

THE RELATIONSHIP BETWEEN PARENTS' PERCEPTIONS OF SCHOOL
CLIMATE AND THEIR INVOLVEMENT IN SCHOOL

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ABSTRACT

THE RELATIONSHIP BETWEEN PARENTS' PERCEPTIONS OF SCHOOL CLIMATE AND THEIR INVOLVEMENT IN SCHOOL

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Parent perceptions of school climate contribute to parent involvement or engagement in the school and this process may result in an increase in positive school outcomes. The purpose of this study is to examine the relationship between parent perceptions of school climate and parent involvement. Correlational research design as a quantitative research model was used to examine this relationship. The population of the study that consisted of parents of students in primary and middle schools in Ankara. The sample for the study was selected from Çankaya, Yenimahalle, Altındağ, and Keçiören which are four provinces of Ankara through two-stage sampling. In the first stage, schools were selected. Parents were selected in the second stage. The scales of school climate and parent involvement were administered to parents. The scale of school climate was adapted into Turkish through a pilot study. Exploratory factor analysis was conducted using SPSS 22.0 while confirmatory factor analysis was conducted in AMOS 18.0. Descriptive statistics,

Pearson correlation and hierarchical multiple regression analysis were performed in SPSS 22.00. The results of the study showed that there was a positive relationship between parents' perceptions of school climate and their involvement in school. Also, perceptions of academic climate, safety, and social climate which were sub-dimensions of school climate predicted parent involvement and its sub-dimensions which were parenting, decision-making, school interaction, and learning at home. To enforce connectivity between families and school, all stakeholders should work together.

Keywords: Organizational Climate, School Climate, Parent Involvement

ÖZ

VELİLERİN OKUL İKLİMİ ALGISI VE ONLARIN OKULDA KATILIMI ARASINDAKİ İLİŞKİ

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Velilerin okul iklimi algıları onları okulda katılıma yönlendirir ve bu süreç olumlu okul çıktılarında artışla sonuçlanabilir. Bu çalışmanın amacı velilerin okul iklimi algısı ve veli katılımı arasındaki ilişkiyi irdelemektir. Araştırma deseni olarak nicel bir araştırma türü olan ilişkisel tarama bu ilişkiyi incelemek için kullanılmıştır. Çalışma evreni Ankara'daki ilk ve orta okul velilerini içermektedir. Örneklem, Ankara'nın merkez ilçeleri olan Çankaya, Yenimahalle, Altındağ ve Keçiören'deki velilerden iki adımlı örnekleme yöntemiyle seçilmiştir. Birinci adımda okullar seçilmiştir. Veliler ise ikinci adımda seçilmiştir. Velilere okul iklimi ve veli katılımı ölçekleri uygulanmıştır. Okul iklimi ölçeği pilot çalışma ile Türkçe'ye uyarlanmıştır. Açımlayıcı faktör analizinde SPSS 22.0 kullanılmışken doğrulayıcı faktör analizinde AMOS 18 programı kullanılmıştır. Tanımlayıcı istatistik, Pearson ve hiyerarşik çoklu

regresyon bağıntıları SPSS 22.0'de yürütülmüştür. Çalışma sonuçları velilerin okul iklimi algısı ve onların okulda katılımı arasında pozitif bir ilişki olduğunu göstermiştir. Velilerin akademik iklim, güvenlik ve sosyal iklim algıları veli katılımı ile veli katılımının ebeveynlik, karar verme, okul etkileşimi ve evde öğrenme alt boyutlarını yordamıştır. Okul ve aile arasındaki bağı kuvvetlendirmek için tüm okul paydaşları birlikte çalışmalıdır.

Anahtar Kelimeler: Örgütsel İklim, Okul İklimi, Veli Katılımı

To My Family and My Enthusiasm which has never got older...

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LIST OF ABBREVIATIONS

MONE	Ministry of National Education
PTA	Parent-Teacher Association
EIN	Education Informatics Network
AMOS	Analysis of Moment Structures
EFA	Exploratory Factor Analysis
CFA	Confirmatory Factor Analysis
SPSS	Statistical Package for the Social Sciences

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Organizations consist of lots of elements such as employers, employees, and resources. These elements and their interactions form an atmosphere in the work environment. In terms of geographical conditions, if the atmosphere has clouds most of the time, it can be said that there is a rainy climate. When organizations are considered, if the work atmosphere is closed due to distant relationships or incomplete tasks, then climate is negative in such organizations.

As it is valid in all organizations, atmosphere or climate in the schools has crucial importance because the schools have a significant function in educating children. People spend a weighted time of their lives in schools and this period shapes their future. Education in schools is a compulsory activity in which people engage for at least a decade in order to reflect on what they expect to achieve and how best to succeed in reaching their goals (Shields, 2005). Moreover, schools are social organizations in which principals, teachers, students, parents, and community are in a relationship. Allen, Thompson, Hoadley, and Engelking (1997) explain that communication and involvement of these stakeholders have an effect on a healthy school climate.

School climate is a significant term depicting characteristics of the school. Briefly, Hoy and Miskel (1987) define school climate as “school’s personality.” In the literature, school climate is related to educational outcomes such as academic achievement, school success, and effective risk prevention (Cohen, McCabe, Michelli, & Pickeral, 2009). Moreover, Schueler, Capotosto, Bahena, McIntyre, and

Gehlbach (2014) claim that school climate has an impact on parent-school engagement. On the other hand, parent involvement is closely associated with positive student outcomes (Connors & Epstein, 1994; Eccles & Harold, 1993; Griffith, 1998). As it is understood from these studies, parent involvement in schools is effective in increasing the positive educational experiences of students.

Schools are important organizations which consist of not only students, teachers, and principals but also families and other components of the community. According to Sezgin (2013), schools are social organizations in which there is a special culture, mutual commitment, community, and multiple relations. All of the school elements are dependent on each other and their coordination has significance for reaching the aims of education. Taymaz (2003) declares that school activities result in success if they are supported by the family and community which are outside of the schools. Kavgacı (2010) states that families interested in education, an effective school, and a supportive community is desired for a healthy learning environment. Changing the families and community in order to increase their collaboration may not be easy for schools. However, if the school changes or develops its own inner dynamics, then interested family and supportive community may be constructed.

Families influence development of their children. Genç (2005) emphasizes that because children spend most of their times with their families, parents have important effects on the lives of their children. Therefore, school community cooperation is a necessity to increase achievement and decrease disciplinary problems in the school. However, this cooperation is either nonexistent or limited in Turkish schools. Study by Akbaba-Altun and Samancı (2003) showed that the reasons which were mostly declared for parent involvement were success and disciplinary problems in primary schools. In another study, Doğan (1991) found that school managers are unconcerned, unwilling, and uninformed about parent involvement. In terms of the teachers' perspective, teachers do not promote parent involvement because they think they are inadequate in communicating with the parents (Kaşıkçı, 1996). Ministry of National Education (MONE) in Turkey (2001) conducted a study about parent involvement. In this study, the research group

explained the problems of participation of parents in the school and developed a model to attract them to school. The reasons families are not involved in school are mostly related to the fact that parents are not invited to the process of making decision. To resolve these problems, some recommendations such as organizing meetings, forming democratic environments, and establishing commissions are underlined. All of these components are related to school dynamics in which schools take the initiative to make decisions. Developing school climate by taking into consideration these issues may be useful in building a strong relationship between schools and families.

Parent perceptions about school are key factors for either more involvement or less involvement in school. Parents perceiving school positively may participate in schools whereas parents perceiving school negatively may keep themselves away. Allen *et al.* (1997) emphasize that parents perceiving negative school climate are less involved in school lives of their children and show less effort to improve their children's activity-based academic experiences and skills of decision making. Also, they underline the importance of parent involvement by stressing school-home interaction, and parents' role in school policy in order to improve school climate. On the other hand, study by Genç (2005) emphasizes the importance of parent-teacher associations in supporting relationships between schools and families. He found that parent-teacher associations mostly concentrated on activities to afford needs of schools and to discuss achievement of the students. As a result, this type of formal organizations may enforce interaction between schools and families.

In Turkey, both primary and secondary schools suffer from some problematic conditions. In line with these problems, parents' attitudes towards schools or perceptions about the schools have an impact on schooling process. According to OECD Turkey Report (2013), success of primary and secondary schools in Turkey can be increased if the conditions for the schools, school leaders and teachers are improved. However, the 2013 OECD report explains that urban schools in Turkey have negative climate due to mass migration of people to large cities from rural cities, large class sizes, double-shift schools, and inadequacy of resources while rural

schools are facing underpopulated schools, low academic performance, high teacher turnover, and low amount of girls going to schools. On the other hand, parents concentrate on exams instead of curriculum activities in the schools. Parents, especially those with higher education level and income prepare their children for the central exams in order to increase their chances of entering high quality schools. This choice may bring negative attitudes towards the school instruction. In addition to these separate problems in terms of school characteristics and parent attitudes, there are some problems in interaction or relationship among stakeholders of the school. Although healthy communication among the stakeholders has importance for a positive learning environment, problems reflect on mostly academic achievement and social relations of the students due to disconnections between the schools and families. In other words, academic achievement and social relations of the students are negatively affected by problems in relations between schools and families. Moreover, problems in the lives of the students are influenced by parents' perceptions about the school. Their perceptions about the school may attract parents to school and this involvement may solve lots of educational problems. Constructing a positive school climate and encouraging parents to be involved in schools may overcome lots of school-related problems.

1.2 Purpose of the Study

The purpose of this study is to examine the relationship between parent perceptions of school climate and parent involvement. As a result, this study seeks an answer for the research questions below:

1. How well do parent perceptions of academic climate, safety, and social climate predict parent involvement?
 - 1a. How well do parent perceptions of academic climate, safety, and social climate predict parenting as a sub-dimension of parent involvement?
 - 1b. How well do parent perceptions of academic climate, safety, and social climate predict decision-making as a sub-dimension of parent involvement?

1c. How well do parent perceptions of academic climate, safety, and social climate predict school interaction as a sub-dimension of parent involvement?

1d. How well do parent perceptions of academic climate, safety, and social climate predict learning at home as a sub-dimension of parent involvement?

1.3 Significance of the Study

There are many studies about both school climate and parent involvement separately. Dađlı (1996) conducted a study with principals and teachers in order to investigate school climate. Moreover, Özdemir, Sezgin, Şirin, Karip, and Erkan (2010) analyzed the predictors for student perceptions of school climate. However, the extensive research of the literature for the purposes of the current study did not return any studies on parents' perceptions of school climate in the Turkish context. Accordingly, there was no study demonstrating the relationship between parent perceptions of school climate and parent involvement in national literature. Therefore, one significance of this study was to fill a gap in the literature by adapting school climate scale to Turkish context and investigating relationship between parent perceptions of school climate and parent involvement.

Another significance of the study was related to formal insitutions enforcing interactions among the school stakeholders. Parent-Teacher Association (PTA) is a significant event for MONE because relationship between families and the school are set over PTA. Formally, MONE or other authorities supervise relationships between school and families by investigating written report of PTA. Decisions related to PTA are made in terms of these records. According to regulations of PTA (MEB, 2012), the reason for establishment of association is explained in article 5 as follows: “executing consolidation between schools and families, providing cooperation and communication between parents and schools, supporting the curriculum and instruction activities, and affording the needs of schools and poor students.” Thus, it is essential to comprehend the relationship between school climate and parent involvement in order to reach goals of PTA. On the other hand, it was expected that

this study would make significant contributions to research, practice, and theory on the relationship between schools and the families.

Firstly, in terms of research, this study made a contribution to measurement of parents' perceptions of school climate by adapting and validating school climate scale for Turkish context. Moreover, study aimed to contribute to validation of newly developed parent involvement scale measuring parents' perceptions of school approach to parent involvement.

In terms of practice, the results of this study will inform educators about the role of school climate on parent involvement. Therefore, administrators may become aware of the need to create healthy school climate. School administrators may inform parents of middle school students about the needs of their children in terms of developmental stages while parents of primary school students may be informed about homework help at home. Also, school administrators may organize PTA so that school climate and parent involvement may be improved. Additionally, this study has importance to develop educational policies. Education Informatics Network (EIN) and e-school applications may be improved such that parents can reach more information related to both schools and their children. This kind of support provided by educators have significance to improve school climate by attracting parents to the school.

Finally, in terms of theory, this study concentrated on the relationships between school climate and parent involvement from the perspectives of the parents. In order to indicate this relationship, Bronfenbrenner's bio ecological theory (1977, 1986) was suitable for this study. This study had significance because it examined parent perceptions of school climate and parental involvement from the lens of Bronfenbrenner's bio ecological theory in the Turkish context. This theory was explained in the next section that is theoretical framework of the study.

1.4 Theoretical Framework of the Study

Importance of the bridge between parents and schools is emphasized not only practically but also theoretically. Bronfenbrenner's bio ecological theory (1977, 1986) states that relationships and interactions between child, family, school have crucial importance for increasing academic achievements, decreasing psychological problems, and improving social relations. This perspective of the theory was coherent with the aim of this study because this study implied that student development is affected by the relationship between parents' perceptions of school climate and their involvement in school. This theory has mainly five systems: "microsystem, mesosystem, exosystem, macrosystem, and chronosystem." Studies conducted in both Western and Turkish context point at these systems of theory in terms of educational conditions (Çelik, 2014; Erdener, 2013; Obalar & Ada, 2010; Swick & Williams, 2006).

Microsystem refers to relationship between child and its environment. This environment may be sometimes school while it may be sometimes family. Studies that concentrate on microsystem have shown that school characteristics and parent involvement have an impact on student outcomes. Physical environment of school increases seriousness of school crime (Verdugo & Schneider, 1999). Moreover, school climate perceptions of students predicted their bullying behaviours (Çalık, Özbay, Özer, Kurt, & Kandemir, 2009). Additionally, parent involvement is associated with academic success of the student (Anderson & Minke, 2007; Kotaman, 2008). Moreover, parent involvement activities are positively correlated with children's psychosocial development. On the other hand, mesosystem emphasizes the interactions between environmental settings around the child. Interaction between school and family is an example for this system. According to the findings of study by Griffith (1998), if communication between parents and school is strong and parents are empowered, then they are involved in school and satisfied with school. Moreover, Kavgacı (2010) found that school-based participation as a dimension of school-family relations was positively related to supportiveness and intimacy which were dimensions of school climate.

The third system is exosystem in which societal conditions such as work and educational status of parents, media, and policies in education affect development of the child. This also indicates that educational background and socioeconomic status of the parents may be an important factor for parent involvement. Eccles and Harold (1996) found that educated parents are more involved in schooling. According to a study by Şaban (2011), education level of the parents make differences on parent involvement. Furthermore, Kotaman (2008) found that parents with a university degree are more involved in school activities. According to Can (2009), when income and socioeconomic status of the parents increase, parent involvement rises. The fourth system is macrosystem which includes culture and social interchanges. Eccles and Harold (1996) stated that families who live in more dangerous neighborhoods rely on at-home strategies while those in less dangerous place use neighborhood resources to support education of their children. The last system is chronosystem that focuses on changes over time. Kupeminc, Leadbeater, and Blatt (2001) found that when transition to middle school, students go through both emotional and physical changes. The study by Can (2009) showed that when the child is transitioned to higher school level, as in from primary school to middle school, degree of parental involvement declines. All of these studies have shown that Bronnfenbrenner's bio ecological theory is relevant to educational settings. Especially, parents' perceptions of school climate and parent involvement are related to specific layer of the theory.

1.5 Definition of the Terms

Organizational Climate: Shared perceptions of individuals about working environment in the organization (Hoy and Miskel, 1991).

School Climate: perceived state in which the organization has superior-subordinate interaction in order to fulfill their duties and satisfy their individual needs (Rafferty, 2003).

School-Community Partnership: A kind of collaborative and mutually beneficial partnership addressing needs of community (Basma *et al.*, 2010)

Parent Involvement: Each kind of activity which parents participate in education process of their students in both in and out the school (Şaban, 2011).

CHAPTER II

LITERATURE REVIEW

This chapter of the study gives information about literature related to school climate and parent involvement. Literature is reviewed under the headings of organizational climate, school climate, school-community partnerships, parent involvement, and summary of literature review and hypothesis of the study.

2.1 Organizational Climate

In this section, definition of organizational climate and its significance are explained. Definition of organizational climate sub-section consists of description of organizational climate with its historical development. Significance of organizational climate sub-section emphasizes factors affecting climate, relation of climate to organizational outcomes, and studies conducted in this field.

2.1.1 Definition of Organizational Climate

The term organizational climate was put forward by researchers in social sciences. Lewin's studies (1951) in which social climates were experimentally created, books of Tagiuri and Litwin (1968), and Litwin and Stringer (1968) brought important conceptualizations about climate in organizations (Denison, 1996). The book of Tagiuri and Litwin (1968) explains the variety of organizational characteristics ranging from objective settings to subjective interpretation while that of Litwin and Stringer (1968) focuses on consequences of climate on employees. Moreover, in 1960's, George Sterns (as cited in Varlack, 2008) preferred to use the term of organizational climate when he had felt the relationship between individual and

organization while he had been studying the higher education system. After that, this terminology became widespread especially in business organizations and schools.

Forehand and Gilmer (1964) define organizational climate as characteristics describing an organization with its features that distinguish it from others, its permanence, and its impact on the individuals' behaviours (as cited in James & Jones, 1974, p. 1097). Hoy and Miskel (1991) state that organizational climate includes shared perceptions of individuals about working environment in the organization. Lunenburg and Ornstein (2011) relate organizational climate to environmental quality. According to Shanin, Naftchali and Pool (2013), organizational climate is a pattern including measurable criteria in a working environment in which individuals feel directly or indirectly that they are affected by that environment in terms of motivation and behavior. Although the researchers define organizational climate with different perspectives, their common idea is that organizational climate is an issue related to the work environment.

Although organizational climate was born in the industrial field, researchers in educational sciences tried to first define and measure it with its dimensions (Hoy, Tarter, & Kottkamp, 1991). Halpin and Croft (1963) analyzed climate in elementary schools via Organizational Climate Description Questionnaire (OCDQ). They determined four behaviors for teachers and four behaviors for principals. The first behavior for teachers is disengagement that is related to reluctance of teachers about working together. Secondly, teachers show the hindrance behaviour in which teachers are burdened due to unnecessary busy-work. The third behaviour is esprit that is based on moral including job satisfaction of teachers. Lastly, teachers show intimacy that is related to enjoyment of friendly relationships of teachers. On the other hand, there are four behaviours for principals. The first one is aloofness which is an indicator for formal and impersonal characteristic of principal. The second behavior is production emphasis related to directive and task-oriented supervision of staff by the principal. Thirdly, principals show the thrust behavior in which principals make an effort to motivate teachers in addition to supervising them.

Lastly, consideration behavior for principals is related to desire of principals to provide humanistic working environment.

As it is understood from Organizational Climate Description Questionnaire (OCDQ), both employee and employers show some behaviors and through which organizational climate is shaped. Teachers may not volunteer to work in groups in some situations whereas they may be happy to engage in cooperative work in other conditions. Principals may be task-oriented in some conditions while they sometimes show humanistic relations. Harmony between behaviours of teachers and principals has importance for sustainable relations.

2.1.2 Significance of Organizational Climate

Organizational climate is a significant term depicting the atmosphere of an organization, which may be open or closed, warm or cold, and formal or informal. Organizational climate is closely related to organizational behavior. This behavior may lead to either positive outcomes such as job satisfaction or negative outcomes such as higher turnover (Bektaş & Nalçacı, 2013; Haynes & Commer, 1993; Taylor & Tashakkori, 1995). These outcomes have an impact on social relationships and productivity in organizations. Moreover, type of climate affect leadership behaviors directly (Baykal, 2013). Leaders are more tolerant and less authoritative in peaceful climates whereas they are more rigid in crisis climates. On the other hand, leadership style has an impact on climate. Mendal, Watson and Macgregor (2002) compared leadership behaviors to school climate and found that collaborative principals made the highest contribution to positive school climate. It can be said that school climate and leadership affect each other mutually.

There are some factors related to organizational climate. Forehand (1968; as cited in Halis & Uğurlu, 2008) explains three variables affecting organizational climate. The first one is environmental variables which are external structures such as extent of organization, economic conditions, and unionization. The second is personal variables which include traits, skills and values of individuals in the organization. The last one is an outcome variable such as motivation, satisfaction, and

productivity. Miller (1980) set an analogy including four requirements for positive climate between weather systems and organizational climate. In his analogy, the first requirement is trade winds that refer to meaningful purpose and clear direction by coordinating all individuals. The second one is temperature which is related to morale of individuals. Positive morale refers to good job performance whereas negative morale triggers turnover, absenteeism, neglect, and grievances. The third requirement is ceiling level which is related to individuals' enthusiasm and loyalty to organization. These attitudes and behaviors promote respect and success in an organization. The last one is standard barometric pressure that refers to structure, standards, and rules. These prevent uncertainties in organization. As a result, organizational climate is affected by some factors such as environment, personality, and organizational behaviours.

In both international and national literature, there are lots of studies analyzing organizational climate. Study by Shanin, Naftchali and Pool (2013) showed that positive perceived organizational climate had an impact on both organizational citizenship behavior and performance in the organization. Moreover, they claimed that organizational climate had an effect on life styles of individuals such as mental energy, spirit, and loyalty. Stetzer, Morgeson and Anderson (1997) identify four types of climate that will enable organizations to be effective. Firstly, supportive climate promotes quality working environment. Secondly, cooperative climate makes it easy to work together in organizations. Thirdly, trusting climate builds healthy relationships between management and employees. Lastly, climate valuing customer service is important for effective organizations. In another study, Batlis (1980) found that organizational clarity as the most efficacious dimension of climate was a significant predictor of job-related anxiety, job satisfaction and propensity to stop working in the organization. Uysal (2013) found that positive organizational climate leads to positive organizational commitment. Ertekin (1978) conducted a study in government institutions and found that organizational climate not only motivated employees but also affected organizational effectiveness. Peker (1993) searched organizational climate of high schools in Ankara and results depicted that student success increases when climate becomes more positive. In conclusion, both

international and national studies related to organizational climate investigate organizational behaviors but studies conducted in Turkey focus on organizational climate in schools.

Organizations can be divided into sub-categories by considering their fields. Each organization has unique climate in terms of structure and purpose. Schools, as educational organizations have complex structure in which stakeholders such as students, teachers, administrators, parents, and community members are in enduring relationship. Investigation of the organizational climate in schools has importance.

2.2 School Climate

This section gives detailed information about the school climate. Firstly, school climate is defined in conjunction with its sub-dimensions. Secondly, approaches related to school climate are introduced. Thirdly, school climate in practice is underlined by considering leadership styles of school administrators and interactive behaviours of school stakeholders. Finally, studies conducted in both national and international literature are reviewed.

2.2.1 Definition of School Climate

Cohen *et al.* (2009) define school climate as quality and character of school life, which includes norms, values, and expectations with the help of which people feel socially, emotionally, and physically safe. In another definition, school climate is seen as feelings of students and staff about school environment over a period of time (Peterson & Skiba, 2010). According to Rafferty (2003), school climate is a perceived state in which the organization has superior-subordinate interaction in order to fulfill their duties and satisfy their individual needs. Furthermore, Emmons (1993) defines school climate as quality and frequency of interactions between adults and students (as cited in Kuperminc, Leadbeater, Emmons, & Blatt, 1997). A Turkish researcher, Çelik (2012) defines school climate as an inner structure that affects behaviors of teachers and discriminates a school from other schools. As a result school climate may be described by some key words such as character, feeling, and perception.

School climate is analyzed by researchers in terms of its sub-dimensions. Haynes, Emmons and Comer (1993) explain some sub-dimensions of school climate from the perspective of students such as achievement motivation, fairness, and parent involvement (Marshall, 2004). More recently, Cohen *et al.* (2009) determine four essential sub-dimensions for the school climate: “safety, teaching and learning, relationships, and environmental-structural”. Safety includes physical factors such as attitudes about violence and social-emotional factors such as belief in school rules. Sub-dimension of teaching and learning has four areas. The first one is quality of instruction that is related to achievement. The second one is social, emotional and ethical learning emphasizing connections between inter disciplines. The third is professional development in which standards and measures are important. The last one is leadership that is based on vision of organization. Another sub-dimension is relationship that includes respect for diversity, school community and collaboration, and morale and connectedness. The last sub-dimension is environmental-structural that is related to cleanliness and resources of the school (Cohen *et al.*, 2009, p. 184). To summarize, school climate has sub-dimensions which cover school-related concepts. Moreover, elements of school climate are in relationship with each other.

2.2.2 Approaches to School Climate

Literature of school climate presents some approaches or constructs. One of them is Halpin and Croft’s concept of “open and closed climates”. Another one is Hoy and Tarter’s “organizational health construct”. The next two sub-sections give a detailed explanation and discussion of these approaches.

2.2.2.1 Open and Closed Climates

Halpin and Croft (1963, p. 3-4) set six profiles/climates for the school from open climate to closed climate: “open climate, autonomous climate, controlled climate, familiar climate, paternal climate, and closed climate.” “The open climate” describes an energetic and lively organization in which each individual is satisfied because of achieved goals. “The autonomous climate” describes an environment in which there is a little control over the group members by leader in addition to members are satisfied in terms of social needs. “The controlled climate” describes impersonal and

highly task-oriented environment in which openness begins to be decreased. “The familiar climate” describes personal but under controlled environment in which inauthentic behavior begins to depict itself. “The paternal climate” describes low satisfied organization. “The closed climate” describes the organization in which nobody is satisfied. According to Hoy and Miskel (1987), climate is on a continuum and one end is open climate while the other end is closed climate. Open climate refers to high level of trust, interaction and effective working whereas closed climate refers to low level of those.

On the other hand, Hoy and Clover (1986) claimed that dimensions between open and closed climate could not dissociate from each other (Hoy, Tarter, & Kottkamp, 1991). Therefore, they describe two dimensions which are engaged and disengaged climate in addition to open and closed climate. In engaged climate, managers are authoritarian and they occupy teachers with unnecessary workloads whereas teachers show high performance and they support each other. On the other hand, in disengaged climate, principals are highly supportive and less restrictive whereas teachers are lazy and their social relations are not good. Figure 2.1 depicts this typology.

		Principal Behavior	
		Open	Closed
Teacher Behavior	Open	Open Climate	Engaged Climate
	Closed	Disengaged Climate	Closed Climate

Figure 2.1. Typology of School Climates (Hoy, Tarter, & Kottkamp, 1991)

2.2.2.2 Organizational Health Construct

Organizational health is used mostly by researchers in education in terms of school management and interaction between school components (Tsiu & Cheng, 1999). Aytaç (2003) classifies organizational health into two groups. The first one is medicine researchers' perspective in which organization health is related to physical and psychological safety of an individual. The second one is organizational behavior researchers' perspective in which interaction between employee and employer forms organizational health.

In the literature, some approaches have been identified that enforce health of the organization. Miles (1965; as cited in Ardiç and Polatçı, 2007) who is the first researcher in the field of organizational health recommends five approaches to improve health of an organization: "Supporting individual development, valuing communication, empowerin information flow, forming a culture that is open to change, expert support." On the other hand, Shoaf, Genaidy, Karwowski, and Huang (2007) explain health of an organization within the relationship between organizational culture and climate. They claim that if an organization values its culture, then climate will be positive and organization will be healthy. As it is shown in figure 2.2, organization sets some targets. Values of organizations are affected by these goals. When time is passed, goals and targets become the culture of the organization within experiences of individuals. Culture drives daily routines such as resources, written and verbal practices, and job and process demands which form the climate. This relationship between culture and climate leads to health of the organization. Finally, this model remarks two outcomes which are effectiveness and quality of work. This model shows the relationship between organizational climate and culture and this relationship in an organization leads to health for organization.

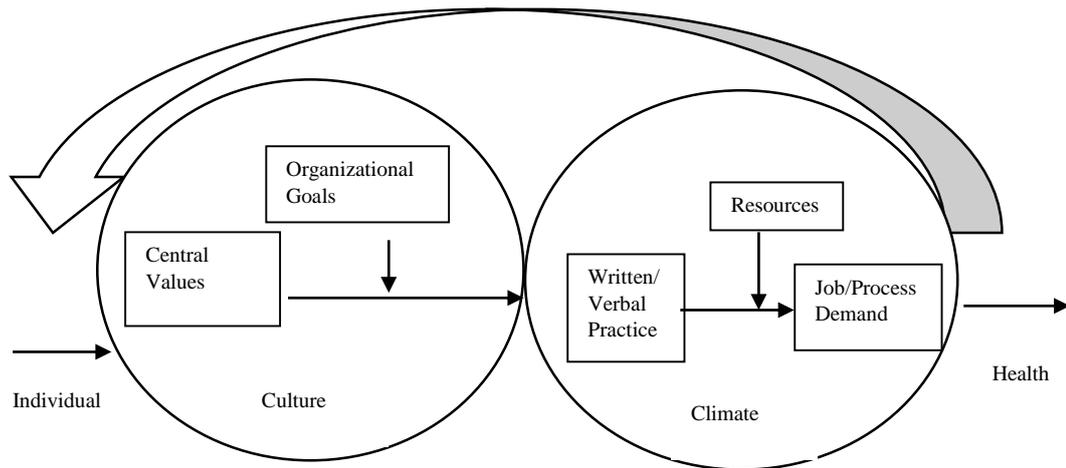


Figure 2.2. Organizational Health Work System Model (Shoaf *et al.*, 2007)

Concept of healthy school is related to school climate. It was used as a metaphor to operationalize and conceptualize school climate. Hoy and Tarter (1997; as cited in Lunenburg & Ornstein, 2011, p. 70) operationalized healthy school by three levels in middle school version of the Organizational Health Inventory. The first level is “the technical/teacher level”. The first condition for this level is setting effective learning-teaching environments that will produce well educated students. Teachers and principals give attention to solve educational problems. This level has two sub-dimensions. In “teacher affiliation” sub-dimension, teachers are pleased, friendly, open, and enthusiastic because of working together. In “academic emphasis” sub-dimension, teachers believe that the students achieve high but reachable academic goals. The second level is “The managerial level”. It is related to internal administrative dynamics of the school. Principals supply resources and coordinate the learning process. In this level, there are three sub-dimensions. In “principal influence” sub-dimension, principals have ability to affect, persuade their followers. The second sub-dimension, “collegial leadership” states that principals behave friendly and supportive by considering the needs of teachers and superiors. Finally, “resource support” means that the school has adequate instructional materials. The third level is “the institutional level”. There is a connection between the school and community. This level has only one sub dimension. In “Institutional integrity” sub-dimension, the school can cope with external problems and protect internal dynamics

from unreasonable demands by supplying educational integrity. As a result, teacher, managerial, and institutional levels work together in harmony in healthy schools.

According to Hoy, Tarter and Kottkamp (1991), school climate has an effect onto behaviors of teachers and students so school climate refers to healthy working environment for teachers and healthy learning environment for students. Behaviors of students, teachers, and principals that are harmonious and work toward instructional success remark the healthy school. Students are hardworking and respectful. Teachers like their jobs and set achievable goals for their students. Principals are friendly, open and supportive in a healthy school (Lunenburg & Ornstein, 2011). On the other hand, Welsh (2000) claims that climate of sick schools is a reason for victimization, avoidance, and misconduct of students in schools. Moreover, according to Lunenburg and Ornstein (2011), sick schools are unguarded toward destructive forces that come from outside. In this type of schools, principals are exposed to unreasonable parental demands. Furthermore, teachers have low level of affiliation and students don't feel adequate press for academic excellence in sick schools.

Openness or health of school climate is affected by a variety of factors such as behaviors of school components, organizational culture, and structure of schools. Also, perceptions of individuals are important. A teacher may perceive that the organization has positive climate while a student may perceive that the school is not healthy. Moreover, personal features, different experiences, and interactions of individuals in the schools may determine school climate.

2.2.3 Practice in School Climate

Schools have a special atmosphere in which administrators, teachers and students have some responsibilities and behaviors most of which are shaped by interactions. Leadership style of the school administrators have a special importance because they moderate the relationships in the school. Moreover, they have first-degree liability in accountability of the school. On the other hand, behaviours of school stakeholders are important in determining school climate. Most of the first studies about school

climate have concentrated on interactions in schools such as teacher-teacher, teacher-principal (Özdemir *et al.*, 2010). However, school climate is based on all relationships in which attitude and behavior of administrators, teachers, and students are important (Buluç, 2013). Moreover, according to Haynes (1996), interactions between children and adults are supportive for school's social climate that includes attitudes, values, and behavior of school components such as student, school staff, parents and community in addition to activities and programs of the school. In conclusion, leadership behaviors or perspectives of the school administrators and school stakeholders' behaviors, especially behaviors of teachers and students, shaped by interaction determine school climate.

2.2.3.1 Leadership

Leadership style has significance to form positive school climate. According to Macneil, Prater and Busch (2009), school principals should exhibit effective leadership to improve student performance that is based on school climate by creating right relationships between themselves, teachers, students, and parents. Moreover, Heck, Larson, and Marcoulides (1990) found that principals encouraged parents to participate in schools which are highly effective (as cited in Hallinger and Heck, 1998). Hallinger and Heck (1998) also emphasize that if the principals take more responsibility in framing, conveying, sustaining the aims and goals of the school, then school outcomes are affected indirectly from these efforts.

There are some leadership theories related to school climate. Taylor and Tashakkori (1994) state that elements of school climate are affected by principal leadership. Strategic interactions of principals with teachers is important for managing school, constructing school climate, and setting instructional organization by considering educational accountability and change process in restructuring schools (Heck, 1993). These studies have shown that principal leadership is a key for positive school climate.

School principals are generally in schools so they should concentrate on instructional problems and produce solutions. In this aspect, a school principal should depict

behavior of instructional leadership. Smith and Andrews (1989; as cited in Whitaker, 1997) determined four conditions for instructional leadership to supply student achievement. These conditions are also essential elements for an open school climate. Firstly, school principal should be “resource provider.” The most important resource in the school is teacher. Therefore, principals should recognize weaknesses and strengths of the teachers and give attention to their needs and developments. Secondly, school principal should provide “instructional resource” for effective learning and teaching environment, and fruitful feedback. Thirdly, administrators should be “a communicator” who clearly communicate to all staff to organize educational settings. Lastly, school manager should supply “visible presence.” In other words, the principal should show him/herself in the school activities. As a result, instructional leadership affects school climate positively. School principals have a special duty because they manage the whole interaction in the schools.

2.2.3.2 Behaviors of School Stakeholders

If the school has an open climate, then there is effective communication between teachers and administrators. Managers show trustworthy leadership while teachers depict collaborative work and commitment (Hoy, Smith & Sweetland, 2002). Moreover, Heck (1993) states that interaction between teachers and principals distinguish the achievements of schools. According to McEvoy and Welker (2000), both learning and antisocial behavior are related to school climate in which students, teachers, administrators, parents and community are in interaction. Cohen *et al.* (2009) explain the importance of positive adult-adult relationships between administrators, teachers and staff; positive adult-student relationships; and positive student-student relationships in order to supply positive school climate. However, because teachers and students are the most important figures of in-school practice, their behaviours have a significant impact on school climate.

In addition to leadership styles of the principals, teachers also show behaviors to construct positive school climate. Cooperation between teachers have a positive impact on school climate. In this respect, social skills of teachers gain importance. Relationships of teachers with their colleagues, principals, students, and parents

affect school climate. Sackney (1996) states that if teachers make plans together, share thoughts, and value each other, then the school has a positive climate. Qualification of a teacher is important in order to set a positive school climate. Several researchers conducted studies showing qualities of effective teachers creating positive school climate (Langlois & Zales, 1992; Minor, Onwuegbuzie, Witcher, & James, 2002; Porter & Brophy, 1988). Langlois and Zales (1992) list some profiles of an effective teacher. Firstly, effective teachers give attention to use time fruitfully. Secondly, effective teachers apply to routines in class activities to form a healthy instruction. Next, effective teachers give attention to needs of students and create supportive and cooperative climate in the learning environment. Fourthly, effective teachers praise suitable behavior and achievement of students in the process so that the students are encouraged to take responsibility. And finally, effective teachers make plans periodically and evaluate learning process before, during and after instruction in order to supply continuity of student improvement.

Demirtaş (1999) emphasizes the sociability of teachers. According to him, teachers should be more social and work cooperatively so that both students are affected positively and teachers perform their responsibilities. Indeed, this type of interactions between teachers are more effective than external motivators. Another study stressing social skills of teachers is conducted by Yüksel (2001). He states that teachers want to depict social behaviors because social skills are a necessity for teachers compared to other groups of people. Therefore, social relations of the teacher may drive climate of the schools.

Apart from teachers, students depict some behaviors in a positive school climate. Doubtlessly, the most expected behavior of students is achievement. In a school having positive climate, students are successful (Bektaş & Nalçacı, 2013; Sweetland & Hoy, 2000; Wang *et al.*, 2014). Holt and Smith (2002) state that students are satisfied with not only academic achievement but also emotional and social improvement. In addition to being successful, the students are well-disciplined as well. McEcoy and Welker (2000) explain that school climate has importance to reduce mal-adaptive behaviors. Moreover, students prevent behavioral conflicts,

bullying and violence in a positive school climate (Peterson, 2010). To conclude, academic, emotional, and social development of the students are influenced by school climate.

As it is understood from the studies in the literature, there is a reciprocal relationship between positive climate in the schools and behaviors of administrators, teachers and students. These behaviors have an impact on each other. For example, achievement of students leads to satisfaction of teachers. In turn, school administration spares more time for supportive learning environment instead of dealing with discipline problems. These types of interactions between principals, teachers, and students may determine whether the school has open or closed climate.

2.2.4 Studies about Perceptions of School Climate

In the literature of school climate, perceptions of school stakeholders are discussed. Perceptions of teachers has been studied much more than those of principals, students and parents in both the national and the international literature. Characteristics of principals, teachers, students, and parents have an impact on the perceptions of school climate.

2.2.4.1 Principal Perceptions of School Climate

One of the most important factors affecting principal perceptions of school climate is the leadership of school principals. If the principal depicts an effective leadership style, then perception of school climate becomes more positive (Şentürk, 2010). Similarly, Tuna (1996) conducted a study in Ankara and concluded that managerial behaviors of school principals have an important effect on organizational climate of schools.

Dağlı (1996) conducted a study with teachers, vice-principals, and principals to determine their perceptions of school climate in elementary schools. In this study, principals and vice principals perceived behaviors of teachers similarly (disengagement, hindrance, esprit, intimacy) whereas there were significant

differences in their perceptions of school climate in terms of behaviors of the principal (aloofness, production emphasis, thrust, consideration).

According to a study conducted in Malatya by Aksu (1994), there is a positive relationship between effectiveness grades of principals and school climate. If the effectiveness grades increase, then school climate tends towards openness, or vice versa. Pomroy (2005) conducted a study about school climate and concluded that school principals perceive positive school climate as team identity, vision, and participatory decision making. Moreover, communication skills of the principal shape teachers' perceptions of school climate. These studies related to principals' perceptions of school climate show that leadership styles and behaviors of school administrators have an impact on school climate.

2.2.4.2 Teacher Perceptions of School Climate

In national and international literature, most of the studies conducted in school climate are based on perceptions and some characteristics of the teacher. Teachers are one of the most important figures in education. They have a lot of responsibilities. They manage the classroom, guide students, and communicate with parents in addition to implementing responsibilities towards school and ministry administration. In this respect, their perceptions about school climate drive effectiveness in different fields of education.

Perhaps the most attractive topic related to teachers in the literature is job satisfaction. If the teacher is satisfied with his or her job, then he or she will work hard. In the study by Taylor and Tashakkori (1994), it was found that job satisfaction of teachers is a necessity in a positive climate. Moreover, they found that if the teachers perceive that they are part of the process of decision making, then job satisfaction increases and teachers have the feeling of self-efficacy. Treputtharat and Tayiam (2014) conducted a study and found that climate of school affect the job satisfaction of teachers in six aspects which are "performance standards, responsibility, unity, reward, success, and leadership."

Another positive educational outcome related to school climate is organizational commitment. Yusof (2012) found that when perceptions of teacher about school climate become more positive, their commitment to school increases. According to the study by Collie, Shapka, and Perry (2011), school climate predicts the general professional commitment, future professional commitment, and organizational commitment of the teachers.

Rafferty (2003) stressed that school improvement and excellence which are related to school climate are a part of teachers' thoughts and actions as well. According to that study, school climate is positively correlated with upward communication. On the other hand, Ingersoll (2011) conducted a research about teacher turnover and teacher shortages and found that poor administrative support and lack of faculty influence which are related to the negative side of school climate are two causes of teacher retention.

Studies conducted in Turkey are mostly related to effects of some demographic variable on perceptions of school climate. Günbayı (2003) found that teachers of music, physical education and arts perceive school to be more open than social and natural science teachers in team commitment and member conflict sub-dimensions of school climate. Şahin (2004) conducted a research about school culture and found that female teachers evaluate school more positive than male teachers. Moreover, Köksal (1991) found that there is a positive relationship between school effectiveness and experience of teachers.

Ekşi (2006) conducted a study about the relationship between school climate and anxiety. She found that perceptions of teachers didn't change in terms of marital status, gender (except intimacy), age (except production emphasis), and seniority (except esprit). Years of teaching experience also led to changes in the perception of hindrance and esprit. Furthermore, anxiety level of teachers was correlated positively with disengagement and hindrance while anxiety level was correlated negatively with esprit.

There are other studies conducted in Turkey and they depict relation of school climate to other educational behaviors or outcomes. Öner (2007) found that there was a relationship between managerial participation level of teachers and their perceived school climate (except hindrance). In another study (Gültekin, 2012), it was found that there was a positive relationship between leadership behaviors of school principals and school climate from the perspective of teachers. Baykal (2013) concluded that perceived school climate of teachers was positively correlated with their organizational citizenship behaviors.

2.2.4.3 Student Perceptions of School Climate

In a democratic society, positive school climate helps youth to develop learning conditions which contributes to productive and satisfying life conditions (Cohen *et al.*, 2009). They concluded that academic achievement and school success are closely related to positive school climate. Brookover *et al.* (1978) underline that positive perceptions of school climate is positively correlated with academic achievement. In this aspect, student perceptions of school climate has a crucial importance. This perception may change in terms of their age groups, family conditions, genders, and experiences.

McEvoy and Welker (2000) state that students' sense of efficacy about learning, student perception of safe environment, and student perception of high expectations for achievement are characteristics of effective schools. Vandiver (2005; as cited in Öztürk, 2008) observed that students perceiving school climate positively participate more in school activities. Barker and Gump (1964; as cited in Sergiovanni, 1995) state that students have more desire to learn and participate in school activities if the school is small.

Roeser and Eccles (1998) conducted a study about adolescents' perceptions of middle school and found that adolescent students perceive that if there is positive teacher regard, students' depressive symptoms and anger decrease. Furthermore, they perceive that if there is positive teacher regard, then there is a decline in school truancy over time. Moreover, boys have higher level of self-esteem and anger than

girls. Also, boys value education less than girls. In adolescent period, there is decline in academic self-concept, valuing education and passing class and schools regularly whereas there is an increase in self-esteem and anger.

In the literature, there are studies showing the effect of gender on school climate, especially in terms of behaviors. Kuperminc *et al.* (1997) conducted a study about perceived school climate of middle school students. They found that boys report more externalizing discipline problems than girls. However, there is no significant relationship between student grades and school climate perceptions for boys and girls. Kuperminc, Leadbeater and Blatt (2001) found that boys have more externalizing problems while girls report more internalized problems related to school climate. Positive school climate leads to decrease in frequency of bullying and its negative impacts (Loukas & Murphy, 1997). School climate has great importance to prevent bullying in schools (Wang, Berry, & Swearer, 2013). Özdemir and his colleagues (2010) analyzed the variables predicting elementary school students' perceptions of school climate. One of the results showed that girls perceive the school more positively than boys. Another finding is that students' perceptions of school climate are positively and significantly related to supportive behaviors of teachers and principals, satisfaction with academic programs, and sense of belonging to school. Moreover, it is found that there is a negative and significant relationship between school climate and perceived school violence.

Literature in Turkey presents studies examining school climate with different perspectives such as humanistic values. Akgül (2013) conducted a research in secondary schools and found that students perceive the teacher support at a minimum level. Moreover, type of school made significant differences in perceptions of school climate. Also, there was a positive relationship between perceived school climate and adaptation of human values. Akman (2010) studied school climate in elementary schools and found that students' perceptions of school climate changes in terms of gender and grade level of students, education level of mother while socio economic status of family, individual number in family, and education level of father do not make differences in perceptions of school climate. As it is understood from the

studies, students' perceptions may be shaped by their parents' perceptions indicating that parent perceptions of school climate has significance.

2.2.4.4 Parent Perceptions of School Climate

Although international literature has studies related to parents' perceptions of school climate, the researcher did not come across any studies on parents' perceptions of school climate in Turkish context. Therefore, it is expected that this study will fill an important gap in the literature. School climate has importance to attract parents to school and to adjoin them to school activities. Their involvement in schooling is a step for healthy school community partnership. Peterson (2010) emphasizes that parent and community involvement is a critical key to improve school climate.

There are some problems preventing participation of parents in school. From the perspective of parents, impersonal school climate and bureaucratic processes and policies may discourage parents to be involve in schools (Cochran & Dean, 1991). Fine (1993; as cited in Seefeldt, Denton, Galper, & Younoszai, 1998) states that an unwelcoming atmosphere in school may lead to resistance of parents to become involved in their children's school. Attitudes and behaviors of school staff such as principal, teacher, and other personnel have an impact on parent perceptions. Dembo and Gibson (1985) found that negative beliefs of school staff about the parents causes parents to keep distant from school.

Seefeldt *et al.* (1998) conducted a study about parent characteristics and school climate and found some conclusions. The first one is that parents' perceptions of school climate and self-efficacy beliefs predict parent involvement in school. The second one it that depression and achievement-related beliefs of parents don't predict involvement. And finally, parents perceiving that school climate is more negative report higher school-related involvement.

Perkins-Gough (2008) conducted a research about parent perceptions of urban school climate. One important finding was related to safety. The students should be monitored and supported by parents and school staff and also protected from

violence and danger for effective instruction. The second finding was parental involvement. Parents should set a suitable learning environment at home. Also, there should be a strong cooperation between school and family. The third finding was success. Parents and school should consider standards and expectations for academic and social improvement of children. The next one was trust, respect, and ethos of caring. Skills and knowledge of the students should be strengthened through support of family and school. Another one was bullying. School and families work together to prevent bullying that is not acceptable and tolerated. The other finding was community welfare. Community stakeholders such as schools, families, and organizations work collaboratively to increase learning opportunities. The last finding was importance of race. Every individual should be unique and treated equally regardless of race, cultural differences, social class, success, or ability.

As it is understood from the studies conducted by Seefeldt *et al.* (1998) and Perkins-Gough (2008), parents have some impressions, beliefs, and expectations related to school climate. Perception of school climate has an impact on educational processes. At the same time, organizational behaviors affect the perception of school climate. In other words, there is an interaction. For example, a positive school climate may increase parent involvement in the school. On the other hand, if the parents are involved in the school, climate of school may transform to open from closed. As a result, school climate has crucial importance for effective education settings and interacts with other processes such as school-community partnership or parent involvement to achieve educational goals.

2.3 School-Community Partnership

In this section, definition of the school-community partnership and its significance are explained. Definition of the school-community partnership consists of description of this partnership with its historical development. Significance of school-community partnership section emphasizes contributions or reasons for developing school-community partnerships, role of teachers and school administrators on this partnership, difficulties in creating partnership, and solutions to problems in school-community partnership.

2.3.1 Definition of School-Community Partnership

Partnership or school-community partnership is a complex and subjective matter so there are different definitions. Partnership is a process in which stakeholders work collaboratively and find mutual benefits by considering community needs (Bosma *et al.*, 2010). In another definition, “School–family–community partnerships are collaborative initiatives and relationships among school personnel, family members, and community members and representatives of community-based organizations such as universities, businesses, religious organizations, libraries, and mental health and social service agencies.” (Bryan & Henry, 2011, p. 408). Also, Sanders (2001) defines school-community partnership as schools and community members which work collaboratively to increase social, emotional, physical, and intellectual development of the students. To summarize, school-community partnership is a process that is based on collaboration, communication, and common purposes.

The schools are open systems in which the organizations interact with each other (Lunenburg & Ornstein, 2011). Therefore, there is an interaction between the schools and their external environment. This external environment includes some structures such as families and community. Taguiri (1968) conceptualizes these structures in four areas: ecology, milieu, social system, and culture (as cited in Smey-Richman, 1991). Ecology area is related to physical and tangible conditions while milieu consists of personnel characteristics. In the social system, interactions of groups are important. Finally, culture dimension includes values, beliefs, and norms.

Changes in different fields such as management and business also affect education. After 1950s, educational organizations began to move away from bureaucratic and central systems and impact of local forces such as parents and community members began to be felt on the process of decision making in education (Şişman & Turan, 2003). All of these developments have increased the importance of school-community relations. On the other hand, there were some changes in the terminology of school-community relations. According to Obediat and Al-Hassan (2009), the word “partnership” have been preferred by researchers conducting studies on school-

community connections instead of the word “relationship”. Moreover, notion of “parent as helper” transformed into the notion of “parents as partner”.

In addition to changes in system or terminology, Epstein (1995) puts forward two differentiations for school-community partnerships. The first one is related to difference in the perceptions of being children or students. If the children are viewed as students, educators expect that families should leave the education to school. If the students are viewed as children, educators expect that families should be involve in education because they are partners of school. The second one is related to interaction between school and family. A family-like school respects each child by making him or her feel valuable while a school-like family recognizes each child as a student by encouraging her or him to complete school activities. At the same time, partners work together in a responsible and interested way to present better opportunities for their students. As a result, relationship between schools and community is significant due to their role in child development.

2.3.2 Significance of School-Community Partnership

A strong school-community partnership works by considering two issues: to set higher standards and expectations related to learning and to form a collaborative model for these standards and expectations (Seeley, 1998). In the literature, there are lots of studies showing positive effects of school-community partnership on student achievement (Epstein, 1992; Epstein, 1995; Hatch, 1998; Steinberg *et al.*, 1992). Apart from success, social and emotional behaviors are affected by partnership (Battistich, *et al.*, 1995; Epstein, 1992; Rumberger *et al.*, 1990). In a healthy school-community partnership, school context, mutual benefits, and trusting relationships have importance (Bosma *et al.*, 2010). Glow and Sperhac (2003) emphasize that schools are great and complex organizations so they need collaborate with community to overcome problems. Commitments of the school to learning, willingness of the school to communicate with community members, and openness of the school to invite community are the efforts of the school to construct a relation between school and community (Sanders and Harvey, 2002). In order to get positive outcomes related to schooling, partnership has importance.

In the literature, there are studies showing contributions or reasons of developing school-community partnerships. Epstein (1995, p. 81-82) lists five reasons to improve partnership: “improve school program and climate, provide support and resource, increase leadership behavior and skills of parents, connect family with school and community, and assist teachers in their job”. Hatch (1998) explains the contributions of community involvement as follows: there will be improvements in physical conditions and resources, attitudes and expectations of parents, teachers, and students, and finally depth and quality of learning. Finally, Williams (1997; as cited in Adams, 2002) summarizes the benefits of school-community partnership in three dimensions. The first one is “support for instructional program” that includes attendance, monitoring, and feedback. The second one is “supplement of school resources” such as land, money, and equipment. The last one is “support for school management” in which expert support, new ideas, and achievement of goals are determinants.

Teachers have important responsibilities to establish a bridge between families and community. Teachers may encourage parents to be involved in learning of their children (Willems & Gonzales-De hass, 2012). Moreover, Epstein (1992) found that teachers agree that parent involvement leads to create an effective learning environment, to educate successful students, and to form more positive climates in the schools. In this aspect, teachers have five ways to connect with parents and the community (Obediat and Al-Hassan, 2009, p. 119): “Communicating with parents, inviting parents, inviting member of community, following volunteer projects, encouraging students to be involved in community.” If the teachers implement their responsibilities, partnership can be performed in a healthy way.

In addition to teachers, school administrators have duties to attract parents and community members to schools. Tschannen-Moran (2001) found that there was a significant relationship between collaboration with principal and trust in principal so it was recommended that school principals should determine detailed strategies for school-family cooperation. Attitudes and behaviors of school managers have importance for parent involvement. Ensari and Zembat (1999) found that education

and attitudes of principals have an impact on school-family relationships (as cited in Gül, 2013). Gül (2013) also found that principals who participated in professional development of school management are more successful in collaboration with the community than others who did not participate in professional development of school management. As a result, administrators' role on school community partnership has importance.

There are some difficulties in developing a relationship between school and community. Sanders (2001) found obstacles such as: lack of time, lack of teacher participation because of burnout, lack of community partners. Moreover, obstacles for parent or family involvement may decrease school-community partnership. Some of these are concern of families about their students' school, satisfaction of parents with the school and their participation skill (Chan & Chui, 1997). Therefore, partnership may be influenced negatively by both characteristics of families and schools.

In order to resolve problems related to partnership, some solutions should be developed. Researchers identified some strategies to overcome problems related to school-community partnership and increase this partnership (Çalık, 2007; Gül, 2013; Henderson & Berla, 1994; Sanders, 1999). Principals should participate in the education of professional development. Also, action team, funding, time, guidance, and effective leadership should be provided. Parents, teachers and principals should be informed about ways for interrelations. School programs should be comprehensive, well-planned, and long-term. Actions, programs, and plans for parent involvement should be implemented. To summarize, although there are some concerns or problems in setting healthy school-community partnership, teachers and administrator as important stakeholders of school overcome problems by behaving consciously. In schools, this partnership takes place generally through parent involvement. By considering functions of schools in forming this partnership, parent involvement has a crucial significance.

2.4 Parent Involvement

This section gives detailed information about parent involvement. Firstly, parent involvement is defined. Secondly, significance of parent involvement is explained through contribution of parent involvement to students, teachers and schools, and community and families. Thirdly, factors affecting parent involvement are introduced. Next, models for parent involvement are underlined. Finally, studies conducted in both national and international literature are reviewed.

2.4.1 Definition of Parent Involvement

Knisely (2011) defines parent involvement as a behavioral process in which parents ask about homework, keep in contact with teachers, and follow their children. According to Demircan (2012), parent involvement is a social process that includes communication and common action. Morrison (1988; as as cited in Can, 2009) defines parent involvement as a process in which parent demonstrate their skills on the development of themselves and their children. Parent involvement is a systematic approach in which parents are educated, supported and involved in learning; children gain experience via communication between the school and home; and school programs are enriched (Cömert and Güleç, 2004). In another definition that forms this study's approach to involvement, parent involvement is described as each kind of activity in which parents participate in the education process of their students both in and outside the school (Şaban, 2011). In conclusion, parent involvement is a process in which they are involved in school activities to follow the development of their children by communicating with all stakeholders of the school.

Schools are complex and dynamic organizations in which principals, teachers, students, parents, and the community are in interaction. These stakeholders all working together is a necessity for positive school outcomes whereas disconnection among these components causes negative school outcomes. Parent involvement is associated with higher grade point average and increased ability to self-regulate behavior (Anderson & Minke, 2007). In the literature, there are studies mostly showing relation between parent involvement and student success (Desimone, 1999;

Fan & Chen, 2001; Jeynes, 2005a). Therefore, parent involvement is an important process to increase academic achievement of the students.

Categorizing parent involvement studies is possible. Griffith (1998) summarizes studies about parent involvement in three classifications. The first one is at-risk studies in which parent involvement is lower than average or expected. The second one is descriptive studies in which ways of parental involvement are presented. The last one is outcome-based studies in which positive effects of parent involvement are explained in terms of student learning. Berger (1987) explains this differentiation with personality of parents (as cited in Griffith, 1998). On one end, there are parents avoiding school due to inadequacy, poor achievement of their students, and competing life demands. On the other end, there are parents participating in school due to their desire to direct school activities and exhibit their power. As a result, some parents are eager to participate in school activities while some parents are not involved in school. This differentiation in involvement choices brings along some significant outcomes related to the educational process.

2.4.2 Significance of Parent Involvement

Involvement in school is significant for all students, teachers, and parents. Students want their parents to have knowledge about school and assist them at home. Teachers desire families to motivate their children to complete school work by assisting them. Finally, parents wish that they should be informed by teachers in order to help their children at home (Epstein, 2001). Strom (1990) claims that there are three necessities for school family cooperation. The first one is teachers' belief about the fact that they have great responsibilities for the development of the children. The second one is parents' desire to affect education of their children. The last is the raise in the achievement of the students because of parental involvement in school program. This school program aims to improve both adult education and child development. Significance of parent involvement arises from both benefits of parent involvement and communication between families and schools.

2.4.2.1 Benefits of Parent Involvement

In the literature, researchers concentrate on the benefits of parents' involvement in the schools mostly for students. When parents are involved in their children's school, achievement of students increases (Çelenk, 2003a; Gonida & Cortina, 2014; Gümüşeli, 2004). Moreover, motivational, social and emotional development increase (Nokali, Bachman, Votruba-Drzal, 2010). Commitment to school, self-regulation, and perceived control of the students rise as well (Gonzales-DeHass, Willems, & Holbein, 2005). Furthermore, attendance rates and desire to graduate increase (Epstein & Sheldon, 2002; Henderson & Mapp, 2002; Stevenson & Baker, 1987). On the other hand, discipline problems of the school decrease (Çalık, 2007; Nweze, 1993). Students' behavioral problems such as school dropout and alcohol and drug use decrease (Coutts *et al*, 2012; Henderson & Mapp, 2002). As a result, students benefit from involvement of their parents.

In addition to students, parent involvement contributes to the teachers and the school. Willingness of teachers for teaching increases (Jeynes, 2005a). Also, teachers are motivated to invite more parents to the school (Erdoğan & Demirkasımoğlu, 2010). Moreover, there is an increase in labor force of teachers (Henderson & Mapp, 2002). Prestige and morale of the teachers rise (Hara & Burke, 1998; Henderson & Berla, 1994). On the other hand, climate and culture of the school become more open and positive (Erdoğan & Demirkasımoğlu, 2010; Jordon, Orozco, & Averett, 2001). In addition, popularity and quality of the school, and schooling rate increase when parent involvement is high (Henderson & Mapp, 2002; Weber, 2010). To summarize, parent involvement has a positive effect on the teachers and schools.

Parents and the community benefit from involvement in the school. Relation between the child and parents becomes stronger (Harris & Wimer, 2004). Happiness of parents increase and they guide their children more effectively (Yıldırım & Dönmez, 2008). Parents behave more responsibly (Leik and Chalkley, 1990). Parents become more conscious about school policies and practices (Christenson, 2004). On the other hand, community members do more educational activities related to needs of

community (Lewis, 1999). Therefore, stakeholders outside school also supported from parent involvement.

As it is understood from these studies; students, teachers and schools, and parents and community member take advantage of parent involvement. Undoubtedly, all constituents affect each other so that this process results in improvement of the schooling process. Furthermore, interaction and communication between families and schools enforce parent involvement by providing sustainability of this beneficial process.

2.4.2.2 Communication between Families and Schools

Communication and interaction between school stakeholders have an impact on effective parent involvement. Parents, students, and teachers have a common belief that parent involvement is important (Connors & Epstein, 1994). Epstein (2005) emphasizes that parent involvement is a kind of school and classroom organization in which educators and families share some responsibilities to guarantee learning and success of the students. Parents, students, and the school are trivets of education (Kotaman, 2008) and harmony between these components is critical to achieve educational goals.

Parents are important elements of community while teachers are important parts of the schools. Therefore, their communication has importance. Açıklın (1989) states that if the communication between parents and teachers is effective and continuous, then both involvement becomes stronger and the teacher works more fruitfully. Kohl, Lengua, and McMahon (2000) emphasize that if the students feel that their parents and teachers work together to achieve similar goals, then the students show more effort. Şeker (2009) draws attention to importance of two-sided communication between parents and teachers, and share three applications of Swap (1993): “inviting more families to school, participating in a widespread spectrum by considering periodic suitability, and supplying that participation is purposive, and experiences are shared.”

There are some ways to develop network between schools and families. Face-to-face meetings, letters, telephones, notes sent to parents in student notebooks, periodic bulletins may be channels for establishing connection between schools and families (Yaylacı, 1999). In addition, form of notes, conferences, home visits, and joint participation in workshops and classes may be the methods for coordination between parents and schools. Bjorklund and Burger (1987; as cited in Bilgin, 1990) determined four strategies for parent-teacher meeting: “preparation of a task, deciding on priorities, observing periodically, and making students concerned with developments of meetings.” In conclusion, there are some behavioral responsibilities for both teachers and parents to sustain coordination. Teachers should be warm, open to innovations and to different opinions, reliable, consistent, and sensitive. Also, attitude of the parents is important for effective connections with the teachers. Parents should be concerned with the school needs, close to school, open to teacher suggestions, and compassionate.

On the other hand, for an effective cooperation between parents and teachers, role of school principals has crucial significance. Epstein (1987; as cited in Demircan, 2012) states that administrators have the responsibility to educate school staff, to choose parent involvement programs, to organize activities, and to evaluate the involvement process. Epstein and Jansorn (2004, p. 22-23) explain some actions of school principals for parent involvement. The school principal should cooperate with all school components. They should supply students’ awareness about both involvement and their development. Moreover, they should allocate budget for activities of parent involvement. They should explain the importance of involvement in meetings, especially in the first meeting. The principals should report the involvement process and inform the stakeholders. School administration should work together with the community as well. They should form a welcoming school climate and a sense of community. They should work with other schools to share ideas, arrange professional development, and overcome problems. They should set network with community leaders to find additional resources. Finally, the administrators should appreciate everyone who makes contributions to activities for parent involvement. As it is understood from all of these actions, principals play an important role in setting a

healthy bridge between schools and families in addition to teachers and parents. Coordination of these stakeholders in a structure such as Parent-Teacher associations may be helpful for more systematic parent involvement activities.

2.4.2.3 Function of Parent-Teacher Associations

In order to increase the interaction between schools and families in Turkey, Parent-Teacher Association (PTA) was established by MoNE. PTA is a formal organization and aims to solve school-based problems in education. One of the duties of this association is to cooperate with school management, teachers, parents, and families to ensure that students are educated in terms of purposes of Turkish national education with its principles, and national and moral values as it is declared in the sixth article of PTA regulations. Moreover, PTAs make contributions to social and cultural activities such as travel, concert, and play. Also, usage of sports hall, science labs, and libraries for broader purposes is provided by PTAs. Besides, this association provides a budget for financial requirements of the school. Furthermore, PTAs organize the canteens and school transportation services. As another duty, PTAs cooperate with non-profit organizations and educational foundations. Lastly, PTAs make contributions to projects, activities related to curriculum and instruction, and other working committees of the school. This association includes school administrators, teachers and parents as the natural members of the PTA. Parent-Teacher Association has three sub-committees: plenum, board of management, and supervisory board. Plenum meets in order to select and authorise board of management until end of October. Board of management meets in each month and makes decisions related to functioning of PTA. Supervisory board control the activities of board of management at least twice a year.

Although PTAs have a beneficial function theoretically, they can be problematic in practice. Study by Bingöl (2002) showed that PTAs implement their duties which are explained above at a minimum level from the perspective of teacher while these organizations implement their responsibilities at a moderate level according to parents and school administrators. Another study conducted by Albayrak (2004) showed that parents are more sensitive in cooperation with school administration

about aspects related to their children such as attendance whereas they are less sensitive in cooperation with school administration about community and environment such as adult education. In conclusion, perceptions of members of PTA are different as well as PTAs don't implement their functions sufficiently.

Not only PTAs in Turkey but also PTAs in other context have different perceptions and implementations related to function of PTAs. Iqbal, Ahmad, and Rauf (2013) conducted a study in Pakistan and found that presidents of PTA were satisfied in terms of academic decisions, administrative issues, and fund usage whereas they were dissatisfied in terms of teaching conditions, methodologies, and curriculum activities. In Hong Kong context, I-Wah (1996) found that parents had time constraints about PTA participation while teachers were complainant about heavy workloads. Actors in Hong Kong education concentrate on communication function of PTAs. In Western context, Epstein and Dauber (1991) state that PTAs are an opportunity for parents to be involved in decision-making process of schooling.

In order to increase the function of PTAs, researchers have some recommendations. According to Ereş (2009), there should be activities related to development of adult education, cooperation between universities and MoNE, training of teachers and administrators, and presentation of public service advertisements related to school-family collaboration in televisions. In the study by Akbaşı and Kavak (2008), openness of communication channels, social activities and publications, frequent PTA meeting, support of non-profit organizations, opportunities for disadvantaged students and parents are suggested for effective PTA. To summarize, there are different activities to foster function of PTAs. These activities related to PTA also influence parent involvement in the schools (Cheung, 2009).

2.4.3 Factors Affecting Parent Involvement

Some schools have parent involvement activities whereas others do not have any kind of activities. This differentiation is caused by lots of factors such as school characteristics, student expectations, parent features, teacher beliefs or principal attitudes (Eccles & Harold, 1996; Gümüşeli, 2004; Kotaman, 2008; Pena, 2000;

Sliwka & Istance, 2006; Yıldırım & Dönmez, 2008). Moreover, policy, continuity of resources, and school-public relations have been identified as factors affecting partnership (Kilpatrick, Johns, Mulford, Falk, & Prescott, 2002). However, some of these factors may have negative impacts on parent involvement whereas some of them may foster parent involvement.

2.4.3.1 Barriers to Parent Involvement

Characteristics of families make it difficult to facilitate parent involvement. Comer and Haynes (1991) claim that the parents who had bad experiences in their educational background tend to stay away from school. Moreover, there is a positive relationship between socioeconomic status of the parents and parent involvement (Sliwka & Istance, 2006). Parents who have lower socioeconomic status are involved less in the school than others who have higher socioeconomic status. Besides, if the biological parents are divorced or child lives with one of them, involvement of that parent is at a very low level (Jeynes, 2005b). Furthermore, Kotaman (2008) found that when education level of the parents decreases, the level of their involvement in school declines. Erdoğan and Demirkasımoğlu (2010) declare that if both parents work, they can't find enough time to participate in school activities. To conclude, parent involvement is influenced by parents' characteristics.

On the other hand, constraints of parents play a negative role on parent involvement. Eccles and Harold (1993) emphasize reasons for lack of involvement by considering parent constraints. Some of these are lack of time, energy, and economic resources, history of negative interactions with school. According to Finder and Lewis (1994), parents stay away from the school because of diverse school experiences, economic problems and time constraints, and linguistic and cultural differences. As a result, some of the most remarkable barriers to parent involvement are time constraints, economic problems, and cultural differences.

In addition to characteristics of families and some constraints of parents, parents' perceptions have an impact on parent involvement as well. Christenson (2004) states that if the parents perceive that education is the work of only educators, then they

leave education to school and are not involved in the schools. If the previous success of the student is high, then parents think that there is no need for involvement (Eccles & Harold, 1996). Furthermore, Beydoğan (2006) states that although parents want to participate in the school activities, they can't be involved in the school because they think that they have not got self-expression skills. Perceptions of parents about education and success of students may effect parent involvement negatively.

According to Eccles and Harold (1996), characteristics of child, teacher, and school may serve as barriers to parent involvement. For example, Yıldırım and Dönmez (2008) found that when the grade level of the students increases, communication between parents and the schools decreases. Teachers' lack of knowledge and skill about parent involvement is another reason affecting parent involvement in a negative manner (Çalık, 2007; Eccles & Harold, 1993; Epstein & Sanders, 2006; Greenwood & Hickman, 1991). Moreover, Koçak (1988, p. 76) lists some reasons school related reasons for parents not being involved in their child's school: "Distance between home and the school, delayed communication between school and family, noisy meetings, exceeding number of students, intensive work load of parents, desire of parents not to listen to teachers complain about their children, negative attitudes." In conclusion, parent involvement is influenced negatively by lots of factors such as characteristics of parents, students, teachers, and school. Although there are different barriers to parent involvement, these may be resolved with some activities.

2.4.3.2 Activities for Empowerment of Parent Involvement

In order to overcome barriers to parent involvement or foster parent involvement, some activities can be implemented. Moreover, Adams and Christensen (1998) claims that building trust between families and schools resulted in higher levels of parent involvement. Bramesfeld *et al.* (2013) underlines the importance of motivation such that motivational beliefs provide opportunities for parent involvement. Therefore, trust and motivation are important to enforce parent involvement. If the parent feels the trust between themselves and teachers or school, then he or she behaves more comfortably in relations with school. This comfort may

lead him/her to participate in school. Moreover, when parents are motivated by schools, they are involved in school activities. They may be motivated through praise, reward, and authorization.

Becker and Epstein (1982) recommend some techniques to foster parent involvement such as reading, learning through discussion, informal learning activities, contracts between parents and teachers, and helping parents to teach. William and Chavkin (1994) analyzed involvement program of Southwest Educational Development Laboratory (SEDL) and listed seven elements for effective parent involvement: “written policies, administrative support, training, partnership approach, two-way communication, networking, and evaluation.” These studies have shown that empowering parent involvement is possible through some techniques.

According to Epstein and Sanders (1998), one way for increasing parent involvement is pre-service and in-service education for teachers and administrator that consider policies and partnership programs. Griffith (1998) explains parent involvement over administrators and teachers. He states that when administrators and teachers initiate parents to be involve, parent involvement is successful. Openly communicating with parents, working collaboratively with them, and supplying a climate in which parents feel welcomed foster parent involvement. Hoover-Dempsey *et al.* (2005) state that increasing school capacity can draw the parents to schools. School capacity includes function of principal leadership about school climate and empowerment of teachers, and enhancing capacities of parents by considering suggestions to parents and communicating with parents. To summarize, effort of teachers and administrators may be a determinant for parent involvement.

Finders and Lewis (1994) share some suggestions which were offered by parents to enhance parent involvement. Firstly, the school should clarify the ways in which parents are involved. The second is encouragement of the parents to join school activities. The third one is establishing a strong relationship that is based on mutual trust. The next one is sharing home experiences of parents and children. Lastly, the school should benefit from experiences and expertees of the parents such that for

example the school can call on parents who are doctors when a seminar related to struggle with drug usage is organized.

In the Turkish context, there are lots of studies suggesting ways to increase both quantity and quality of parent involvement. Açıkalın (1989, p. 88) determined some suggestions related to school principals by considering opinions of parents. “Management knowledge” is related to leadership skills of the school principal. “Formation of discipline” is based on obeying school rules. “Effective communication” demonstrate importance of relationship between school stakeholders. “Problem solution” is related to principal’s effort to solve educational problems. “Talented team” consists of school components which are good at their works. Adult education is also a necessity for healthy parent involvement. Beydoğan (2006) states that parents need parent education programs to observe development of their children. In this aspect, qualifications of the teachers serve to educate adults. Gümüseli (2004) explains the most important method to increase parent involvement as the awareness. He underlines that if each stakeholder is aware that parent involvement is a necessity to achieve educational goals and are ready to implement their roles such as mutual cooperation, then parent involvement is effective. These studies conducted in Turkey have shown that administrator factor, adult education, and parent awareness may affect parent involvement positively.

Social activities may foster parent involvement. According to Erdoğan and Demirkasımoğlu (2010), home visits, kermis, reading festivals, week of domestic goods are organizations drawing the parents to schools. Moreover, they emphasize that some legal regulations such as making parents a part of decision making in schools improve the parent involvement. Yıldırım and Dönmez (2008) have some suggestions to increase parent involvement. Social activities such as festival, picnic, and travel should be organized. Face-to-face meetings should be adjusted by considering time schedule of each parent. Importance of positive communication, accountable and transparent school administration, and adult education should be stressed. Parents should be invited to school and should be included in the process of decision-making. Institutionalization of partnership and common school culture

should be provided. Physical planning of school such as request box, boards, and guest rooms should be reformed. Students should be called to some part of the meetings and their opinions should be asked.

In conclusion, different activities may either foster parent involvement or resolve problems in the parent involvement. However, validity and reliability of these ways should be demonstrated through scientific studies because some activities which seem positive may have a negative effect or vice versa. Researchers have developed models that identify the components of parent involvement as well as ways to assess it.

2.4.4 Models for Parent Involvement

In the parent involvement literature, there are some models and techniques for the measurement of parent involvement. For example, Epstein's Six Types of Parent Involvement (1995, p. 85) dimensions of which are "parenting, communicating, volunteering, learning at home, decision-making and collaboration with community" is a well-defined, valid, and reliable scale to measure parent involvement. "Parenting" is related to home environments that support learning and development of the children. Training of parents and home visits are some practices within this dimension. "Communicating" includes two-way communication that is from school to home and from home to school about educational activities and progress of children. Conferences and meetings are examples in this dimension. "Volunteering" is related to assistance and support of the stakeholders for school improvement. Parent rooms and choosing class mother or father are examples. "Learning at home" includes help of parents for their children's homework and other activities. Organizing homework schedules and policies are examples. "Decision-making" is related to making parents a part of process of decision-making. Establishing committees and local selections are examples. "Collaboration with the community" is integration of community to school in order to strengthen the school by providing resources and services. Activities of cultural, social, and health organizations are examples within this dimension. This model is an acceptable approach in parent involvement field and researchers use it frequently.

The literature presents lots of studies assessing parent involvement with Epstein's model of six types of parent involvement. Using this model, Epstein and Dauber (1991) found that there is a positive relationship between dimension of volunteering and learning at home in elementary school levels. According to the study by Sheldon and Epstein (2002), parenting and volunteering are most predictive dimensions for parent involvement. Hara and Burke (1998) explain the importance of communicating by remarking communication and problem solving skills of the teachers.

Studies conducted in Turkey shows important results related to Epstein's model of six types of parent involvement as well. Parents' role in the process of decision-making has an impact on the achievement of the students (Aslanargun, 2007). Akyıldız (1992) states that while schools support the development of society, society also improves the school by providing resource. In other words, there is a mutually beneficial relationship between the school and the community. Erdener (2013) adapted this scale to Turkish context in which six dimensions dropped to four dimensions which were named as parenting, school interaction, learning at home, and decision-making. He also found that family income significantly affected combination of these four dimensions. As a result, this model is acceptable in the Turkish context as well with some changes.

In another model, Hoover-Dempsey and Sandler (1995, 1997) explain parent involvement with three constructs. The first one is related to parental role in which parents believe that they have an impact on the development of their children. The second one is their sense of self-efficacy. They perceive that if they participate in school, this will make a positive difference for children or if they are low in self-efficacy, then they will stay away from the school because they perceive that they are inadequate to be involve or involvement will not bring any positive outcomes. The third construct is related to general invitations, demands, and opportunities coming from the school or the child.

By considering three constructs, Hoover-Dempsey and Sandler (1995) put forward a process of parent involvement. In this process, the first level includes the three constructs discussed above. The second level is the parents' involvement forms which are affected by skills and knowledge of parents, their time and energy to be involved, and invitations or demands from child and school. The third level is the affecting mechanism in which parents influence student outcomes through modeling, reinforcement, and instruction. The fourth level is mediating variables such as parent strategy and harmony between parents' actions related to involvement and expectations of the school. The fifth level is the child outcomes which are skill and knowledge, and personal sense of efficacy. In conjunction with this model, Anderson and Minke (2007) found that role construction is positively correlated with parent involvement in addition to sense of efficacy has a direct impact on involvement at home. Moreover, the study by Lavenda (2011) confirmed this model by finding mediating effect of parental role construction on parent involvement.

Another popular model was constructed by Walker, Wilkins, Dallaire, Sandler, and Hoover- Dempsey (2005) to measure parent involvement. This model is also the updated version of the model of Hoover-Dempsey and Sandler (1995, 1997). The first dimension of this model is motivational beliefs of parents. It includes parental role construction and their self-efficacy which are the first two constructs of the original model of Hoover-Dempsey and Sandler (1995). The second dimension is parents' perceptions of involvement invitations from school, teachers, and children. This dimension is related to the third construct of the original model. The third dimension is life context variables including time, energy, knowledge, skill, and family culture. According to the study by Anderson and Minke (2007), invitations from the teachers have the strongest relationship with parent involvement while parent resources do not have an impact on involvement decisions. Interaction of parents and schools has importance to supply this participation. Therefore, schools and parents have a mutual relationship. Green, Walker, Hoover-Dempsey, and Sandler (2007) found that all three dimensions of the model of Walker *et al.* (2005) are correlated with involvement at home. As a result, models of Hoover-Dempsey

and Sandler (1995, 1997) and Walker *et al.* (2005) are valid and reliable in the parent involvement area.

Eccles and Harold (1993, 1996) also developed a model of effects on and consequences of parent involvement. According to this model, parent involvement is both an outcome of parent, teacher and student influences, and predictor of student outcomes. As it is seen in figure 2.3, there are four main columns. The first column includes the boxes of A, B, C, D, and E which affect parent involvement indirectly. The second column consists of the boxes of F and G which influence both each other and directly the third column which are the boxes of H and I. Both the second and third columns have a direct impact on the fourth column that is the box J. Taking into account these variables, Eccles and Harold (1996) reviewed the studies in the literature in order to learn effects of these variables on parent involvement. For example, families living in high-risk neighborhoods rely on at-home strategies while those living in less risky neighborhoods want to use neighborhood resources.

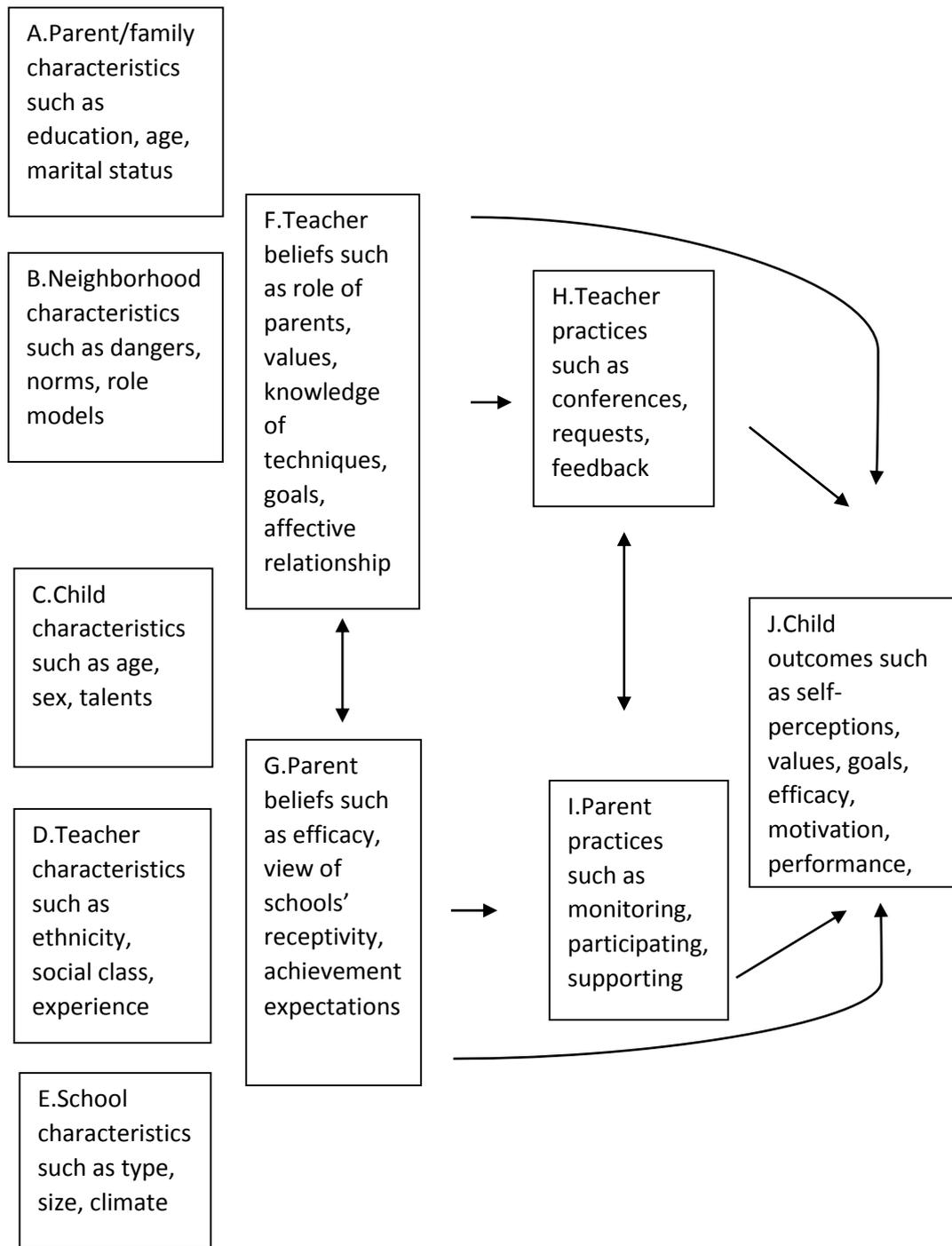


Figure 2.3. A Model of the Influences on and Consequences of Parent Involvement in the School (Eccles & Harold, 1996).

Hornby (2000) classifies the models of teacher-parent relationship by reviewing the studies (especially studies of Cunningham & Davis, 1985; Swap, 1993) in the

literature. The first model is protector model in which students are protected from negative conditions and only teachers are responsible. The second one is expert model that evaluates teachers as expert and decision maker. The third model is the transmission model that evaluates teachers as expert and parents as supporter. The fourth model is curriculum-enrichment model which evaluates both teachers and parents as experts to improve school program. The next one is consumer model in which teachers are more consultant and parents are more in the process of making decisions. Finally, the last model is partnership model that evaluates teachers and parents in equal and parts of a beneficial whole. This study classifies the models by considering weights of parents and teachers. The first model focuses on only teacher responsibilities the last model divides responsibility between teachers and parents.

To summarize, models related to parent involvement are useful in assessment of parent involvement. Besides, they show the factors affecting parent involvement. Moreover, conditions or conclusions affected by parent involvement are presented by the models. In addition, teacher-parent relationships and responsibilities are emphasized through modelling. Both international and national literature presents lots of studies investigating parent involvement with its different aspects.

2.4.5 Studies for Parent Involvement

In this section, studies conducted in and outside of Turkey are presented in separate headings by considering some aspects.

2.4.5.1 Studies Conducted in the International Literature

In international literature, there are lots of studies related to parent involvement. These can be summarized in four groups which are ways to increase parent involvement, effects of parent involvement on educational outcomes, effects of demographic variables on parent involvement, and relations of parent involvement with other outcomes or behaviors.

The literature presents studies investigating ways to increase parent involvement and explaining importance of some factors for parent involvement. Connors and Epstein

(1994) found that while teachers want to be educated about parent involvement, parents want to be informed about involvement process. According to Bayer and Smey-Richman (1988), principals and teachers need education about parent involvement, school climate, student involvement in learning process, and staff development. According to Sykes (2001), home-school agreements are useful for both trust and understanding between schools and the parents. Mo and Singh (2008) suggested that two-way communication between the school and parent increases school engagement and performance of the students in middle schools. Ramirez (2001) emphasizes that communication is a major theme to both establish connection and develop a trust between teachers and parents. Mendez (2010) found that the quality of teacher-parent relationship is a key factor for parental involvement in education. According to Barge and Loges (2003), monitoring academic improvement of the child and constructing parent-teacher communication has crucial importance for the parent involvement. As it is seen in these studies, activities for parent involvement are mostly related to increasing communication and trust, setting a powerful bridge between schools and families, and training of parents, teachers, and administrators.

There are also studies in the literature on the effects of parent involvement on educational outcomes. Study by Cotton and Wikelund (1989) showed that parent involvement has a positive effect on student success at all grade levels. If the involvement begins in earlier ages of the child, then this influences student development in a stronger way. Shaw (2008) found that parent involvement, especially home-based involvement, is a factor in the academic performance of students. According to Grolnick and Slowiaczek (1994), parent involvement has a positive effect on student achievement and motivation. Authoritative parent involvement that includes high acceptance, supervision, and autonomy is a key factor for higher school performance and stronger school engagement of students (Steinberg, Lamborn, Dornbusch, & Darling, 1992). The study by Gonzales, Holbein and Quilter (2002) depicted that parent involvement is positively correlated with mastery orientation of students. Trusty and Lampe (1997) found that parental control with involvement is related to internal locus of control whereas control without

involvement is related to external locus of control. Furthermore, fewer dropout and discipline problems, and more continuity of students are linked to parent involvement (McNeal, 1999; Teachman, Paasch, & Carver, 1997). The study by Fehrman, Keith, and Reimers (1987) demonstrated that parent involvement affects grades of the students both positively and directly. It also showed that parent involvement increased the time spent on homework. McWayne and her colleagues (2004) concluded that parents who are involved both at home and in the school by overcoming most of the barriers to involvement have children whose both sociality and learning are positive. Mutual partnership between teachers and parents leads to better learning, health development, and success of the children (Lawson, 2003). As a result, parent involvement has crucial importance to increase student success, motivation and orientation, decrease discipline problems, and develop social side of students.

In terms of effects of demographic variables on parent involvement, the literature has important studies. Adams and Christenson (2000) found that trust level of teachers and parents at elementary school level is higher than trust level of those at middle and high school grades. They also concluded that quality of family-school interaction predicted trust more than contact frequency and demographic variables. Adolescents do not wish parents to be involved in school physically and this wish is higher for girls (Deslandes & Cloutier, 2002). Castro, Bryant, Peisner-Feinberg, and Skinner (2004) found that level of involvement of working parents is lower than that of parents who do not work. The level of parent involvement is higher in the classes of the teachers whose efficacy, socioeconomic status, efficacy perception of principal, education level, and instructional coordination are higher (Hoeover-Dempsey, Bassler, & Brissie, 1987). Weiss *et al.* (2003) conducted a study about involvement of mothers in their children's education and found that working mothers are involved less than other mothers. Stevenson and Baker (1987) analyzed school-family relation and student performance and found that mothers with higher educational status are more involved in the school activities and this affects performance of the students positively. Izzo *et al.* (1999) conducted a longitudinal research about the teachers' perceptions of parent involvement. Their study showed that when students passed

from the 1st year to their 3rd year, there is a decline in frequency of parent-teacher contacts, quality of parent-teacher interactions, and parent involvement. Also, parent involvement is related to school performance of the students. According to findings of this study, school level, gender of child or adolescent, education level of the parents, socioeconomic status, parenting type, and working experience are demographic variables influencing parent involvement.

Finally, parent involvement is related to other educational outcomes. Waasdorp, Bradshaw, and Duong (2011) conducted a study about parents' perceptions of school and victimization. They found that if the parents perceive the school favorable, then they don't need to contact the school in response to victimization. This means that because school climate is safe, parents do not become alarmed about the victimization so that they are less involved in the school. The study by Sénéchal and LeFevre (2002) depicted that involvement of parents in their children's early reading and writing efforts is related to improvement of early literacy talents of children. Also, Miedel and Reynold (1999) found that parent involvement in special education of preschool and kindergarten is associated with reading achievement of the students. According to Hill and Tyson (2009), if the involvement included academic socialization, then achievement is mostly apparent. As a result, parent involvement is related to victimization, school climate, and literacy talents of the students. In addition to international studies, in the Turkish context there are similar studies related to parent involvement.

2.4.5.2 Studies Conducted in the National Literature

There are also many studies conducted in Turkey on parent involvement. These studies can be categorized into three sections which are factors affecting parent involvement, demographic variables affecting involvement, and relationship of involvement with other behaviors.

Some of studies conducted in Turkey on parent involvement focus on factors that affect parent involvement. The most important factors affecting parent involvement are communication and cooperation between schools and families, expectations of

parents, teachers and principals, attitudes of parents, teachers and administrators, constraints or characteristics of the parents, and activities increasing social interaction. Açıkalın (1989) conducted a study in Turkish high schools and found that parents need frequent communication and effective relationship with school. Genç (2005) developed a scale related to parent involvement and concluded that periodic parent meetings, parent-teacher dialogues, and school-family partnerships are important issues in parent involvement. In the study by Gökçe (2000), teachers and parents agree about continuous interaction and cooperation with each other. School principals and the teachers hope that parents support the schools and participate in school activities and meetings. On the other hand, parents want school administration to take care of parents' opinions, increase social activities, and make more functional school-family partnership. Erdoğan and Demirkasımoğlu (2010) found that negative attitudes of educators and families are the most important barriers to parent involvement. They suggest that both educators and families should become conscious about involvement. Sabancı (2009) found that school principals have more positive attitudes towards parental involvement than parents and teachers do. According to Yaylacı (1999), the most widespread barriers to parent involvement are deficiencies in time and economic conditions. In the same study, it was found that festivals and Remembrance Days are the activities in which parents are mostly involved. Similarly, Yıldırım and Dönmez (2008) found that though face-to-face meetings are very effective in parent involvement, the most efficacious way to attract people depends on circumstances. As a result, there are many factors affecting parent involvement.

In terms of demographic variables affecting involvement, the national literature presents valuable studies. Hazır-Bıkmaz and Güler (2002) conducted a study in private and public primary schools and found that parents expect that teachers should be kind, tolerant, and compassionate. Also, while parents of public schools pay attention to continuous communication, parents of private schools care about sincerity and objectivity. Çelenk (2003b) found that the students whose parents are more in contact with the school are more successful in the reading activities. According to Gürşımşek, Kefi and Girgin (2007), if the fathers spend more time with

their children, then they are more involved in school activities. Besides, fathers whose involvement is supported by school via different strategies are more involved than others who are not supported by the school. Kotaman (2008) found that parents who graduated from the university are more involved in children's education than the others whose do have not earned a university. Erdener (2013) found that while parent income has an impact on parent involvement; education level, marital status, regions, and age groups do not lead to significant changes on parent involvement. According to a study by Can (2009), as number of children parents have and grade level of the child increases, parent involvement decreases. Moreover, increasing income level and socioeconomic status leads to a raise in parent involvement. To summarize, school type, frequency of contact with the school, time spend with children, education level, socioeconomic status, family income, child number, and grade of the child are demographic variables affecting parent involvement.

Finally, relationship of involvement with other behaviors is investigated in Turkish context. According to Gürşimşek (2003), there is a positive relationship between activities of parent involvement and psychosocial development of the children. Kotaman (2008) found that parent involvement is positively correlated with student achievement. Çubukçu and Girmen (2006) conducted a study related to school effectiveness and found parent involvement is one of the dimensions of effective school. Şeker (2009) conducted a research related to parent involvement and school success. She found that there is a positive relationship between parent involvement and achievement in courses of Math, Turkish, Science and Technology, and Social Studies. The study by Orman (2013) showed that there is positive relationship between parent involvement in school meetings and student success. In conclusion, psychosocial development and academic achievement of the students, school effectiveness, and school climate is related to parent involvement.

The researcher of this study met only one study investigating the relationship between school climate and school-relations in Turkish context. However, that study was conducted with primary school teachers. Kavgacı (2010) examined the relationship between school climate and school-family relations in the elementary

schools and found some important results. Firstly, there is a significant and positive relationship between parent responsibility share that is a dimension of school-family relations and supportiveness and intimacy which are dimensions of school climate. Secondly, there is a significant and negative relationship between parent responsibility share that is a dimension of school-family relations and restrictiveness which is a dimension of school climate. Next, there is a significant and positive relationship between teacher-parent communication that is a dimension of school-family relations and intimacy which is dimension of school climate. Finally, there is a significant and positive relationship between school-based participation that is a dimension of school-family relations and supportiveness and intimacy which are dimensions of school climate. In summary, some of sub-dimensions of both school climate and school-family relations are intercorrelated whereas the others are not.

2.5 Discussion and Summary of Literature Review

School climate, as a part of organizational climate, has a variety of characteristics from teaching and learning conditions to environmental structures. On the other hand, parent involvement is a significant action for the development of these kinds of features of schools. In the literature, relationship between school climate and parent involvement have been examined from the perspectives of teachers, principals, students, and parents. This study is based on parents' perceptions of school climate and involvement at the school. A welcoming school climate may lead parents to be involved in school. This relationship between school climate and parent involvement is coherent with Bronfenbrenner's bio ecological theory (1977, 1986).

Bronfenbrenner's bio ecological theory (1977, 1986), conceptual framework of this study, underlines importance of the school climate. Microsystem that is the first layer of the theory focuses on the effect of the environment of child on his or her development. Environment around the child may be school and family in microsystem. Firstly, schools have an important impact on children. Positive school climate has a role in increasing the academic achievement and decreasing the discipline problems. Secondly, parents are a significant part of the microsystem. Parent involvement plays a role on the development of children by providing

opportunities such that parents in high socio economic status may send their children to private courses. By combining schools and parents in the microsystem, mesosystem appears. Mesosystem state that interactions among environment of the child affect his or her development indirectly. Parents are in interaction with school according to the mesosystem of the bio ecological theory of Bronfenbrenner. Moreover, schools are in a relationship with the other stakeholders in mesosystem. As a result, the relationship between parent perceptions of school climate and parent involvement may be investigated in mesosystem of Bronfenbrenner's bio ecological theory.

The literature presents studies showing relationship between school climate and parent involvement. These studies are indirect indicators for mesosystem of Bronfenbrenner's theory. Positive parent perceptions of school climate are correlated with higher level of parent involvement (Griffith, 1998). Griffith claims that the more there is a perception of safe school and positive self-climate, the more involvement in school. According to Hoover-Dempsey *et al.* (2005) school climate has a powerful contextual framework for parental involvement. Epstein (2005) found that parents perceive that they are more involved in their children's school if the school presents opportunities for them to be involve in. Also, parents involved in the school perceive the school as a positive climate (Dauber & Epstein, 1989). Whitaker and Hoover-Dempsey (2013) found that parents' perceptions of school climate predicts parental role beliefs about their involvement in the education of children. Hoover-Dempsey and Sandler's (1995, 1997) model of parental involvement states that parents' perceptions of school climate influence their involvement in schooling. These studies have shown that school climate is related to parent involvement.

In addition to relationship between school climate and parent involvement, there are other studies showing relationship between school-related issues and family-related issues. These studies also may be a baseline for mesosystem of Bronfenbrenner's bio ecological theory. According to Epstein (2005), multilevel leadership is required for parental involvement. Hoover-Dempsey *et al.* (2005) state that school leadership has an effect on positive climate in which parents are glad to be involved in school.

Goldkin and Farmer (2013) state that size of the school is negatively correlated with parent involvement because parents in larger schools indicate that they have fewer opportunities for both communication and participation. According to Stevens and Sanchez (1999), parents', community's, and students' perceptions have crucial importance for establishing climate in which teachers can teach, students can be educated, and the parents can be actively involved in school activities. They concluded that the more parents are involved in school, the more school climate becomes forceful. Comer and Haynes (1991) claim that weakness in relationship between teacher and student may result in both negative school climate and decrease in parent involvement. They also suggest that school climate should be organized in terms of parent involvement. Similarly, Monrad *et al.* (2008) state that school climate is a dimension for school-family relations. As a result, studies conducted to investigate relationship between school-related topics and family-related topics showed compatible results with mesosystem of Bronfenbrenner's theory. Considering these studies which have reflected the perspective of Bronfenbrenner's bio ecological theory which is the conceptual framework of this study, the main hypothesis of the study is;

H1: Parent perceptions of academic climate, safety, and social climate predict parent involvement.

In addition, sub-hypothesis of the study are:

H1a: Parent perceptions of academic climate, safety, and social climate predict parenting as a sub-dimension of parent involvement.

H1b: Parent perceptions of academic climate, safety, and social climate predict decision-making as a sub-dimension of parent involvement.

H1c: Parent perceptions of academic climate, safety, and social climate predict school interaction as a sub-dimension of parent involvement.

H1d: Parent perceptions of academic climate, safety, and social climate predict learning at home as a sub-dimension of parent involvement

CHAPTER III

METHODOLOGY

This chapter of the study includes the parts of design of the study, population and sample, instrumentation, empirical data and their collection, and data analyses.

3.1 Design of the Study

The design of this research was a correlational study that is one of the quantitative research methods. It shows relationship of two or more variables without manipulating them. Moreover, the aim of correlational studies is to make predictions about a dependent variable (or criterion variable) by considering relationship between dependent (criterion) variable and independent (predictor) variable (Fraenkel, Wallen, & Hyun, 2012). As a result, this method was appropriate to investigate relationship between parents' perceptions of school climate and their involvement.

3.1.1 Predictor Variables

Predictor variable is used to predict another variable (Fraenkel, Wallen, & Hyun, 2012). Predictor variables which were also independent variables of this study were continuous variables.

Academic climate: It was an independent variable measuring parents' perceptions of academic climate in the schools. It had 6 questions with 5-point Likert scale. It was a sub-dimension of school climate.

Safety: It was another independent variable that measured parents' perceptions of safety of the schools. It had 3 questions with 5-point Likert scale. It was a sub-dimension of school climate.

Social climate: It was another independent variable measuring parents' perceptions of social climate in the schools. This variable was measured by 7 items with 5-point Likert scale. It was a sub-dimension of school climate.

On the other hand, demographic variables which were gender of parents, age range of parents, parenting type, marital status, education level of the parent, grade of the students, and gender of the students were included to both control their effects on dependent variables and see how much of variance in dependent variables was solely predicted by demographic information.

3.1.2 Criterion Variable

Criterion variable is the variable about which prediction is made (Fraenkel, Wallen, & Hyun, 2012). This study had 5 criterion variables which were also dependent variables of the study. Parent involvement and its subdimensions which were parenting, decision-making, school interaction, and learning at home were dependent variables of this study.

Parent involvement: It was the dependent variable measuring parents' perceptions of involvement in the schools. It had 23 questions with 5-point Likert scale.

Parenting: It was the other dependent variable of the study. It measured the parents' perceptions of parenting. It had 6 questions with 5-point Likert scale.

Decision-making: It was another dependent variable measuring parents' perceptions of decision-making. It had 6 questions with 5-point Likert scale.

School interaction: It was the other dependent variable that measured parents' perceptions of school interaction. It had 7 questions with 5-point Likert scale.

Learning at home: It was the dependent variable measuring parents' perceptions of learning at home. This variable was measured by 4 items with 5-point Likert scale.

3.2 Population and Sample

The target population consisted of parents of children in primary and middle schools in Ankara while accessible population included the parents in Çankaya, Yenimahalle, Keçiören and Altındağ which are central districts of Ankara. Primary school refers to grades from the first to fourth while middle school refers to grades from the fifth to the eighth. According to Ankara Chair of Ministry of National Education (2014), there are 267 primary schools and 210 middle schools in these four central districts. Sample was selected randomly from these schools in two stages. Two-stage random sampling includes both cluster random sampling and individual random sampling. This selection is less time consuming and more feasible than individual random sampling and more representative than cluster random sampling (Fraenkel, Wallen & Hyun 2012). In the first stage, 24 primary schools (53.3%) and 21 middle schools (46.7%) were chosen. These numbers are approximately 10 % of the total school number that is 477. All of these schools were visited by researcher of this study. The researcher explained the purpose of the study in each school and asked for permission from school administrator. However, about half of the schools did not give permission. In the second stage, 100 parents were selected from each school that allowed to conduct the study with the parents. Selection of parents in the schools was completed with the support of school counselors.

3.3 Instrumentation

This study had a booklet including demographic questionnaire, school climate scale, and parent involvement scale. Firstly, questionnaire had a section to collect demographic information of parents. Demographic variables were gender (male or female), age (range of 20-29, 30-39, 40-49, or 50 and above), parenting (mother, father, or other) and marital status (married, divorced/separated, or other) of parents, education level of the parents (elementary school, high school, or university/graduate), grade of child (primary or middle school), and gender of the students (male or female). Lastly, the questionnaire had two scales which were

parents' perceptions of school climate and their perceptions of involvement (see Appendix A for the questionnaire).

3.3.1 Scale of School Climate

The first scale was produced by Schueler and her colleagues (2014) and aims to measure parents' perceptions of school climate. Scale had 22 questions. Five-point Likert Scale was used in 21 questions while one question had a 7-point Likert Scale. In the scale, 1 referred to "none" while 5 (or 7 for one question) referred to "much". The question having a 7-point Likert scale was removed after factor analysis. It had two dimensions which were academic climate and social climate. While the dimension of academic climate had 9 items, the dimension of social climate had 13 items.

This scale was adapted into Turkish context within a pilot study by the researcher. In the pilot study, data were collected from 221 parents. Table 3.1 presents characteristics of parent in the pilot study. Exploratory factor analysis was conducted to check construct validity and internal consistency of the scale. The results of the exploratory factor analysis (EFA) showed that the scale consisted of 16 items in three dimensions which were academic, social, and safety climate. The detailed results for EFA are given in the results section.

Table 3.1

Characteristics of Parents in the Pilot Study

Variable		Frequency	Percentage (%)
Gender	Female	154	69.7
	Male	67	30.3
	Total	221	100
Parenting	Mother	153	69.2
	Father	67	30.3
	Other	1	.5
	Total	221	100
Age Group	20-29	7	3.2
	30-39	95	43.0
	40-49	106	48.0
	50+	13	5.9
	Total	221	100
Marital Status	Married	205	92.8
	Divorced	8	3.6
	Widowed	5	2.3
	Other	3	1.4
	Total	221	100
Education Level	Elementary	34	15.4
	High school	81	36.7
	University	88	39.8
	Graduate	18	8.1
	Total	221	100
Grade of Child	Primary	120	54.3
	Middle	101	45.7
	Total	221	100
Gender of Child	Girl	91	58.8
	Boy	130	41.2
	Total	221	100

In the main study, parents responded to the questions related to academic climate of the schools (e.g. How clearly do teachers at your child’s school communicate their learning goals to you?), safety of the schools (e.g. How appropriately does your child's school manage discipline issues?), and social climate of the schools (e.g. How effective is your child's school at helping children manage their emotions?). The number of items and reliability of three dimensions and whole scale are presented in table 3.2. Three-factor structure had the reliability of .94 in Cronbach alpha so scale had high reliability. Factor of social climate had internal consistency with .91 Cronbach alpha. Factor of academic climate had internal consistency with .87 Cronbach alpha. Factor of safety climate had internal consistency with .75 Cronbach alpha. As a result, all factors in addition to whole scale reliability had an acceptable internal consistency (Field, 2009). In order to ensure three-factor structure, data collected in the main study (N=1325) was analyzed through confirmatory factor analysis (CFA). The results of CFA are provided in a detailed in the results section of the study.

Table 3.2

Dimensions, Cronbach Alpha Values and Number of Items for School Climate Scale

<i>Factors of School Climate</i>	<i>Cronbach's Alpha</i>	<i>Number of Item</i>
Social	.91	7
Academic	.87	7
Safety	.75	3
TOTAL	.94	17

3.3.2 Scale of Parent Involvement

The second scale was produced originally by Epstein (2009) and it was adapted into Turkish by Erdener (2013). The survey has 6 dimensions which are parenting, communicating, volunteering, learning at home, decision-making and collaboration with community. These dimensions give information about parents’ perceptions of

school's approach to parent involvement. Scale has 29 statements which are based on 5-point Likert scale. In this scale, 1 referred to "never" while 5 referred to "always".

Reliability and validity of the scale were proved in Turkish context by Erdener. The scale was administered to 742 parents in Konya. Exploratory factor analysis for checking construct validity of the Turkish adaptation was conducted by author (Erdener, 2013). However, the number of statements and dimension decreased to respectively 23 and 4 although original one had 29 statements with 6 dimensions. Factors were formed as parenting (e.g. Our school conducts workshops or provides information for parents on child or adolescent development), learning at home (e.g. Our school provides information to families on how to monitor and discuss schoolwork at home), school interactions (e.g. Our school conducts an annual survey for families to share information and concerns about student needs, reactions to school programs, and satisfaction with their involvement in school and at home), and decision-making (e.g. Our school develops the school's plan and program of family and community involvement with input from educators, parents, and others) after exploratory factor analysis. In addition to Cronbach's Alpha values of Turkish adaptation of parent involvement scale, researcher of this study calculated internal consistencies of dimensions as it is shown in table 3.3. Also, CFA was conducted to ensure four-factor structure of the scale. The detailed results of CFA are explained in result section of the study.

Table 3.3

Dimensions, Cronbach Alpha Values and Number of Items for Parent Involvement Scale

<i>Factors of Parent Involvement</i>	<i>Cronbach's Alpha</i>		<i>Number of Item</i>
	<i>Author</i>	<i>Researcher</i>	
Parenting	.84	.88	6
Learning at home	.85	.90	4
School interaction	.85	.90	7
Decision-making	.88	.87	6

3.4 Empirical Data and Their Collection

After reviewing the literature, a gap was detected and research concentrated on the relationship between parents' perceptions of school climate and parent involvement. To examine this relationship, it was decided that school climate scale of Schueler *et al.* (2014) and parent involvement scale of Epstein *et al.* (2009) were the appropriate questionnaires. One of the reasons for the selection of these scales was related to aim of this study. This study aimed to examine the relationship between school climate and parent involvement from the perceptions of parents and these scales have measured these concepts from the parents' perspectives. The second reason was that these scales were proven as valid and reliable scales in their contexts. The third reason was related to school characteristics. Parent involvement scale measures parent involvement over the school's approach to attract parents while school climate scale measures climate over school-based activities. Although adaptation study of parent involvement scale was conducted by Erdener (2013), scale of school climate was not adopted into Turkish. Therefore, there was a need for adapting scale into Turkish. Authorization was obtained from Schueler, Erdener, and Epstein via e-mail to use their questionnaires or scales in the study.

To check face and content validity of scale of Schueler, opinions of one expert were taken. Afterward, original scale was translated into Turkish by two colleagues competent in teaching English. Next, the Turkish form of the scale was translated back into English by another two colleagues who were competent in English. When both translation and back-translation of scale by different translators were compared, only minor differences were detected. Finally, two different experts analyzed Turkish form to check its clarity and suggested some changes in the questionnaire to increase content validity. When the questionnaire was finalized through this process, permission from Human Subjects Ethics Committee of university was taken and this permission was sent to Ministry of National Education to apply survey in public schools as a pilot study.

After the permission process was completed, the questionnaire was sent in an envelope to parents of two primary schools and one middle school through a pilot study. For the main study, again permission from Human Subjects Ethics Committee of Middle East Technical University was taken and this permission was sent to Ministry of National Education to apply survey in primary and middle public schools (see Appendix B for all permission papers and mails). After the permission stage, selected schools were informed about the study. However, some of the schools did not want to participate in the study. 2500 questionnaires were sent in an envelope to parents in 25 volunteer schools via students. Data of the study were collected through November and December, 2014. Seven to ten days were given to parents to fill the questionnaires out. Parents were under guarantee about confidentiality of their identities. Moreover, their willingness to participate in the study was received. When seven or ten days passed, questionnaires were collected from schools. However, some of the selected parents did not volunteer to participate in the study or did not supply healthy data. In other words, while some of the questionnaires were not returned, some of the returned questionnaires were empty or had unhealthy data. Moreover, one of the volunteer schools did not return the questionnaires within the specified research time interval. Finally, although 1379 data were returned from parents, 54 of them were invalid. As a result, there were 1325 questionnaires were obtained for the main study. Sample size became 1325 as it is seen in table 3.4.

Table 3.4

Districts, and Number of Parents

<i>District</i>	<i>Frequency of Parents</i>
Altındağ	255
Çankaya	350
Keçiören	349
Yenimahalle	371

3.5 Data Analyses

For the pilot study process, factor analysis was conducted on the data gathered from parents of two primary schools and one middle school in order to test construct validity of the school climate scale in the Turkish context. Data gathered from 221 parents from these schools were analyzed in SPSS 22.0 to explore factors. Moreover, Cronbach Alpha and correlation coefficients were calculated in SPSS 22 to check reliability of items.

Descriptive statistics was given by considering characteristics of parents, and level of parents' perceptions of school climate and parent involvement. Data gathered from 1325 parents from the schools were analyzed in AMOS 18.00 to confirm factors. Afterward, inferential statistics was used to test hypothesis of the study. For this reason, some assumptions were checked and alpha level was set as .05 in the process of analysis. Pearson Correlation were run to determine presence of meaningful relation, direction and magnitude of the relationship between parent's perceptions of school climate and parent involvement in schooling. Finally, hierarchical multiple regression analysis was conducted to learn degree to which academic climate, safety, and social climate predict parent involvement with its four sub-dimensions which are parenting, decision-making, school interaction, and learning at home.

3.6 Limitations of the Study

In the study, there may be some reasonable conditions effecting results or explaining alternative hypothesis. These are also threats to internal validity. Internal validity

means that differences on the dependent variable result from independent variable not from other unintended variables (Fraenkel, Wallen, and Hyun, 2012). One of the threats to internal validity is subject characteristics. The subjects of this study are parents whose characteristics may affect relationship between school climate and parent involvement. For example, differences in socio economic status of parents may cause alternative explanations. To minimize this effect, only four provinces of Ankara were chosen such that SES of parents in these areas is not much different. Moreover, the answers provided to the questionnaires by the participants are a kind of self-report technique. This technique may pose a threat as well. For example, parents may have selected a choice that did not reflect their real opinions. This may be due to tiredness, time deficiency, or desire to seem appealing. Another threat may be location such that parent perceptions related to school in school may be different than those at home. To overcome this threat, questionnaire in an envelope was sent home to keep effect of school far away. Even so, this threat is current because homes or work places in which parents live and work are different from each other.

Apart from threats to internal validity, there are some limitations related to the study. The most important one is generalizability of the study. The result of the study is limited to parents in four districts of Ankara. Results of the study may not be representative for other conditions or settings because the study was done in a limited location. Therefore, the study lacks ecological generalizability. However, the study has external validity because the sample was chosen randomly. Findings of the study may be generalized to all parents in selected four districts. Another limitation is that research is based on willingness of participants. The return rate was not as it was targeted. Moreover, participants' honesty and care are important in receiving healthy results. The other limitation of the study is time. The results of this study reflected perceptions of parents in a restricted time when this research was implemented. The findings of this study is also limited to content and type of the scale. The last limitation is related to design of the study. This research is a kind of quantitative study, so it lacks the in-depth analysis of qualitative studies. Including a qualitative component in this study would make the study stronger.

CHAPTER IV

RESULTS

This section of the study shows the results of the data analyses. The first part includes demographic characteristics of parents. The second part presents descriptive statistics that includes level of parents' perceptions of school climate and parent involvement. The next part gives the findings of exploratory and confirmatory factor analyses. Finally, the last parts are related to the findings of correlational analyses which are Pearson correlation and Hierarchical Multiple Regression Analysis.

4.1 Demographic Characteristics

In this part of the study, demographic information of the participants was given. There were a total of 1325 participants in the main study that had 16 items for perceptions of school climate and 23 items for perceptions of parent involvement to assess parents' perceptions. 71.8% (N=951) of the participants are female while 28.2% (N=374) are male. Also, age of 51.8% (N=686) of the parents is in the range of 30-39 while there are 492 (37.1%) parents in the range of 40-49, 94 (7.1%) parents in the range of 20-29, and 53 (4.0%) parents above the age of 50. In the study, there were 940 (70.9%) mothers and 369 fathers (27.8%). In addition, the rate of parents marking "other" choice was 1.2% (N=12). The study had 1240 (93.6%) married participants whereas 73 (5.5%) of the participants are widowed or separated parent. Also, 12 parents (.9%) reported marital status as "other". Thirty-five point four percent (N=469) of participants were high school graduates while rates of those with university or graduate school degrees, and elementary school degree were respectively 32.5% (N=430), and 32.2% (N=426), and 4.2% (N=11). Sixty-six point eight percent (N=885) of the parents had children in primary schools while 33.2%

(N=440) of the parents had children in middle schools. Finally, 53.1% (N=704) of the parents had girl students while 46.9% (N=621) of the parents had boy students. Table 4.1 depicts the demographic information about the parents.

Table 4.1
Frequencies for the Participants

Variable		Frequency	Percentage (%)
Gender	Female	951	71.8
	Male	374	28.2
	Total	1325	100
Age Group	20-29	94	7.1
	30-39	686	51.8
	40-49	492	37.1
	50+	53	4.0
	Total	1325	100
Parenting	Mother	940	70.9
	Father	369	27.8
	Other	16	1.2
	Total	1325	100
Marital Status	Married	1240	93.6
	Divorced/Widowed/Seperate	73	5.5
	Other	12	.9
	Total	1325	100
Education Level	Elementary	426	32.2
	High school	469	35.4
	University/Graduate	430	32.5
	Total	1325	100
Grade of Their Children	Primary School	885	66.8
	Middle School	440	33.2
	Total	1325	100
Gender of Their Children	Girl	704	53.1
	Boy	621	46.9
	Total	1325	100

4.2 Descriptive Statistics

Descriptive statistics was given by considering level of parents' perceptions of school climate and parent involvement.

4.2.1 Results of Parent Perceptions of School Climate

Table 4.2 shows descriptive statistics in terms of level of parents perceptions of school climate for each demographic variable. Female parents ($M=3.71$, $SD=.76$) appear to have a little bit more positive perceptions of school climate than male parents ($M=3.69$, $SD=.77$). Parents whose age are in the range of 20-29 ($M=3.74$, $SD=.78$) seem to have more positive perceptions of school climate than those whose ages are in the range of 30-39 ($M=3.73$, $SD=.74$), 40-49 ($M=3.66$, $SD=.76$), and 50 and above ($M=3.65$, $SD=.93$). Parents reporting parenting as "other" (neither mother nor father) ($M=3.79$, $SD=.71$) appear to have more positive perceptions of school climate than mothers ($M=3.71$, $SD=.76$) and fathers ($M=3.68$, $SD=.77$). Parents reporting themselves as neither married nor separate ($M=3.82$, $SD=1.05$) seem to have more positive perceptions of school climate than separate ($M=3.72$, $SD=.74$) and married parents ($M=3.70$, $SD=.76$). Parents with elementary school level education ($M=3.80$, $SD=.75$) seem to have more positive perception of school climate than parents with university level ($M=3.69$, $SD=.73$), and high school level education ($M=3.62$, $SD=.79$). Parents of primary school children ($M=3.82$, $SD=.72$) appear to have more positive perceptions of school climate than parents of middle school children ($M=3.46$, $SD=.79$). Parents of girls ($M=3.72$, $SD=.75$) appear to have more positive perceptions of school climate than parents of boys ($M=3.67$, $SD=.77$).

Table 4.2

Mean and Standard Deviations in terms of School Climate

Variable		M	SD
Gender	Female	3.71	.76
	Male	3.69	.77
Age Group	20-29	3.74	.78
	30-39	3.73	.74
	40-49	3.66	.76
	50+	3.65	.93
Parenting	Mother	3.71	.76
	Father	3.68	.77
	Other	3.79	.71
Marital Status	Married	3.70	.76
	Divorced/Widowed/Seperate	3.72	.74
	Other	3.82	1.05
Education Level	Elementary	3.80	.75
	High school	3.62	.79
	University/Graduate	3.69	.73
Grade of Their Children	Primary School	3.82	.72
	Middle School	3.46	.79
Gender of Their Children	Girl	3.72	.75
	Boy	3.67	.77
Total		3.70	.76

Based on the study by Özdamar (2003), following ranges (Figure 4.1) were used in order to interpret means of variables or groups because the school climate scale had a 5-point Likert scale. Based on ranges indicated below, the data show that parents' perceptions of school climate was high ($M=3.70$, $SD=.76$).

<u>Mean</u>	<u>Range</u>
Always	5.00-4.20
Generally	4.19-3.40
Sometimes	3.39-2.60
Rarely	2.59-1.80
Never	1.79-1.00

Figure 4.1. Ranges For 5-point Likert Scale (Özdamar, 2013)

As it is mentioned in the methodology section, scale of perceptions of school climate has three sub-dimensions which are academic climate, safety and social climate. Parents' perceptions of social ($M=3.75$, $SD=.83$) and academic climate ($M=3.74$, $SD=.82$) seem nearly the same. However, their perceptions of school safety ($M=3.50$, $SD=.93$) seems lower when it is compared to other sub-dimensions.

4.2.2 Results of Parent Perceptions of School's Approach to Parent Involvement

Table 4.3 shows descriptive statistics related to parent perceptions of school's approach to parent involvement for each demographic variable. Female parents ($M=2.98$, $SD=1.00$) appear to have slightly more positive perceptions of parent involvement than male parents ($M=2.92$, $SD=.1.06$). Parents in the age range of 20-29 ($M=3.09$, $SD=1.00$) seem to have more positive perceptions of parent involvement than those age 50 and above ($M=3.02$, $SD=1.09$), those in age range of 30-39 ($M=3.00$, $SD=1.00$), and those in age range of 40-49 ($M=2.88$, $SD=1.04$). Parents reporting parenting as "other" (neither mother nor father) ($M=3.01$, $SD=1.15$) appear to have more positive perceptions of parent involvement than mothers ($M=2.99$, $SD=1.00$) and fathers ($M=2.90$, $SD=1.06$). Parents remarking themselves as "other" ($M=3.52$, $SD=1.21$) seem to have more positive perceptions of parent involvement than married ($M=2.96$, $SD=1.02$) and separated parents ($M=1.93$, $SD=.98$). Parents with the degree of elementary schools ($M=3.15$, $SD=.99$) seem to have more positive perception of parent involvement than parents with university degree ($M=2.88$, $SD=1.04$), and high school degree ($M=2.87$, $SD=1.01$). Parents of students of primary school ($M=3.05$, $SD=1.04$) appear to have more positive perceptions of parent involvement than parents of students of middle school ($M=2.80$, $SD=.96$). Parents of girl students ($M=2.98$, $SD=1.00$) appear to have more positive perceptions of parent involvement than parents of boy students ($M=2.95$, $SD=1.05$).

Table 4.3

Mean and Standard Deviations in terms of Parent Involvement

Variable		M	SD
Gender	Female	2.98	1.00
	Male	2.92	1.06
Age Group	20-29	3.09	1.00
	30-39	3.00	1.00
	40-49	2.88	1.04
	50+	3.02	1.09
Parenting	Mother	2.99	1.00
	Father	2.90	1.06
	Other	3.01	1.15
Marital Status	Married	2.96	1.02
	Divorced/Widowed/Seperate	2.93	.98
	Other	3.52	1.21
Education Level	Elementary	3.15	.99
	High school	2.87	1.01
	University/Graduate	2.88	1.04
Grade of Their Children	Primary School	3.05	1.04
	Middle School	2.80	.96
Gender of Their Children	Girl	2.98	1.00
	Boy	2.95	1.05
Total		2.97	1.02

Based on the study by Özdamar (2003), the ranges shown in Figure 4.1 were used in order to interpret means of variables or groups because the parent involvement scale had a 5-point Likert scale. Considering the ranges, parents' perceptions of parent involvement ($M=2.97$, $SD=1.02$) was at a medium level.

As it is mentioned in the methodology part, scale of perceptions of parent involvement has four sub-dimensions which are parenting, learning at home, decision making, and school interaction. Parents' perceptions of participation in decision-making process ($M=3.44$, $SD=1.10$) seems much higher than learning activities at home ($M=3.08$, $SD=1.31$) and parenting ($M=2.93$, $SD=1.13$). The

school's parent involvement approach that parents perceive to be weakest is school interaction activities ($M=2.54$, $SD=1.15$).

4.3 Factor Analysis Results for School Climate Scale

An explanatory factor analysis was conducted to evaluate how 22 items scale of Schueler and her colleagues (2014) were consistent in the Turkish context in SPSS 22.0. Scale of pilot study has 22 questions. It was conducted with data gathered from the first sample which had 221 parents. This number is consistent with Klein's (1994) recommendation which says that rate between sample size and item should be 10:1.

Before factor analysis, first, the missing data analysis was conducted. 5% or below of missing data can be handled in large sample sizes (Tabachnick & Fidell, 2007). However, item 3 had more missing data than critical percentage so it was removed. At the beginning of exploratory factor analysis, multivariate normality assumption was checked. Mardia's test was significant, $p<.05$ so normality assumption was violated. For this reason, principal axis factor was chosen as the extraction method. Direct oblimin was used as rotation to interpret factors. The Kaiser Meyer Olkin (KMO) was .948 and this was an indicator of a great sample adequacy. Also, Bartlett's Test of Sphericity was significant. Items 7, 9, 14 and 15 were removed because their factor loadings were nearly same for two different factors. Also, item 11 was removed because its loading was below the critical factor loading that is 0.3 (Büyüköztürk, 2002). Exploratory factor analysis was rerun with principle axis rotation and three factors with eigenvalues exceeding 1 appeared. Table 4.4 shows factor structure and loadings.

Table 4.4

Factor Structure and Loadings of School Climate Scale

<i>Dimension</i>	<i>Item</i>	<i>Factor</i>			<i>Percentage of</i> <i>Variance</i>
		<i>Loadings</i>			
		1	2	3	
Social	20	.794	.137	-.055	50.772
	21	.794	.114	-.055	
	18	.781	-.056	.077	
	19	.752	-.035	.117	
	17	.693	.024	.008	
	22	.688	.084	-.007	
	16	.510	-.070	.317	
Academic	5	.028	.803	-.011	6.859
	1	.035	.679	.005	
	6	.405	.514	-.076	
	2	.150	.478	.184	
	4	.268	.464	.046	
	8	.203	.313	.192	
Safety	10	.007	.072	.727	6.053
	12	.292	-.016	.628	
	13	-.013	.148	.476	

Three factors explained 56.01 percent of the common variance. The first factor was labeled as social climate and included items 16, 17, 18, 19, 20, 21, and 22. The second factor was labeled as academic climate and included item 1, 2, 4, 5, 6, and 8. Finally, the third factor was labeled as safety climate and included item 10, 12, and 13. These three factors with eigenvalues exceeding 1 also appeared in the scree plot shown in figure 4.2.

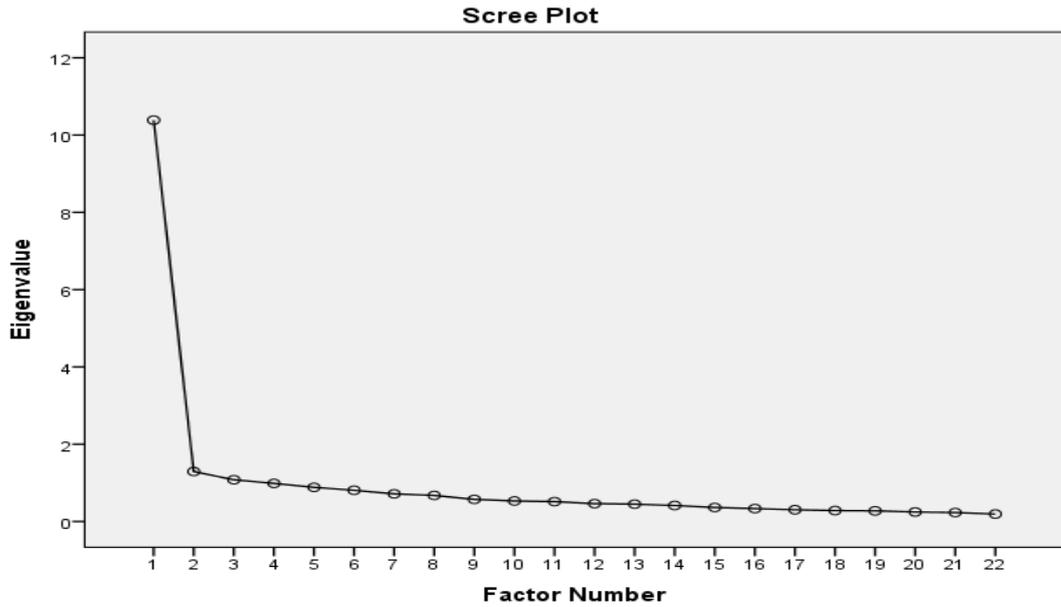


Figure 4.2. Scree Plot of Eigenvalue about Scale of Perceptions of School Climate

A confirmatory factor analysis was applied in order to verify the factor structure that emerged from exploratory factor analysis. It was conducted with data gathered from 1325 parents. AMOS 18.0 was used to confirm factors. The results of CFA showed that there was a significant chi-square value ($\chi^2 = 568.74, p < .001$) with Root Mean Square Error of Approximation (RMSEA) value of .059, Comparative Fit Index (CFI) value of .959 and Non-Normed Fit Index (NNFI) value of .945. These values were used to check fitness of the factor structure. RMSEA value below 0.06 is an indicator for goodness of fit. Moreover, if CFI and NNFI values are greater than 0.95, then fitness will be good in the structural equation model (Hu & Bentler, 1999; Tabachnick & Fidell, 2007). As a result, CFI and RMSEA values indicated a good fit while NNFI indicated acceptable (moderate to good) fit. On the other hand, Chi-square had great value. The reasons for greatness in chi-square are high correlation between observed variables and large sample size (Hooper, Coughlan, & Mullen, 2008; Muthen, 2001). However, because chi-square is sensitive to larger sample sizes, values of RMSEA, CFI, and NNFI should be considered. As it is seen in table 4.5, values met the criteria to fit model. In conclusion, construct validity of the scale was proven.

Table 4.5

Confirmatory Factor Analysis Results for Basic Model of School Climate Scale

<i>Model</i>	<i>RMSEA</i>	<i>CFI</i>	<i>NNFI</i>
Basic Model	.059	.959	.945

The three-factor CFA model of parents' perceptions of school climate is depicted in figure 4.3. As it is represented in this figure, the values of standardized estimates changed between .47 and .85. Therefore, all items loaded significantly on their related dimensions.

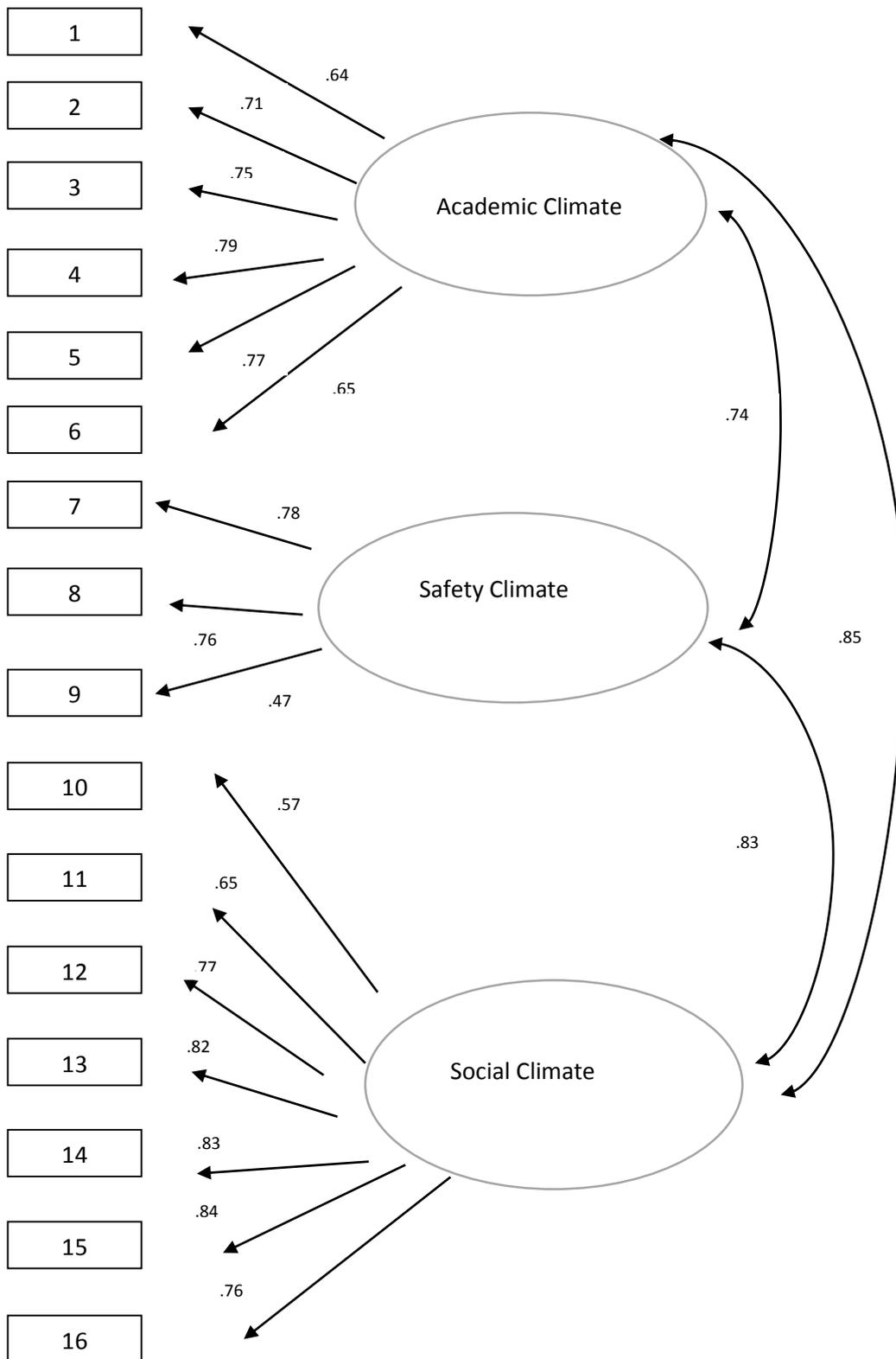


Figure 4.3. Three-factor CFA Model of Scale of Parents' Perceptions of School Climate with Standardized Estimates

4.4 Factor Analysis Results for Parent Involvement Scale

A confirmatory factor analysis was applied in order to verify the factor structure that emerged from exploratory factor analysis of Turkish adaptation study by Erdener (2013). It was conducted with data gathered from 1325 parents. AMOS 18.0 was used to confirm factors. The results of CFA showed that there was a significant chi-square value ($\chi^2= 1707.99, p<.001$) with Root Mean Square Error of Approximation (RMSEA) value of .071, Comparative Fit Index (CFI) value of .926 and Non-Normed Fit Index (NNFI) value of .909. These values were used to check fitness of the factor structure. RMSEA value between 0.06 and 0.08 is an indicator for acceptable goodness of fit (Hu & Bentler, 1999). Moreover, if CFI and NNFI values are greater than 0.90, then fitness will be acceptable in the structural equation model (Tabachnick & Fidell, 2007). As a result, RMSEA, CFI, and NNFI values indicated an acceptable (or moderate) fit. On the other hand, Chi-square had great value. The reasons for greatness in chi-square are high correlation between observed variables and large sample size (Hooper, Coughlan, & Mullen, 2008; Muthen, 2001). However, because chi-square is sensitive to larger sample sizes, values of RMSEA, CFI, and NNFI should be considered. As it is seen in table 4.6, values met the criteria to fit the model. In conclusion, construct validity of scale was proven.

Table 4.6

Confirmatory Factor Analysis Results for Basic Model of Parent Involvement Scale

<i>Model</i>	<i>RMSEA</i>	<i>CFI</i>	<i>NNFI</i>
Basic Model	.071	.926	.909

Considering results for basic model, the final four-factor CFA model of parents' perceptions of school climate had goodness of fit at a moderate level. As it is represented in table 4.7, the values of standardized estimates changed between .45 and .85. Therefore, all items loaded significantly on their related dimensions.

Table 4.7

Standardized Estimates for Parent Involvement Scale

Dimension	Item	Standardized Estimates
1. Parenting	1	.67
	2	.72
	3	.81
	4	.71
	5	.77
	6	.79
2. School Interaction	8	.67
	9	.75
	10	.69
	11	.79
	12	.70
	13	.80
	14	.79
3. Learning at Home	15	.80
	16	.79
	17	.89
	18	.85
4. Decision-making	7	.45
	19	.72
	20	.76
	21	.81
	22	.80
	23	.85

4.5 Pearson Correlation

Parents' perceptions of school climate ($M=3.70$, $SD=.76$) appeared higher than their perceptions of involvement ($M=2.97$, $SD=1.02$) in schooling. Table 4.8 shows the means and standard deviations for the parents' perceptions of school climate and parent involvement.

Table 4.8

Mean and Standard Deviations for School Climate and Parent Involvement

Variable	<i>M</i>	<i>SD</i>
School Climate	3.70	.76
Parent Involvement	2.97	1.02

Pearson correlation analysis was run in order to examine the relationship between parent perceptions of school climate and parent involvement. Before the main analysis, assumptions of Pearson correlation were checked. These were variables in interval or ratio level, linearly related data, and normality. Data of both perception of school climate and parent involvement were linear and in ratio level. To test normality, some techniques were used. Histograms and Q-Q plots showed that data were normally distributed. Skewness and Kurtosis values were in the range of critical values which are +3 and -3. Moreover, results of Kolmogorov-Smirnov and Shapiro-Wilk tests were significant, $p < .05$. Therefore, normality assumption was also met.

As it is seen in table 4.9, the correlational analysis revealed a significant relationship between perception of school climate ($M=3.70$, $SD=.76$) and parent involvement ($M=2.97$, $SD=1.02$), $r=.70$, $n=1325$, $p < .01$, two tails. Correlation was linear and its direction was positive. The strength of this correlation was strong according to Evan (1996). This correlation means that if parents' perceptions of school climate increase, then perceptions of parent involvement increase.

Table 4.9

Mean, Standard Deviations and Correlation Coefficients for Relationship between School Climate and Parent Involvement

Variable	<i>M</i>	<i>SD</i>	<i>1</i>	<i>2</i>
1. School Climate	3.70	.76	1.00	.70**
2. Parent Involvement	2.97	1.02	.70**	1.00

** $p < .01$

By considering sub-dimensions of parents' perceptions of school climate and school climate, Pearson correlation was rerun. There was a positive and significant

relationship between perceptions of school climate and academic climate ($r=.91$, $p<.01$), perceptions of school climate and school safety ($r=.79$, $p<.01$), and perceptions of school climate and social climate ($r=.94$, $p<.01$). By considering sub-dimensions of parents' perceptions of involvement and parent involvement, Pearson correlation was rerun. There was a positive and significant relationship between perceptions of parent involvement and parenting ($r=.89$, $p<.01$), perceptions of parent involvement and decision-making ($r=.86$, $p<.01$), perceptions of parent involvement and school interaction ($r=.89$, $p<.01$), and perceptions of parent involvement and learning at home ($r=.88$, $p<.01$).

Sub-dimensions had significant correlations between each other as well. There were positive and significant relationships between academic climate and school safety ($r=.59$, $p<.01$), academic climate and social climate ($r=.76$, $p<.01$), and social climate and school safety ($r=.66$, $p<.01$). Furthermore, There was a positive and significant relationship between parenting and decision making ($r=.66$, $p<.01$), parenting and school interaction ($r=.89$, $p<.01$), parenting and learning at home ($r=.76$, $p<.01$), decision making and school interaction ($r=.69$, $p<.01$), decision making and learning at home ($r=.70$, $p<.01$), and between school interaction and learning at home ($r=.69$, $p<.01$).

In addition, sub-dimensions of both school climate and parent involvement were significant correlated with each other. There were positive and significant relationships between academic climate and parenting ($r=.70$, $p<.01$), academic climate and decision making ($r=.54$, $p<.01$), academic climate and school interaction ($r=.47$, $p<.01$), academic climate and learning at home ($r=.57$, $p<.01$), social climate and parenting ($r=.66$, $p<.01$), social climate and decision making ($r=.76$, $p<.01$), social climate and school interaction ($r=.53$, $p<.01$), social climate and learning at home ($r=.62$, $p<.01$), school safety and parenting ($r=.51$, $p<.01$), school safety and decision making ($r=.51$, $p<.01$), school safety and school interaction ($r=.44$, $p<.01$), and school safety and learning at home ($r=.46$, $p<.01$). Table 4.10 shows correlation matrix of all dimensions/subdimensions.

Table 4.10

Correlation Matrix of Variables

Variables	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9
1. School climate	3.70	.76	1	.91	.79	.94	.70	.68	.63	.54	.63
2. Academic climate	3.74	.82	.91	1.00	.59	.76	.61	.60	.54	.47	.57
3.Safety	3.50	.93	.79	.59	1.00	.66	.54	.51	.51	.44	.46
4.Social climate	3.75	.83	.94	.66	.67	1.00	.68	.66	.61	.53	.62
5.Parent involvement	2.97	1.02	.70	.61	.54	.68	1.00	.89	.86	.89	.88
6.Parenting	2.93	1.13	.68	.60	.51	.66	.89	1.00	.66	.71	.76
7.Decision-making	3.44	1.10	.63	.54	.51	.61	.86	.66	1.00	.69	.70
8.School interaction	2.54	1.15	.54	.47	.44	.53	.89	.71	.69	1.00	.69
9.Learning at home	3.08	1.31	.63	.57	.46	.62	.88	.76	.70	.69	1.00

4.6 Hierarchical Regression Analysis

In order to conduct hierarchical multiple linear regression, dummy coding were formed at the beginning of the process. There were 7 variables which were dummy-coded. These are parent gender dummy (female), age group dummy (20-29), parenting dummy (mother), marital status dummy (married), education level dummy (university), child grade dummy (primary), and child gender dummy (girl). Moreover, academic climate, safety, and social climate were continuous independent variables. Finally, parent involvement with its sub-dimensions (parenting, making-decision, school interaction and learning-at-home) were dependent variables of the study.

4.6.1 Assumptions of Hierarchical Regression Analysis

In order to analyze how well demographic information of the parents (gender, parenting, age range, marital status, education level, student grade, student gender) and school climate for three sub-dimensions (namely; academic climate, safety, and social climate) predict parent involvement with its four sub-dimensions (namely; parenting, decision-making, school interaction, and learning at home), hierarchical regression analysis was conducted. Before the analysis, assumptions were checked. According to Field (2009), main assumptions are type of variable, independent observations, normality of residuals, homoscedasticity, independence of errors, absence of multicollinearity, and influential observations.

In terms of types of the variables, there should be continuous variable or categorical variable with two levels (Field, 2009). Firstly, demographic (categorical) variables were dummy coded so that they had two-level (0 or 1). These were also predictor variables of the analysis. Another predictor variables were academic climate, safety, and social climate which are continuous and quantitative. Dependent variables which are quantitative are sub-dimensions of the parent involvement. As a result, there was no violation of this assumption. On the other hand, independent observation was supplied during data collection procedure because researcher left participants by themselves to complete questionnaire freely.

Assumption of normality of residuals was controlled according to histogram and P-P plots. As it is shown in figure 4.4, shapes demonstrate almost normal distribution and the assumption was met. Moreover, homoscedasticity was checked by considering scatter plot. Figure 4.4 shows that residuals collected over zero so this meant that predictors had almost same variance. Therefore, this assumption was also provided.

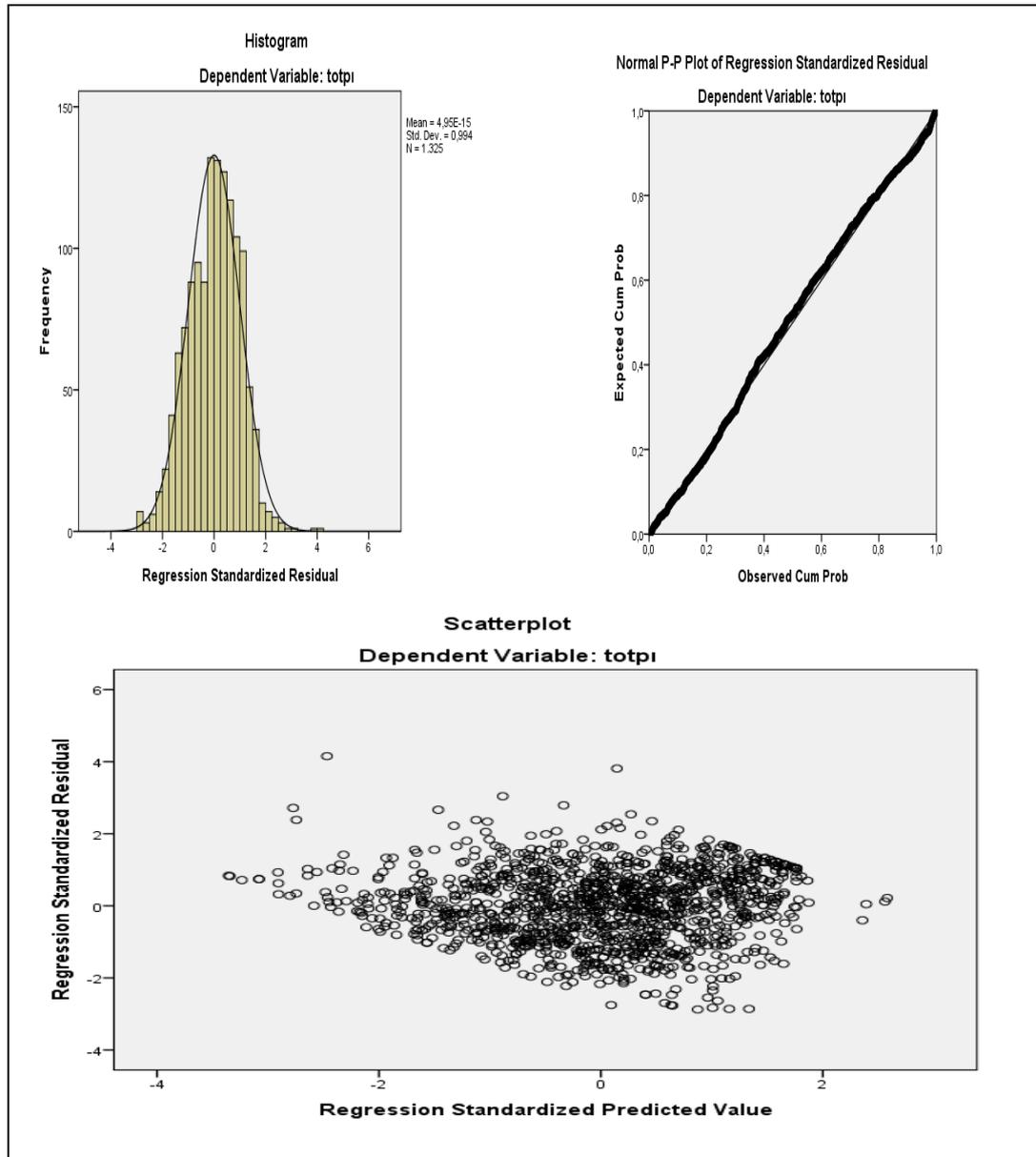


Figure 4.4. The histogram of standardized residuals, the normal probability plot, and scatter plot

In order to check assumption of independence errors, The Durbin-Watson coefficient test was conducted. According to Tabachnick and Fidell (2007), this value must be between 1.50 and 2.50 for the errors to be unrelated. This study had a 1.86 value of Durbin-Watson so that assumption was met as well. On the other hand, absence of multicollinearity was checked through correlations of predictor variables, and

Tolerance and variance influence factor (VIF) values. According to Field (2009), correlation coefficient between predictor variables must not be higher than .90. As table 4.10 presents, there were not any correlation coefficients higher than .90. Myers (1990; as cited in Field, 2009) suggests that VIF value must be lower than 10 while Tolerance values must be larger than .10. In addition, correlation coefficient must not be higher than .90. Tolerance values changed between .032 and .993 while VIF values changed between 1.007 and 12.575. By considering average values of Tolerance and VIF, absence of multicollinearity was assumed.

As the last assumption, influential observations were checked through Cook's distance, Leverage statistics, and Mahalobonis Distance. Cook and Weisber (1982; as cited in Field, 2009) recommended that measure of total influence of a case on the model must be smaller than 1. Cook's distance in this study had a value of .005 so there was not a concern. According to Stevens (2002; as cited in Field, 2009), cut-off point for Leverage statistics is $3(k+1)/n$ (here, k is the number of predictor variable while n is the number of participant). Cut-off point for Leverage statistics of this study was calculated as .018 by using the formula above and this value is smaller than maximum Leverage statistics which was calculated as .061 by SPSS 22.0. Thirdly, critical chi-squared value was found as 29.589 by considering table of s with $\alpha=.001$ and $df=10$ (number of predictors) and this value is cut-off for Mahalanobis distance. There were 36 cases above this critical value in terms of Mahalanobis distance. However, these cases may be disregarded because other influential observations were assumed. Moreover, 36 cases are negligible inside 1325 cases. As a result, all assumptions were met.

4.6.2 Results of Hierarchical Regression Analysis

In order to seek an answer for research questions, hierarchical multiple regression was conducted. For each dependent variable, variables which were dummy-coded were entered in the first step as independent variables. In the second step, continuous independent variables which were academic climate, safety, and social climate were entered. In the next processes, dependent variables which were parent involvement

and its sub-dimensions (parenting, decision-making, school interaction, and learning at home) were entered for each research questions.

Research question 1: How well do parents' perceptions of academic climate, safety, and social climate predict parent involvement?

For this research question, parent involvement was the dependent variable. In model 1, variables which were dummy-coded were entered as independent variables while the dependent variable was parent involvement. Model 1 was significant $F(7, 1317) = 4.06, p < .05; R^2 = .02$. This model explained 2% of the variance in perceptions of parent involvement. Grade level of the students ($\beta = .12, p < .05$) had higher Beta value than education level of the parents ($\beta = -.06, p < .05$) in significantly predicting parent involvement in model 1. In model 2, academic climate, safety, and social climate were added to the model as independent variables. Model 2 was significant, $F(10, 1314) = 131.78, p < .05, R^2 = .50$. Perceptions of academic climate, safety, and social climate explained 50% of the variance in perceptions of parent involvement. This means that sub-dimensions of school climate explained an additional 48% of the variance in perceptions of parent involvement after controlling of demographic variables, $\Delta R^2 = .48, F(3, 1314) = 420.74, p < .05$. In model 2, social climate ($\beta = .44, t = 13.14, p < .05$) emerged as more significant predictor than academic climate ($\beta = .20, t = 6.14, p < .05$) and safety ($\beta = .15, t = 5.42, p < .05$). As a result, demographic information of the parents, academic climate, safety, and social climate significantly predicted parent involvement. Table 4.11 presents the results of hierarchical multiple regression analysis of parent involvement.

Table 4.11

Results of Hierarchical Multiple Regression Analysis of Parent Involvement

Model	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>R</i>	<i>R</i> ²	ΔR^2	ΔF
Model 1					.145	.021	.021	4.057*
Gender dummy	-.339	.219	-.149	-1.545				
Age dummy	.060	.112	.015	.539				
Parenting dummy	.374	.216	.166	1.728				
Marital status dummy	-.086	.115	-.021	-.744				
Education level dummy	-.136	.061	-.063	-2.247				
Child grade dummy	.258	.060	.119	4.303				
Child gender dummy	.035	.056	.017	.626				
Model 2					.708	.501	.480	420.735*
Academic climate	.244	.040	.195	6.142				
Safety	.163	.030	.148	5.421				
Social climate	.537	.041	.438	13.136				

* $p < .05$

Research question 1a: How well do parents' perceptions of academic climate, safety, and social climate predict parenting as a sub-dimension of parent involvement?

For this research question, parenting was the dependent variable. In model 1, variables that were dummy-coded were entered as independent variables while the dependent variable was parenting. Model 1 was significant $F(7, 1316) = 4.08, p < .05; R^2 = .02$. This model explained 2% of the variance in perceptions of parenting. Grade level of the students ($\beta = .10, p < .05$) had higher Beta value than education level of the parents ($\beta = -.09, p < .05$) in significantly predicting parent involvement in model 1. In model 2, academic climate, safety, and social climate were added to the model as independent variables. Model 2 was significant, $F(10, 1313) = 118.84, p < .05, R^2 = .48$. Perceptions of academic climate, safety, and social climate explained 48% of the variance in perceptions of parenting. This means that sub-dimensions of school climate explained an additional 45% of the variance in perceptions of parenting after controlling of demographic variables, $\Delta R^2 = .45, F(3, 1313) = 378.46, p < .05$. In

model 2, social climate ($\beta = .44$, $t = 12.86$, $p < .05$) emerged as a more significant predictor than academic climate ($\beta = .21$, $t = 6.34$, $p < .05$) and safety ($\beta = .11$, $t = 3.87$, $p < .05$). As a result, demographic information of the parents, academic climate, safety, and social climate significantly predicted parenting. Table 4.12 presents the results of hierarchical multiple regression analysis of parenting.

Table 4.12

Results of Hierarchical Multiple Regression Analysis of Parenting

Model	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>R</i>	<i>R</i> ²	ΔR^2	ΔF
Model 1					.146	.021	.021	4.076*
Gender dummy	-.421	.241	-.168	-1.743				
Age dummy	.067	.123	.015	.540				
Parenting dummy	.436	.238	.176	1.829				
Marital status dummy	-.135	.127	-.029	-1.061				
Education level dummy	-.209	.067	-.087	-3.123				
Child grade dummy	.237	.066	.099	3.592				
Child gender dummy	.074	.062	.033	1.201				
Model 2					.689	.475	.454	378.455*
Academic climate	.284	.045	.207	6.338				
Safety	.131	.034	.109	3.873				
Social climate	.594	.046	.440	12.859				

* $p < .05$

Research question 1b: How well do parents' perceptions of academic climate, safety, and social climate predict decision making as a sub-dimension of parent involvement?

For this research question, decision-making was the dependent variable. In model 1, variables which were dummy-coded were entered as independent variables while the dependent variable was decision-making. Model 1 was significant $F(7, 1317) = 3.28$, $p < .05$; $R^2 = .02$. This model explained 2.0% of the variance in perceptions of decision-making. Only grade level of the students ($\beta = .11$, $p < .05$) significantly predicted

decision-making in model 1. In model 2, academic climate, safety, and social climate were added to the model as independent variables. Model 2 was significant, $F(10, 1314) = 90.62, p < .05, R^2 = .41$. Perceptions of academic climate, safety, and social climate explained 40.8% of the variance in perceptions of decision-making. This means that sub-dimensions of school climate explained an additional 39.1% of the variance in perceptions of decision-making after controlling of demographic variables, $\Delta R^2 = .39, F(3, 1314) = 289.38, p < .05$. In model 2, social climate ($\beta = .40, t = 11.03, p < .05$) emerged as a more significant predictor than safety ($\beta = .16, t = 5.44, p < .05$) and academic climate ($\beta = .14, t = 4.13, p < .05$). Table 4.13 presents the results of hierarchical multiple regression analysis of decision-making.

Table 4.13

Results of Hierarchical Multiple Regression Analysis of Decision-making

Model	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>R</i>	<i>R</i> ²	ΔR^2	ΔF
Model 1					.131	.017	.017	3.278*
Gender dummy	-.163	.235	-.067	-.693				
Age dummy	.052	.120	-.012	-.431				
Parenting dummy	.321	.232	.133	1.383				
Marital status dummy	-.026	.124	-.006	-.206				
Education level dummy	.007	.065	.003	.108				
Child grade dummy	.250	.064	.107	3.879				
Child gender dummy	.017	.060	.008	.289				
Model 2					.639	.408	.391	289.381*
Academic climate	.191	.046	.143	4.133				
Safety	.190	.035	.162	5.444				
Social climate	.526	.048	.401	11.033				

* $p < .05$

Research question 1c: How well do parents' perceptions of academic climate, safety, and social climate predict school interaction as a sub-dimension of parent involvement?

For this research question, school interaction was the dependent variable. In model 1, variables that were dummy-coded were entered as independent variables while the dependent variable was school interaction. Model 1 was non-significant $F(7, 1315) = 1.96, p > .05$. In model 2, academic climate, safety, and social climate were added to the model as independent variables. Model 2 was significant, $F(10, 1312) = 56.76, p < .05, R^2 = .30$. Perceptions of academic climate, safety, and social climate explained 30.2% of the variance in perceptions of school interaction. This means that sub-dimensions of school climate explained additional 29.2% of the variance in perceptions of school interaction after controlling of demographic variables, $\Delta R^2 = .29, F(3, 1312) = 182.75, p < .05$. In model 2, social climate ($\beta = .34, t = 8.61, p < .05$) emerged as a more significant predictor than safety ($\beta = .15, t = 4.47, p < .05$) and academic climate ($\beta = .13, t = 3.35, p < .05$). Table 4.14 presents the results of hierarchical multiple regression analysis of school interaction.

Table 4.14

Results of Hierarchical Multiple Regression Analysis of School Interaction

Model	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>R</i>	<i>R</i> ²	ΔR^2	ΔF
Model 1					.102	.010	.010	1.957
Gender dummy	-.293	.248	-.115	-1.183				
Age dummy	.077	.127	.017	.602				
Parenting dummy	.236	.245	.093	.964				
Marital status dummy	-.060	.130	-.013	-.462				
Education level dummy	-.046	.069	-.019	-.674				
Child grade dummy	.219	.068	.090	3.230				
Child gender dummy	.051	.063	.022	.812				
Model 2					.550	.302	.292	182.746*
Academic climate	.177	.053	.126	3.347				
Safety	.178	.040	.145	4.474				
Social climate	.468	.054	.340	8.613				

* $p < .05$

Research question 1d: How well do parents' perceptions of academic climate, safety, and social climate predict learning at home as a sub-dimension of parent involvement?

For this research question, learning at home was the dependent variable. In model 1, variables which were dummy-coded were entered as independent variables while dependent variable was learning at home. Model 1 was significant $F(7, 1313) = 7.66, p > .05, R^2 = .04$. This model explained 4% of the variance in learning at home. Parenting type ($\beta = .20, p < .05$) had higher Beta value than gender of the students ($\beta = -.20, p < .05$), education level of the parents ($\beta = -.13, p < .05$), and grade level of the students ($\beta = .13, p < .05$) in significantly predicting learning at home in model 1. In model 2, academic climate, safety, and social climate were added to the model as independent variables. Model 2 was significant, $F(10, 1310) = 96.11, p < .05, R^2 = .42$. Perceptions of academic climate, safety, and social climate explained 42.3% of the variance in perceptions of learning at home. This means that sub-dimensions of school climate explained an additional 38.4% of the variance in learning at home after controlling of demographic variables, $\Delta R^2 = .38, F(3, 1310) = 290.66, p < .05$. In model 2, social climate ($\beta = .38, t = 10.53, p < .05$) emerged as more significant predictor than academic climate ($\beta = .22, t = 6.52, p < .05$) and safety ($\beta = .10, t = 3.31, p < .05$). Table 4.15 presents the results of hierarchical multiple regression analysis of learning at home.

Table 4.15

Results of Hierarchical Multiple Regression Analysis of Learning-at-home

Model	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>R</i>	<i>R</i> ²	ΔR^2	ΔF
Model 1					.198	.039	.039	7.659*
Gender dummy	-.577	.279	-.198	-2.066				
Age dummy	.172	.143	.033	1.198				
Parenting dummy	.585	.276	.202	2.123				
Marital status dummy	-.135	.147	-.025	-.915				
Education level dummy	-.375	.077	-.133	-4.835				
Child grade dummy	.361	.077	.130	4.724				
Child gender dummy	-.012	.071	-.005	-.172				
Model 2					.651	.423	.384	290.661*
Academic climate	.358	.055	.223	6.515				
Safety	.137	.041	.097	3.307				
Social climate	.595	.057	.378	10.530				

* $p < .05$

Hierarchical Multiple Regression Analysis showed that hypothesis and sub-hypothesis of the study were confirmed. In other words, parents' perceptions of academic climate, safety, and social climate significantly predicted both parent involvement and its sub-dimensions which were parenting, decision-making, school interaction, and learning at home. On the other hand, although this study did not aim to examine relationship between demographic variables and parent involvement with its sub-dimension, hierarchical models showed significant results. Parent involvement and parenting were predicted by grade level of the students and education level of the parents. Grade level of the students predicted decision-making whereas no demographic variable predicted school interaction. Parenting type and education level of the parents, and gender and grade level of the students predicted learning at home.

CHAPTER V

DISCUSSION

In the conclusion part, results of of the study were discussed by considering the context of this research and other studies in the literature. Moreover, practical implications were provided by considering educational issues. Lastly, recommendations were shared in order to both lead other studies and present solutions to educational problems.

5.1 Discussion of the Results

Hypothesis and sub-hypothesis of this study were supported. It was confirmed that there was a positive and strong relationship between perceptions of school climate and parent involvement. Specifically the main research question was related to the relationship between sub-dimensions of school climate and parent involvement. Results showed that parents' perceptions of academic climate, safety, and social climate predicted perceptions of parent involvement. Sub-research questions were related to the relationship between sub-dimensions of school climate and sub-dimensions of parent involvement. Results showed that parents' perceptions of academic climate, safety, and social climate predicted perceptions of parenting, decision-making, school interaction, and learning at home which were sub-dimensions of parent involvement.

Factor analysis results of this study was consistent with the original scale of Schueler and her colleagues (2013). They brought together items in two dimensions which are academic climate and social climate. However, Turkish context revealed one more dimension apart from academic climate and social climate. That was school safety.

Although items of safety were evaluated under social climate by Schueler and her colleagues (2014), they appeared as a third dimension which was safety in this study. Moreover, dimensions of the study was also similar to study by Cohen *et al.* (2009). They categorized school climate in four dimensions which were climates of learning or teaching, relationship, environmental, and safety. Therefore, in this study, appearance of safety as another dimension was an expected result. Moreover, academic climate referred to climate learning or teaching while social climate included both relationship and environmental climate. On the other hand, this study showed that some items did not work in the Turkish context. Most of those items were related to the academic dimension. For example, “How excited are children at your child's school about their learning?” was removed. The conceptual reason why item did not work may be clarity of the question. Parents may not find a contact between excite and learning. Another reason may be perceptions of parents about public schools. According to Dağlı (2006), 87.8% of the parents think that private courses are more successful than public schools in terms of exam success. Moreover, Başol and Zabun (2014) found that one of the most important reasons why students go to private courses is the attitudes of the parents. Two studies show that parents may leave the learning part of education to private courses instead of public schools.

Ecological theory of Bronfenbrenner (1977, 1986) was the conceptual framework of this study. This theory was clearly applicable in the Turkish context by considering the relation of the findings of the study to the first two layers of the theory. The first layer was the microsystem that depicts the relationship between individual and its environment. Parents have some perceptions related to their school and attitudes of children are affected by perceptions of parents (Schueler *et al.*, 2014). In this study, it was found that parents had different perceptions about their children’s school although they were parents of the same school. Undoubtly, differences in these perceptions would affect children. Moreover, this study showed that parents’ perceptions of school climate affected their involvement. Parent involvement has some impacts on student such as academic achievement, motivation, and behavioral development. The second layer of the theory was mesosystem which underlines interactions between or among elements of social environment. In addition,

according to Eccless *et al.* (1993), development of a child in optimal level depends on the fit between requirements of that child and opportunities supplied by social environments. Results of this study showed that parents perceiving school climate positively became more involved in the school. These perceptions lead to interaction between school and home. Therefore, this interaction may be concluded with positive school behaviours. For example, attendance of the students may be increased. As a result, the findings of the study is consistent with the conceptual background of the layers of the microsystem and mesosystem of Ecological Theory of Bronfenbrenner. This study showed that parents and interaction between parents and schools affected the students with respect to microsystem and mesosystem.

It was found that there was a positive relationship between parents' perceptions of school climate and involvement. This finding is consistent with the results of other studies in the literature. For example, Dauber and Epstein (1989) found that parents involved in the school perceive the school as a positive climate. They also found that attitudes of parents about school characteristics were more related to activities of schools to attract parents than parents' own effort to become involved in the school. They claimed that these practices had importance for the policy because level of involvement is linked to school that motivates parents to be involved in school and helps parents with home support. A similar result was obtained in a study by Griffith (1997). If the parents perceived that the school had empowerment activities and positive climate, then they were more involved. Study underlined the importance of the school staff to form a welcomed atmosphere in the school. According to the author, when the school staff supported the parents by supplying activities and were cooperative and concerned about the needs of the parents, parents were more involved. In another study, Goldrin and Shapira (1993) related satisfaction to involvement and their result corresponded with the results of current study. They found that there was a relationship between level of parent involvement and satisfaction with respect to school choice.

In the current study, it was found that there is a positive relationship between involvement and sub-dimensions of school climate, which are academic climate,

social climate, and safety. These results are also consistent with other studies in the literature. Anderson (1982) shared studies of Klitgaard and Hall (1973) and the Phi Delta Kappa (1980). Those studies showed that schools which were high achieving had parents who were more involved. Moreover, Griffith (1998) found that parents thinking that their schools were a safe place became more involved than others reporting their schools as less safe. Griffith (2000) conducted another study in which it was found that there was a positive and significant relationship between parent involvement and parent perceptions about school which empowers parents. Furthermore, Sheldon and Epstein (2002) found that schools using family and involvement practices had less disciplinary problems. On the other hand, researcher of current study did not meet with a study that showed no relationship between parents' perceptions of school climate and parent involvement in the literature. Through this study, it was observed that there was no Turkish study examining the relationship between school climate and parent involvement from the perspective of the parents. However, Kavgacı (2010) found a positive relationship between school climate and school-family cooperation in terms of teacher views.

Hoover-Dempsey and Sandler (1995, 1997) developed a model related to parental involvement. They found that parents' beliefs about climate of school were predictor variables for parent involvement. Also, their study showed that invitations for involvement as a dimension for school climate affected perceived adequacy of involvement. Predictive result of current study is also consistent with the study by Castro *et al.* (2004). They found that classroom quality as a part of academic climate was the strongest predictor of involvement. The study by Whitaker and Hoover-Dempsey (2013) revealed that parents' perceptions of school climate had the largest impact on role belief of parents to be involved in the school. According to the study by Nassar-McMillian *et al.* (2009), school climate was affected by the degree of parent involvement. This result was an example of the reciprocal effects of perceptions of school climate and parent involvement on each other. On the other hand, Griffith (2000) conducted a study with both students and parents. The researcher found that evaluations of students and parents about the school influenced school level parent outcomes such as parent involvement and their satisfaction with

the school. Another result of that research showed that parent consensus which was related to school climate predicted significantly school level parent involvement. In another study by Seefeldt *et al.* (1998), it was found that parent perception of school climate was a significant predictor for school related parent involvement but it did not predict home related involvement. These studies showed that school climate and its sub-dimensions predicted parent involvement and its sub-dimensions so these findings overlap with the results of the current study.

The result of this study showed that social climate was a better predictor of parent involvement than academic climate and safety. This finding is also consistent with the other findings of this study. While factor analysis of parent perceptions of school climate scale was conducted, it was found that removed items were mostly related to academic climate. That finding had brought us to possible conclusion that parents may have more negative attitudes towards public schools compared to private courses. Therefore, this finding may also serve as evidence that parents are more interested in the social sub-dimension of climate than the academic sub-dimension. This finding is also consistent with other studies showing the importance of school social climate. Kuperminc *et al.* (1997) found that school social climate explained large amount of variance in externalizing and internalizing problems of students, while their grade did not explain the variance in these problems.

Although this study did not concentrate on the relationship between demographic variables and parent involvement with its sub-dimension, hierarchical models showed significant results. Grade level of the students and education level of the parents predicted parent involvement and parenting. Grade level of the students predicted decision-making whereas no demographic variable predicted school interaction. On the other hand, learning at home was predicted by parenting type, education level of the parents, gender of students, and grade level of the students.

In contrast with most of the studies in the literature, result of this study showed a negative relationship between education level of the parents and parent involvement, parenting, and learning at home. This finding is inconsistent with study by Fantuzzo,

Tighe, and Chields (2000). They found that education level of the parents was positively related to higher levels of involvement in the school. According to the study by Kohl, Lengua, and McMahon (2000), there was a positive relationship between low parental education and low level of involvement. Kay, Fitzgerald, Paradee, and Mellencamp (1994) explained the reason of this difference with attitude of the parents. Parents who view their education as insufficient are shy about involvement, and think that they could guide their children in a negative manner and make the job of teachers more difficult. This explanation of Kay *et al.* (1994) is supported by the findings of the study by Can (2009). He found that attitudes of parents toward school activities increased when their education level increased. Moreover, according to Erdoğan and Demirkasımoğlu (2010), negative attitudes of parents was one of the most important barriers to parent involvement.

In the Turkish context, there is a study showing parallel results with the current study. Study by Oğan (2000) showed that number of the PTA member parents with elementary education level is higher than number of the PTA member parents with other levels. This means that parents with lower level of education are more likely to volunteer to participate in school activities. It showed a reality of Turkish PTAs and this finding may be an evidence for findings of current study. On the other hand, there are some studies conducted in Turkey showing that education level of parents does not influence the perception of parent involvement (Can, 2009; Erdener, 2013; Gürşimşek, 2013).

The results of this study showed that grade level of the students predicted parent involvement, parenting, decision-making, and learning at home. This finding is consistent with the findings of other studies. Fantuzzo, Tighe, and Chields (2000) found that grade levels of students affected school-based involvement. Moreover, the study by Eccless and Harold (1993) found that there was a decline in parent involvement when children move into secondary school. They showed the reason of this decrease as parents' self-efficacy. When children grew older, there was a decrease in parents' feelings of efficacy. According to the study by Stevenson and Baker (1987), there was a negative relationship between age of the child and degree

of parent involvement. Furthermore, Griffith (1998) found that second-grade parents were more involved than kindergarden and sixth grade parents.

One reason for the difference in parent involvement in terms of grade level may be activities. For example, the study by Epstein and Dauber (1991) revealed that parent involvement programs in elementary schools were stronger, more positive and comprehensive than those in middle schools. Considering studies conducted in Turkey, there are studies showing consistent results with this study. Şaban (2011) found that parents with lower degree students were more involved than those with higher degree students. The study by Can (2009) showed that when the child passed to higher grades, then parent involvement decreased. There are two important studies searching the causes of decline in parent involvement when transitioning from lower grades to higher grades. Griffith (1998) had two explanations. The first one was related to developmental stages of the children. When passed to higher grades, independence need of children increased. The second one was related to characteristics of the school. School work became more technical, specialized, and difficult in higher grades. The other important research was conducted by Eccles *et al.* (1993). They related this difference to changes in environmental settings such as classroom conditions, climate variables, and relationships. Some examples of these changes were increase in teacher control and discipline, decrease in student-teacher relationship, and increase in standards to evaluate student performance. These issues may also lead to a decrease in motivation and achievement beliefs of the students. On the other hand, this study's finding is not supported by some studies in the literature. For example, Kotaman (2008) found that grade level of the students did not make a significant difference on perceptions of parent involvement.

The findings of this study showed that parenting type and gender of students predicted only learning at home. There was a positive relationship between mother that was dummy-coded and learning at home. This result is consistent with other studies. Baker and Stevenson (1986) found that mother's homework strategies are effective on academic achievement of the students. Their finding is similar to finding of this study because homework is a part of learning at home. Also, finding of this

study is a typical condition in Turkish context. Şaban (2011) found that mothers support their children in learning-at-home activities more than fathers of children. The reason of this conditions may be that the number of women with a job is lower. According to Turkish Statistics Institutions (2012), employment rate of women is 26.3% while that rate for men is 65.0%. On the other hand, there was a negative relationship between female that was dummy-coded and learning at home. This means that activities of learning at home support the boys more than girls. In conclusion, it can be claimed that students may benefit more from mothers in terms of learning at home compared to fathers. Moreover, boys benefitted from activities of learning at home more than girls.

The results of this study confirmed the hypothesis and sub-hypothesis. Although examining the relationship between demographic variables such as grade level of the students, education level of the parents, parenting type, and the gender of the students, the hierarchical multiple regression results revealed that some of these variables were significant predictors for parent involvement and as such they revealed show important results which were specific to the Turkish context. Results of this study have some implications for research, theory, and practice.

5.2 Implications

Schools are important organizations shaping lives of not only human beings but also the whole society. There are different characteristics in the school and these form an atmosphere or climate there. Positive school climate is related to positive education outcomes while negative climate is related to undesirable school outcomes. Climate is a perceptual term so school stakeholders such as students, teachers, and parents may perceive the same school differently. Also, these perceptions about the school lead to some other educational variables such as parent involvement, student achievement, or teacher commitment. The goal of the current study was to examine the relationship between school climate and parent involvement. By considering results of the current study, there are some implications for research, theory, and practice.

With regard to research, this study has filled an important gap by conducting an adaptation study of a scale and analyzing parents' perceptions related to school. In the Turkish literature, there was no study examining parents' perceptions of school climate until this study was completed. Accordingly, although there were many studies related to parent involvement, there had not been a study showing the relationship between parents' perceptions of school climate and parent involvement. One reason why parents' perceptions of school climate was not analyzed in Turkey may be a lack of scale measuring perceptions of parent about school climate. Because school forms different perceptions for each school component such as teacher or parent, scales constructed for teachers could not give healthy results when they were used for parents. Therefore, there was a need for development of a new scale or adaptation of an international scale. As a result, this study contributed to the literature by both adapting a new scale to Turkish context through validation and reliability studies, and investigating the relationship between school climate and parent involvement from the perceptions of parents. In conclusion, adapted scale is reliable and valid in the Turkish context so researchers may use it while they are exploring parents' perceptions of school climate.

In theoretical base of this study, it was seen that there was a positive and strong relationship between parents' perceptions of school climate and parent involvement. Moreover, when these two terms were separately evaluated, it was observed that they were at a moderate level. If the parents perceive the school positively, they are more involved in the school life of their children. The findings of this study has covered microsystem and mesosystem of Bronfenbrenner's bio ecological theory (1977, 1986). Moreover, the relationship between perceptions of school's approach to parent involvement and grade of the students may be an indicator for chronosystem of the theory while the relationship between perceptions of school's approach to parent involvement and education level of parents may be indicator for exosystem. Also, the macrosystem may be analyzed with other educational issues such as policies and programs. A policy may be developed to attract parents to school or to make schools' climate positive.

In terms of practice, these findings provide important information for every institutions and individuals related to school. The current study has shown that social climate was the most significant predictor for parent involvement and its sub-dimensions among other predictors which were academic climate and safety. In this aspect, school administration may give importance to social clubs to improve relationships between students. Also, they may pay attention to increase social relationship of the teachers by social activities. Considering safety, school principals may take precautions for school safety such as hiring security staff and organizing the physical environment of the school. With regard to academic climate, school administrators may make school climate more positive by developing instructional opportunities in school. Principals may encourage teachers to participate in professional development activities. On the other hand, teachers may undertake responsibilities to increase communication with their students' parents. Parents may share some resources to increase school effectiveness. The findings of this study may be also a baseline for MoNE to produce effective school policies. Ministry of National Education (MoNE) and other decision makers may use these relations in order to form a policy about school-community partnership. EIN and e-school applications may be improved to enhance parent involvement and interaction.

The current study has also implications in practice related to relationship between demographic variables and parent involvement. This study showed that the education level of the parents, parenting type, and grade and gender of the students predicted parent perceptions of involvement with its sub-dimensions. School principals may consider this issue while they are planning educational activities in the school. School administration may determine parent involvement activities by considering parent characteristics such as education level, occupation, free time, and distance from school. Therefore, schools can benefit from experiences of parents by considering parents' free time. In relation to this, surveys can be conducted with parents to learn about their skills, interest, needs, and expectations. Results implied from surveys can be used by teachers to reach parents and enhance classroom conditions such as providing material or equipments for class. By considering developmental stages and gender of the students, school management may organize

seminars to inform students and receive help from other institutions such as hospitals, police offices, and non-profit organizations. Emotional, social, physical, and psychological health of students may be affected in a positive manner by this kind of help. Apart from implications, the current study also presents some recommendations by remarking limitations of the study.

5.3 Limitations and Recommendations

By considering weaknesses and strengths of this study, researcher of this study has some recommendations to other researchers and practitioners Firstly, this study was conducted with a quantitative approach which may serve as a limitation. In order to increase validation of this study and gather in-depth information from participants, this type of studies should be supported with qualitative methods as well. Because willingness and honesty of participants are important limitations for use of questionnaires, these limitations could be overcome with interviews, focus groups, and document analysis. The second one is related to the population and sample. The population of this study were parents in public primary and middle schools. New studies including parents of both private schools and public schools should be conducted. Parents of private schools may focus more on academic climate than parents of public schools. Moreover, relationship between school climate and parent involvement should be analyzed from the perspectives of teachers and students in addition to parents such that their level of consensus may be investigated. In addition, high schools should be inserted in order to compare differences of three grade levels instead of two levels. This study was conducted in four districts of Ankara. Researchers should do new studies comprising other districts in Ankara and other cities in Turkey. This way, there may be comparison studies. The third one is related to the measurement scale. The adapted scale of this study should be used by other researchers to increase its reliability and validity. Moreover, impacts of more demographic variables such as family income on perceptions of school climate and parent involvement should be searched in future studies.

The other recommendation is related to conceptual issues. This study determined Bronfenbrenner's Ecological theory as the framework and it worked well for the

context of current study. In future studies, researchers should also include other layers of the bioecological theory to examine role of the societal conditions, role of culture and social interchanges on student outcomes and/or on factors that affect student outcomes like parent involvement. Further studies should analyze context of current study under other theories such as social exchange theory. For example, researchers may take account of relations between school and home by considering social exchange theory. This study has concentrated on perceptions of school climate and parent involvement. Relation of these concepts to other educational outcomes such as motivation, trust, and achievement should be investigated. For example, the effect of trust between teachers and parents on school climate and parent involvement may be searched. Additionally, researchers may ask whether academic achievement of the students influences the relationship between parents' perceptions of school climate and parent involvement or not. There are also some recommendations for practitioners in the field of education. Teachers, school principals, and policy-makers should consider academic climate, safety, and social climate of the schools while they are making decisions and implementing these decisions because students, parents, and community are affected by this process to a great extent. Reciprocal respect and trust have crucial importance in education as it is so in other fields of life. Education has a widespread range from MoNE to the child. If all components of the education behave in a mutual respect and trust, then healthier communion occurs. In conclusion, educational goals are achieved through smiling and happy children.

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APPENDICES

A. QUESTIONNAIRES

Pilot Study

Değerli Veliler,

Bu anket çocuğunuzun eğitim-öğretim hayatını sürdürdüğü okulun sizde oluşturduğu algıyı araştırmayı amaçlamaktadır. Çalışmanın nitelikli ve fayda sağlar olması bağlamında; lütfen ifadeleri dikkatle okuyup okulla ilgili görüşlerinizi en iyi yansıtacak biçimde **tüm soruları içtenlikle ve tarafsızca yanıtlayınız**. Bu soruların hiçbir şekilde doğru ya da yanlış cevabı yoktur. Çalışma kapsamında **bilgileriniz gizli tutulacak** ve yanıtlarınız sadece araştırmacı tarafından değerlendirilecektir. Gönüllü katılımınız ve katkılarınız için çok teşekkür ederim.

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A. Lütfen sizi yansıtan kişisel bilgiyi doldurunuz.

1	Cinsiyetiniz?	<input type="radio"/> Kadın	<input type="radio"/> Erkek		
2	Yaşınız?	<input type="radio"/> 20-29	<input type="radio"/> 30-39	<input type="radio"/> 40-49	<input type="radio"/> 50 ve üstü
3	Çocuğunuzla yakınlık dereceniz?	<input type="radio"/> Anne	<input type="radio"/> Baba	<input type="radio"/> Diğer	
4	Medeni durumunuz?	<input type="radio"/> Evli	<input type="radio"/> Ayrılmış	<input type="radio"/> Dul	<input type="radio"/> Diğer
5	Tahsiliniz/mezuniyet seviyeniz?	<input type="radio"/> İlkokul/ortaokul	<input type="radio"/> Lise	<input type="radio"/> Üniversite	<input type="radio"/> Lisansüstü
6	Çocuğunuzun kademesi?	<input type="radio"/> İlkokul (1-2-3-4)	<input type="radio"/> Ortaokul (5-6-7-8)		
7	Çocuğunuzun cinsiyeti?	<input type="radio"/> Kız	<input type="radio"/> Erkek		

B. Lütfen çocuğunuzun okulu ile ilgili görüşlerinizi yansıtan en iyi seçeneği (sayıyı) yuvarlak içine alınız (Aynı okulda okuyan birden fazla çocuğunuz varsa lütfen en küçük olanına göre işaretleyiniz).

1.Çocuğunuzun öğretmenleri öğrenme hedeflerini	Hiç paylaşmaktadır	Çok az paylaşmaktadır	Kısmen paylaşmaktadır	Oldukça paylaşmaktadır	Çok paylaşmaktadır
ne	1	2	3	4	5

açıklıkta/anlaşılrlıkta sizlerle paylaşmaktadır?							
2. Çocuğunuzun okulundaki idareciler, öğrenmeye yardımcı olacak okul ortamı oluşturmakta ne kadar iyidir?	Hiç iyi değil 1	Biraz iyi 2	Kısmen iyi 3	Oldukça iyi 4	Çok iyi 5		
3. Öğretmenler, çocuğunuzun okulundaki öğrencilerin ne kadarının iyi performans sergilemesini beklemektedir?	Hiçbirinin 1	Çok azının 2	Birazının 3	Çoğunun 4	Tamamının 5		
4. Çocuğunuzun okulundaki dersler ne kadar motive edicidir?	Hiç motive edici değil 1	Az motive edici 2	Kısmen motive edici 3	Oldukça motive edici 4	Çok motive edici 5		
5. Genel olarak çocuğunuzun okulundaki öğretmenler, öğrencilerin başarılı olması konusunda ne düzeyde kendilerini adanmıştır?	Hiç adanmış değil 1	Az adanmış 2	Kısmen adanmış 3	Oldukça adanmış 4	Çok adanmış 5		
6. Çocuğunuzun okulundaki öğretmenler, farklı öğrenme biçimi olan öğrencilere yardım etme konusunda ne kadar iyidirler?	Hiç iyi değil 1	Az iyi 2	Kısmen iyi 3	Oldukça iyi 4	Çok iyi 5		
7. Öğrenme konusunda çocuğunuzun okulundaki öğrenciler ne kadar heyecanlıdır?	Hiç heyecanlı değil 1	Az heyecanlı 2	Kısmen heyecanlı 3	Oldukça heyecanlı 4	Çok heyecanlı 5		
8. Çocuğunuzun okulundaki öğrenciler öğrenme ile ilgili birbirlerine ne derecede yardımcı olurlar?	Hiç 1	Az 2	Kısmen 3	Oldukça 4	Büyük oranda 5		
9. Okulun çocukları değerlendirme biçimi ne kadar adil veya adil değildir?	Hiç adil değil 1	Oldukça adil değil 2	Biraz adil değil 3	Ne adaletli ne adaletsiz 4	Biraz adaletli 5	Oldukça adaletli 6	Çok adaletli 7
10. Çocuğunuzun okulu, öğrencileri fiziksel açıdan güvende tutmada ne kadar etkilidir?	Hiç etkili değil 1	Çok az etkili 2	Kısmen etkili 3	Oldukça etkili 4	Çok etkili 5		
11. Bir problem yaşadıklarında, çocuğunuzun okulundaki öğrenciler yetişkinlerden yardım talep etme konusunda ne derece rahatlar?	Hiç rahat değil 1	Çok az rahat 2	Kısmen rahat 3	Oldukça rahat 4	Çok rahat 5		
12. Çocuğunuzun okulu disiplin konularını ne derecede gereğine	Hiç gereğine uygun değil 1	Çok az gereğine uygun 2	Kısmen gereğine uygun 3	Oldukça gereğine uygun 4	Çok gereğine uygun 5		

uygun yönetmektedir?	1	2	3	4	5
13. Çocuğunuzun okulu zorbalıklarla uğraşmada ne derece etkilidir?	Hiç etkili değil 1	Çok az etkili 2	Kısmen etkili 3	Oldukça etkili 4	Çok etkili 5
14. Sizce, çocuğunuzun okulundaki öğrenciler okulu gitmeyi ne derecede keyifli bulmaktadırlar?	Hiç 1	Çok az 2	Kısmen 3	Oldukça 4	Büyük oranda 5
15. Sizce, genel olarak, çocuğunuzun okulundaki öğrenciler okul personeline ne kadar saygılıdır?	Hiç saygılı değil 1	Çok az saygılı 2	Kısmen saygılı 3	Oldukça saygılı 4	Büyük oranda saygılı 5
16. Sizce genel olarak, çocuğunuzun okulundaki öğretmenler, personele ne kadar saygı duyarlar?	Neredeyse hiç 1	Çok az 2	Kısmen 3	Oldukça 4	Büyük oranda 5
17. Genel olarak, çocuğunuzun okulundaki öğretmenler, çocukları bireysel olarak ne derecede tanımaktadırlar?	Hiç 1	Çok az 2	Kısmen 3	Oldukça 4	Çok 5
18. Okul, çocukların geçmişlerinden getirdikleri çeşitliliğe ne derecede değer vermektedir?	Hiç 1	Çok az 2	Biraz 3	Oldukça 4	Büyük oranda 5
19. Çocuğunuzun okulu, fikirlerini paylaşma noktasında çocukları ne derecede teşvik etmektedir?	Hiç 1	Çok az 2	Kısmen 3	Oldukça 4	Büyük oranda 5
20. Çocuğunuzun okulu, onların duygularını yönetmelerine yardımcı olmada ne kadar etkilidir?	Hiç etkili değil 1	Çok az etkili 2	Kısmen etkili 3	Oldukça etkili 4	Çok etkili 5
21. Çocuğunuzun okulu, onların sorumlu bireyler olmasına yardım etme konusunda ne derece etkilidir?	Hiç etkili değil 1	Çok az etkili 2	Kısmen etkili 3	Oldukça etkili 4	Çok etkili 5
22. Çocuğunuzun okulu, öğrencilerin duygusal olarak kendilerini güvende hissettiklerinden emin olma konusunda ne derece etkilidir?	Hiç etkili değil 1	Çok az etkili 2	Kısmen etkili 3	Oldukça etkili 4	Çok etkili 5

Main Study

Değerli Veliler,

Bu anket çocuğunuzun eğitim-öğretim hayatını sürdürdüğü okulun sizde oluşturduğu algıyı araştırmayı amaçlamaktadır. Çalışmanın nitelikli ve fayda sağlar olması bağlamında; lütfen ifadeleri dikkatle okuyup okulla ilgili görüşlerinizi en iyi yansıtacak biçimde **tüm soruları içtenlikle ve tarafsızca yanıtlayınız**. Bu soruların hiçbir şekilde doğru ya da yanlış cevabı yoktur. Çalışma kapsamında **bilgileriniz gizli tutulacak** ve yanıtlarınız sadece araştırmacı tarafından değerlendirilecektir. Gönüllü katılımınız ve katkılarınız için çok teşekkür ederim.

Araş. Gör. Hasan Yücel ERTEM

hertem@metu.edu.tr

A. Lütfen sizi yansıtan kişisel bilgiyi doldurunuz.

1	Cinsiyetiniz?	<input type="radio"/> Kadın	<input type="radio"/> Erkek		
2	Yaşınız?	<input type="radio"/> 20-29	<input type="radio"/> 30-39	<input type="radio"/> 40-49	<input type="radio"/> 50 ve üstü
3	Çocuğunuzla yakınlık dereceniz?	<input type="radio"/> Anne	<input type="radio"/> Baba	<input type="radio"/> Diğer	
4	Medeni durumunuz?	<input type="radio"/> Evli	<input type="radio"/> Boşanmış/Ayrı/Dul	<input type="radio"/> Diğer	
5	Tahsiliniz/mezuniyet seviyeniz?	<input type="radio"/> İlkokul/Ortaokul	<input type="radio"/> Lise	<input type="radio"/> Üniversite/Lisansüstü	
6	Çocuğunuzun kademesi?	<input type="radio"/> İlkokul (1-2-3-4)	<input type="radio"/> Ortaokul (5-6-7-8)		
7	Çocuğunuzun cinsiyeti?	<input type="radio"/> Kız	<input type="radio"/> Erkek		

B. Lütfen çocuğunuzun okulu ile ilgili görüşlerinizi yansıtan en iyi seçeneği (sayıyı) işaretleyiniz.

	Hiç	Çok az	Kısmen	Oldukça	Çok
1. Çocuğunuzun öğretmenleri öğrenme hedeflerini ne açıklıkta/anlaşırlıkta sizlerle paylaşmaktadır?	1	2	3	4	5
2. Çocuğunuzun okulundaki idareciler, öğrenmeye yardımcı olacak okul ortamı oluşturmakta ne kadar iyidir?	1	2	3	4	5
3. Çocuğunuzun okulundaki dersler ne kadar motive edicidir?	1	2	3	4	5
4. Genel olarak çocuğunuzun okulundaki öğretmenler, öğrencilerin başarılı olması konusunda ne düzeyde kendilerini adanmıştır?	1	2	3	4	5
5. Çocuğunuzun okulundaki öğretmenler, farklı öğrenme biçimi olan öğrencilere yardım etme konusunda ne kadar iyidirler?	1	2	3	4	5
6. Çocuğunuzun okulundaki öğrenciler öğrenme ile ilgili birbirlerine ne derecede yardımcı olurlar?	1	2	3	4	5
7. Çocuğunuzun okulu, öğrencileri fiziksel açıdan güvende tutmada ne kadar etkilidir?	1	2	3	4	5
8. Çocuğunuzun okulu disiplin konularını ne derecede gereğine uygun yönetmektedir?	1	2	3	4	5
9. Çocuğunuzun okulu zorbalıkla uğraşmada ne derece etkilidir?	1	2	3	4	5

10. Sizce genel olarak, çocuğunuzun okulundaki öğretmenler, personele ne kadar saygı duyarlar?	1	2	3	4	5
11. Genel olarak, çocuğunuzun okulundaki öğretmenler, çocukları bireysel olarak ne derecede tanımaktadırlar?	1	2	3	4	5
12. Okul, çocukların geçmişlerinden getirdikleri çeşitliliğe ne derecede değer vermektedir?	1	2	3	4	5
13. Çocuğunuzun okulu, fikirlerini paylaşma noktasında çocukları ne derecede teşvik etmektedir?	1	2	3	4	5
14. Çocuğunuzun okulu, onların duygularını yönetmelerine yardımcı olmada ne kadar etkilidir?	1	2	3	4	5
15. Çocuğunuzun okulu, onların sorumlu bireyler olmasına yardım etme konusunda ne derece etkilidir?	1	2	3	4	5
16. Çocuğunuzun okulu, öğrencilerin duygusal olarak kendilerini güvende hissettiklerinden emin olma konusunda ne derece etkilidir?	1	2	3	4	5

C. Lütfen çocuğunuzun okulu ile ilgili görüşlerinizi yansıtan en iyi seçeneği (sayıyı) işaretleyiniz.

Okulumuz;	Hiçbir zaman	Nadiren	Arasına	Sık sık	Her zaman
1. Çocuk ve ergen gelişimi hakkında yapılan çalışmalarla ilgili aileleri bilgilendirir.	1	2	3	4	5
2. Sadece veli toplantılarına katılan aileleri değil, bütün aileleri bilgilendirir.	1	2	3	4	5
3. Ailelere çocukların hedefleri ve yetenekleri hakkında sorular sorar.	1	2	3	4	5
4. Ailenin okulu ve okulun da aileyi tanınması için aile ziyaretleri ve toplantılar düzenler.	1	2	3	4	5
5. Ailelerin çocuğun yaşına uygun, öğrenmeyi destekleyen ev ortamı oluşturmasına yardımcı olur.	1	2	3	4	5
6. Ev ile okul arasında iletişimi sağlar.	1	2	3	4	5
7. Yılda en az bir kez resmi olarak ailelerle toplantı düzenler.	1	2	3	4	5
8. Her yıl, öğrencilerin ihtiyaçları, okuldaki etkinliklere tepkileri ve ailelerin eğitime katılımı hakkında ailelere anket düzenler.	1	2	3	4	5
9. Yeni aileler için tanıtım etkinlikleri düzenler.	1	2	3	4	5
10. Özel aktiviteler, organizasyonlar, toplantılar ve okul hakkında güncel bilgileri içeren bir okul gazetesi yayımlar.	1	2	3	4	5
11. Okul ve sınıf ihtiyaçlarını karşılayabilecek yetenek ve becerilere sahip	1	2	3	4	5

velileri belirlemek için yıllık anket düzenler.					
12. Gönüllü velilerin ve ailelerin toplantı ve çalışmalarını için kullanabileceği bir oda tahsis eder.	1	2	3	4	5
13. Etkinliklere ailelerin katılımını en üst seviyeye çıkaracak gün ve zamanları belirler.	1	2	3	4	5
14. Gönüllü velileri zamanlarına ve yeteneklerine göre tanımlar.	1	2	3	4	5
15. Aileleri çocukların ev ödevlerine nasıl yardımcı olacakları hakkında bilgilendirir.	1	2	3	4	5
16. Çocuklarının okuma ve dinleme yeteneklerini geliştirmek için ailelere, çocukları ile birlikte sesli olarak okuma yapıp yapmadıklarını sorar.	1	2	3	4	5
17. Ailelere, öğrencilerin akademik hedeflerini belirlemeleri, ders ve program seçimlerinde yardımcı olur.	1	2	3	4	5
18. Aileleri, üniversite, kariyer ve gelecek planları hakkında çocukları ile konuşmaları için teşvik eder.	1	2	3	4	5
19. Okul aile birliği veya daha başka aktif şekilde çalışan organizasyonlara sahiptir.	1	2	3	4	5
20. Okul yönetim kurulu, danışma kurulu veya benzer komisyonlar içerisinde veli temsilcilerine sahiptir.	1	2	3	4	5
21. Farklı ekonomik gelirden ve sosyal statüden gruplardan veli temsilcilerini okul çatısı altında bir araya getirir.	1	2	3	4	5
22. Uyuşmazlıkları açık, saygılı ve düzeyli bir biçimde çözüme kavuşturur.	1	2	3	4	5
23. Aile ve toplumun eğitime katılımı konusunda okulun plan ve programlarının geliştirilmesi için eğitimci, veli ve diğer katılımcılarla fikir alışverişinde bulunur.	1	2	3	4	5

Anketimiz bitmiştir. Gösterdiğiniz ilgi ve sabır için teşekkür ederim. Saygılarımla...

Hasan Yücel ERTEM

B. PERMISSIONS

INFORMED CONSENT FORM

GÖNÜLLÜ KATILIM FORMU

Bu çalışma, Arş. Gör. Hasan Yücel ERTEM tarafından yürütülen, öğrenci velilerinin öğrencilerinin eğitim-öğretim hayatını sürdürdükleri okulla ilgili algılarını inceleyen bir genel tarama çalışmasıdır. Çalışmanın amacı, velilerden çocuklarının okulları hakkındaki duygu ve düşünceleriyle ilgili bilgi toplamaktır. Çalışmaya katılım tamamiyle gönüllülük temelinde olmalıdır. Ankette, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamiyle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler Yüksek Lisans tezinde kullanılacaktır. Çalışma tamamlandığında ulaşılan sonuç veya önerilerin okulların daha sağlıklı bir eğitim-öğretim kurumu haline getirilmesi ve velilerin çocuklarının eğitim hayatına daha sık katılması yönünde katkı sağlayacağı umulmaktadır.

Anket, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz anketi tamamlamamakta özgürsünüz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır. Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Eğitim Bilimleri Bölümü öğretim üyelerinden Yrd. Doç. Dr. Gökçe Gökçalp (Oda: EF321; Tel: 210 40 33; E-posta: ggokalp@metu.edu.tr) ya da Arş. Gör. Hasan Yücel ERTEM (Oda: 305; Tel: 210 40 40; E-posta: hertem@metu.edu.tr) ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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APPROVAL OF RESEARCHERS TO USE QUESTIONNAIRES

Scale of School Climate

Posta :: Gelen Kutusu: Re: Scale of Schoo Climate

Gelen Kutusu Yeni İleti Dizinler Arama Horde Posta Takvim Notlar Görevler Şifre Adres Defteri Seçenekler Sorun Yardım Çıkış

Gelen Kutusu: Re: Scale of Schoo Climate (306 of 307)

İşaretle: Taşı Kopyala Bu İletiyi

Sil Cevap Yaz İlet Konu Öbeğini Gör Kara Liste Beyaz Liste İleti Kaynağı Farklı Kaydet Yazdır İstenmeyen İleti Olarak Rapor Et Temiz Olarak Rap

Tarih: Thu, 23 Jan 2014 09:14:45 -0500 [23-01-2014 16:14:45 EET]

Kimden: Beth Schueler <schuelbe@gmail.com>

Kime: Hasan Yuçel Ertem <hertem@metu.edu.tr>

Konu: Re: Scale of Schoo Climate

Bölüm(ler): 2 SchuelerCapotostoBahenaMcIntyreGehlbach(2013-Online).pdf 155 KB

Bütün Ekleri (.zip dosyası olarak) indir

1 adlandırılmamış 4,54 KB

Bu HTML'yi yeni bir pencerede gösterilsin mi?

Hello,
Thank you for your interest in our school climate survey scale. I have attached the article that describes the development process and the items themselves are also included in the table. [Please feel free to use them.](#) Of course, we haven't yet translated into Turkish or valid think it is a great idea and I'll be curious to learn more about what you find in your work if you are willing to share.
Let me know if any other questions arise,
Beth

Here's the citation for the article:
Schueler, B.E., Capotosto, L., Bahena, S., McIntyre, J. & Gehlbach, H. (2013, November 11). Measuring Parent Perceptions of School Climate 10.1037/a0034830

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Beth Schueler
Doctoral Student
Harvard Graduate School of Education
<http://scholar.harvard.edu/schueler>

On Thu, Jan 23, 2014 at 2:58 AM, Hasan Yuçel Ertem <hertem@metu.edu.tr> wrote:
Dear Schueler,
I am research assistant in the department of educational administration and planning in METU, Turkey. I am planning to study parent-sch S. thesis. I read your article about explaining scale of school climate in the perceptions of parents. I think it is suitable for my study. Then Turkish context. I request your approval to be able to use scale and your scale with its necessities.
Thanks for your attention and assistance.
My best regards...

Hasan Yuçel ERTEM
Educational Administration and Planning
Middle East Technical University, Ankara/TURKEY
Phone: +903122104040

Konu: Re: Scale of School Climate
Tarih: 3 Mart 2014, Pazartesi, 7:15 pm
Alıcı: "Hasan Yücel Ertem" <hertem@metu.edu.tr>

Hello,
Apologies for the delay in getting this to you. I've attached the 22-items.
I hope this helps provide context for the translation. Let me know if other
questions come up, and how your work develops.
Thanks!
Beth

Beth Schueler
Doctoral Student
Harvard Graduate School of Education
<http://scholar.harvard.edu/schueler>

On Fri, Feb 21, 2014 at 3:44 AM, Hasan Yücel Ertem <hertem@metu.edu.tr> wrote:

> Dear Schueler,
> I had communicated with you about your scale related to parent perceptions
> of school climate. Because you permitted to me to use 7-item scale, I am
> thankful. However, I need to see your 22-item scale to adapt it to Turkish
> in more useful way. If you send me that scale with its necessities, I will
> be grateful, again. Thanks for your attention and consideration.
> With my best regards,
>
> Hasan Yücel ERTEM
> Educational Administration and Planning
> Middle East Technical University, Ankara/TURKEY
> Phone: +903122104040
>
>

Eklentiler:

untitled-[1.2]
Boyut:1.9 k
Saat:text/html

Schueler et al_22 climate items.xlsx
Boyut:16 k
Saat:application/vnd.openxmlformats-officedocument.spreadsheetml.sheet

Scale of Parent Involvement

Konu: K. Veri Kullam Ölçeği
Tarih: 14 Nisan 2014, Pazartesi, 2:29 pm
Alıcı: "Hasan Yücel Ertem" <hertem@metu.edu.tr>

Merhaba Hasan Yücel,

Benim tezimde kullandığım ölçek Prof. Dr. Joyce Epstein in ölçeği. Ben kullanmak için kendisinden izin almıştım. Sonrasında soru sayısını 53 ten 29 a indirip Türkçeye çevirdim. Türkçe versiyonunu kullanman açısından benim için bir sorun yok. Sanırım asıl ölçek sahibinin izni gerekiyor. Kendisine jepstein@jhu.edu e-mail adresinden ulaşabilir yada aşağıdaki linkten doğrudan teminde bulunabilirsiniz. Çalışmalarında başarılar diliyorum. <http://www.csos.jhu.edu/p2000/survey.htm>

Mehmet Akif Erdener, PhD,

2014-04-14 9:28 GMT+03:00 Hasan Yücel Ertem <hertem@metu.edu.tr>:

> Merhabalar Sayın Mehmet Akif Hocam,
> Ben ODTÜ Eğitim Yönetimi ve Planlaması'nda yüksek lisans yapmaktayım ve
> tez konum gereği "Turkish Parents' Perceptions of Their Involvement in
> Schooling" adlı doktora tezinizde kullandığınız ölçeği ben de Türk özel
> okulları bağlamında kullanabilmeyi sizin gerekli izin, onay ve desteğini
> sizden rica ediyorum.
> Yardım, destek ve anlayışınız için şimdiden çok teşekkür eder, iyi
> çalışmalar dilerim.
> Hoşça kalınız...
>
> Hasan Yücel ERTEM
> ODTÜ
> Eğitim Bilimleri
>
>

--
Mehmet Akif Erdener
PhD Candidate
Educational Leadership (P-12)
Clemson University

Voice: 864-643-7842
E-mail: merdene@clemson.edu

"Be the change you want to see in the world"
Mahatma Gandhi

Eklentiler:

untitled-[2]
Boyut: 2.3 k
Saat: text/html

https://sqrl.metu.edu.tr/src/printer_friendly_main.php?passed_ent_id=0&mailbox=INBOX&passed_id=1495&view_unsafe_images=

Gönderen: "Joyce Epstein" <jepstein@jhu.edu>
Konu: RE: Permission for an Adapted Scale
Tarih: 8 Mayıs 2014, Perşembe, 10:33 pm
Alıcı: "Hasan Yucel Ertem" <hertem@metu.edu.tr>

5-8-14

To: Hasan Yucel Ertem

From: Joyce Epstein

Re: Permission to Use/Adapt Scale

Thank you for your note. I am glad to know of your interest in and project school, family, and community partnerships.

This is to grant you permission to use or adapt the scales from our surveys Mehmet Akif Erdener in Turkey. I am glad to know that your are finding his and our work useful.

For other surveys and related information, visit our website, www.partnershipschools.org<<http://www.partnershipschools.org>>.

Best of luck with your project.

[see email signature logo]

Joyce L. Epstein, Ph.D.
Director, Center on School, Family, and
Community Partnerships and
National Network of Partnership Schools (NNPS)
Research Professor of Sociology and Education
2701 North Charles Street, Suite 300
Baltimore, MD 21218

Phone: (410) 516-8807

Fax: (410) 516-8890

Email: jepstein@jhu.edu<<mailto:jepstein@jhu.edu>>
https://sqr1.metu.edu.tr/src/printer_friendly_main.php?passed_ent_id=0&mailbox=INBOX&passed_id=1668&view_unsafe_images=

APPROVAL OF ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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ueam@metu.edu.tr
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Sayı: 28620816/336-924

27.10.2014

Gönderilen : Y. Doç. Dr. Gökçe GÖKALP
Eğitim Yönetimi ve Planlaması

Gönderen : Prof. Dr. Canan Özgen
IAK Başkanı

İlgi : Etik Onayı

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Etik Komite Onayı

Uygundur

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Anket formunun (2 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde iki örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini arz ederim.

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C. TURKISH SUMMARY

Giriş

Örgütler işveren, çalışan ve kaynak gibi birçok elemente sahiptir ve bu elementlerin birbirleriyle etkileşimi bir atmosfer oluşturur. Okullar da bir tür örgüttür ve büyük öneme sahiptir. Okullar eğitimin önemli bir parçası olarak çocukları eğitime misyonu üstlenmiştir. Okulda alınan eğitim insanların en az on yılını geçirdiği zorunlu bir etkinlik olup insanlar hayatla ilgili beklentilerini ve bu beklentileri nasıl gerçekleştireceklerini okul vasıtasıyla öğrenir (Shields, 2005). Öğrenci, veli, öğretmen ve müdür gibi birçok unsur eğitimin bileşenleri arasında yer almakta ve bunlar arasındaki sağlıklı etkileşim okulları daha sağlıklı hale getirmektedir.

Okul iklimi okulların karakterini gösteren bir ifade olup Hoy ve Miskel (1987) okul iklimini kısaca “okulun kimliği” olarak tanımlamaktadır. Veli katılımı ise velilerin çocuklarının gelişimine olumlu katkı sağlayan bir davranış olarak bilinmektedir. Allen ve arkadaşları (1997) okul iklimi ile veli katılımı arasında sıkı bir ilişki olduğunu vurgulamışlar ve okulu olumsuz algılayan velilerin okuldan kaçındıklarını tespit etmişlerdir.

Okullar sadece iç dinamikleriyle değil dış bağlantılarıyla da işbirliği içinde olmak zorundadırlar. Sezgin (2013) okulların kültür, karşılıklı bağlılık, toplum ve çoklu ilişkiler gibi birçok etmeni barındıran sosyal bir örgüt olduklarını ifade etmiştir. Taymaz (2003) ise okul etkinliklerinin başarıya ulaşmasında bir okul dışı etken olan aile ve toplum tarafından okulun desteklenmesi gerektiğini belirtmiştir. Eğitimle ilgilenen bir aile, etkili okul ve destekleyici toplum sağlıklı bir öğrenme ortamı oluşması için aranan bir tablodur (Kavgacı, 2010).

Ekonomik Kalkınma ve İşbirliği Örgütü (OECD) 2013 raporuna göre Türkiye'deki ilk ve orta okulların başarısının artırılması okulların, öğretmenlerin ve okul liderlerinin geliştirilmesine bağlıdır. Ülkedeki merkezi okulların iklimi gittikçe olumsuzlaşmaktadır. Kırsaldan gelen göç, kalabalık sınıflar, ikili öğretim ve kaynak yetersizliği bunun başlıca nedenleridir. Kırsal okullarda da durum farklı değildir; kalabalık okullar, düşük başarı, yüksek oranda öğretmen istifası ve kız öğrenci sayısının düşük olması eğitimi olumsuz etkilemektedir. Eğitim seviyesi yüksek olan ve gelirleri ortalamanın üstünde bulunan veliler çocuklarını merkezi sınavlara hazırlamakta ve böylece onların yüksek kaliteli okullara girme şansının artacağına inanmaktadır. OECD'nin bu raporuna göre durum şöyle özetlenebilir: Olumlu bir okul iklimi oluşturmak ve veli katılımını teşvik etmek okulla ilgili sorunların üstesinden gelme konusunda önemli adımlar olacaktır.

Velilerin okula katılımıyla ilgili bir çalışma da Milli Eğitim Bakanlığı (2001) tarafından yapılmıştır. Bir araştırma grubu tarafından velilerin okula katılımını engelleyen etmenlerin tespiti ile onları okula çekmek için model oluşturma noktalarında bir çalışma yürütülmüştür. Veliler okula katılmama gerekçesi olarak okulla ilgili alınan kararlarda kendilerinin söz sahibi olmadıklarını belirtmişlerdir. Bu ve benzeri sorunların çözümü içinse toplantılar düzenlemek, demokratik oluşumları teşvik etmek ve komisyon kurmak gibi fikirler ortaya atılmıştır. Dolayısıyla okul iklimini geliştirmenin okul ve aile arasında güçlü bir köprü oluşması doğrultusunda katkı sağlayacağı sonucuna varılmıştır. Okul-aile arasındaki birliği artırma hususunda kurulan ve resmi bir işleyişi olan "Okul-Aile Birlikleri" son derece öneme sahiptir. Genç'e (2005) göre okul aile birlikleri çoğunlukla okulların birtakım ihtiyaçlarını karşılamaya ve öğrenci başarısını artırmaya yönelik etkinliklere öncelik vermektedir.

Okul ile aile arasındaki bağın güçlülüğü ya da zayıflığı ailenin okulla ilgili algısında önemli derecede söz sahibidir. Ayrıca velide oluşan algı onları okula çekmekte ya da uzaklaştırmakta; bu durumda okulla ilgili sorunların çözümünü hızlandırmakta ya da ertelemektedir. Bunun yanısıra velide oluşan okulla ilgili algı çocukların da okulla ilişkin akademik başarı, motivasyon, sosyal ilişki gibi birçok tutum ve davranışlarını

etkilemektedir. Bu bağlamlardan hareketle bu çalışmanın amacı velilerin okul iklimi algısı ile veli katılımı arasındaki ilişkiyi incelemektir. Çalışma; aşağıdaki araştırma sorularına cevap aramaktadır:

1. Velilerin akademik iklim, güvenlik ve sosyal iklim algıları veli katılımını ne derece yordamaktadır?
 - 1a. Velilerin akademik iklim, güvenlik ve sosyal iklim algıları veli katılımının alt boyutu olan ebeveynliği ne derece yordamaktadır?
 - 1b. Velilerin akademik iklim, güvenlik ve sosyal iklim algıları veli katılımının alt boyutu olan karar vermeyi ne derece yordamaktadır?
 - 1c. Velilerin akademik iklim, güvenlik ve sosyal iklim algıları veli katılımının alt boyutu olan okul etkileşimini ne derece yordamaktadır?
 - 1d. Velilerin akademik iklim, güvenlik ve sosyal iklim algıları veli katılımının alt boyutu olan evde öğrenmeyi ne derece yordamaktadır?

Uluslararası alanyazında okul iklimi ve veli katılımı arasındaki ilişki değişik bakış açılarıyla inceleyen birçok çalışma olmasına rağmen Türkiye’de belli boşluklar bulunmaktadır. Örneğin Türkiye’de velilerin okul iklimi algısını araştıran bir çalışmaya rastlanmamıştır. Ayrıca okul iklimi ile veli katılımı arasındaki ilişkiyi öğretmen gözünden inceleyen bir çalışma olmasına rağmen veli bakış açısıyla aradaki ilişkiye yaklaşan olmamıştır. Dolayısıyla bu çalışma Türk alanyazında önemli bir boşluğu dolduracaktır. Çalışmanın diğer bir önemi; çocukların deneyimini, okul ve aile arasındaki iletişimi ve okulların kalitesini geliştirmektir.

Çalışmanın kavramsal çerçevesini Bronfenbrenner (1977, 1986)’in biyoekolojik kuramı oluşturmaktadır. Kuramda 5 tane katman olmakla birlikte ilk iki katmanı bu çalışmaya ışık tutmuştur. İlk katman mikrosistem olup bu sistemde çocuk ve çevresi arasındaki etkileşimden söz edilir. Örneğin, çocuk ve aile arasındaki ilişkinin onun gelişimini nasıl etkilediğinden bahsedilebilir. İkinci katman mezosistem olup bu katmanda çocuğun çevresindekilerin birbirleriyle etkileşimi anlatılır. Örneğin, okul ve aile arasındaki etkileşim çocuğun başarısını etkileyebilir.

Alanyazın

Örgütsel İklim

Örgütsel iklim kavramı ilk olarak sosyal bilimciler tarafından kullanılmıştır. Lewin (1951) deneysel olarak sosyal iklimle ilgili çalışmalar yapmış, Taguiri ve Litwin (1968) ile Litwin ve Stringer (1968) yayımladıkları kitaplarında örgüt iklimi üzerinde kavramsallaştırmalar yapmıştır (Denison, 1996). 1960'lı yıllarda George Sterns ise yükseköğretim çalışırken birey ve kurum arasındaki ilişkiyi hissetmiş ve bunun örgütsel iklim olarak adlandırılmasını önermiştir (Varlack, 2008).

Hoy ve Miskel (1991) örgütsel iklimi örgütte çalışma ortamı hakkında örgüt çalışanları tarafından paylaşılan algı olarak tanımlamıştır. Lunenburg ve Ornstein (2011) ise örgütsel iklimi çevresel kalite ile ilişkilendirerek tarif etmiştir. Örgütsel iklimin okul iklimine kaydırılması Halpin ve Croft (1963) tarafından yapılmıştır. Kaldı ki örgütsel iklim ilk olarak endüstriyel alanda belirmesine rağmen tanımlanma ve ölçüm gayretleri eğitim bilimleri alanında onlar tarafından yapılmıştır. İlköğretim okullarında Örgütsel İklim Tanımlama Anketi uygulamışlar ve okul iklimi için belli davranışlar belirlemişlerdir. Çözülme, engelleme, moral ve samimiyet öğretmen davranışlarıken; yüksekten bakma, yakın kontrol, kendini işe verme ve anlayış gösterme ise müdür davranışlarıdır.

Örgütsel iklimin örgütle ilgili çıktılara etkisi bulunmaktadır. Bir örgütün açıklığı olumlu çıktılarla ilişkilendirilirken kapalılığı ise olumsuz çıktılara anılmaktadır. Uysal (2013) olumlu örgütsel iklimin olumlu örgütsel bağlılığa neden olduğunu belirtmiştir. Ertekin (1978) yapmış olduğu bir çalışmada olumlu iklimin yalnızca çalışanları motive etmediğini ayrıca örgütsel etkililiği etkilediğini gözlemlemiştir. Peker (1993) okullarda örgütsel iklimi araştırırken okul ikliminin olumlu yönleri arttıkça öğrenci başarısının da arttığını bulmuştur. Baykal (2013) örgütsel iklimin liderlik davranışlarını etkilediğini bulmuş ve liderlerin huzurlu ortamlarda daha fazla hoşgörülü ve daha az katı, huzursuz ortamlarda ise daha fazla katı davrandıklarını tespit etmiştir.

Okul İklimi

Okul iklimi bir tür örgütsel iklimdir. Cohen ve arkadaşlarına (2009) göre okul iklimi; norm, değer ve beklenti gibi olguları barındıran, paydaşların sosyal, duygusal ve fiziksel açıdan kendilerini güvende hissettikleri bir karakter ve kalite göstergesidir. Rafferty'e (2003) göre ise okul iklimi bireysel ihtiyaçların tatmin edildiği ve herkesin sorumluluklarını yerine getirdiği bir örgütteki amir-işgören ilişkisine dayalı algısal bir durumdur. Okul ikliminin öğrenci başarısı, okul etkililiği ve iş tatmini gibi olumlu okul çıktılarını etkilediği alanyazında ortaya konmuştur (Bektaş & Nalçacı, 2013; Haynes & Commer, 1993; Taylor & Tashakkori, 1995). Ayrıca olumlu okul ikliminin zorbalık, uyumsuz davranış, duygusal problem gibi olumsuz davranışlarda da azalmaya neden olduğu ortaya çıkmıştır (Bayar & Uçanok, 2012; Kuperminc *et al.*, 1997; McEvoy & Welker, 2000).

Halpin ve Croft (1963) okul iklimi ile ilgili öğretmen ve müdür davranışlarını ortaya koyarken aynı zamanda açıktan kapalıya doğru altı okul iklimi tipini sıralamıştır: Açık, bağımsız, kontrollü, samimi, babacan, kapalı. Açık iklimden kapalı iklime doğru gittikçe karşılıklı güven, etkileşim ve çalışma etkinliği düşmektedir (Hoy & Miskel, 1987). Hoy ve Clover (1986) ise açık ve kapalı iklimin birbirinden tam olarak ayrılmadığını iddia etmiş ve onların arasına bağımlı ve bağımsız iklim tiplerini koymuşlardır. Bağımlı iklim, öğretmenlerin işlerini iyi yaptığı bir ortamda idarecilerin otoriter olmalarını ve öğretmenlere gereksiz işyükü vermelerini ifade etmektedir. Bağımsız iklim ise öğretmenlerin iyi çalışmadığı ortamda müdürlerin destekleyici olmalarını ifade etmektedir. Okul iklimi boyutlarıyla ilgili başka bir çalışmada Cohen ve arkadaşları (2009) tarafından yapılmıştır. Onlar da okul iklimini öğretim ve öğrenme, ilişkisel, çevresel-yapısal ve güvenlik olarak 4 ana sınıfa ayırmışlardır.

Olumlu okul iklimi yanında belli sorumluluklar getirmiştir. Hallinger ve Heck (1998) müdürlerin okul çıktılarını etkilemek ve okulun hedeflerini gerçekleştirmek için daha fazla sorumluluk almaları gerektiğini bildirmiştir. Bu anlamda olumlu bir okul iklimi oluşturmada okul müdürlerinin liderliği önem kazanmaktadır. Smith ve Andrews (1989) öğretimsel liderlik kapsamında öğrenci başarısını artırmak için okul

müdürlerine şu 4 görevi biçmiştir (Alıntı: Whiteker, 1997): Kaynak sağlayıcı, öğretimsel kaynak, iletişimci, görünürlük. Okul yöneticilerine ek olarak öğretmenlere düşen davranışlar da bulunmaktadır. Kuşkusuz ki, öğretmenler arasındaki işbirliği okul iklimine pozitif etki sağlayacaktır. Sackney (1996) öğretmenlerin birlikte plan yaptığında, düşüncelerini paylaştığında ve birbirlerine değer verdiğinde okulun olumlu bir havaya sahip olacağı görüşünü desteklemektedir. Olumlu okul iklimi için öğretmenlerin sosyal yönlerine vurgu yapan çalışmalar da vardır (Demirtaş, 1999; Yüksel, 2001). Okulun bir diğer vazgeçilmez parçası olan öğrenciler için de okul iklimi oluşturmada beklenen davranışlar vardır ve başarı bunların başatı durumdadır. Uygun sosyal ve duygusal davranışlar da okul iklimi için büyük öneme sahiptir. Bu konularla ilgili alanyazında birçok araştırmaya rastlanmaktadır (Bektaş & Nalçacı, 2013; Sweetland & Hoy, 2000; Holt & Smith, 2002; McEvoy & Welker, 2000; Peterson, 2010; Wang *et al.*, 2014).

Olumlu okul iklimini yansıtan okullar için sağlıklı okul ifadesi kullanılmaktadır. Hoy, Tarter ve Kottkamp'a (1991) göre okul iklimi öğretmen ve öğrenci davranışlarını etkiler; öyle ki okul iklimi öğretmenler için sağlıklı çalışma ortamıyken öğrenciler için de sağlıklı öğrenme ortamıdır. Sağlıklı bir okulda öğrenciler çalışkan ve saygılı, öğretmenler işinden memnun olup öğrencilere ulaşılabilir hedefler koyar, yöneticiler de arkadaşça, açık ve destekleyicidir (Lunenburg & Ornstein, 2011). Sağlıklı okulun tam tersi durumu ise sağlıksız okullar ifade etmektedir. Welsh (2000) sağlıksız okulların gaddarlık, okul kaçkınılığı, uyumsuzluk gibi olumsuz davranışlar için bir neden olduğunu belirtmektedir. Miles (1965) okul sağlığını artırmak için beş öneri dile getirmiştir (Alıntı: Ardıç ve Polatçı, 2007): bireysel gelişimi destekleme, iletişimi önemseme, bilgi akışını güçlendirme, değişime açık bir kültür oluşturma ve uzman desteği alma.

Alanyazındaki okul iklimi çalışmaları genellikle 4 grubun algılarına göre şekillenmiştir: Yönetici, öğretmen, öğrenci ve veli. Yöneticilerle ilgili yürütülen çalışmalar genellikle okul müdürlerinin liderlik stiline okul iklimine etkisini konu alır. Örneğin, Mendal, Watson ve McGregor (2002) işbirlikçi liderlik stili sergileyen müdürlerin pozitif okul iklimine en fazla katkıyı veren liderlik olduğunu bulmuştur.

Öğretmenlerle ilgili yürütülen çalışmalarda ise okul iklimi ile iş tatmini, iş bırakma ve örgütsel bağlılık arasındaki ilişki araştırılmıştır (Collie, Shapka & Perry, 2011; Ingersoll, 2011; Taylor & Tashakkori, 1994; Treputtharat & Tayiam, 2014; Yusof, 2012). Öğrencilerle ilgili yürütülen çalışmalarda ise okul ikliminin akademik ve sosyal başarıdaki artışa, davranışlarda düzelmeye ve disiplin problemlerinde azalmaya olan etkisi araştırılmıştır (Brookover vd., 1978; Cohen vd., 2009; Loukas & Murphy, 1997). McEvoy & Welker, 2000; Wang, Berry & Swearer, 2013). Ayrıca okul ikliminin cinsiyet, sınıf gibi öğrenci niteliklerine göre değişip değişmediği konusunda da bir hayli çalışma bulunmaktadır (Kuperminc, 2001; Kuperminc, Emmons & Blatt, 1997; Özdemir vd., 2010; Roeser & Eccles, 1998). Velilerle ilgili yürütülen çalışmalar diğerlerine göre daha az olmakla birlikte okul iklimi ve veli katılımı arasındaki ilişkiye yoğunlaşmıştır (Cochran & Dean, 1991; Peterson, 2010; Seefeldt vd., 1998).

Okul ve Çevre İşbirliği

Okullar tüm kurumların etkileşim içinde olduğu açık sistemlerdir (Lunenburg & Ornstein, 2011). Dolayısıyla okul ve dış çevresi arasında bir etkileşim söz konusudur. 1950'li yıllardan sonra ekonomi ve yönetim alanlarında yaşanan gelişim ve değişimler eğitimi de etkilemiş, veli ve toplum üyelerinin eğitimde ağırlıkları daha fazla hissedilmeye başlanmıştır (Şişman & Turan, 2003). Bu gelişmeler okul-çevre ilişkilerinin önemini artırmıştır. Bosma ve arkadaşları (2010) okul-çevre işbirliğini çevre ihtiyaçlarını göz önüne alarak paydaşların birlikte çalışıp karşılıklı fayda sağladığı bir süreç olarak tanımlamıştır. Sanders'a (2001) göre okul-çevre işbirliği; okul ve toplum dinamiklerinin öğrencilerin sosyali duygusal, fiziksel ve entellektüel gelişmelerini artırmak için işbirliği içinde çalışmalarıdır.

Seeley (1998), güçlü bir okul-çevre işbirliğinin iki konuyu gündeme alarak çalıştığını söylemektedir: Öğrenmeyle ilgili yüksek standart ve beklenti oluşturma, bu standart ve beklentilere yönelik bir model inşa etme. Öğrenci başarısı (Epstein, 1992; Epstein, 1995; Hatch, 1998; Steinberg *et al.*, 1992), sosyal ve duygusal davranışlar (Battistich, *et al.*, 1995; Epstein, 1992; Rumberger *et al.*, 1990) okul-çevre işbirliğinden etkilenmektedir. Epstein (1995, ss. 81-82) okul-çevre işbirliğine katkı sağlayan 5

unsurdan bahsetmektedir.” Okul iklimi gelişimi, destek ve kaynak sağlama, liderlik davranışları geliştirme, aileyi hem okula hem topluma entegre etme, öğretmenlere işlerinde yardımcı olma.”

Veli Katılımı

Veli katılımı, velilerin öğrenci ödevleriyle ilgilenmesi, öğretmenlerle görüşmesi ve çocuklarını takip etmesi için belli davranışlar sergilediği bir süreçtir (Knisely, 2011). Demircan’a (2012) göre ise veli katılımı aktif iletişim ve eylemin olduğu sosyal bir süreçtir. Tanımlardan da anlaşılacağı üzere veli katılımı hem bir süreçtir hem de davranışlar etkendir. Okul paydaşlarının işbirliği içinde çalışması olumlu okul çıktıları için son derece önemlidir ve bu işbirliğinde velilerden belli beklentiler vardır. Bu beklentilerin başında ise veli katılımı gelmektedir. Veli katılımı olumlu öğrenci davranışı ve yüksek başarı ile yakından ilgilidir (Anderson & Minke, 2007; Desimone, 1999; Fan & Chen, 2001; Jeynes, 2005a).

Veli katılımının faydaları üç başlıkta toplanabilir: Öğrenciye katkı, okula ve öğretmene katkı, veliye ve topluma katkı. Başarının artması, sosyal ve duygusal gelişimin artması, okula bağlılık, özdüzenleme, derse katılım, disiplin gibi davranışsal sorunların azalması veli katılımının öğrenciye katkılarında bazılarıdır (Çalık, 2007; Çelenk, 2003a; Çelenk, 2003b; Gonzales-Dehass, Willems & Holbein, 2005; Henderson & Mapp, 2002; Nokali, Bachman & Votuba-Drzal, 2010; Stevenson & Baker, 1987). Öğretmen motivasyonu artışı, öğretmen işgücünde artış, prestij ve moral artışı, açık okul iklimi ve kültürü, okul popüleritesi ve kalitesi veli katılımının öğretmenlere ve okula getirdiği avantajlardır (Erdoğan & Demirkasımoğlu, 2010; Hara & Burke, 1998; Henderson & Mapp, 2002; Weber, 2010). Veli-öğrenci arasındaki bağın güçlenmesi, veli mutluluğunun, sorumluluk duygusunun ve bilincinin artması, toplumsal teşvik ise veli katılımının veli ve topluma kazandırdığı faydalardır (Christenson, 2004; Harris & Wimer, 2004; Leik & Chalkley, 1990; Lewis, 1999, Yıldırım & Dönmez, 2008).

Okul-aile birlikleri veli katılımıyla ilgili en önemli resmi organlardan biridir. Bu birlik, okul yöneticileri, öğretmen ve velilerden oluşur ve birlik üyeleri seçimle iş

başına gelir. Birliğin işleyişi “Okul-Aile Birliği Yönetmeliği” çerçevesinde yürütülür. Teoride sağlam bir temele oturduğu gözlenen bu birliğin uygulamada belli sıkıntıları bulunmaktadır. Albayrak (2004)’ın çalışmasına göre bu birlikteki veliler çocuklarıyla ilgili problemlerde daha duyarlı davranış gösterirken çevre-toplumla ilgili olan sorunlara duyarsız yaklaşmaktadır.

Veli katılımını etkileyen hem olumlu anlamda hem olumsuz anlamda belli faktörler vardır. Okul özelliği, öğrenci beklentileri, veli nitelikleri, öğretmen inançları ve eğitim yöneticisi tutumu veli katılımını etkilemektedir. Örneğin, öğrencinin önceki başarısı yüksekse veli okula katılma gereği duymayabilir (Eccles & Harold, 1996). Ayrıca eğitim hayatı sorunlarla geçmiş veliler de okuldan kaçınabilmektedir (Comer & Haynes, 1991). Velinin eğitim seviyesi yüksekse veli okula daha çok katılım gösterebilir (Kotaman, 2008). Diğer yandan veli katılımını engelleyen etkenler vardır. Funder ve Lewis’e (1994) göre okul geçmişlerindeki çeşitlilik, ekonomik problemler, zaman sıkıntısı, dilsel ve kültürel farklılıklar veli katılımı için bariyer olmaktadır. Koçak (1988); veli katılımını engelleyen faktörlere şu örnekleri vermektedir: Ev ile okulun uzaklığı, verimsiz toplantılar, fazla öğrenci, velilerin iş yükündeki fazlalık, öğretmen ve idarecilerin olumsuz tavırları.

Veli katılımını engelleyen faktörleri ortadan kaldırmak veya katılımı daha etkin hale getirmek için araştırmacılar tarafından belli öneriler dile getirilmektedir. Epstein ve Sandes (1998) hizmetiçi ve hizmetöncesi seminerler ile öğretmen ve idarecilerin eğitiminin ve işbirliği programlarının önemine işaret etmektedir. Adams ve Christenson (1998) ise aile ve okul arasında güven ilişkisi kurmanın önemine dikkat çekmektedir. Türk alanyazınında da belirli öneriler göze çarpmaktadır. Açıkalın (1989) müdürlere yönetim bilgisi, disiplin düzeni, etkin iletişim, problem çözme ve becerikli takımlar kurma önerilerini getirmiştir. Gümüşeli’ne (2004) göre ise veli katılımında en önemli şey farkındalıktır ve paydaşların veli katılımının olumlu etkilerinin farkında olup buna göre pozisyon belirlemesi katılımın etkinliğini artıracaktır. Yıldırım ve Dönmez’in (2008) veli katılımını artırmada dile getirdiği önerilerden bazıları şunlardır: Sosyal etkinlikler (piknik gibi), toplantı, iletişim, hesap verilebilirlik, şeffaflık, yetişkin eğitimi.

Veli katılımı ile ilgili alanyazında belli modeller vardır. Epstein (1995) velilerin okula katılımıyla ilgili altı tarz ortaya koymuştur: Ana-babalık, iletişim, gönüllülük, evde öğrenme, karar verme, toplumla işbirliği. Hoover-Dempsey ve Sandler (1995, 1997) ise veli katılımı ile ilgili oluşturduğu modellemede üç yapıdan söz etmektedir: Veli rolü, velilerin öz yeterlik inancı ve okuldan veya öğrenciden gelen davet, istek ve fırsatlar. Walker ve arkadaşları (2005) ise Hoover-Dempsey ve Sandler'in (1995, 1997) modelini güncellemişler ve üç boyut ortaya çıkarmışlardır: velilerin motivasyonel inançları, velilerin okuldan veya çocuktan gelen davetlerle ilgili algıları ve hayat durumları (zaman, enerji, bilgi, yetenek, kültür).

Veli katılımıyla ilgili alanyazında birçok çalışma bulunmaktadır. Bunlar veli katılımı etkinlikleri, veli katılımının eğitime etkileri, demografik değişkenlerin veli katılımına etkileri ve veli katılımının diğer eğitim davranışlarıyla ilişkisi olmak üzere 4 grupta toplanabilir. Etkinlikler bağlamında, Ramirez (2001) veli ve öğretmenler arasında güven ve bağ kurmak için iletişimin önemini ortaya çıkarmıştır. Eğitime etki bağlamında, Cotton ve Wikelund (2001) veli katılımının bütün sınıf seviyelerinde olumlu bir etki sağladığını bulmuştur. Demografik değişken bağlamında, Castro ve arkadaşları (2004) çalışan velilerin çalışmayanlara göre daha az katılım gösterdiğini saptamıştır. Eğitim davranışları bağlamında, Gürşimsel (2003) veli katılımıyla öğrencinin psikososyal gelişimi arasında pozitif bir ilişki tespit etmiştir.

Alanyazının Tartışması ve Özeti

Uluslararası alanyazındaki birçok araştırma okul iklimi ve veli katılımı arasında ilişki olduğunu göstermekle birlikte bu ilişkinin veli algılarına göre incelendiği çalışmalar azınlıkta kalmıştır. Hatta Türk alanyazında böyle bir çalışma yapılmamıştır. Velilerce olumlu algılanan okul iklimi ile yüksek veli katılımı arasında bir ilişki olduğu ortaya çıkarılmıştır (Comer & Haynes, 1991; Dauber & Epstein, 1989; Griffith, 1998; Hoover-Dempsey vd., 2005; Whitaker & Hoover-Dempsey, 2013).

H1: Velilerin akademik iklim, güvenlik ve sosyal iklim algıları veli katılımı yordamaktadır.

H1a: Velilerin akademik iklim, güvenlik ve sosyal iklim algıları veli katılımının alt boyutu olan ebeveynliği yordamaktadır.

H1a: Velilerin akademik iklim, güvenlik ve sosyal iklim algıları veli katılımının alt boyutu olan karar vermeyi yordamaktadır.

H1a: Velilerin akademik iklim, güvenlik ve sosyal iklim algıları veli katılımının alt boyutu olan okul etkileşimini yordamaktadır.

H1a: Velilerin akademik iklim, güvenlik ve sosyal iklim algıları veli katılımının alt boyutu olan evde öğrenmeyi yordamaktadır.

Yöntem

Model

Bu çalışmanın modeli; nicel araştırma türü olan ilişkisel taramadır. İlişkisel çalışmalarda iki veya daha fazla değişkenin birbirleriyle ilişkisi incelenir. Ayrıca bu çalışmalarda bağımlı ve bağımsız değişken arasındaki ilişkiden hareketle bağımlı değişken üzerinde yordama yapılabilir. İlişkisel model bu çalışmanın amaçlarıyla örtüşmektedir. Okul ikliminin alt boyutları olan akademik iklim, güvenlik ve sosyal iklim bu çalışmanın bağımsız (aynı zamanda yordayıcı) değişkenleriyken veli katılımı ile veli katılımının alt boyutları olan ebeveynlik, karar verme, okul etkileşimi ve evde öğrenme çalışmanın bağımlı (aynı zamanda yordanan) değişkenleridir.

Evren ve Örneklem

Bu çalışmanın hedef evreni Ankara ilindeki devlet ilk ve ortaokul öğrencilerinin velileriyle ulaşılabilir evren Ankara'nın Çankaya, Yenimahalle, Keçiören ve Altındağ ilçelerindeki devlet ilk ve ortaokul öğrenci velilerinden oluşmaktadır. Çalışma örnekleme ise bu evrenden rast gele ve iki adımda seçilmiştir. Önce rast gele okullar seçilmiş, ardından seçilen her okuldan rast gele yüz veli seçilmiştir. Hedef 45 okuldan 25 okula ulaşılmış ve 1325 veliden sağlıklı veri toplanabilmiştir.

Veri Toplama Araçları

Schueler ve arkadaşlarının (2014) geliştirmiş olduğu ve araştırmacı tarafından Türkçe'ye uyarlanan velilerin okul iklimi algısı ölçeği ile Epstein (2009) tarafından

geliştirilen ve Erdener (2013) tarafından Türkçe'ye uyarlanan veli katılımı ölçeği kullanılmıştır. Ayrıca anket demografik sorulara sahiptir.

Okul iklimi ölçeğinin Türkçe'ye uyum çalışması yapılmıştır. Özgün hali 22 soru olan ölçek ilk önce 221 veliden oluşan örnekleme uygulanmıştır. Bu örneklemeden alınan veri açımlayıcı faktör analizine tabi tutulmuş, belli kriterler gözetilerek 6 maddenin iyi çalışmadığı gözetilmiş ve ölçekten çıkarılmıştır. Geri kalan 16 madde akademik iklim, güvenlik ve sosyal iklim boyutlarında belirlemiştir. Üç faktörlü modelin doğruluğunu test etmek içinse çalışmanın uygulandığı 1325 veliden alınan veri doğrulayıcı faktör analizine tabi tutulmuş ve modelin iyi derecede uyum gösterdiği tespit edilmiştir.

Veli katılımı ölçeği ana-babalık, evde öğrenme, okul etkileşimleri ve karar verme boyutlarında toplam 23 maddeye sahip olup ölçeğin geçerlik ve güvenilirliği Türkiye bağlamında kanıtlanmasına rağmen 1325 veliden alınan verilerle ölçeğin iç tutarlık katsayıları hesaplanmış ve doğrulayıcı faktör analiziyle model uygunluğu kontrol edilmiştir. Sonuçlara göre ölçek bu çalışmanın bağlamında güvenilir sonuçlar vermiş ve 4 faktörlü yapının kabul edilebilir düzeyde uyum gösterdiği tespit edilmiştir.

Görgül Veri Toplama Süreci

Çalışmada veri toplama süreci okul iklimi ölçeğinin Türkçe'ye uyarlandığı pilot çalışma aşaması ile başlamıştır. Araştırmacılardan gerekli izinler alındıktan sonra uzman görüşü, çeviri, geri çeviri, karşılaştırma, tekrar uzman görüşü gibi adımlarla ölçeğe son şekli verilmiş ve ölçek 221 veliye uygulanarak pilot çalışma tamamlanmıştır. Bu çalışmadan elde edilen veriler açımlayıcı faktör analizine tabi tutulmuş ve ölçekten belli maddeler uzaklaştırılmış, belli maddeler de değişikliğe uğramıştır. Gerekli kurumsal izinler alındıktan sonra anket 25 okuldaki velilere uygulanmış ve 1325 sağlıklı veri dönüşü olmuştur. Bu verilerle hem okul iklimi ölçeği hem de veli katılımı ölçeği önce doğrulayıcı faktör analizine tabi tutulmuştur. Ayrıca çalışmanın amaçlarını gözeterek şekilde değişik istatistik analizleri çalıştırılmıştır.

Veri Analizi Süreci

Pilot çalışmada açımlayıcı faktör analizi için SPSS 22.0, doğrulayıcı faktör analizi içinse AMOS 18.0 programları kullanılmıştır. Ana çalışmada ilk olarak katılımcı velilere yönelik demografik bilgiler ile betimsel istatistik verileri sunulmuştur. Ardından çalışmanın hipotezlerini test etmek için çıkarımsal istatistikten faydalanılmıştır. Pearson bağıntıları ve hiyerarşik çoklu regresyon analizi yapılmıştır. Bu testler için normallik, bağımsız gözlem ve homojenlik gibi birçok varsayım incelenmiş, alfa değeri .05 olarak alınmıştır ve testler SPSS 22.0 programında yürütülmüştür.

Araştırmanın Sınırlılıkları

Çalışmanın en önemli sınırlılığı genelleme ile ilgilidir. Veriler Ankara'nın 4 merkezi ilçesinden toplandığı için çalışma sonuçları diğer durumlara genellenememektedir. Diğer sınırlılık çalışmanın katılımcılarıyla ilgilidir. Katılımcılar gereken özeni ve dikkati göstermemiş olabilir. Hatta anketi doldururken dürüst davranmamış ve araştırmacıya gerçeğe aykırı bilgi vermiş olabilir. Diğer taraftan bu araştırma sonuçları kullanılan ölçekler ve araştırma modeliyle sınırlıdır. Başka ölçeklerle başka sonuçlara ulaşabilme ihtimali vardır. Ayrıca nitel çalışmalarla da daha ayrıntılı bilgiye ulaşılabilir.

Bulgular

Demografik Bilgi

1325 veliden sağlıklı veri toplanmıştır. Bunlardan 371'i Yenimahalle'den, 350'si Çankaya'dan, 349'u Keçiören'den ve 255'i Altından'dan katılmıştır. Velilerin 469'u lise, 430'u üniversite ya da lisansüstü, 426'sı da ilköğretim okulu mezunlarıdır. 885 veli ilk okul öğrencisi velisiyken 440 veli ortaokul öğrencilerinin velisidir.

Betimleyici İstatistik

- Velilerin sosyal iklim algısı(O=3.75, SS=.83) akademik iklim algısı(O=3.74, SS=.82) ve güvenlik algısından(O=3.50, SS=.93) daha yüksek görünmektedir.

- Velilerin karar verme sürecine katılım algıları(O=3.44, SS=1.10) evde öğrenme algılarından(O=3.08, SS=1.31), ebeveynlik algılarından(O=2.93, SS=1.13) ve okul etkileşimi aktivitelerinden(O=2.54, SS=1.15) yüksek görünmektedir.
- Araştırmaya katılan velilerin okul iklimi algısı (O=3.70, SS=.76) veli katılımı algısından (O=2.97, SS=1.02) yüksek seviyede görünmektedir.

Açımlayıcı Faktör Analizi

- Ölçek 221 kişiye uygulanmıştır. Kaiser Meyer Olkin (KMO) değeri .948 olup bu örneklem yeterliği için yüksek bir değerdir.
- Özgün ölçekteki 22 maddenin analizi sonucu üç faktör belirmiş, 6 madde ölçekten uzaklaştırılmıştır.
- Ölçeğin Cronbach Alfa güvenilirlik değeri .94 bulunmuştur. Cronbach Alfa değerleri sosyal iklim için .91, akademik iklim için .87 ve güvenlik için .75 bulunmuştur. Dolayısıyla ölçek güvenilirirdir.

Doğrulayıcı Faktör Analizi

- Analiz için RMSEA, CFI ve NNFI kritik değerler olarak ele alınmıştır.
- Okul iklimi ölçeğinin 3 faktörlü yapısı iyi düzeyde fit etmiş ve ölçeğin güvenilirlik ve geçerliği sağlanmıştır, *RMSEA*=.059, *CFI*=.959, *NNFI*=.945.
- Veli katılımı ölçeğinin 4 faktörlü yapısı orta düzeyde fit etmiş ve ölçeğin güvenilirlik ve geçerliği sağlanmıştır, *RMSEA*=.071, *CFI*=.926, *NNFI*=.909.

Pearson Bağlılıkları

Pearson Bağlılıkları göstermiştir ki velilerin okul iklimi algısı ile okul iklimi arasında anlamlı, yüksek ve pozitif bir ilişki vardır, $r=.70$, $n=1325$, $p<.01$.

Hiyerarşik Regresyon Sonuçları

- Velilerin akademik iklim, güvenlik ve sosyal iklim algıları veli katılımını yordamıştır, $F(10, 1314) = 131.78$, $p<.05$, $R^2=.50$.

- Velilerin akademik iklim, güvenlik ve sosyal iklim algıları ebeveynliği yordamıştır, $F(10, 1313) = 118.84, p < .05, R^2 = .48$.
- Velilerin akademik iklim, güvenlik ve sosyal iklim algıları karar verme süreçlerine katılımı yordamıştır, $F(10, 1314) = 90.62, p < .05, R^2 = .41$.
- Velilerin akademik iklim, güvenlik ve sosyal iklim algıları okul etkileşimini yordamıştır, $F(10, 1312) = 56.76, p < .05, R^2 = .30$.
- Velilerin akademik iklim, güvenlik ve sosyal iklim algıları evde öğrenme etkinliklerini yordamıştır, $F(10, 1310) = 96.11, p < .05, R^2 = .42$.

Sonuç

Tartışma

Çalışmada araştırmacının hipotez ve alt hipotezleri doğrulanmıştır. Velilerin akademik iklim, güvenlik ve sosyal iklim algıları veli katılımı ile onun alt boyutları olan ebeveynliği, karar-alma süreçlerine katılımı, okul etkileşimini ve evde öğrenme etkinliklerini yordamıştır. Ayrıca çalışmanın pilot çalışmasında Türkçe'ye uyum çalışması yapılan okul iklimi ölçeğinin geçerli ve güvenilir olduğu bulunmuştur. Ölçekte ortaya çıkan boyutlar (akademik iklim, sosyal iklim ve güvenlik) alanyazındaki diğer ölçeklerle benzerlik göstermektedir. Örneğin Cohen ve arkadaşları (2009) okul ikliminde öğrenme-öğretim, ilişkiler, çevresel-yapısal durum ve güvenlik boyutları olmak üzere 4 boyut bulmuştur. Diğer taraftan Türkiye bağlamında geçerliği ve güvenilirliği ispatlanmış veli katılımı ölçeğinin 4 faktörlü yapısı bu çalışmanın bağlamında doğrulanmıştır.

Araştırmanın bulguları bu çalışmanın kavramsal çerçevesini oluşturan biyo ekolojik teori ile de uyumludur. Örneğin Bronfenbrenner (1977, 1986) teorisinin mezosisteminde sosyal çevre unsurlarının birbirleriyle etkileşiminin çocuğun gelişimini etkilediğini belirtmiştir. Bu çalışmada velilerin okulu olumlu algılamasının onları okula çektiği sonucuna varılmış ve bu bulgunun teori ile örtüştüğü görülmüştür.

Çalışmanın hipotezleri velilerin okul iklimi algısı ile veli katılımı arasında bir ilişki olduğu yönündeydi ve çalışma sonuçları bunu destekledi. Araştırmanın bu sonucu

Dauber ve Epstein'in (1989) yapmış olduğu sonuçla uyumludur. Onlar okulu olumlu algılayan velilerin okula katılım gösterdiğini bulmuşlardır. Bu sonuç Seefeldt ve arkadaşlarının (1998) yapmış olduğu çalışma ile de uyum göstermektedir. Onlar okul ikliminin okul tabanlı veli katılımı için yordayıcı olduğunu saptamıştır. Bu ilişkisel sonuç alanyazındaki birçok çalışmayla örtüşmektedir (Eccles vd., 1993; Griffith, 1998; Schueler vd., 2014).

Diğer taraftan bu çalışmanın hedeflerinden olmamasına rağmen demografik bilgilerin veli katılımı ve onun alt boyutlarıyla ilişkili olduğu ortaya çıkmıştır. Örneğin, velinin eğitim düzeyi veli katılımını yordamakta olup ilkökul mezunu veliler diğer velilere göre daha çok katılım göstermektedir. Bu sonuç Dauber ve Epstein'in (1989) çalışmasıyla uyumsuzdur. Bu uyumsuzluğun nedeni Türkiye bağlamıyla ilgili olabilir. Eğitim seviyesi yüksek insanların okulla ilgili kriterlerinin çokluğu, eğitim seviyesi düşük insanların kendi deneyimlerinin pişmanlığı ile okula çok değer vermesi bu sonucu ortaya çıkarmış olabilir. Velinin eğitim düzeyinin veli katılımını etkilemediği sonucuna ulaşan çalışmalar da vardır (Can, 2009; Erdener, 2013; Gürşimşek, 2013).

Çıkarım

Bu çalışma sonuçlarıyla ilgili olarak araştırma, teori ve uygulama konusunda belli çıkarımlarda bulunulabilir. Araştırma çıkarımı olarak, bu çalışma velilerin okul iklimi algısı ile veli katılımı arasındaki ilişkiyi öğrenmeye yönelik olarak okul iklimi ve veli katılımı ölçeklerinin geçerlik ve güvenilirliklerini kanıtlayarak alanyazında önemli bir boşluğu doldurdu. Teorik olarak, velilerin okul iklimi algısı ve veli katılımı arasında pozitif bir ilişki bulundu ve bu sonuç Bronfenbrenner'in biyo ekolojik teorisiyle örtüştü. Uygulamayla ilgili çıkarım olarak, okul müdürlerinin, öğretmenlerin ve velilerin okulların sosyal iklimini, akademik iklimini ve güvenliğini iyileştirmeye yönelik adımların önemi vurgulandı. Okul müdürleri okuldaki sosyal ilişkileri artırmak için sosyal kulüpler kurabilir. Öğretmenler öğrencilerin velileriyle etkileşimi artıracak etkinlikler düzenleyebilir. Milli Eğitim Bakanlığı da Eğitim Bilişim Ağı ve e-okul gibi uygulamaları geliştirerek velilerin eğitim sürecinin içine çekebilir.

Öneriler

Bu çalışma ile en başta velilerin okul iklimi algısını öğrenmeye yönelik bir ölçek uyarlandığından bu ölçeğin geçerlik ve güvenilirliğini diğer bağlamlarda da kontrol etmek ve artırmak için diğer araştırmacıların ölçeği kullanması tavsiye edilir. Bu çalışma nicel bir modele dayalı olduğundan nitel başka bir araştırma ile elde edilecek derinlemesine bilgiyle bu çalışmanın desteklenmesi önerilebilir. Benzer çalışmalar eğitim öğretimin tüm kademelerinde yapılarak aradaki farklar ve benzerlikler ortaya çıkarılabilir. Velilere ek olarak öğretmen ve öğrencilerle de benzer çalışmalar yürütülüp aralarındaki konsensus incelenebilir. Farklı şehirlerde ve bölgelerde benzer çalışma yapıp Türkiye'deki okul ikliminin büyük resmi ortaya çıkarılabilir. Diğer taraftan müdüründen velisine, okul çalışanından bakanlığa dek tüm paydaşlara önerilen en önemli şey ise karşılıklı saygı ve güven ilişkisidir. Bu şekilde eğitimin en önemli sorunlarından biri olan iletişim ve işbirliği süreci zenginleşir ve gerçekleşen eğitim hedefleriyle birlikte eğitim geleceğe gülen bir nesil miras bırakır.

D. TEZ FOTOKOPİSİ İZİN FORMU

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YAZARIN

Soyadı : Hasan Yücel
Adı : Ertem
Bölümü : Eğitim Bilimleri

TEZİN ADI (İngilizce) : The Relationship between Parents' Perceptions of School Climate and Their Involvement in School

TEZİN TÜRÜ : Yüksek Lisans Doktora

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

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: