilde okul öncesi eğitim kurumlarına devam eden çocukların görüşlerine yer vermemiştir. Gelecek çalışmalarda çocukların aile katılımı ve gelişimsel uygunluk uygulamaları görüşlerinin alınması önerilmektedir.

APPENDIX T: CURRICULUM VITAE

H. Özlen Demircan

Orta Dogu Teknik Universitesi, Egitim Fakultesi, Ankara, 06531, TURKEY
Phone: +90 210 36 58, e-mail: hbakir@metu.edu.tr, ozlenbakir@gmail.com

Education:

- 2008-2012** **Middle East Technical University (METU), Ankara/Turkey**
College of Education, Department of Early Childhood
Education, PhD. CGGPA 3.91/4.00
- 2005-2008** **Middle East Technical University (METU), Ankara/Turkey**
College of Education, Department of Psychological Health and
Counseling, MS. CGPA 3.07/4.00.
- 2000-2005** **Middle East Technical University (METU),
Ankara/ Turkey**
College of Education, Department of Early Childhood Education, BS.
CGPA 3.72/4.00.
- 2000-2005** **Middle East Technical University (METU),
Ankara/ Turkey**
Faculty of Arts and Sciences / Department of Psychology,
Minor Degree.
- 1996-1999** **Rize Anatolian High School,
Rize/Turkey.**
CGPA 4.52/5.00.

Awards:

- 2006-2007** High honor's degree in two semesters during MS. at METU
- 2005** Took first place among graduates of Department of Elementary
Education of The Faculty of Education
- 2000-2005** High honor's Degree at eight semesters of BS. at METU
- 1997-2000** Member of High Honor's List in all classes at Rize Anatolian High
School

Areas of Interests:

Academic Interest: Parent involvement in early childhood education,
Developmentally Appropriate Practices, theory of mind.

Publications

Master Thesis: “Elementary School Students’ Loneliness and Social Dissatisfaction Levels in Relation to Grade and After School Care Type”. February, 2008.

Demircan, H. Ö. (2008). “Okul Öncesi Eğitimin Kapılarını Ailelere Açmak/ Opening the doors of Early Childhood Education for Families” *Çankaya Eğitim*, 2008.

Demircan, H. Ö. & Olgan, R. (2011). Assessment in early childhood education: Commonly used curriculum models and Turkish curriculum. *The Online Journal of New Horizons in Education*, (2), 3.

Ph. D Thesis: “Developmentally Appropriate Practice and Parental Involvement in Preschools: Parent and Teacher Perspectives”. June, 2012.

Conference Publications

Demircan, Ö. & Haser, Ç. (2009). Private preschool administrators’ and teachers’ views and practices about parent involvement in Turkey. Paper presented at the 21st European Educational Research Pre-conference, Vienna, Austria.

Demircan, H. Ö. & Olgan, R. (2010). Assessment in early childhood education: Curriculum models and Turkish curriculum. Paper presented at international conference on New Horizons in Education (INTE) 2010, Turkish Republic of Northern Cyprus.

Demircan, H. Ö. & Olgan, R. (2010). Interrelation of theory of mind and moral development in early childhood settings. Paper presented at World Council of Comparative Education Societies (WCCES) XIV World Congress 2010, Istanbul, Turkey.

Seminar

In service training about parent involvement in education given to the public preschool teachers under the commission of Turkish Ministry of Education in Ankara. October, 2011.

Working Experiences:

**2006- Ongoing Middle East Technical University,
Ankara/Turkey**

Research / Teaching Assistant:

- Co-instructing the Early Childhood Education Departmental

courses

ECE 325 Parent Involvement in Education

2006- 2008 Home Schooling

Educator:

- Home schooling
- Working with a 5 year-olds child who needs counseling
- Focusing on developing self concept skills via activities.

2005 - 2006 TED Polath college Preschool, Ankara/Turkey

Preschool Teacher:

- Prepared daily, weekly and monthly curriculum
- Applied everyday educational activities

Internships:

2005 (Spring)

M.E.B. Yurtkur Nursery School, Ankara/Turkey

Trainee teacher for a semester:

- Prepared and applied daily, weekly and monthly curriculum
- Evaluated school ecology

2004 (Fall)

Montessori Preschool, Ankara/Turkey

Trainee teacher for a semester:

- Carried out activities with children
- Evaluated school ecology

2004 (Spring)

Montessori Preschool, Ankara/ Turkey

Trainee teacher for a semester:

- Developed activities on teaching methods in ECE
- Evaluated school ecology

2003 (Fall)

Özel Simge - Rehabilitation Center of Children With special Needs, Ankara, Turkey

Trainee teacher for a semester:

- Observed sessions of three children with mental retardation
- Assessed the educational methods of the center
- Evaluated the educational materials

2002 (Spring)

Yuva İlkadım International Preschool,

Ankara/ Turkey

Trainee teacher for a semester

- Taught games and songs to the children
- Observed the class teacher

Languages

English Advanced Level

German Beginner Level

Volunteer Experience

2003- Keçiören Atatürk Orphanage ANKARA

- Conducted activities with young children

APPENDIX U: TEZ FOTOKOPİSİ İZİN FORMU

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : Demircan
Adı : Hasibe Özlen
Bölümü : İlköğretim

TEZİN ADI(İngilizce) : Developmentally appropriate practice and parental involvement in preschools: parent and teacher perspectives.

TEZİN TÜRÜ : Yüksek Lisans Doktora

- 1- Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
- 2- Tezimin içindkiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
- 3- Tezimden bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: