COMPARING FATHERS AND MOTHERS: DETERMINANTS OF WHY THEY INVOLVE IN THEIR CHILDREN'S EDUCATION

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ABSTRACT

COMPARING FATHERS AND MOTHERS: DETERMINANTS OF WHY THEY INVOLVE IN THEIR CHILDREN'S EDUCATION

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This study aimed to (1) compare fathers and mothers on their determinants of why they involve in their children's education who enrolled to preschool, (2) investigate how well parents' motivational beliefs on their involvement can be predicted by parents' perceptions of invitations from others for the involvement and parents' self-perceived life context on their involvement, and (3) examine the possible effects of demographic variables (parents' age, educational level, occupation, and age of their child) on the determinants of why parents involve. The sample of the study consisted of 404 fathers and 437 mothers of preschoolers in four urban districts of Ankara. An empirical test of Hoover-Dempsey & Sandler's (1995, 2005) parent involvement model's first level was conducted on the collected data. In the first level of their model, the determinants of why parents involve were handled. The scales that were used in this study were developed by Walker et al. (2005). The results collected by the related scales indicated that mothers obtained higher mean scores than fathers in

each scale. Multivariate analysis of variance results also revealed that the mothers again obtained slightly higher scores than the fathers except in the parental role activity beliefs sub-construct. Multiple regression analysis results indicated that parents' perceptions of invitations from others for the involvement and parents' self-perceived life context on their involvement are predictors of parents' motivational beliefs on parent involvement. Finally, analysis of variance results showed that the demographic variables had no significant effect on the determinants of why parents involve.

Keywords: Determinants of why Parents Involve, Father Involvement, Mother Involvement, Early Childhood Education

ÖZ

BİR BABA VE ANNE KARŞILAŞTIRMASI: AİLE KATILIMI KARARLARINI BELİRLEYEN FAKTÖRLER

Ertan, Nisan Cansu

Yüksek Lisans, Okul Öncesi Eğitimi

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Bu çalışmada, (1) çocuğu bir okul öncesi eğitim kurumuna devam etmekte olan baba ve annelerin aile katılımı kararlarını belirleyen faktörlerin kıyaslanması, (2) bu baba ve annelerde, aile katılımı ile ilgili güdüsel inançları değişkeninin aile katılımı daveti algıları ve aile katılımına dair hayat şartları algıları değişkenleri tarafından ne derece yordadığının incelenmesi, ve (3) baba ve annelerin demografik değişkenlerinin (baba/annenin yaşı, eğitim durumu, mesleği, çocuğun yaşı) aile katılımı kararlarını belirleyen faktörler üzerinde ne derece etkili olduğu araştırılması amaçlanmıştır.

Çalışmanın örneklemini Ankara ilinin dört merkez ilçesindeki okul öncesi öğrencilerinin baba ve anneleri oluşturmuştur. Çalışmaya 404 baba ve 437 anne katılmıştır. Örneklem üzerinde Hoover-Dempsey ve Sandler'ın (1995, 2005) aile katılımı modelinin ilk basamağı deneysel olarak test edilmiştir. Modelin ilk

basamağında aile katılımı kararlarını belirleyen faktörler ele alınmaktadır. Bu çalışmada kullanılan ölçekler Walker et al. (2005) tarafından geliştirilmiştir. İlgili ölçeklerin uygulanmasıyla elde edilen bilgiler bütün boyut ve alt boyutlarda annelerin babalardan daha yüksek ortalamaya sahip olduğunu göstermiştir. Çok değişkenli varyans analizi sonuçları rol etkinlik inançları alt boyutu hariç yine annelerin babalardan az derecede de olsa yüksek puanlara sahip olduğunu işaret etmiştir. Çoklu regresyon analizi sonuçları ailelerin aile katılımı ile ilgili güdüsel inançları değişkeninin aile katılımı daveti algıları ve aile katılımına dair hayat şartları algıları değişkenleri tarafından iyi derece yordandığını göstermiştir. Son olarak varyans analizi sonuçlarında ise ailelerin demografik değişkenlerinin (baba/annenin yaşı, eğitim durumu, mesleği, çocuğun yaşı) aile katılımı kararlarını belirleyen faktörler üzerinde istatistiki olarak önemli derece etkili olmadığını saptanmıştır.

Anahtar Kelimeler : Aile Katılımı Kararlarını Belirleyen Faktörler, Baba Katılımı, Anne Katılımı, Okul Öncesi Eğitim

To my beloved husband,

Kemal Can Ertan

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TABLE OF CONTENTS

LIST OF TABLES

TABLES

LIST OF FIGURES

FIGURES

CHAPTER I

INTRODUCTION

Parent involvement is defined as "the participation of parents in their children's education" by Jeynes, (2005, p. 83). According to Feuerstein (2000), it includes various behaviors of parents related to their children's development and education. For instance, a wide range of acts like attending to parent-school meetings, being a volunteer at school events, field trips, and classroom activities, helping their children on their homework, and being a provider for school's needs may be accounted for the behaviors of parents related to child development and education. Wasik et al., (2004) explained the teachers' role on parent involvement as putting emphasis on staying in contact with parents to inform them about the things that happened in the school and requesting their help to support their children's education. These definitions of parent involvement may correspond to the parent involvement model of Hoover-Dempsey and Sandler (1995, 2005). In the first level of the model, they especially underscored beliefs and perceptions of parents on parental role construction and parental self-efficacy related to child education issues, on invitatory requests and manners of others (school, children and teachers) for parent involvement, and on their time, energy, skills and knowledge regarding their involvement as the determinants of why they involve. The definitions of parent involvement and the model of Hoover-Dempsey and Sandler (1995, 2005) mentioned briefly above underpin this study. The figure 1.1 illustrates the first level of Hoover-Dempsey and Sandler's (1995, 2005) parent involvement model.

Personal Motivators		*Perceptions of Invitations to be Involved*			*Self-Perceived Life Context*	
Parental Role Construction for Involvement (Consists of Role Activity Beliefs and Valence toward School Sub-Constructs)	*Parental Self-Efficacy for Helping Student Succeed in School*	*General School Invitations*	*Specific Invitations from Teacher(s)*	*Specific Invitations from Student*	*Parental Knowledge & Skills*	*Parental Time & Energy*

Figure 1.1

The first Level of the Parent Involvement Model of Hoover-Dempsey and Sandler

Adapted from Hoover-Dempsey and Sandler (2005)

In the following body of this chapter, the importance of parent involvement, the rise of awareness on father involvement, and a comparative framework to be a basis of the determinants of why fathers and mothers involve in their children's education, which is the subject of the current study are explained; and then the purpose, significance, assumptions, and research questions of the current study are mentioned respectively.

Bronfenbrenner (1993) claims that parents are at the very intimate environment of their children, especially when the children are at young ages. This close relationship between parents and children has many outcomes. For instance, children's overall development, skills, and knowledge are affected from their parents especially during the preschool period since this period includes intense parent-child interactions. Gürşimşek (2002) highlighted the importance of parents on their preschoolers' future life stating that preschoolers spend much of their time with their parents while

sharing daily life experiences. Considering its importance, parents are attributed to crucial responsibilities for their preschoolers. Heath (2005) and Bigner (2010) indicated that parents play a crucial role to provide and support conditions for fulfilling their preschoolers' developmental potential. Starting with early childhood education, parents are also substantially attributed to share the responsibility of their children's education with their children's teachers (Swick, 1991). Likewise, Oktay (1999) stated that parents should share their responsibility of child care and education with schools and other social institutes. Oktay (1999) also claimed that this cooperation does not decrease the importance of parents in terms of child care and education; conversely, it reinforces parents' importance. It is well-documented in the particular studies (eg., Anderson & Minke, 2007; Batey, 1996; Epstein, 2001; Hornby, 2011; Keyser, 2006; Koonce and Harper, 2005; Kratochwill et al., 2004; Morrison, 2013, Sheldon, 2007) that the involvement of parents and cooperation between school and parents contributes to many child, parent, teacher, and school outcomes. It is supported by the research on the issue that this cooperation should be encouraged by the school programs. For instance, Akkaya (2007) stated that children and their parents should be considered as a whole while defining the aims of early childhood education. Moreover, the higher level of parent involvement at early childhood education is a predictor of its higher level at later school life of the children (Aral et al., 2000). For these reasons, establishing and maintaining a stable and healthy parent-teacher relationship in a permanently respectful and welcoming way in early childhood education is crucial.

While the importance of parent involvement is an anterior subject of research, the importance of fathers' involvement as much as those of mothers is a more recent subject. When the literature on parent involvement is reviewed it was seen that the focus of these research is generally on mothers as it was also stated by Giallo et al. (2013). Likewise, Gavidia-Payne (1993, p. 31) states that "parent involvement programs are known as mother programs, since they are often held at inconvenient times for fathers, and tend to reflect mothers' concerns". Moreover, the ways of

fathers' involvement (disciplining the child, providing economic support etc.) differ from those of mothers (nurturing the child, providing socio-emotional support etc.) especially in traditional societies (Lamb, 1976; Clarke-Stewart, 1978; McBride & Mills, 1993; Roopnarine & Mounts, 1985; Lewis & Lamb 2003; Baxter et al., 2007; Giallo et al., 2012). Not only the way but also the incidence of fathers' and mothers' parent involvement behaviors may differ from each other. Research (eg., Lamb, 2000; McBride et al., 2002; Flouri & Buchanan, 2004) showed that mothers' involvement to their children's preschool education is more frequent than fathers' involvement. On the other hand, fathers become involved in their children's education much more than it was in the past; thus, this fact led itself be the subject of the research. On this issue, Lewis and Lamb (2003) indicated that the number of woman who works outside of home increases day by day and this pushes fathers to involve in their children's education as much as mothers. The increase in the incidence of fathers' involvement led to the increase in the research on the father involvement issue. The benefits of father involvement are well-documented by the contemporary research. For instance, Sanders and Sheldon (2009) found a positive correlation between fathers' involvement and outcomes in terms of child development. Similarly, Amato and Rivera's (1999) literature review on paternal involvement showed that 80 percent studies found a correlation between child outcome and paternal involvement. To highlight the fathers' involvement, the clause 'father and mother involvement' instead of 'mother and father involvement' is used in this study. As Pleck (2007) stated, positive effects of father involvement on child development was evidenced by empirical studies and both fathers' and mothers' involvement in their children's education is important. However, the egalitarianism between fathers and mothers is still a new social change especially in traditional societies. Tezel-Şahin and Özbey (2009) indicated that although they are in the process of change, the norms and expectations of the Turkish society about father involvement are closer to the traditional construct. Even though the way and incidence of fathers' and mothers' involvement may be different, the importance of both of their involvement is well-documented.

Since the importance of both fathers' and mothers' involvement has been indicated by many studies, there is a remarkable interest to investigate the relationship between characteristics of parents and level of their parent involvement, and factors that affect parent involvement among researchers (eg., Aral et al., 2011; Geenen et al., 2005; Hilado et al., 2013; Waanders et al., 2007). An extending body of research on parent involvement indicated that the way and incidence of parent involvement may differ related to some variables. Some researchers indicated that these variables can be parents' educational level, characteristics of their social and cultural environment, spouse relationships, and their parents' parenting style, motivation to involve in their children's education etc. (eg., Anderson & Minke, 2007; Belsky, 1984; Giallo et al., 2013; Howard & Reynolds, 2008; Waanders et al., 2007). Contemporary theorists, who work on this issue, offered comprising models which include social, psychological, and constructional factors. For instance, in particular studies (eg., Bouchard et al., 2007; Grolnick, 2015; Katz et al., 2014) Deci and Ryan's (1985, 2000) self-determination theory is utilized, and so the partner support, perceived competence, and self-determination on parent involvement are investigated as the parent involvement motivators. Likewise, Grolnick et al. (1997) proposed a model on the factors affecting parent involvement. In their model individual (parent and child influences), contextual (family context), and intuitional (attitudes and practices of teachers) levels were defined as predictors. On the other hand, most of these models have been criticized for focusing on just a limited aspect of the issue. As one of the most referred theorist in parent involvement subject, Epstein (1991) proposed that teachers' attitudes and behaviors are the predictors of parent involvement. Likewise, Swap (1993) highlighted the importance of persistent and effective two-way communication and partnership between school and parents on parent involvement behavior.

Unlike most of them, Hoover-Dempsey and Sandler's (1995, 2005) multidimensional parent involvement model provides a broader framework to study the determinants of why parents involve. As Walker et al. (2005) stated parents make their decision to

involve based on their "motivational beliefs regarding their involvement, perceptions of invitations for involvement, and self-perceived life context" according to Hoover-Dempsey and Sandler's model. In details, their model of parent involvement compromises of five and a half sequential levels. Respectively, they are presented as in the 1st level; why parents involve, in the 1.5th level; what are their involvement forms, in the 2nd level; what are the mechanisms that parents use for their involvement, in the 3rd level; students' perceptions of the mechanisms mentioned, in the 4th level; student's proximal outcomes related to parent involvement, and in the 5th level; students' distal outcomes (student achievement) (Walker et al., 2010).

To sum up, considering the difference between fathers' and mothers' parent involvement behaviors' incidence documented by several studies, Giallo et al. (2013) defended that the factors influencing parent involvement differs between fathers and mothers. Given these findings, this comparative study aimed to investigate the determinants of why fathers and mothers involve comprehensive framework of Hoover-Dempsey and Sandler's parent involvement model. Since several studies found that parents' demographic variables are associated with parent involvement (eg., Bronstein et al., 2003; Eccles & Harold, 1996) a demographic information form, which was drawn from the literature, was used for the current to investigate the possible relationships between parent involvement and those demographic variables.

1.1. Purpose of the Study

The main purpose of this study was to investigate the possible differences between the preschoolers' fathers and mothers on the determinants of why they involve in their children's education. For this purpose, Hoover-Dempsey and Sandler's first level of the parent involvement model is utilized. Moreover, the adapted and translated versions of the scales developed by Walker et al. (2005) are used to collect the data. In other words, this study provided a comparative and empirical data for Hoover-Dempsey and Sandler's first level of parent involvement model. Thus, those

were investigated via current study (1) the father and mother comparison on their determinants of why they involve in their children's education who enrolled to preschool, (2) how well parents' motivational beliefs on their involvement can be predicted by parents' perceptions of invitations from others for the involvement and parents' self-perceived life context on their involvement, and (3) the possible effects of demographic variables (parents' age, educational level, occupation, and age of their child) on the determinants of why parents involve.

1.2. Significance of the Study

The early childhood period is very crucial since children are open to learn via exploring, discovering, and communicating at this period. The attitudes and behaviors gained at this period have long term effects (Aral et al., 2000). Since the parents are in the very immediate environment of their children in general, they have very important role shaping their children's attitudes and behaviors during this period. For this reason, we cannot think parents and children separately in a preschool environment. Swick (1991) stated that if preschools have got the goal to include parents as a fundamental element of education, the educational quality will improve. By this way, the child outcomes will be maximized. The parent involvement issue becomes popular day by day since its importance has been proven by scientific studies. The factors that affect the decisions of parents whether they will involve their children's education are recently interest of studies, too (Ho & Kwong, 2013). Hoover-Dempsey and Sandler's first level of the parent involvement model, which explained why parents get involved in their children's education from a comprehensive framework, is also tested via some empirical studies. On the other hand, these empirical studies were administered to parents of primary and secondary school grade students (eg., Anderson & Minke, 2007; Deslandes & Bertrand, 2005; Reed et al., 2000; Green et al., 2007; Tekin, 2008) to our knowledge. In the Turkish context, big part of the scales on the first level of the model was translated into Turkish by Tekin (2008) and administered to the parents of second grade students in

Yozgat, a province of Turkey. However, they were not administered to preschoolers' parents in Turkey to our knowledge. For this reason, all of the scales were retranslated and validity-reliability analyses were conducted for the current study to make them more proper for early childhood education context.

All in all, this study's first aim is to conduct an empirical test to compare the determinants of why preschoolers' fathers and mothers involve based on Hoover-Dempsey and Sandler's model of parent involvement. Hoover-Dempsey and Sandler's parent involvement model provides opportunity to search the factors that affect parent involvement from a comprehensive framework. Moreover, they also claimed that they "presented current the best guesses for why parents get involved" (Walker et al., 2005, p. 86). They also stated that obtaining parents' self-reported beliefs and perceptions is crucial. For this reason, this study presents the determinants of why the fathers and mothers involve from the parents' own perspective.

Although many of the studies on differences between fathers' and mothers' involvement pointed out how they differ about the way and incidence of they involve in their children's early childhood education, there are less comparative studies on factors that affect fathers' and mothers' involvement in early childhood education. The findings indicating the differences between fathers' and mothers' parent involvement decision making process can be used by educators, policy makers, and researchers in the way working on the constructs in which fathers or mothers had lower scores. For these reasons, this study has significance.

1.3. Assumptions of the Study

While conducting this study, it was assumed that

1. The accessible population represents the target population.

2. The adapted and translated versions of the scales serve to the purpose of the study as well as the original ones.

3. Participants' responses are honest and reliable.

1.4. Research Questions of the Study

R.Q.1. What are the general patterns of the fathers' and mothers' scale scores on the overarching constructs, their constructs , and sub-constructs of the determinants of why parents involve; (1) motivational beliefs of parents on their involvement, (1.1) parental role construction (1.1.1) parental role activity beliefs, (1.1.2) valence toward school, (1.2) parental self-efficacy, (2) perceptions of invitations from others for their involvement, (2.1) perceptions of general school invitations, (2.2) perception of specific child invitations, (2.3) perception of specific teacher invitations, (3) self-perceived life context on their involvement (3.1) self-perceived time, energy and desire (3.1.1) self-perceived time (3.1.2) self-perceived energy, (3.1.3) self-perceived desire and (3.2) self-perceived skills and knowledge for parent involvement?

R.Q.2. Do the fathers' and mothers' motivational beliefs on their involvement, perceptions of invitations from school, child, and teacher for parent involvement, and self-perceived life context on their involvement differ from each other?

R.Q.2.1. Do the fathers' and mothers' parental role construction and parental self-efficacy for parent involvement differ from each other?

R.Q.2.1.1. Do the fathers' and mothers' parental role activity beliefs and valence toward school differ from each other?

R.Q.2.2. Do the fathers' and mothers' perception of invitation from others for parent involvement differ from each other?

R.Q.2.3. Do the fathers' and mothers' self-perceived time-energy- desire and skills-knowledge for parent involvement differ from each other?

R.Q.2.3.1. Do the fathers' and mothers' self-perceived time, energy, and desire for parent involvement differ from each other?

R.Q.3. How much of the variance in the fathers' and mothers' motivational beliefs regarding their involvement can be explained by their perceptions of invitations for involvement from others and self-perceived life context respect to their involvement?

R.Q.4. What is the impact of parents' demographic variables (parents' age, educational level, occupation, and age of their child) on their determinants of why parents involve in their children's education?

1.5. Definition of the Important Terms

Parent involvement: Parents' activities within the scope of diversified amounts of behaviors related to child development and education (Feuerstein, 2000).

Determinants of why Parents Involve: The factors affecting parents' decisions to involve. They are defined by Hoover-Dempsey and Sandler and used in the current study as follows; parents' motivational beliefs on their involvement, parents' perceptions of invitations from others for involvement, and parents' self-perceived life context on their involvement.

Parental Role Construction: Parents' beliefs and attitudes toward their responsibilities about their children's educational process.

Parental Role Activity Beliefs: Parents' beliefs on their responsibilities about their children's education including both home and school settings.

Parental Self-Efficacy: Parents' beliefs on their ability to involve in their children's education and support their children's learning and school performance.

CHAPTER II

LITERATURE REVIEW

In this chapter, the related literature on theoretical background of the study and each of the constructs that constitutes Hoover-Dempsey and Sandler's first level of the parent involvement model is reviewed. Firstly, the theoretical background of the study is explained in the general manner, and contemporary definitions of parent involvement are mentioned. Secondly, the theoretical background of parent involvement is argued in the specific manner. In this part, especially the well-known and widely used theories are introduced briefly. Thirdly, a wider review on the factors that affect parent involvement in this study is considered and the effects of demographic variables on parents' involvement decisions are mentioned. And finally, the studies comparing the involvement of fathers and mothers are presented.

2.1. Theoretical Background of the Study

Bronfenbrenner's ecological systems theory provides a general background and a framework for the current study since it puts emphasis on parents, school, teacher; parent-child, parent-teacher, parent-school staff interactions; and settings, contexts, and the environment.

According to Urie Bronfenbrenner's ecological systems theory, there were interrelated environmental systems influencing a person's lifespan development (Bronfenbrenner, 1979, 2005). In his book, The Ecology of Human Development (1979), Bronfenbrenner described ecology as the institutions and settings that affect humans as they grow. Moreover, he also defended that the child development was affected not only by the child related factors but also by the parents of the child as well as the surrounding world (Bronfenbrenner, 1979). The systems described by Bronfenbrenner were interconnected and went through microsystem, mesosystem,

exosystem, macrosystem and chronosystem, respectively from immediate surroundings to extensive surroundings (Dunkin, 1995). The microsytem includes the constructs that comprise a person's closest environment. For a child, it can be her/his home and school environment including the parents, teachers, and friends who have direct interaction with the child. The mesosystem consists of the interrelations between the microsystems like parent-teacher relations. From the perspective of ecological systems theory, the home and school settings can be taken into consideration as microsystems individually. Likewise, the parent involvement can be assumed as a mesosystem since it provides connections between the two microsystems, home and school. The rest of the constructs in the ecological systems theory include more indirect structures. In a child's life, the exosystem may include school board, extended family members, and the workplace of parents. The macrosystem is broader than the exosystem including the cultural values, sociological constructs, and political practices in the surrounding that a person lives in. The chronosystem is a more general construct including sociohistorical events that may affect the components of the society which were pointed out in the contents of the macrosystems (Bronfenbrenner, 2005).

The ecological systems theory can also be interpreted for adults. As well as the children, the parents' beliefs and perceptions about child care and educational issues are affected from both their immediate and extended surroundings including attitudes and behaviors of the teachers and other staff in their children's school, the school's climate, their own educational experiences, jobs, etc.

In the current study, the children, parents, and components of the school – administrators, teachers, and other school staff- can be esteemed as the constructs of the microsytem and the exosystem. Moreover, the main focus is on the parent involvement, which can be conceptualized as a part of the mesosystem. The suggestions stated in the discussions chapter can also be deemed as macrosystem. As Tezel-Şahin and Özbey (2007) explained, women started to work outside the home

as a social change; therefore, the type of the activities that the fathers engage in has changed and the amount of time spent by fathers on their children's care and education has increased. This effect can be interpreted as a sociohistorical change. In Bronfenbrenner's term, it can be defined as a chronosystem.

2.2. Contemporary Definition of Parent Involvement

In the past, parent involvement had narrower definitions generally including just school based involvement (Mattingly et al., 2002), and observable actions like attending to school-parent meetings and attending to the classroom activities voluntarily (Stevenson and Baker, 1987), and having mothers' involvement more than the fathers' (eg., Slade, 1987; Radin 1972, Culp et al., 2000). On the other hand, contemporary definitions are broader and more inclusive. Participating or attending to the events related to child development and/or education both inside and outside the school is considered as parent involvement (Hill and Tyson, 2009). Beyond the observable behaviors, the psychological constructs like beliefs, attitudes, expectations, and motivations are also included in the contemporary definitions (Georgiou, 2007; Hoover-Dempsey and Sandler 1995). The other aspect of parent involvement that extended with the changes in the socio-cultural structure of the societies is the inclusion of fathers into the child's care and education (Lamb, 2000). Especially in the past years, the term "parent involvement" had represented mothers' involvement in contrast to contemporary definitions (Smale, 2001). More comprehensive definitions of the parent involvement provide broader view of it for the researchers and practitioners to work on the extents of it. In this way, beliefs on the importance of parent involvement also become more profound (Baker & Solden, 1997).

Parent involvement has many contemporary definitions (Feuerstein, 2000; Jeynes, 2005; Wasik, 2004) and some of them are mentioned in this part as well as they were indicated in the introduction chapter. According to Feuerstein's (2000) definition,

parents' activities within the scope of diversified amounts of behaviors related to child development and education. Similarly, Jeynes (2005) defines parent involvement as parents' participation to education and experiences of their children. Wasik et al., (2004) interprets parent involvement, especially in the early childhood period, as staying in contact with parents to inform them about things that happened in the school and requesting the help of parents in order to support their children's education through a parent-school partnership. Some researchers presented more holistic comprehension of parent involvement by building up their contemporary models on the parent involvement. In the next part, the widely accepted and known models are reviewed.

2.3. Theoretical Background of Parent Involvement

The contemporary conceptualizations of parent involvement expect increasing and continuous involvement in many different forms of participation in education (Epstein, 2001; Hoover-Dempsey and Sandler, 1995, 2005; Swap, 1993). In this part, three major models; Swap's school and home relations models, Epstein's partnership model, and Hoover-Dempsey and Sandler's parent involvement model and their conceptualizations of parent involvement are presented.

2.3.1. Swap's School and Home Relations Models

Swap (1993), conceptualized the home and school relations under four models. Her models are sequential in order from the minimum level of home-school relations and optimal level of home-school relations. Swap defined her four models of parent involvement as; (1) Protective model: In this model, parents are assigned to prepare their children for the school. The main aim is to prevent any possible conflicts between teachers and parents. Therefore, the roles of teachers and parents are distinguished clearly. While the teachers' role is educating the children in the school setting, the parents should just do parenting for their children by providing required

materials for the school, supplying the transportation nutrition needs for the children and the like. In the case of a partnership between teachers and parents, conflicts may not occur. Swap (1993) mentioned that the protective model is the most common one in practice. (2) School to home transmission model: Parents are assigned to reinforce the goals of their children's school. Children's achievement can be provided by the parallel values and expectations of the school and parents. For this reason, parents should believe that school is crucial and the decisions taken by the school should be supported. Moreover, parents are responsible to help their children's homework and providing an environment that supports learning at home. Parents' subordination is also required in case the school needs for the circumstances like helping the teacher at field trips, and providing some materials for the school. (3) Curriculum enrichment model: Parents have the right to comment on the school's goals of their children. In fact, it is not only the parents but also all the community members who are expected to make a contribution while the curriculum is being prepared. Thus, different perspectives are integrated into the curriculum reflecting cultural values and assets of the community as well. (4) Partnership model: In this model, equality between parents and educators is essential on improving child outcomes. Building stronger relationships among all the parents from diverse ethnicity, race, and background and schools is emphasized. Moreover, all the components that contributes the child's educational and developmental process are approved by the stakeholders. Swap (1993) indicated that when the direct interactions and partnership between the school and parents increase, its contributions to the children also increase.

2.3.2. Epstein's Partnership Model

Epstein (2001) claimed that family, school, and community primarily affect children's learning and growing. Moreover, she defended that these three factors, family, school, and community, are interrelated and a partnership among them is required to fulfill the children's developmental needs. Epstein (1995, 2001) introduced six type partnership (school, home, and community) models. (1)

Parenting: Teacher helps parents to prepare a home environment which is supportive for children. It includes offering suggestions to parents on how to improve conditions at home to help children's development and learning to have a deeper comprehension of their child's development and education. (2) Communicating: Teachers are responsible for providing a two-way communication between parents and school in which subjects related to the progress of their children, school policies and education programs are argued. Teachers may send letters or notes; prepare newsletters, informative boards; visit the children's homes; and conduct parent-school meetings. (3) Volunteering: Teachers should ask for parents to be a volunteer on helping and supporting their children's school. Parents may attend the activities inside or outside of the class regarding the requests of teachers voluntarily. (4) Learning at Home: Teachers request parents to help on their children's learning at home. At this point, teachers should provide necessary information and lead for parents providing ideas on how to help to their children's learning at home properly. Teachers may supervise parents on how to help children's homework or offer alternative home activities. (5) Decision Making: Teachers try to include parents as representatives and stakeholders of the school. This type of involvement requires a well-established link between parents and school. Parents' ideas, beliefs, and values are precious while deciding on the educational issues. (6) Collaborating with the community: Teachers demand services and resources from the community for benefits of the school. Teacher may guide parents to apply for proper community service programs like child health services or guidance services according to the needs. (Epstein et al., 2002).

2.3.3. Hoover-Dempsey and Sandler's Parent Involvement Model

Considering the educational, developmental, and psycho-social literature review, Hoover-Dempsey and Sandler presented their parent involvement theory (Walker et al., 2005). Hoover-Dempsey and Sandler (1995, 2005) identified a comprehensive parent involvement model which has 5 sequential levels which should be interpreted from bottom –level 1- to the top –level 5-. When they presented their model in 1995,

they asserted that their model sought for answers to these three questions "1) Why do parents become involved? 2) How do they choose specific involvement forms? 3) How does their involvement influence the outcomes?" (Hoover-Dempsey & Sandler, 1995, p. 312). In 2005, they made some modifications on their model and represented their current model which consists of five and a half sequential levels: In the 1st level: Parents' reasons of their involvement behavior (motivational beliefs, perception of involvement invitations, and self-perceived life context) were defined. Moreover, these reasons of their involvement behavior found to be predictors of their involvement forms stated in the 1.5th level. In the 1.5th level: Forms of parent involvement (school based and home based) were explained. In the 2nd level: The mechanisms about parent involvement that affect outcomes of children (encouragement, modeling, reinforcement, and instruction) were represented. In the 3rd level: Students' perceptions on the mechanisms that are the same with the ones in the second level were described. In the 4th level: It identified the student outcomes related to parent involvement (motivation to learn, academic self-efficacy, self-regulatory strategy knowledge and use, and social self-efficacy for relating to teachers). In the 5th level: It is asserted that the overarching constructs defined in previous levels affect student achievement in school (Walker et al., 2010).

Hoover-Dempsey and Sandler's former model (1995, 1997) proposed a version of their model (Walker et al., 2005). The revisions on the first and second levels are explained by Walker et al., (2005) and the revised full model was represented by Walker et al., (2010). The revised model aimed to define parental and educational practice while the former one focused mainly on involvement process and effects of this process strictly on psychological perspective. The figure 2.1 shows the revised model of parent involvement.

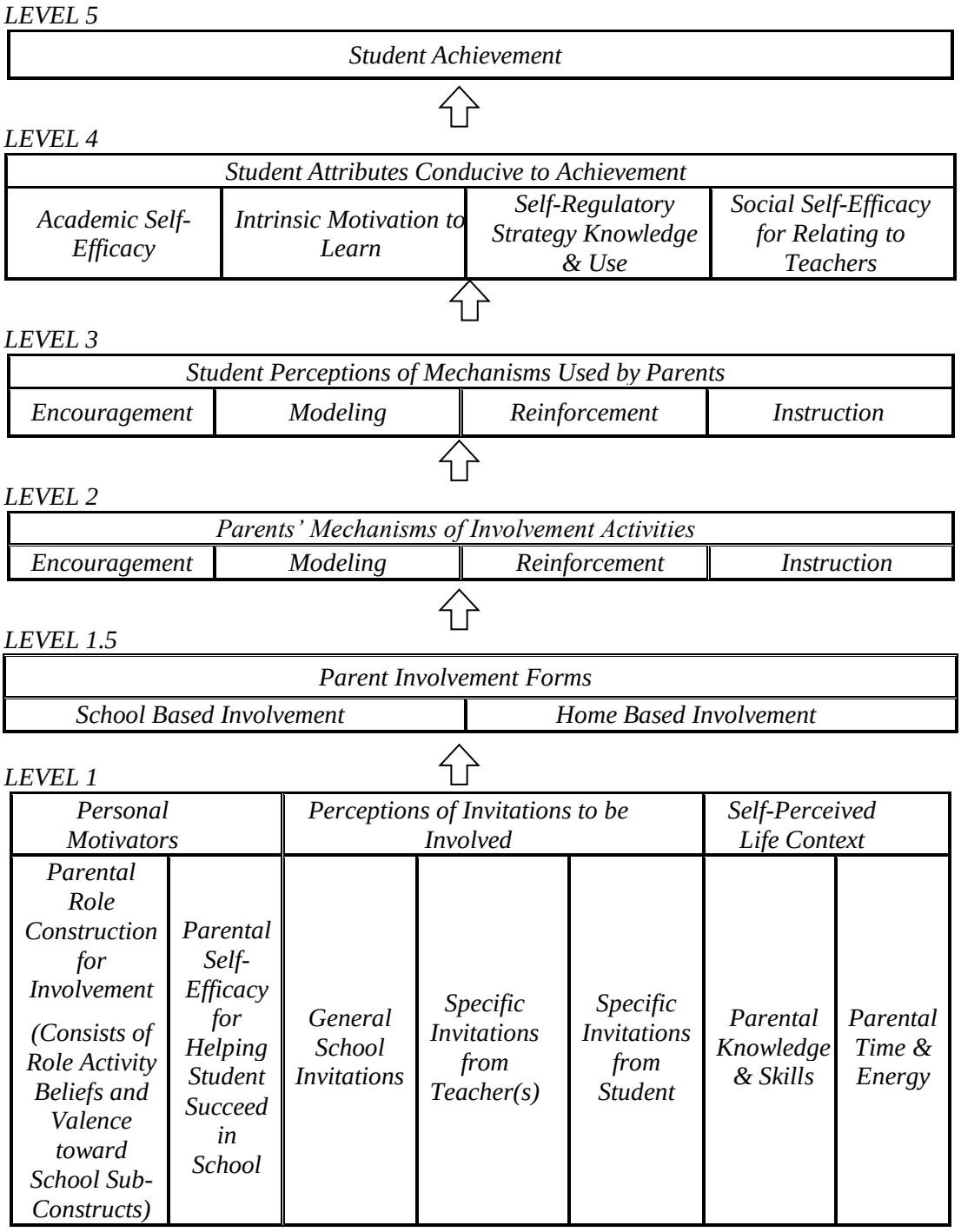

Figure 2.1

Parent Involvement Model of Hoover-Dempsey and Sandler

Adapted from Hoover-Dempsey and Sandler (2005)

2.3.3.4. Revisions on the first Level of the Hoover-Dempsey and Sandler's Model

This study focuses on the first level of the revised model which attains to present "why parents get involved" (Walker et al., 2005, p. 86). Especially, parents' beliefs on their motivators to be involved and perceptions on their life context to be involved are emphasized in the first level of the revised model. Walker et al. (2005) listed the differences between prior and revised model as; (1) The determinants of why parents involve are gathered into three inclusive subtitles; parents' motivational beliefs, perceptions of invitations for the involvement of others, and self-perceived life context in the revised model. (2) Valence toward school component is added to the parental role construction as a sub-construct. (3) The constructs that constitute self-perceived life context (parents' self-perceived time and energy, and self-perceived skills and knowledge), and perceptions of specific child invitations are moved from the second level to the first level. (4) The construct of perceptions of general child invitations was removed from the model since "its weak internal consistency and poor predictive power" (Walker et al., 2005, p. 95). Moreover, Walker et al. (2005) indicated that the parallel questions of the scales "perceptions of specific child invitations" and "perceptions of specific teacher invitations" intend to assess the actual invitation patterns of the children and teachers while the questions of the scale "perceptions of general school invitations" intend to assess the parents' perception on general school climate to support invitations for parent involvement. The self-perceived time and energy for parent involvement construct were renamed as self-perceived time, energy, and desire for parent involvement by the researcher based on the experts' opinion on it, as it was explained in the chapter 3. Hence, it is divided into three sub-constructs as self-perceived time, self-perceived energy, and self-perceived desire for parent involvement. The adapted version of the first level of Hoover-Dempsey and Sandler's model is illustrated in the figure 2.2. The components of the revised first level, in which parents' involvement behavior, are focused one by one at the part 2.5.

Personal Motivators		*Perceptions of Invitations to be Involved*			*Self-Perceived Life Context*	
Parental Role Construction for Involvement (Consists of Role Activity Beliefs and Valence toward School Sub-Constructs)	*Parental Self-Efficacy for Helping Student Succeed in School*	*General School Invitations*	*Specific Invitations from Teacher(s)*	*Specific Invitations from Student*	*Parental Knowledge & Skills*	*Parental Time, Energy & Desire (Consists of Time, Energy & Desire Sub-Constructs)*

Figure 2.2

Adapted Version of the first Level of the Parent Involvement Model of Hoover-Dempsey and Sandler

Adapted from Hoover-Dempsey and Sandler (2005)

2.4. Overview of the Models

Swap and Epstein's parent involvement models are comprising and significant, but they mainly focused on the roles of schools and teachers. They also provided a leading framework for schools, teachers, and practitioners. On the other hand, Hoover-Dempsey and Sandler's model emphasized the parents' perceptions, behaviors, and choices on parent involvement; influences of their involvement on their children; and all these factors' contributions to child outcomes. Moreover, each stage of their model was sequential and transactional. Their parent involvement theory provided a general concept of parent involvement mainly from the parents' perspective including many aspects of it. That is why, in the current study, Hoover-Dempsey and Sandler's model is considered as the major model. In the following

section, detailed information about the first level of the model (see figure 2.2), which constructs the structure of the current study is provided.

2.5. The Determinants of why Parents Involve in their Children's Education from the Perspective of Hoover-Dempsey and Sandler's Model

In this part, the components of the first level -parents' motivational beliefs, perceptions of invitations for involvement from others, and self-perceived life context- of the Hoover-Dempsey and Sandler's parent involvement model, and also the self-perceived desire sub-construct that was added by the researcher are indicated.

2.5.1. Parents' Motivational Beliefs Regarding their Involvement

Parents' motivators of parent involvement were studied by researchers from different perspectives. It was claimed that when these motivators' incidence increased, parents became more actively involved in their child's education (Walker et al., 2005). In the past years, the studies on parent involvement motivators mostly focused on the structure of the family and relationships among the family members (Bauch & Goldring, 1995; Fine, 1993; Hoover-Dempsey et al., 1992). Furthermore, a large body of the contemporary research on the parents' motivators of parent involvement also utilized Deci and Ryan's (1985, 2000) self-determination theory and investigated the partner support, perceived competence, and self determination on parent involvement (eg: Bouchard et. al., 2007, Grolnick, 2015, Katz et. al., 2014) as the parent involvement motivators. As being a more inclusive model, the revised model of Hoover-Dempsey and Sandler, the parent involvement motivators include psychological constructs which represent mostly the instinct ones. Walker et al. (2005) introduced Hoover-Dempsey and Sandler's revised parent involvement model, and the components of parents' motivational beliefs were defined as parental role construction and parental self-efficacy.

2.5.1.1. Parental Role Construction for Involvement in Children's Education

Parental role construction can be defined as parents' beliefs and attitudes toward their responsibilities for their children's educational process (Green et al., 2007; Reed et al., 2000). Several contemporary studies like Hoover-Dempsey and Sandler (2005) that investigated the parental role construction were affected by pioneers' findings on the issue. It can be inferred that the role related studies of Biddle (1979), Bronfenbrenner (1979), Delgado-Gaitan (1992), and Forsyth (1990) shed light to numerous research. In his role theory, Biddle (1979, 1986, 2001) defended that society has a significant effect on people's role beliefs. Likewise, in his ecological theory, Bronfenbrenner (1979, 2005) argued that social expectations of the cultural groups were constitutive of the role beliefs of their members. Delgado-Gaitan (1992) reported that the culture in which the people live shapes their roles. Similarly, Forsyth (1990) mentioned that society's expectations construct its member's roles. Based on these argumentations, it can be inferred that role activity beliefs change from society to society, and the societies' values change over the time. Being an aspect of people's roles, parental role construction is also shaped socially, and these possible changes should be considered for this issue, as well.

Parental role construction is an indicator of parent involvement both individually and in an interrelated way with other constructs. Hoover-Dempsey and Sandler (1997) stated that parents become more involved when they feel they are responsible to involve in their children's education. Parental role construction was attributed being one of the most impressive predictors of parent involvement (Walker et al., 2005). Even, Gonzalez and Chrispeels' (2004) study showed that it is the strongest predictor of parent involvement. Likewise, Drummond and Stipek (2004) found that parents' role construction motivates their parent involvement. Moreover, Grolnick et al. (1997) showed that when the parents believed that involving their children's education actively taking the responsibilities was important, their actual involvement

behavior increased. Chrispeels and Rivero (2001) conducted a versatile study and the findings showed that parents' role construction determined their understanding of the school invitations and both the frequency and way of their involvement.

Walker et al. (2005) asserted that there were three focuses of parental role construction; parent focused, school focused, and partnership focused. Parent focused role construction refers to parents' beliefs on their responsibility for the education of their children. School focused role construction refers to parents' beliefs on schools' responsibility for the education of their children. Partnership focused role construction refers to parents' beliefs on a shared responsibility of parents and schools for the education of their children. In general, parental role construction refers to parents' beliefs on responsibilities about their children's schooling inclusionary. Sheldon (2002) found that parents' role construction predicted both of their home and school based involvement.

In their revised model, Hoover-Dempsey and Sandler included both the psychological and social aspects. They defended that role activity beliefs and valence toward school constitutes parental role construction. The parents' beliefs on their responsibilities related to their children's educational process including both home and school based activities constituted the role activity beliefs variable. Moreover, the parents' past schools' climate, their past teachers' general attitudes and behaviors toward them, and their general feelings toward their past school constitute the valence toward school variable. Role activity beliefs variable primarily focuses on to which extent the parents feel themselves actively responsible about their children's education. Besides, valence toward school variable, which is added to the model at the revision, is a joint of parental role construction. As Whitaker and Hoover-Dempsey (2013) stated, parents' past experiences related to the school shaped their current experiences in their children's school. Manz et al. (2004) stated that parents, who had successful school experience, felt themselves more sufficient on their interaction with their children's school staff. Walker et al. (2005) explained this case

that parents' beliefs on their parenting responsibilities and their personal experiences of their studentship cooperatively contributed their parental role construction which was a determinant of parent involvement.

2.5.1.2. Parental Self-Efficacy for Helping the Child to Succeed in School

Bandura defined self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (1997, p. 3). The specific definition of parental self-efficacy pointed out the parents' perceptions of proficiency and ability in parenting (Bandura, 1997). Similarly, Hoover-Dempsey and Sandler (1997) stated that parental self-efficacy refers to parents' beliefs on the association between their involvement and their supporting for their children's learning and school performance.

Like the parental role construction, parental self-efficacy is also attributed to have been socially constructed by the pioneers like Bronfenbrenner and Bandura. Bronfenbrenner (1986) defended that both the society and culture had an influence on parents' beliefs on themselves. Likewise, Bandura (1997) emphasized that self-efficacy constructs of people changed from culture to culture. Grounded in Bronfenbrenner and Bandura's outlines, Hoover-Dempsey et al. (2005) tested the parental self-efficacy construct on samples from different ethnicities and locations and found that the results varied among the samples.

In their revised parent involvement model, Hoover-Dempsey and Sandler (2005) designated parental self-efficacy as the second construct of the motivational beliefs on parent involvement. As well as the parental role construct, parental self-efficacy motives parents to involve in their children's education according to this model. Moreover, as the stakeholders of an overarching construct - the motivational beliefs on parent involvement-, the parental role construct and parental self-efficacy test

scores tend to be in the same vein in empirical studies. In their study Hoover-Dempsey and Sandler (2005) found that the scores of parents on parental role construction scale and parental self-efficacy scale are consistent with each other with a significant positive correlation.

A considerable amount of literature has been published on the construction of parental self-efficacy and its outcomes. The self-efficacy theory of Bandura (1997) asserts that parents think on the possible outcomes of their actions and then, make decisions about their involvement to their children's education. Likewise, Hoover-Dempsey et al. (2005) defended that parental self-efficacy was influenced by the outcomes of their involvement. Moreover, they stated that parents had a tendency to become involved when they saw improvements in their children's school performance by the agency of their help. Hence, their scale on parental self-efficacy included items like "I make a significant difference in my child's school performance" and "I feel successful about my efforts to help my child learn". Bandura (1989) also asserted that parents assess their capabilities and then, define goals for their parent involvement behavior. Hence, the parents who found them successful at their efforts related to their children's education were more likely to intend to do more as their future goal. Goals were regarded as motivators as well by Bandura (1989).

A large and growing body of literature (eg., Anderson & Minke, 2007; Grolnick et al., 1997; Hoover-Dempsey & Sandler, 2005; Jones & Prinz, 2005; Seefeldt et al., 1998; Sheldon, 2002; Shumow & Lomax, 2002) has also emphasized on a significant positive correlation between parental self-efficacy and parent involvement behavior. It can be concluded from these studies that the higher parental self-efficacy leads to a higher level of parent involvement while the lower levels of it leads to a lower level of parent involvement. A number of studies also investigated the relationship between parental self-efficacy and child outcomes directly. For instance, Soodak et al. (2002) found that the higher level of parental self-efficacy is related to students'

demand and confidence for learning. Likewise, Okagaki and Sternberg (1993) considered a positive correlation between parents' confidence and their children's school achievement. All in all, parental self-efficacy level is a determinant of parent involvement as it is also stated in Hoover-Dempsey & Sandler's model.

2.5.2. Parents' Perceptions of Involvement Invitations from others

As a more external overarching construct of parent' involvement behavior determinants, parents' perceptions of invitations for parent involvement from others have a significant influence. Traditionally, it has been argued that the expectations of societies, which are conveyed either directly or indirectly, have a major influence on their members' responsibility beliefs regarding the related expectations (eg., Babad et al., 1983; Biddle & Thomas, 1966; Delgado-Gaitan 1992; Forsyth 1990). The contemporary studies that investigate the relationship between the efforts of schools and teachers to provide parent involvement and the efficacy of parent involvement emphasized a positive correlation. Deslandes (2001) stated that the incidence of parents' involvement increases when it is encouraged by schools and teachers. Many researchers paid attention to the benefits of school environment and climate, which the school staff had provided, being welcoming, respectful, inclusive and open to communication on parent-school collaboration and cooperation. The study of Christenson (2004), Griffith (1998), Hoover-Dempsey et al., (2005), Lopez et al., (2000), Simon (2004), Soodak and Erwin (2000) provided enough evidence to indicate that a positive school climate and invitatory school staff help to promote parent involvement. Moreover, researchers who studied on teachers' invitatory attitudes and its outcomes on parents (eg., Corno, 2000; Deslandes & Bertrand, 2005; Epstein & Van Voorhis, 2001; Green et al., 2007; Grolnick et al., 1997; Hoover-Dempsey et al., 2005; Kohl et al., 2002) revealed that teachers' invitations have a positive impact on parents' involvement behavior in their children's education. Similar to the studies investigating results of school and teacher invitations for involvement on parent involvement, a large body of literature reported the outcomes

of invitations come from the parents' own children for parent involvement. Most of the related studies agree that there is a relationship between the child invitations for parent involvement and their parents' responsiveness to their children's invitation (Balli et al., 1998; Cooper et al., 2000; Deslandes & Bertrand, 2005; Grusec, 2002; Hoover-Dempsey et al., 2005). In other words, research explored that the more children invite their parents, the more parents involve in their educational process.

Based on the related literature and their empirical studies on the model that revealed the power of invitations, Hoover-Dempsey and Sandler defined the perception of involvement invitations as one of three main indicators of parent involvement in their revised model. As an overarching construct, "parents' perceptions of involvement invitations from others" comprised of perceptions of invitations from school, child, and teacher according to Hoover-Dempsey and Sandler's revised model.

2.5.2.1. Parents' Perceptions of General School Invitations for Involvement

Hoover-Dempsey and Sandler (1997) claimed that parents' thoughts on their involvement are affected by the school environment. A qualified school environment in terms of behaving in a respectful and welcoming manner for parents, giving value to parents' thoughts and concerns, and informing parents about their children's progress make a significant contribution to improving parent-school relationship (Walker et al., 2005). Griffith (1998) indicated that when parents feel they are respected and welcomed members of the school, they feel themselves as a precious shareholder of their children's educational process. Moreover, Bridgemohan et al. (2005) defended that a positive communication between parents and school fosters parents' courage about deciding on educational objectives. These positive outcomes both directly and indirectly have influence on parents' involvement behavior. Walker et al. (2005) stated that school staffs' positive attitudes toward parents enhance parent involvement. They also highlighted the importance of a positive and

welcoming school climate for increasing parent involvement and defined "perception of general school invitations for parent involvement" as a construct in their revised first level of the model.

2.5.2.2. Parent's Perceptions of Specific Teacher Invitations for Involvement

Hoover-Dempsey et al. (1995) stated that teacher invitations for involvement are very powerful since they reflect parents' aspirations to learn about their children's progress and ways of supporting them. Teacher invitation for involvement includes many forms like teachers' efforts to communicate with parents, their information sharing process, encouraging them to conduct or accompany to home based and school based activities. Corno's (2000) study indicated that parents aspire to have deep knowledge about their child. That study also revealed that parents want to know the ways of helping their children's educational process. Hoover-Dempsey et al. (1995) indicated that a permanent two-way communication contributes to the partnership focused parent involvement. Some studies indicated that parents' involvement decision making process and parent teacher communication is related with each other (Adams & Christenson, 1998; Bridgemohan et al., 2005; Kohl et al., 2002). Adams and Christenson (1998) pointed out that invitations from the teachers support an effective and permanent parent-teacher communication. Parallel with Adams and Christenson's findings, Kohl et al. (2002) indicated that consistent teacher-parent communication has an important effect on parents' involvement decisions. Likewise, a large body of literature (eg., Balli et al., 1998; Desimone 1999; Grolnick et al., 1997; Simon, 2004; Trumbull et al., 2003) revealed that teachers' invitation increases the incidence of parent involvement.

Epstein's studies are well-known in the field, and shed light on teacher invitations and parent involvement relationships (eg., Epstein 1991; Dauber & Epstein, 1993; Epstein & Van Voorhis, 2001). In her study, Epstein (1991) advocated that parents'

involvement decisions were affected by teachers' invitation for their involvement. Similarly, Dauber and Epstein (1993) defended that teacher and school invitations worked together to increase parent involvement. Epstein and Van Voorhis (2001) underscored the indirect outcome of the teacher invitations for parent involvement, student achievement, which is also the final level of the parent involvement model of Hoover-Dempsey and Sandler.

Teachers' invitation for parent involvement not only leads to the child outcomes but also leads to the parent outcomes. Soodak and Erwin (2000) stated that via teacher invitation, parents became more knowledgeable about their child, and so they behaved their children more consciously and confidently. Hence, they felt themselves valuable and fruitful in terms of the efforts that they put into their children's education (Griffith, 1998). They also felt themselves comfortable while communicating with the teachers, conveying their messages, and asking about their concerns related to their children's educational process (Hoover-Dempsey et al., 2005).

To sum up, the incidence of teacher invitations for involvement and an effective parent-teacher communication are essential points, which two also promote each other. While inviting the parents, the teachers should provide parents with the conditions that make them feel comfortable to communicate in order to increase both child and parent outcomes. Walker et al. (2005) defended that parents give importance to being comfortable to communicate with teachers and take care of the teachers' engagement to their children's needs, and they are interested in teachers' comments and suggestions. Hence, they defended that the specific teacher invitation for parent involvement, which was made in a welcoming and comfortable way, affected parents' parent involvement decision making process and this construct was defined at the first level of Hoover-Dempsey & Sandler's revised model.

2.5.2.3. Parents' Perceptions of Specific Child Invitations for Involvement

Baumrind (1991) claimed that parents' responsiveness to their children's needs and concerns about their education increases with the invitation from their children. Similarly, Grusec (2002) indicated that parents generally incline to respond the demands and needs of their children. Walker et al. (2005) stated that child invitation may be both verbal and nonverbal. They argued that children's connotations should be observed by parents. For instance, the child may not ask for help directly but parents may realize it. Realizing the child's implicitly expressed requests and needs are important. It may emerge when the child had difficulty at school Xu & Corno (1998) or while s/he working on the homework Xu & Corno (2003). Parents generally tend to respond their children's implicit requests by supervising or directly helping them (Dauber & Epstein, 1993). Hoover-Dempsey et al. (1995) stated that children may also directly request for support, help, or involvement of their parents. They also claimed that child invitations may emerge spontaneously with children's desire or may also be evoked by teachers' suggestions on seeking parent involvement. Walker et al. (2005) stated that school efforts may have an effect on child invitations. In other words, schools may encourage children to invite their parents for involvement. Likewise, Hoover-Dempsey et al. (2005) indicated that teachers may suggest children to invite their parents.

Hoover-Dempsey et al. (2001) stated that parents are more prone to involve when the school, teachers, and their children all together invite them to involve. A considerable amount of literature revealed that child invitations increase parent involvement (Anderson & Minke, 2007; Balli et al., 1998; Deslandes & Bertrand, 2005; Green et al., 2007; Sheldon, 2002). In their revised model, Hoover-Dempsey and Sandler defined "perception of specific child invitations for parent involvement" as a powerful determinant of parents' involvement.

2.5.3. Parents' Self-Perceived Life Context

The third and last overarching construct as the determinant of parents' involvement decision is "parents' self-perceived life context" in the revised model of Hoover-Dempsey and Sandler. The elements of parents' self-perceived life context are defined as self-perceived time and energy and self-perceived skills and knowledge by Walker et al. (2005). Walker et al. (2011) reported that level of parents' involvement is influenced by both their perception of their time and energy to involve in their children's education and perception of their skills and knowledge on involving in their children's education constructs. Likewise, Hoover-Dempsey and Sandler (2005) argued that when parents believe in the usefulness of their knowledge and skills on parent involvement and they have adequate time and energy to involve in parent involvement activities, they engage in their children's educational process in a more willing and motivated way. In this study, the "desire for parent involvement" sub-construct has been added based on expert opinion gathered on the issue. It was assumed that parents' desire for parent involvement is important as time and energy sub-constructs.

2.5.3.1. Self-Perceived Time, Energy and Desire for Parent Involvement

Walker et al. (2005) stated that parents' self-perceived time and energy is mainly related to parents' employment and family responsibilities. They also indicated that frequency and level of parent involvement is affected by parents' time and energy to involve in their children's education. There may be several reasons that influence the time and energy of parents for parent involvement. Hoover-Dempsey et al. (2005) defended that strict schedule of the job, long working hours, and working under compulsive conditions are related to the low levels of parent involvement, especially at school based activities. On the related literature, the parallel findings with Hoover-Dempsey and her colleagues are presented. Griffith (1998), Machida et al., (2002),

Lareau (1989), Weiss et al., (2003) revealed that heavy work conditions cause parents to have less time and energy to be spent on their children, and so the incidence of parent involvement decreases. Hoover-Dempsey et al. (2005) also claimed that having multiple children and being responsible for their care and education, or being responsible for another family member's care is related to low levels of parent involvement, too. On the other hand, they highlighted that parents generally seek opportunities to involve their children's education via trying to arrange their daily routines even they have adequate time and energy or not. Parallel with their findings, Weeden (2001) defended that parents generally tends to meet their children's educational demands even though they have a heavy personal daily schedule. It can be inferred from these findings that parents' desire for parent involvement may be an important construct to investigate because of both its own sake and possible correlation between it and time and energy constructs. All in all, parents' time, energy, and desire for parent involvement are the constructs that influence parents' involvement decisions.

2.5.3.2. Self-Perceived Skills and Knowledge on Parent Involvement

The construction of parents' self-perceived skills and knowledge is handled in a combined way in the model. Green et al. (2007) stated that parents' skills and knowledge on parent involvement are in the same vein and work together as these two are combined to constitute one single construct. Walker et al. (2005) stated that self-perceived skills and knowledge for involvement activities influences parents' involvement decisions. Walker and her colleagues also pointed out that parents tend to engage in their children's education if they perceive that their skills and knowledge on parent involvement are adequate and they tend to engage less if they perceive that their skills and knowledge are inadequate, accordingly. Furthermore, Walker et al. (2005) stated that parents who believed that they have inadequate skills and knowledge seek for help from others; family members, friend, or teacher. It can be inferred from this argument that parents generally tend to fulfill their inadequacy

on their parental skills and knowledge. In this way, parents also value their children's schooling (Baumrind, 1991). There is much of the literature that revealing the positive correlation between parents' self-perceived skills and knowledge and incidence of parent involvement (eg., Delgado-Gaitan, 1992; Drummond & Stipek, 2004; Kay et al., 1994). In their revised model of parent involvement, Hoover-Dempsey and Sandler defined this construct as a determinant of parents' involvement.

To conclude all these three overarching constructs constituting the first level of Hoover-Dempsey and Sandler's revised parent involvement model (parents' motivational beliefs, perception of involvement invitations, and self-perceived life context), their effects on parents' decisions about involvement are proven by a large body of the related literature. As supported by the related literature and demonstrated by Hoover-Dempsey and Sandler's model, higher levels of these overarching constructs are associated with higher incidence of parents' involvement while the lower levels of those are associated with lower incidence of parents' involvement (Walker et al., 2005).

2.6. Effects of Demographic Variables on Parents' Involvement Decisions

Traditionally, the effects of demographic variables have been the subject of research on parent involvement (eg., Bornstein et al., 2003; Clark, 1983; Duncan & Magnuson 2003; Tanaka & Waldfogel, 2007). Carlisle et al. (2005) stated that structure of the families, their personal daily schedules that essentially shaped by their occupations, and social status affects the incidence of parent involvement. Likewise, Eccles & Harold (1996) defended that parents' demographic factors such as education level, work status, marital status, and number of children are associated with parent involvement. In most of the related literature, parents' age (Overstreet et al., 2005), educational level (Hayes, 2011), parents' marital status (eg., Epstein, 1984; Ganong & Coleman 1994), parent's employment status (Dauber & Epstein, 1989) and child's

sex (Lee et al., 2007) are studied on. In the current study, parents' age, educational level, occupation, and child's age variables were investigated.

2.7. Comparing Fathers and Mothers on their Parent Involvement Decisions

In many of the former studies (eg., Bronstein 1988; Levant 1988; McBride et al., 2002) it was stated that mothers were the parents with whom children spend most of their time, and so mothers were more aware of their children's character traits. Hence, mothers involve in their children's educational process more than fathers especially in early childhood period (eg., Gürşimşek et al., 2007; Omolo, 2008; Tezel-Şahin & Özbey, 2009). This study was also grounded in these literature findings and attempted to investigate the differences between the determinants of why fathers and mothers involve.

In the past, the ways of fathers 'and mothers' involvement were more distinctive. An example of former studies, Bronstein (1984) stated that father-child interaction was predominantly in structured play or teaching something. She also defended that fathers are physically more active than mothers in the times that they spend with their children. Moreover, it is claimed in her study that fathers give more directions and make more informative talking. On the other hand, father involvement's importance was known and there were studies on the ways of increasing father involvement. Woollett et al. (1982) pointed out that providing father involvement was not more difficult than providing mother involvement. They stated that some factors like time management and desire to involve were more determinative than parent's sex. Furthermore, they claimed that fathers were willing to involve their children's care and education as much as mothers.

Nowadays, current studies (eg., Downer et al., 2010; Jeynes, 2011; Kuzucu, 2011; Pleck 2012) indicated that although fathers' involvement in child care and education is still less than mothers, they are more involved than they are in previous decades.

Kuzucu (2011) defended the proposed case in the society's perception on fathers' and mothers' roles in the family have changed because of industrialism and urbanization. He also indicated that difference between fathers' and mothers' role becomes more slight than it was in past. Hodgins' study findings are parallel with Kuzucu's arguments. Hodgins (2007) reported that more fathers take parental day offs to spend time with their children at home nowadays. Likewise, Goldwire's (2012) study on father involvement in early childhood stage revealed that fathers' role on their children's care and education expands continually.

On the other hand, there are still some differences between diverse aspects of fathers' and mothers' involvement. For instance, parent child interaction's properties changes between fathers and mothers. Tallmadge & Barkley (1983) indicated that how children respond to their fathers and mothers are different, and correlatively fathers' and mothers' responses toward their children are different, too. In other words, fathers and mothers behave differently in terms of responses and parenting. Many study findings showed that not only fathers' and mothers' responses but also their perception on behaviors of their children differs from each other (eg., Sobol et al., 1989; Webster-Stratton 1988; Deater-Deckart, 1998). It is revealed by some studies that father-child and mother-child interactions differ from each other, however responsive parenting behavior increases child outcomes independent from this difference (Swick, 1991).

Greif & Greif (2004) argued that generally neither theories nor research on parent involvement differentiate fathers and mothers. They also claimed that parent involvement theories and research are often built on mothers. Parallel with this, Ehrlick (2004) stated that although majority of participants are mothers in parent involvement studies, the results attributed to parents as a whole. Phares et al. (2005) indicated that assigning the mother participants' results to ''parenting'' leads up to ignoring fathers' involvement for the results, and so it is one of the major weakness of such kind of studies. Similarly, Ehrlick (2004) emphasized that sample of many

parent involvement studies are mothers only, and others including both parents are responded mostly by mothers.

Despite some differences that still continuing between the way and incidence of father' and mothers' parent involvement, both of the parents' involvement in a continual is essential. Moreover, comparative studies on the factors that affect fathers' and mothers' involvement decisions provide an opportunity to gain a deeper insight on paternal and maternal involvement.

CHAPTER III

METHOD

In this chapter, the methodology of the current study is described. Firstly, the design is described and then the population and sample are stated. Secondly, the data collection instruments, their adaptation to Turkish culture and language, and pilot study are presented. Furthermore, the validity and reliability assessments of the instruments are considered and the procedure of collecting the data is explained. And lastly, the data analysis procedure and limitations of the study are described.

3.1. Design of the Study

The purpose of the present study was to compare fathers' and mothers' determinants of why they involve in their children's education, in particular; motivational beliefs, perceptions of invitations for involvement from others (the school, teacher, and child), and self-perceived life context for the involvement in the education of their children who attend preschool. In addition, the question how much of the variance in parents' scores on their "motivational beliefs to involve in their child's education" can be explained by their "perceptions of invitations for involvement from others", and "self-perceived life context for the involvement" was aimed to be investigated. Finally, it was also aimed to investigate the possible effects of demographic variables on parents' determinants of why they involve. To reach these aims, a cross-sectional survey research design, which is a quantitative research method, was utilized. The present study focused on the data which was collected from fathers and mothers' self-reported responses to the hard copies of the questionnaires by the researcher.

3.2. Population and Sample

The target population of this study included all 36-72 months old preschoolers' fathers and mothers in Ankara. On the other hand, since it was not feasible to reach all of them, the accessible population was chosen. The accessible population was a number of fathers and mothers of preschoolers that attend private or public preschools in Ankara's four urban districts: Çankaya, Yenimahalle, Keçiören and Gölbaşı. The list of private and public preschools at these four districts was obtained from the Ministry of National Education. The schools that were object to the study were selected with convenience sampling method, according to the effortlessness of transportation, from the list both for the pilot and main studies. The pilot study was conducted to see whether the Turkish version of the instruments were valid and reliable at Turkish context or not. Both for the pilot study and main study, the questionnaires were employed at the schools whose administrators accepted this study to be conducted at their school. For the pilot study, 1730 questionnaires were sent to the parents at 8 private and 8 public schools and 435 of them were filled by parents and turned back. For the main study, 2990 questionnaires were sent to the parents at 19 private and 17 public schools. However, 841 of them responded the questionnaires. These results showed that the response rate of the pilot study was 25% and the main study was 28%.

The results of the frequency analyses on demographic information of the main study covering the school type, parents' sex, age, graduation level, occupation, and their child's age are presented in the table 3.1.

Table 3.1

Frequencies of Demographic Information

	Fathers		Mothers		Total	
Parent's Sex	f	%	f	%	f	%
1.Male	-	-	-	-	404	48
2.Female	-	-	-	-	437	52
Missing	-	-	-	-	0	0
Total	-	-	-	-	841	100
School Type					f	%
1.Parents in Public School	292	72,3	320	73,2	612	72,8
2.Parents in Private School	112	27,7	117	26,8	229	27,2
Missing	0	0	0	0	0	0
Total	404	100	437	100	841	100
Parent's Age Group					f	%
1.21-30 years old	24	5,9	87	19,9	111	13,2
2.30-45 years old	349	86,4	332	76	681	81
3.45-+ years old	30	7,4	6	1,4	36	4,3
Missing	1	0,2	12	2,7	13	1,5
Total	404	100	437	100	841	100
Parent's Graduation Level					f	%
1.Elementary School	29	7,2	55	12,6	84	10
2.High School	95	23,5	135	30,9	230	2,3
3.Associate Degree	47	11,6	45	10,3	92	10,9
4.Bachelor's	173	42,8	151	34,6	324	385
5.Master's	49	12,1	46	10,5	95	11,3
6.Doctorate	11	2,7	5	1,1	16	1,9
Missing	0	0	0	0	0	0
Total	404	100	437	100	841	100
Parent's Occupation					f	%
1.Unoccupied	17	4,2	240	54,9	257	30,6
2.Civil Servant	133	32,9	81	18,5	214	25,4
3.Worker	67	16,6	30	6,9	97	11,5
4.Self-employed	101	25	32	7,3	133	15,8
5.Other	83	20,5	52	11,9	135	161
Missing	3	0,7	2	0,5	5	0,6
Total	404	100	437	100	841	100
Child's Age					f	%
1.3 years old	6	1,5	10	2,3	16	1,9
2.4 years old	47	11,6	45	10,3	92	10,9
3.5 years old	117	29,0	119	27,2	236	281
4.6 years old	225	55,7	244	55,8	469	55,8
Missing	9	2,2	19	4,3	28	3,3
Total	404	100	437	100	841	100

As it is shown in the table 3.1, 612 (72.8%) parents were from public preschools and 229 (27.2%) of them were from private schools. Among the parents, 404 (48%) fathers and 437 (52%) mothers responded to the questionnaires. 111 (13.2%) of the parents were between 21-30 years old, 681 (81%) of them were between 30-45 years old, and 36 (4.3%) of them were older than 45 years old. The frequencies of the parents' education level were as follows; 84 (10%) elementary school degree, 230 (27.3%) high school degree, 92 (10.9%) associate degree, 324 (38.5%) bachelor's degree, 95 (11.3%) master's degree, and 16 (1.9%) doctorate degree. When the frequencies of the parents' occupation were analyzed, the results showed that 257 (30.6%) of the parents were unoccupied, 214 (25.4 %) of them were civil servant, 97 (11.5%) of them were worker, 133 (15.8) of them were self-employed, and 135 (16.1%) of them had other occupations. The parents filled out the questionnaires considering one of their preschool age children if they had more than one child attending to the preschool. 16 (1.9%) of the parents reported their child was 3 years old, 92 (10.9) of them reported as 4 years old, 236 (28.1%) of them reported as 5 years old, and 469 (55.8%) of them reported as 6 years old.

3.3. Data Collection Instruments

The instruments that were used to collect data were (1) The scales of Hoover-Dempsey & Sandler's first level of the "parent involvement model" which were translated into Turkish and (2) demographic information form. Each instrument is presented in the appendices C and D.

The original versions of the scales of Hoover-Dempsey & Sandler were defined and reported in the article of Walker et al (2005). The original version of the instruments includes 8 scales in total to measure the determinants of why parents involve in their children's education, which constitute the first level of the "parent involvement model". Each of these 8 scales has 6 point likert type items, in total 56 items are included. Higher scores on the scales indicate parents' positive perceptions or beliefs

toward parent involvement which prompt to increase its incidence, while lower scores indicate parents' negative perceptions or beliefs toward parent involvement which prompt to decrease its incidence. In other words, parents with higher scores on the scales attributed to tend to involve in their children's education more while those of lower scores attributed to tend to involve less.

The first level of the parent involvement model theory includes psychological and constructional factors that affect parent involvement. These factors include three overarching constructs; (1) motivational beliefs of parents on their involvement, (2) parents' perceptions of invitations from school, child, and teacher, and (3) parents' self-perceived life context on their involvement. Each of these 3 factors has its own scales. (1) Parental Role Construction Scale consisting of (1.1) Parental Role Activity Beliefs Scale and (1.2) Valence toward School Scale and (2) Parental Self-Efficacy Scale lead to motivational beliefs of parents, (3) Perceptions of General School Invitations Scale, (4) Perception of Specific Child Invitations Scale, and (5) Perception of Specific Teacher Invitations Scale lead to parents' perceptions of invitations from others, (6) Self-perceived Time and Energy Scale and (7) Self-Perceived Skills and Energy Scale lead to parents' self-perceived life context.

These scales were developed in English by Walker et al. in 2005 and administered to from fourth to sixth grade students' parents in the United States. Tekin (2008) translated these into Turkish except Specific Child Invitations Scale and Valence toward School Scale. That is why in the current study, these two scales were translated into Turkish, and the pilot study was conducted including all the instruments at preschool level. After all the revisions are made, the adapted versions of these scales administrated to the parents to measure their self-reported perceptions and beliefs on their parent involvement and the demographic information form included questions of the parents' age, educational level, occupation, and age of their child.

3.4. Translation and Adaptation of the Instruments

To adapt Hoover-Dempsey and Sandler's scales into Turkish, Tekin (2008) conducted a study. Tekin (2008) administered these scales to the first and second grade students' parents in Yozgat, Turkey. On the other hand, he did not translate Specific Child Invitations Scale and Valence toward Scale. The whole structure of the parent involvement model's first level was aimed to be investigated at the present study. The researcher and the advisor of this study revised Tekin's (2008) translation and translated the other two scales into Turkish. Then, five research assistants, who are native speakers in Turkish and have knowledge of English in advanced level, at Early Childhood Education department at Middle East Technical University, evaluated this translation. While making their evaluations, they also took the Turkish early childhood education context into consideration. Each research assistant evaluated the translation of each item and gave feedbacks on them on the columns that ask for their recommendations and suggestions under 3 rating levels: proper, fairly proper and not proper. None of the items was rated as "not proper". According to their feedbacks, some slight alterations were made.

After the translation of Specific Child Invitations Scale and Valence toward School Scale was made, three experts, who work in the faculty of education in universities, were consulted on whole of the instruments. One of the experts was a professor at elementary education program and the other experts were assistant professors at early childhood education department. They were asked if the items of the scales are proper for parents of preschoolers in Turkey. They were requested to evaluate each item of the scales in terms of items' propriety and state their opinions on them. According to responses of the experts, some slight revisions were made on the items and the Self-Perceived Time and Energy Scale elaborated by dividing it into two sections and adding one more section as (1) Self-Perceived Time, (2) Self-Perceived Energy, (3) Self-Perceived Desire subscales. It was decided that, more detailed information on parents' self-perceived life context can be collected via these three

separate sections. In this way, the scales had 68 items in total. Moreover, except Valence toward School Scale, and Perception of Specific Child Invitations Scale, and Perception of Specific Teacher Invitations Scale, the other scales transformed into from 6 point likert type to 5 point likert type as following anchors: 1 = disagree very strongly, 2 = disagree, 3 = neutral, 4 = agree, 5 = agree very strongly. The Valence toward School Scale's response format remained the same as the original one. Its ratings are ascended from 1 to 6 like as follows: I disliked 1. 2. 3. 4. 5. 6. liked my school. Likewise, the response formats of the Perception of Specific Child Invitations Scale, and Perception of Specific Teacher Invitations Scale remained the same as follows: 1 = never, 2 = 1 or 2 times, 3 = 4 or 5 times, 4 = once a week, 5 = a few times a week, 6 = daily. As a next step, proof reading is also done by a Phd candidate lecturer at Turkish language department of Middle East Technical University. The grammar, spelling, and punctuation mistakes were lessened in this way. Then, they were printed out and parents –both mothers and fathers- of 5 preschoolers were employed the instruments. They were consulted on the instruments' readability, appropriateness of print quality, font style and size, clarity of items, and comprehensibility of the directions. According to their opinions and suggestions, the instruments were revised by the researcher and the advisor of this study to reach its acceptable compromise and finally they were ready for the pilot study. In this way, content validity was checked. Then, the pilot study with 435 parents was conducted. The cover pages of the instruments indicated the proposed parent - father or mother of the child- and an informant consent form was added to each questionnaire. 199 fathers and 236 mothers responded the instruments and the validity and reliability analyses were conducted based on the data collected from the pilot study.

3.5. Pilot Study

Pilot study was conducted at 8 private and 8 public schools in four urban districts of Ankara: Çankaya, Yenimahalle, Keçiören and Gölbaşı. The data of the pilot study were collected in the fall semester of 2016-2017 academic years. The data of that

collected from 435 parents was screened and cleaned for validity and reliability analyses. The results of confirmatory factor analysis and Cronbach's alpha reliability coefficients stated and interpreted in the following section. The schools were selected by convenience sampling method concerning the effortlessness of transportation to the schools. The results indicated satisfactory validity and reliability scores.

3.6. Validity and Reliability of the Instruments

Fraenkel & Wallen (1993, p. 147) stated that "validity refers to appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes" and "reliability refers to the consistency of the scores obtained". While designing or selecting an instrument to use in a study, these two concepts should be considered to ensure that the data that collected leads correct inferences and conclusions (Frankel & Wallen, 1993).

The original scales were developed via administering them to from fourth to sixth grade students' parents, and the Turkish version of the scales were administered to the first and second grade students' parents. On the other hand, these eight scales never administered to preschool age children's parents to our knowledge. For these reasons, to control whether the instruments are reliable and valid or not, the procedures explained below were followed.

The most common way of assessing an instrument's content related evidence of validity is consulting to the experts of the area as it is mentioned by Fraenkel & Wallen (1993). As the steps of gathering experts' opinion process is explained at the section 3.4, cultural, language, and format appropriateness is evaluated and revised.

For the aim of measuring the construct validity of the scales, a confirmatory factor analysis (CFA) was applied to the data that gathered from the pilot study. CFA is conducted to "test a theory about latent processes" by researchers as it is explained

by (Tabachnick & Fidell, 2013, p. 614). The LISREL 8.8 program developed by Jöreskog and Sörbom (2006) is used to conduct CFA. Schumacker and Lomax (1996) asserted that while explanatory factor analysis is used for to find out a model, confirmatory factor analysis is used for to confirm a proposed model. Jöreskog and Sörbom (1993) mentioned that CFA is used to confirm the accuracy of the models which are developed in advance and assured by numerous prior comprehensive research. Conducting CFA for this model was preferred to measure the construct validity of the scales for the current study's sample, since the level 1 of parent involvement model of Hoover-Dempsey & Sandler was subject to many studies and proven by these studies so far.

Kelloway (1998) stated that the fit of the data set with the model is represented by the $\chi 2$ /df values lower than 5. In the current study, the $\chi 2$ / ratio was found 4.1 (9035.21/2195 = 4.12) which showed a good fit. Jöreskog and Sörbom (1993) indicated that RMSEA values lower than .08 represent a good fit. Moreover, according to Kelloway (1998), RMSEA values lower .10 indicate a fair fit. The RMSEA value of the current study was .085 which was quite close to the proposed criteria to have an admissible value to be counted as a good fit. Regarding RMR and SRMR values, Brown (2006) argued that lower than .08 indicate a good fit. Kleine (2005) suggested that it can be indicator of a fair fit the RMR and SRMR values of .10. In the current study, the RMR value of .13 and the SRMR value of .08 indicated an almost fair fit. Kelloway (1998) suggested that NNFI and CFI values more than .90 represent a good fit. In the current study, the NNFI was .92 and CFI value was .93 which are indicators of a good fit. As a conclusion of these finding, it can be interpreted that the data set has an admissible fit with the proposed model ($\chi 2$ /df = 4.12, RMSEA = .085, RMR =.13, SRMR = .08, NNFI = .92, CFI = .93). Figure 3.1 presents the model.

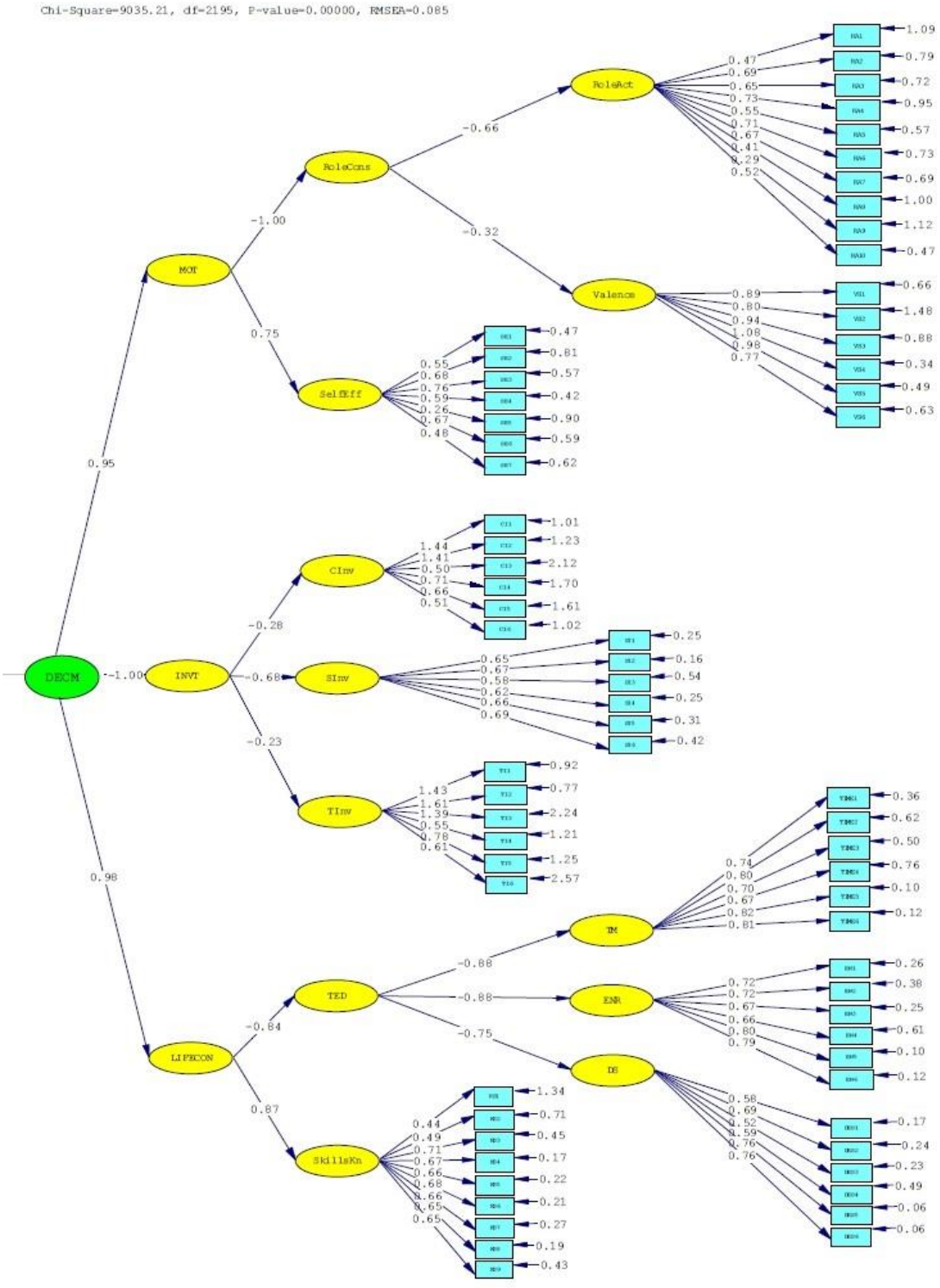

Figure 3.1

Confirmatory Factor Analysis of the Hypothesized Model

To check internal consistency and estimate the reliability, Cronbach's alpha coefficient was used. Pallant (2005, p. 265) stated that "values should be above .7 or .8 to be considered reliable".

The original scales were tested with a sample of 495 parents of elementary school children and its reliability analysis according to Cronbach's alpha values were as follows; "Parental Role Activity Beliefs: .80, Valence toward School: .85, Parental Self-Efficacy Beliefs: .78, Parental Perceptions of General Invitations for Involvement from the School: .88, Parental Perceptions of Specific Invitations for Involvement from the Child: .70, Parental Perceptions of Specific Invitations for Involvement from the Teacher: .81, Parental Perceptions of Personal Time and Energy for Involvement Activities: .84, Parental Perceptions of Personal Knowledge and Skills for Involvement Activities: .83" (Walker et al., 2005, p. 92-97).

The Turkish version of the scales was tested by Tekin (2008) with 374 parents of first and second grade elementary school children. Its reliability analysis according to Cronbach's alpha values were reported as follows; "Parental Role Activity Beliefs: .79, Parental Self-Efficacy Beliefs: .75, Parental Perceptions of General Invitations for Involvement from the School and Parental Perceptions of Specific Invitations for Involvement from the Teacher: .77, Parental Perceptions of Personal Time and Energy for Involvement Activities: .85, Parental Perceptions of Personal Knowledge and Skills for Involvement Activities: .82" (Tekin, 2008, p. 93).

Results of the pilot study estimated that Cronbach's alpha coefficients of the current study were as follows; "Parental Role Activity Beliefs: .82, Valence toward School: .88, Parental Self-Efficacy Beliefs: .76, Parental Perceptions of General Invitations for Involvement from the School: .90, Parental Perceptions of Specific Invitations for Involvement from the Child: .74, Parental Perceptions of Specific Invitations for Involvement from the Teacher: .82, Parental Perceptions of Personal Time for Involvement Activities: .91, Parental Perceptions of Personal Energy for

Involvement Activities: .93, Parental Perceptions of Personal Desire for Involvement Activities: .94, Parental Perceptions of Personal Knowledge and Skills for Involvement Activities: .89".

Each item of the scales was also analyzed separately in terms of Cronbach's alpha coefficients. The results indicated that Cronbach's alpha coefficients ranged from .3 to .86 among all the scales. According to Pallant (2005), the items with Cronbach's alpha value less than .3 may measure a different thing from the other items in the whole scale. Moreover, Pallant (2005) also stated that Cronbach's alpha value should be above .7 in a reliable scale. Since any item with a value under .3 was not found in any scale and the scales' values ranged from .74 to .94 in the pilot study, it was concluded that the scales are reliable. The Cronbach's alpha analysis results of each item in each scale are presented in the tables 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11 in appendix A.

As a result of validity and reliability measures of the data gathered from pilot study, the scales were proper to employ them to the parents of preschoolers for the main study to investigate the research questions of the current study.

3.7. Data Collection Procedure of the Study

Firstly, necessary permissions were obtained from Walker, who is one of the developers of the scales, via email. The permission of Tekin, who studied on translating the original scales into Turkish, was obtained via email, too. Secondly, permission from METU ethics committee was obtained to administer the scales. Then, permission from Ministry of National Education was also obtained to administer the scales. Lastly, the researcher came together with administrators and teachers (when it was possible to come together with the teachers) of each preschool to inform them about the purpose of the study at the school. Confidentiality issues were explained to the volunteer administrators and teachers to conduct the study with

the parents at their school before conducting the study. Confidentiality issues covered that neither the schools and teachers nor the parents' names will be given or written at anywhere. Researcher's contact information was written on questionnaires to answer administrators', teachers', and parents' questions and concerns about the study. The confidentiality issues, volunteerism principal, and the absence of any correct respond to the items were written on the questionnaires, too. The teachers were requested to give the questionnaires to parents at school on arrival-departure times. The data of the pilot study were collected in the fall semester and those of the main study were collected in the spring semester of 2016-2017 academic years. To prevent loss of subjects, which is an internal validity threat, some precautions were taken. The return date of the questionnaires was defined together with administrators or teachers in advance. However, some schools were visited many of times because of the demand of teachers' or parents' extension of the due date. Another threat which may arise was the risk of the questionnaires' being responded interchangeably by the opposite sex parent. To prevent this threat, the researcher requested administrators and/or teachers to distribute the questionnaires in the equal number regarding the child number in the class and give them randomly to the parents face to face considering the sex of the parent. The cover page of the questionnaires also indicated the proposed parent with such a statement: for fathers / for mothers. In this way, the fathers' and mothers' scales will seem special and different from each other even though the content of them was absolutely the same.

3.8. Data Analysis

SPSS 22.0 was used in both pilot and main studies to conduct descriptive and inferential statistics analyses. LISREL 8.8 was also used to conduct confirmatory factor analysis. Both the data of pilot and main studies were screened and cleaned firstly. Missing data were checked whether they were the result of the researchers' mistake or not. According to Tabachnick and Fidell (2001) the missing data up to 5 % is acceptable. The missing data under 5 % were dealt with exclude cases pairwise

option of SPSS as it was suggested by Tabachnick and Fidell (2001). The outliers were checked by analyzing the multivariate outliers by standardized residual values. The assumptions of the specific analyses were checked prior to the analyses. Descriptive statistics were used to gain information about minimum-maximum values, means, standard deviations, and frequencies. To find the differences and relationships between the subjects, inferential statistics were used. Correlation analysis was conducted to see the linear relationship between the variables. One way MANOVA was used to inspect especially the main aim of the study since there were one categorical independent variable (sex of parent) and three continuous dependent variables (1) motivational beliefs of parents on their involvement, (2) parents' perceptions of invitations from school, child, and teacher, and (3) parents' self-perceived life context on their involvement. One-way MANOVA analyses were also conducted to compare fathers' and mothers' scores on the sub factors of the model defined at the previous sections. Multiple regression correlation analyses were conducted to see "how well a *set of variables* is able to predict a particular outcome" (Pallant, 2005, p. 140). Moreover, to find the contributions of demographic variables on the factors that affect the decisions of parent involvement, two-way between groups ANOVA was conducted.

3.9. Limitations

This study has some limitations. Since all the scales were self-reported type, it is assumed that the participants were honest and careful while responding the items. Moreover, reaching to all population was not feasible. This study will be limited in the findings from the data of accessible population. The aim of this study required reaching almost the equal number of fathers and the mother of preschoolers. For this aim the questionnaires that distributed to the schools were equal in number in terms of fathers' and mothers' questionnaires. On the other hand, the fathers' respond rate was a little low than mothers. This limitation was dealt with some statistical techniques. Moreover, the generalization of the results could have increased if the

sampling of the current research had been random, instead of convenience, among 24 districts of Ankara. Lastly, the instruments were reached to parents via teachers. This may have led the decrease in response rate. The face to face communication between parents and researcher could have been more convincing to attend to the study if it had been possible. However, it would not be feasible.

CHAPTER IV

RESULTS

This chapter presents the process of analyzing the data of the current study to investigate the research questions in three sections. In the first section, the preliminary analyses that conducted for the current study to check the required assumptions of the inferential statistics analyses are represented. The second section reveals the descriptive statistics analyses results that represents the general patterns of the fathers' and mothers' scale scores. The last section presents the findings of inferential statistics analyses results of the proposed study concerning the related research questions.

4.1. Preliminary Analyses

Before applying the parametric analyses, some assumptions should be met (Pallant, 2005). The general assumptions of the analyses of this study are discussed in this section. The alternative ways are presented in the case of any violation of the assumptions.

4.1.1. Sample Size

To increase the generalizability and scientific value of the findings of a research a sufficient sample size is needed (Pallant, 2005). On the sufficient sample size issue, different sources suggest different formulas or numbers. Tabachnick and Fidell (2001) offer the formula of $N \geq 50 + 8m$. Here, m refers to the number of independent variables. In this study, the minimum sample size limit was exceeded to a considerable extent. Moreover, Fraenkel & Wallen (1993) suggest that the simple size should be larger as much as the researcher reaches considering the time and

energy issues. The current study had 841 participants that could be inferred as a large sample size.

4.1.2. Normal Distribution

To conduct many of the statistical analyses the assumption of normal distribution should be met (Pallant, 2005). The dispersion of the dependent variable scores should create a bell shaped and symmetrical curve to indicate the normality. The first way of assessing the normality is checking the skewness and kurtosis values. As Pallant (2005) states, skewness refers to the symmetry and kurtosis refers to the peakedness. George and Mallery (2002) indicates that skewness and kurtosis values should be between -2 and 2 to accept it as a normal distribution. The test of normality analysis also assesses the normal distribution of the scores. Pallant (2005) mentions that the Kolmogorov-Smirnov results with a non-significant value (significance value above .05) points out a normal distribution. On the other hand, both the skewness-kurtosis values and Kolmogrov-Smirnov results may not indicate a normal distribution in large samples (+200) but it can be underestimated (Gravetter & Wallnau, 2009). In the current study, histograms were also investigated. Histograms show the real shape of the distributions (Pallant, 2005). The normal probability plots (normal Q-Q plots) indicating an almost straight line supports the normal distribution findings of histograms (Pallant, 2005). In the current study, these criteria were considered.

4.1.3. Outliers

The outliers have considerably different scores on the instruments than the rest of the data set. As it was stated in the third chapter, the data screening and cleaning process helped the researcher to eliminate the risk of data entry error. Pallant (2005) states that many of the statistical analyses results are affected by outliers. To decrease the negative effects of the outliers some techniques were utilized in the current study. As

a first way, the histograms were looked for to detect the outliers. Pallant (2005) indicates that the extreme values located on the tails of the histogram may refer to the outliers. Then, the box plots are investigated. Pallant (2005) mentions that the outliers can be seen on the box plots with little circles or asterisks identifying the ID numbers. In order to see whether these outliers have an important influence affecting the results or not, the %5 trimmed mean value is evaluated. The difference between the mean and trimmed mean should not be bigger than %5 to conclude that the outliers have an insignificant effect. To identify the multivariate outliers (extraordinary combination of factor scores) "normal probability plot (P-P) of the regression standardized residuals" are inspected to see whether the points lie on the line from left bottom to right top or not. The points which ruin this proposed line may be potential outliers as it is mentioned by Tabachnick and Fidell (2001). Tabachnick and Fidell (2001) also suggest that the standardized residuals exceeding +/-3.3 points of the exact value may be identified as outlier. Mahalanobis distance values are investigated to seek the potential outliers, too. The columns of showing the Mahalanobis distance value were generated by SPSS program for the each related research questions in the data view section. As Pallant (2005) states, the outliers' Mahalanobis Distance value exceeds the critical chi-square value. The chi-square values that used to evaluate the Mahalanobis distance value are determined by the number of independent variables. The table C.4 presented by Tabachnick and Fidell (2001) was utilized to find the critical chi-square values. In order to see whether these outliers have an important influence affecting the results or not, the Cook's distance value is looked for from the residual statistics table or the column generated by SPSS in the data view section. Pallant (2005) states that if the Cook's distance value does not exceed 1, it can be concluded that the outliers have an insignificant effect. Both the Mahalanobis and Cook's distance values are checked by sorting the cases descending on these values. For the preliminary analyses of the current study, the presented ways of checking the outliers and the effects of them on the result stated above are utilized.

4.1.4. Homogeneity of Variance

As it is explained by Pallant (2005) conducting many of the parametric techniques requires the homogeneity of variance assumption. Homogeneity of variance means that the scores of the groups picked from the sample of the study is similar regarding their variances. Violating this assumption especially affects the results of studies with small sample size. Moreover, Stevens (1996) states that if the ratio of the group size is reasonably similar like 3/2, it would not cause any major problem in large sample sizes. Levene's test was conducted to assess this assumption as it was suggested by Pallant (2005). The results of this test should show an insignificant value to meet the homogeneity of variance assumption at alpha value .05. For the analyses of the stated research questions, this criterion was considered.

4.1.5. Linearity

Pallant (2005) explains this assumption as "the presence of a straight line relationship between each pair of your dependent variables" (p. 281). Among many ways of assessing this assumption, Pallant (2005) suggests inspecting the scatter plots or matrix of scatter plots according to the analysis that is conducted. The relationships of the dependent variables should form a straight line shape to meet the linearity assumption. In the current study, both the scatter plots and matrix of scatter plots are examined to check the assumption of linearity.

4.1.6. Homoscedasticity

The scores of a variable should vary in the same way with the scores of the other variable. Pallant (2005) mentions that if the scatter plot presents a commensurate line shape, it can be concluded that the homoscedasticity assumption is met. Pallant (2005) exemplifies this condition as a cigar shape appearance of the values' cluster on the scatter plot. If the shape of the values on the scatter plot starts narrower and

gets fatter through the end or vice versa, it means that this assumption is violated. Scatter plots in the current study were checked in terms of this assumption.

4.1.7. Multicollinearity and Singularity

To conduct many of the analyses that investigate relationship between variables, the assumption of multicollinearity and singularity should be met. As Pallant (2005) explains, multicollinearity refers to highly correlated independent variables in a study which may cause some problems on the analysis results of the research questions. Likewise, Pallant (2005) defines singularity as a combination of independent variables, which are the subjects of a research, forming just one independent variable, in fact. Both of the multicollinearity and singularity should be avoided. While high correlations of dependent variables and independent variables are approved, independent variables' being over correlated is not approved as well. In such a case, eliminating one of the over correlated variables or combining them together to form a new overarching construct is recommended (Pallant, 2005). The legitimate limit of the correlation value between the independent variables should be below .8 (Pallant, 2005). The multicollinearity can also be checked by the VIF value. The VIF values should be lower than 10 to satisfy this assumption. The correlations tables were examined to assess the multicollinearity and singularity in this study.

4.1.8. Homogeneity of Variance-Covariance Matrices

This assumption can be described as "the multivariate analog of homogeneity of variance" by Tabachnick and Fidell (2001, p. 86). In other words, it is the equality of the observed covariance matrices among groups for dependent variables. This assumption was checked by Box's M test in the current study to see whether the assumption was violated or not. The significance value above .001 means that this assumption is met.

4.2. Descriptive Statistics Analyses

In this section, the research question which concerned the general patterns of the fathers' and mothers' scale scores are dealt with.

4.2.1. The First Research Question

R.Q.1. What are the general patterns of the fathers' and mothers' scale scores on the the determinants of why they involve in their children's education; (1) motivational beliefs of parents on their involvement, (1.1) parental role construction (1.1.1) parental role activity beliefs, (1.1.2) valence toward school, (1.2) parental self-efficacy, (2) perceptions of invitations from others for their involvement, (2.1) perceptions of general school invitations, (2.2) perception of specific child invitations, (2.3) perception of specific teacher invitations, (3) self-perceived life context on their involvement (3.1) self-perceived time, energy and desire (3.1.1) self-perceived time (3.1.2) self-perceived energy, (3.1.3) self-perceived desire and (3.2) self-perceived skills and knowledge for parent involvement?

To investigate this research question, the number of valid scores, minimum and maximum values of the scores, mean and standard deviation were revealed by descriptive statistics and presented in the tables 4.1 and 4.2 with regard to the sex of the parents.

Table 4.1

Descriptive Statistics for the Overarching Constructs of Fathers' of the Determinants of why they Involve in their Children's Education

Overarching Constructs	N	Min	Max	M	SD
Motivation	400	43,00	118,00	88,6125	13,03330
Invitation	391	25,00	98,00	56,2864	13,19692
Lifecontext	392	38,00	135,00	102,8469	18,59769

Table 4.2

Descriptive Statistics for the Overarching Constructs of Mothers' Determinants of why they Involve in their Children's Education

Overarching Constructs	N	Min	Max	M	SD
Motivation	420	53,00	121,00	92,2048	13,11655
Invitation	417	23,00	102,00	60,9424	12,54287
Lifecontext	427	30,00	135,00	111,0937	16,84577

The tables 4.1 and 4.2 demonstrate that the mothers' scores are higher than the fathers on all of these three constructs. The obtained total scores on these constructs are as follows; the mothers obtained a higher score on motivational beliefs on parent involvement (M = 92.20, SD = 13.12) than those of the fathers (M = 88.61, SD = 13.03), the mothers' total perception of invitation for parent involvement score is also higher (M = 60.94, SD = 12.54) than those of the fathers (M = 56.29, SD = 13.20), and finally, the mothers' total self-perceived life context on their parent involvement score is higher (M = 111.09, SD = 16.85) than those of the fathers (M = 102.85, SD = 18.60), too.

The same procedures were followed to investigate on the constructs and sub-constructs of the determinants of why parents involve. The results are presented separately for the fathers and mothers in the tables 4.3 and 4.4.

Table 4.3

Descriptive Statistics for Constructs and Sub-Constructs of the Fathers' Determinants of why they Involve in their Children's Education

Constructs/sub-constructs	N	Min	Max	M	SD
totalroleconstruction	400	28,00	84,00	63,3625	10,47164
totalroleactivitybeliefs	400	12,00	50,00	36,8500	7,32712
totalvalence	402	6,00	36,00	26,5224	6,32895
totalselfefficacy	404	7,00	35,00	25,2426	4,83069
totalschoolinvitation	402	6,00	30,00	23,9950	4,82615
totalchildinvitation	401	6,00	36,00	17,3865	5,62118
totalteacherinvitation	392	6,00	36,00	14,9235	6,96900
totaltimeenergydesire	403	18,00	90,00	67,7618	13,63847
totaltime	404	6,00	30,00	21,4950	5,61922
totalenergy	403	6,00	30,00	22,4194	5,13406
totaldesire	404	6,00	30,00	23,8441	5,03516
totalskillsandknowledge	392	9,00	45,00	35,0408	6,45134

Table 4.4

Descriptive Statistics for Constructs and Sub-Constructs of the Mothers' Determinants of why they Involve in their Children's Education

Constructs/sub-constructs	N	Min	Max	M	SD
totalroleconstruction	421	26,00	86,00	65,9430	10,95604
totalroleactivitybeliefs	429	10,00	50,00	37,1981	7,78210
totalvalence	429	6,00	36,00	28,6946	6,11743
totalselfefficacy	436	13,00	35,00	26,0849	4,58129
totalschoolinvitation	435	6,00	30,00	25,3080	4,66053
totalchildinvitation	432	6,00	36,00	19,0787	5,97546
totalteacherinvitation	420	6,00	36,00	16,4405	6,90293
totaltimeenergydesire	434	18,00	90,00	73,7327	12,35306
totaltime	435	6,00	30,00	23,9057	5,04431
totalenergy	436	6,00	30,00	24,0436	4,81334
totaldesire	437	6,00	30,00	25,7437	4,17707
totalskillsandknowledge	430	9,00	45,00	37,1558	5,82386

The tables 4.3 and 4.4 demonstrate that the mothers' scores are higher than the fathers on all of the constructs and sub-constructs. The obtained total scores on these constructs and sub-constructs are as follows; the mothers obtained higher scores on total parental role construction (M=65.94, SD = 10.96) and its sub-constructs parental role activity beliefs (M = 37.20, SD = 7.82), and valence toward school (M = 28.69, SD = 6.12); and parental self-efficacy (M = 26.08, SD = 4.58) than those of the fathers (M = 63.36, SD= 10.47), (M = 36.85, SD =7.33), (M = 26.52, SD = 6.33), and (M = 25.24, SD = 4.83), respectively. The mothers' total perception of invitation for parent involvement score is also higher regarding the school (M = 25.31, SD = 4.66), the child (M = 19.08, SD = 5.98), and the teacher (M = 16.44, SD = 6.90) invitation than those of the fathers (M = 24.00, SD = 4.83), (M = 17.39, SD = 5.62), (M = 14.92, SD = 6.97) respectively. Similarly, the mothers' total self-perceived time, energy, and desire construct (M = 73.73, SD = 12.35) and its sub-constructs time (M = 23.91, SD = 5.04), energy (M = 24.04, SD = 4.81), and desire (M = 25.74, SD = 4.18) on their parent involvement scores are higher than those of the fathers (M = 67.76, SD = 13.64), (M = 21.50, SD = 5.62), (M = 22.42, SD = 5.13), and (M = 23.84, SD = 5.04) respectively. Lastly, the mothers' total self-perceived skills and knowledge on their parent involvement score (M = 37.16, SD = 5.82) is higher than those of the fathers (M = 35.04, SD = 6.45), too.

4.3. Inferential Statistics Analyses

In this section, three main research questions, which require inferential statistics analyses, are investigated. Firstly, the comparison of the fathers and mothers on the determinants of why they involve in children's education; secondly, how well parents' perceptions of invitations from others for their involvement and self-perceived life context respect to their involvement are able to predict the fathers' and mothers' motivational beliefs regarding their involvement; and thirdly, whether there is a relationship between parents' demographic variables on the determinants of why they involve in their children's education are examined. While investigating these

research questions, one-way between groups multivariate analysis of variance (MANOVA), multiple regression, and two-way between groups analysis of variance (ANOVA) techniques were utilized.

4.3.1. The Second Research Question

R.Q.2. Do the fathers' and mothers' motivational beliefs on their involvement, perceptions of invitations from school, child, and teacher for parent involvement, and self-perceived life context on their involvement differ from each other?

To investigate the research question and its minor research questions handled in this section, one-way between groups MANOVA procedure was followed. Pallant (2005) describes the aim of the MANOVA technique as comparing groups on two or more dependent variables. Comparing groups on all the dependent variables at one time with MANOVA technique instead of comparing them on each dependent variable one by one with ANOVA technique, decreases the risk of type 1 error (Pallant, 2005). Hence, the fathers' and mothers' total scores on the three overarching constructs of the determinants of why they involve in their children's education were compared in the second RQ, while the constructs and sub-constructs were compared in the minors of the second RQ.

4.3.1.1. Assumptions of MANOVA

Before performing one-way between groups MANOVA, the assumptions of sample size, normality, outliers, linearity, multicollinearity and singularity, and finally homogeneity of variance-covariance matrices were checked. The sample size of 404 fathers and 437 mothers exceeds the minimum sample size limit. To check normality assumption, skewness-kurtosis values, Kologorov-Smirnov results, histograms and normal Q-Q plots were checked concerning the dependent and independent variables of research question and minor research questions. The skewness and kurtosis values of the variables are given in the tables 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 in the appendix B.

As it is seen in the tables 4.5, 4.6, 4.7, 4.8, 4.9, and 4.10, most of the skewness and kurtosis values are between -2 and 2 which indicate a normal distribution. On the other hand, some of the kurtosis values were higher than expected as follows; those of mothers (3.777) on life context variable, both fathers (2.029) and mothers (4.484) on invitation from school variable, mothers (3.129) on time, energy and desire variable, mothers (3.306) on skills and knowledge variable, and both fathers (2.241) and mothers (4.993). The results of Kolmogorov-Smirnov test showed a significant value, but as Gravetter & Wallnau states it was underestimated since the sample size was higher than 200. Hence, the histograms and normal Q-Q plots which supports the findings of histograms were looked for.

The histograms presented admissible normality with their slight bell shapes as seen in the figures 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 in the appendix B. The normal Q-Q plots also revealed almost straight lines supporting the histograms. The results of the other tests conducted to assess normality are not presented here although they showed satisfying results.

Based on the requirements of each research question (considering the related variables) histograms, box plots, standardized residual plots and values, and Mahalanobis distance value were inspected to check the outliers as it was explained in the section 4.1.3. Some outliers were detected. However, the difference between mean and trimmed mean and Cook's distance value showed that those outliers did not have a significant effect on the results of the research questions.

To check whether the data set met the assumption of linearity or not, the process that explained in the section 4.1.5 was followed. The matrices of scatter plots are presented in the figures 4.7, 4.8, 4.9, 4.10, 4.11, and 4.12 in the appendix B. As it is seen in the figures, the linearity assumption is met to perform MANOVA for investigating the second research question and its minor research questions.

To check the requirements of the multicollinearity and singularity assumption, correlation coefficients between the dependent variables concerning each research questions handled by MANOVA are presented in the tables 4.11, 4.12, 4.13, 4.14, 4.15, 4.16 in the appendix B.

The tables indicating the correlation coefficients show that none of the coefficients is above .8 and so, it can be concluded that the multicollinearity and singularity assumption is not violated.

The Box's M test results concerning the second research question and its minor questions also showed that all of the Box's M values are above .001 which means the homogeneity of variance-covariance matrices assumption is satisfied.

4.3.1.2. Results of the Second Research Question

R.Q.2. Do the fathers' and mothers' motivational beliefs on their involvement, perceptions of invitations from school, child, and teacher for parent involvement, and self- perceived life context on their involvement differ from each other?

A one-way between groups multivariate analysis of variance was performed to investigate sex differences on the determinants of why parents involve. Three dependent variables were used: motivational beliefs of parents on their involvement, parents' perceptions of invitations from others for their involvement, and parents' self-perceived life context on their involvement. The independent variable was sex of the parent. Preliminary assumptions testing was conducted to check for normality, univariate and multivariate outliers, linearity, multicollinearity and singularity, and homogeneity of variance-covariance matrices, with no serious violations noted. There was a statistically significant difference between the fathers and mothers on the combined dependent variables, F (3, 796) = 18.75, p = .000; Wilk's Lambda = .93, partial eta squared = .07. When the results for the dependent variables were considered separately, all the three dependent variables' difference on sex of the

parent reached statistical significance, using a Bonferonni adjusted alpha level of .017. Motivational beliefs of parents on their involvement reached statistically significant difference between the fathers and mothers, F (1, 771) = 16.74, p = .000; partial eta squared = .02. Parents' perceptions of invitations from others for their involvement reached statistically significant difference between the fathers and mothers, F (1, 771) = 30.39, p = .000, partial eta squared = .04. Parents' self-perceived life context on their involvement also reached statistically significant difference between the fathers and mothers, F (1, 771) = 48.62, p = .000, partial eta squared = .06. An inspection of the mean scores indicated that the mothers reported slightly higher levels of motivational beliefs on their involvement (M = 92.45, SD = 13.07) than the fathers (M = 88.58, SD = 13.18), perceptions of invitations from others for their involvement (M = 61.29, SD = 12.66) than the fathers (M = 56.15, SD = 13.27), and self-perceived life context on their involvement (M = 111.34, SD = 16.73) than the fathers (M = 102.46, SD = 18.67). These results are also illustrated in the table 4.17 below.

Table 4.17

Results of One-way MANOVA to explore R.Q.2

	df	F	Sig.	Partial Eta Squared
Motivation	2	16,74	,000	,02
Invitation	2	30,39	,000	,04
Lifecontext	2	48,62	,000	,06

R.Q.2.1. Do the fathers' and mothers' parental role construction and parental self-efficacy for parent involvement differ from each other?

A one-way between groups multivariate analysis of variance was performed to investigate sex differences in parents' motivational beliefs on their involvement. Two dependent variables were used: parental role construction and parental self-efficacy

for parent involvement. The independent variable was sex of the parent. Preliminary assumptions testing was conducted to check for normality, univariate and multivariate outliers, linearity, multicollinearity and singularity, and homogeneity of variance-covariance matrices, with no serious violations noted. There was a statistically significant difference between the fathers and mothers on the combined dependent variables, F (2, 817) = 7.77, p = .000; Wilk's Lambda = .98; partial eta squared = .02. When the results for the dependent variables were considered separately, both of the dependent variables' difference on sex of the parent reached statistical significance, using a Bonferonni adjusted alpha level of .025. Parental role construction reached statistically significant difference between the fathers and mothers, F (1, 818) = 12.96, p = .000, partial eta squared = .02. Parents' self-efficacy for parent involvement reached statistically significant difference between the fathers and mothers, F (1, 818) = 7.78, p = .005, partial eta squared = .01. An inspection of the mean scores indicated that the mothers reported slightly higher levels of parental role construction (M = 66.04, SD = 10.79) than the fathers (M = 63.36, SD = 10.47), and parental self-efficacy for parent involvement (M = 26.17, SD = 4.57) than the fathers (M = 25.25, SD = 4.84). These results are also illustrated in the table 4.18 below.

Table 4.18

Results of One-way MANOVA to explore R.Q.2.1

	df	F	Sig.	Partial Eta Squared
Roleconstruction	1	12,96	,000	,02
Selfefficacy	1	7,78	,005	,01

R.Q.2.1.1. Do the fathers' and mothers' parental role activity beliefs and valence toward school differ from each other?

A one-way between groups multivariate analysis of variance was performed to investigate sex differences in parental role construction. Two dependent variables were used: parental role activity beliefs and valence toward school. The independent variable was sex of the parent. Preliminary assumptions testing was conducted to check for normality, univariate and multivariate outliers, linearity, multicollinearity and singularity, and homogeneity of variance-covariance matrices, with no serious violations noted. There was a statistically significant difference between the fathers and mothers on the combined dependent variables, F (2, 818) = 13.11, p = .000; Wilk's Lambda = .97; partial eta squared = .03. When the results for the dependent variables were considered separately using a Bonferonni adjusted alpha level of .025, the fathers' and mothers' role activity beliefs did not indicate statistically significant difference F (1, 819) = .50, p = .482 partial eta squared = .03, but parents' valence toward school reached statistically significant difference between the fathers and mothers, F (1, 819) = 26.11, p = .000, partial eta squared = .03. An inspection of the mean scores indicated that the mothers reported slightly higher levels of valence toward school (M = 28.72, SD = 6.05) than the fathers (M = 26.51, SD = 6.34). These results are also illustrated in the table 4.19 below.

Table 4.19

Results of One-way MANOVA to explore R.Q.2.1.1

	df	F	Sig.	Partial Eta Squared
Roleactivity	1	,50	,482	,03
Valence	1	26,11	,000	,03

R.Q.2.2. Do the fathers' and mothers' perceived invitation from others for parent involvement differ from each other?

A one-way between groups multivariate analysis of variance was performed to investigate sex differences in perceived invitation from others for parent involvement. Three dependent variables were used: perception of school invitation, perception of child invitation, and perception of teacher invitation for parent involvement. The independent variable was sex of the parent. Preliminary assumptions testing was conducted to check for normality, univariate and multivariate outliers, linearity, multicollinearity and singularity, and homogeneity of variance-covariance matrices, with no serious violations noted. There was a statistically significant difference between the fathers and mothers on the combined dependent variables, F (3, 804) = 10.55, p = .000; Wilk's Lambda = .96, partial eta squared = .04. When the results for the dependent variables were considered separately, all the three dependent variables' difference on sex of the parent reached statistical significance, using a Bonferonni adjusted alpha level of .017. Perception of invitation from the school for parent involvement reached statistically significant difference between the fathers and mothers, F (1, 806) = 19.42, p = .000; partial eta squared = .02. Perception of invitation from the child for parent involvement reached statistically significant difference between the fathers and mothers, F (1, 806) = 16.03, p = .000, partial eta squared = .02. Perception of invitation from the teacher for parent involvement also reached statistically significant difference between the fathers and mothers, F (1, 806) = 10.07, p = .002, partial eta squared = .01. An inspection of the mean scores indicated that the mothers reported slightly higher levels of perception of invitation from the school for parent involvement (M = 25.38, SD = 4.51) than the fathers (M = 23.92, SD = 4.74), perceptions of invitations from the child for parent involvement (M = 19.09, SD = 6.03) than the fathers (M = 17.43, SD = 5.67), and perception of invitation from the teacher for parent involvement (M = 16.48, SD = 6.91) than the fathers (M = 14.93, SD = 6.98). These results are also illustrated in the table 4.20 below.

Table 4.20

Results of One-way MANOVA to explore R.Q.2.2

	df	F	Sig.	Partial Eta Squared
Schoolinv	2	19,42	,000	,02
Childinv	2	16,03	,000	,02
Teacherinv	2	10,07	,002	,002

R.Q.2.3. Do the fathers' and mothers' self-perceived time- energy-desire and skills-knowledge for parent involvement differ from each other?

A one-way between groups multivariate analysis of variance was performed to investigate sex differences in parents' self-perceived live context for parent involvement. Two dependent variables were used: parents' self-perceived time, energy, & desire and skills & knowledge for parent involvement. The independent variable was sex of the parent. Preliminary assumptions testing was conducted to check for normality, univariate and multivariate outliers, linearity, multicollinearity and singularity, and homogeneity of variance-covariance matrices, with no serious violations noted. There was a statistically significant difference between the fathers and mothers on the combined dependent variables, F (2, 816) = 22.83, p = .000; Wilk's Lambda = .95; partial eta squared = .05. When the results for the dependent variables were considered separately, both of the dependent variables' difference on sex of the parent reached statistical significance, using a Bonferonni adjusted alpha level of .025. Parents' self-perceived time, energy, and desire for parent involvement reached statistically significant difference between the fathers and mothers, F (1, 817) = 45.44, p = .000, partial eta squared = .05. Parents' self-perceived skills and knowledge for parent involvement reached statistically significant difference between the fathers and mothers, F (1, 817) = 25.53, p = .000, partial eta squared = .03. An inspection of the mean scores indicated that the mothers reported slightly higher levels of self-perceived time, energy, and desire for parent involvement (M =

73.89, SD = 12.24) than the fathers (M = 67.81, SD = 13.57), and self-perceived skills and knowledge for parent involvement (M = 37.21, SD = 5.81) than the fathers (M = 35.04, SD = 6.45). These results are also illustrated in the table 4.21 below.

Table 4.21

Results of One-way MANOVA to explore R.Q.2.3

	df	F	Sig.	Partial Eta Squared
Time-enr-des	1	45,44	,000	,05
Skills-knowledge	1	25,53	,000	,03

R.Q.2.3.1. Do the fathers' and mothers' self-perceived time, energy, and desire for parent involvement differ from each other?

A one-way between groups multivariate analysis of variance was performed to investigate sex differences in perceived invitation from others for parent involvement. Three dependent variables were used: parents' self-perceived time, energy, and desire and for parent involvement. The independent variable was sex of the parent. Preliminary assumptions testing was conducted to check for normality, univariate and multivariate outliers, linearity, multicollinearity and singularity, and homogeneity of variance-covariance matrices, with no serious violations noted. There was a statistically significant difference between the fathers and mothers on the combined dependent variables, F (3, 833) = 18.76, p = .000; Wilk's Lambda = .94, partial eta squared = .06. When the results for the dependent variables were considered separately, all the three dependent variables' difference on sex of the parent reached statistical significance, using a Bonferonni adjusted alpha level of .017. Self-perceived time for parent involvement reached statistically significant difference between the fathers and mothers, F (1, 835) = 42.88, p = .000; partial eta squared = .05. Self-perceived energy for parent involvement reached statistically significant difference between the fathers and mothers, F (1, 835) = 22.40, p = .000,

partial eta squared = .03. Self-perceived desire for parent involvement also reached statistically significant difference between the fathers and mothers, F (1, 835) = 36.40, p = .000, partial eta squared = .04. An inspection of the mean scores indicated that the mothers reported slightly higher levels of self-perceived time for parent involvement (M = 23.91, SD = 5.05) than the fathers (M = 21.50, SD = 5.63), self-perceived energy for parent involvement (M = 24.05, SD = 4.82) than the fathers (M = 22.42, SD = 5.13), and self-perceived desire for parent involvement (M = 25.77, SD = 4.18) than the fathers (M = 23.84, SD = 5.04). These results are also illustrated in the table 4.22 below.

Table 4.22

Results of One-way MANOVA to explore R.Q.2.3.1

	df	F	Sig.	Partial Eta Squared
Time	2	42,88	,000	,05
Energy	2	22,40	,000	,03
Desire	2	36,40	,000	,04

4.3.2. The Third Research Question

R.Q.3. How much of the variance in the fathers' and mothers' motivational beliefs regarding their involvement can be explained by their perceptions of invitations for involvement from others and self-perceived life context respect to their involvement?

To investigate the research question handled in this section, multiple regression analysis was performed. Pallant (2005) states that multiple regression analysis may show how well a particular outcome can be predicted by a set of variables. In the current study, how well parents' perception of invitation from others involvement and self-perceived life context on their involvement is able to predict their motivational beliefs on parent involvement was aimed to be investigated by multiple

regression analysis. Therefore, the ability of the fathers' and mothers' total scores on the "perception of invitation from others for involvement" and "self-perceived life context on their involvement" to predict their "motivational beliefs on parent involvement" assessed separately in this part. However, one of the sub-constructs of motivational beliefs on parent involvement, valence toward school, was excluded from the analysis since it represents the past school experiences. It may be concluded that past experiences seem tough to be predicted by present beliefs and perceptions.

4.3.2.1. Assumptions of Multiple Regression

Before performing multiple regression analysis, the assumptions of sample size, normality, outliers, linearity, multicollinearity and singularity, and finally homoscedasticity were checked. The sample size of 404 fathers and 437 mothers exceeds the minimum sample size limit. To check normality assumption, skewness-kurtosis values, Kologorov-Smirnov results, histograms and normal Q-Q plots were checked concerning the variables associated with the research question. The skewness and kurtosis values of the variables for fathers and mothers are given in the tables 4.23 and 4.24 in the appendix B. As it is seen in the table 4.23 and 4.24 all the values are between optimal skewness and kurtosis values to satisfy the normality assumptions except the kurtosis value of mothers on self-perceived life context for parent involvement value (3.777). The results of Kolmogorov-Smirnov test showed a significant value, but as Gravetter & Wallnau states it was underestimated since the sample size was higher than 200. Hence, the histogram and normal Q-Q plot which supports the findings of histogram were looked for.

The histogram presented admissible normality with their slight bell shapes as seen in the figure 4.13 in the appendix B. The normal Q-Q plot also revealed almost straight line supporting the histogram. The results of the other tests conducted to assess normality are not presented here although they showed satisfying results.

Based on the requirements of the research question, histograms, box plots, standardized residual plots and values, and Mahalanobis distance value were inspected to check the outliers as it was explained in the section 4.1.3. Some outliers were detected. However, the difference between mean and trimmed mean and Cook's distance value showed that those outliers did not have a significant effect on the results of the research question.

To check whether the data set met the assumption of linearity or not, the process that explained in the section 4.1.5 was followed. The matrices of scatter plots are presented in the figure 4.14 in the appendix B. As it is seen in the figure 4.4, the linearity assumption is met to perform multiple regression analysis for investigating how well the fathers' and mothers' total scores on the "perception of invitation from others for involvement" and "self-perceived life context on their involvement" to predict their "motivational beliefs on parent involvement".

To check the requirements of the multicollinearity and singularity assumption, correlation coefficients between the variables are presented in the tables 4.25 and 4.26 in the appendix B.

The tables indicating the correlation coefficients show that none of the coefficients is above .8 and so, it can be concluded that the multicollinearity and singularity assumption is not violated.

Homoscedasticity assumption was checked via looking at the shape of the scatter plots. The evenly spread scores and upward tendencies indicating the positive relationship between the variables were observed which indicated the satisfied homoscedasticity assumption.

4.3.2.2. Results of the Third Research Question

R.Q.3. How much of the variance in the fathers' and mothers' motivational beliefs regarding their involvement can be explained by their perceptions of invitations for involvement from others and self-perceived life context respect to their involvement?

Standard multiple regression was used to evaluate the ability of two control measures (parents' perceptions of invitations for involvement from others and self-perceived life context respect to their involvement) to predict the level of the parents' motivational beliefs regarding their involvement both for the fathers' and mothers' data set. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, multicollinearity, and homoscedasticity. According to the results of the multiple regression analyses of the fathers' data set, the fathers' perceptions of invitations for involvement from others uniquely explained 2 % of the variance and self-perceived life context respect to their involvement uniquely explained 21 % of variance in their motivational beliefs regarding their involvement. The total variance explained by the model was 40.1, % F (2, 378) = 126.73, p =.000. Both of the control measures were found as statistically significant predictors. The fathers' self-perceived life context respect to their involvement had higher β value (β = .30, p = .000) than their perceptions of invitations for involvement from others (β = .13, p = .000). It can be inferred that the fathers' self-perceived life context respect to their involvement variable made more contribution to their motivational beliefs regarding their involvement than the perceptions of invitations for involvement from others variable. Likewise, the results of the multiple regression analyses of the mothers' data set showed that the mothers' perceptions of invitations for involvement from others uniquely explained 3 % of the variance and self-perceived life context respect to their involvement uniquely explained 31 % of variance in their motivational beliefs regarding their involvement. The total variance explained by the model was 51 %, F (2, 404) = 210.65, p =.000. Both of the control measures found as statistically significant predictors. The

mothers' self-perceived life context respect to their involvement had higher β value (β = .37, p = .000) than their perceptions of invitations for involvement from others (β = .17, p = .000). It can be concluded that the mothers' self-perceived life context respect to their involvement variable made more contribution to their motivational beliefs regarding their involvement than the perceptions of invitations for involvement from others variable. To conclude, both of the control measures of the mothers' data set predicted the dependent variable with higher values than those of the fathers.

4.3.3. The Fourth Research Question

R.Q.4. What is the impact of parents' demographic variables (parents' age, educational level, occupation, and age of their child) on their determinants of why they involve in their children's education?

The relationship between demographic variables and the determinants of why parents involve was investigated in this section. Two-way between groups ANOVA was performed to find out the results. Pallant (2005) indicates that two-way between groups ANOVA includes two categorical independent variables with two or more levels and one continuous dependent variable. Pallant (2005) also states that both the main effect and significance of interaction effect can be tested with ANOVA for each independent variable. In the current study, the parents' demographic variables (parents' age, educational level, occupation, and sex of their child) were defined as the independent variable while the determinants of why parents involve as a whole was defined as dependent variable.

4.3.2.1. Assumptions of ANOVA

Before performing ANOVA, the assumptions of it were checked. Pallant (2005) states the assumptions of ANOVA as follows; level of measurement, random sampling, independence of measurement, normal distribution and homogeneity of

variance. The dependent variables of the research questions investigated in this section were measured with 5 point likert type scale which is a continuous scale. So, the level of measurement assumption is satisfied. The sampling method of the current study was convenience sampling. For this reason, the random sampling assumption is violated. However, Pallant (2005) defends that in real life this meeting this assumption is not the case. Each measurement should be independent from others to meet the independence of measurement assumption. To meet this assumption, the researcher warned both the administrators and teachers about the nature of the current study and requested them to give each instrument to the concerned parent, father or mother, face to face explaining the aim of the study. The instruments also pointed out the proposed parent on their cover page clearly.

To check the assumption of normality, skewness-kurtosis values, Kologorov-Smirnov results, histograms and normal Q-Q plots were checked concerning the variables associated with the research question. The results of these tests showed that all the values are between optimal values to satisfy the normality.

To satisfy the homogeneity of variance assumption, the Levene's Test should show a significance value above .05. In the current study, all of the Levene's test results showed more than .05 significance value.

4.3.2.2. Results of the Fourth Research Question

R.Q.4. What is the impact of parents' demographic variables (parents' age, educational level, occupation, and age of their child) on the determinants of why they involve in their children's education?

The two-way between groups analysis of variance was conducted to explore the impact of the paired sets of categorical independent variables on the determinants of why parents involve. One of the categorical independent variable was the sex of the

parents in each variable sets concerning the research question while the other pairs were parents' age, educational level, occupation, and age of their child, respectively.

When the subjects were divided into three age groups (<30, 30-45, >45), the interaction effect between their sex and age group was not statistically significant, F (2, 755) = .72, p = .49. There was not a statistically significant main effect for age F (2,755) = 1.40, p = .25. Post-hoc comparison using the Tukey HSD test indicated that any of the mean score for the age group did not differ from each other with a statistically significant value. The main effect for parents' sex, F (1, 755) = 4.93 p = .03 reached a statistically significance with a small effect size (partial eta squared = .006).

When the subjects were divided into six educational level groups (elementary, high school, associate, bachelor, master, doctorate), the interaction effect between their sex and educational level was statistically significant, F (5, 761) = 4.19, p = .00. On the other hand, there was not a statistically significant main effect for educational level F (5, 761) = 1.81, p = .11. Post-hoc comparison using the Tukey HSD test indicated that any of the mean score for the educational level did not differ from each other with a statistically significant value. The main effect for parents'sex, F (1, 761) = 14.36 p = .00 reached a statistically significance with a small effect size (partial eta squared = .02).

When the subjects were divided into five occupation groups (unoccupied, civil servant, worker, self-employed, other), the interaction effect between their sex and occupation was not statistically significant, F (4, 759) = .77, p = .54. There was not a statistically significant main effect occupation F (5, 759) = 1.73, p = .14. Post-hoc comparison using the Tukey HSD test indicated that any of the mean score for the occupation did not differ from each other with a statistically significant value. The main effect for parents' sex, F (1, 759) = 16.70 p = .00 reached a statistically significance with a small effect size (partial eta squared = .02).

When the effect of the child's age groups (3, 4, 5, 6) the interaction effect between parents' sex and child's age group was not statistically significant, F (3,741) = 1.18, p = .32. There was not a statistically significant main effect for age F (3,741) = 1.86, p = .14. Post-hoc comparison using the Tukey HSD test indicated that any of the mean score for the child's age did not differ from each other with a statistically significant value. The main effect for parents' sex, F (1, 741) = 5.28 p = .02 reached a statistically significance with a small effect size (partial eta squared = .007). These results are also illustrated in the table 4.27 below.

Table 4.27

Results of Two-way ANOVA on Demographic Variables

	df	F	Sig.	Partial Eta Squared
Parentage	2	1,40	,246	,004
Edulevel	5	1,81	,108	,012
Occupation	4	1,73	,141	,009
Childage	3	1,86	,136	,007

CHAPTER V

DISCUSSION

As it was mentioned in the previous chapters, owing to the fact that the benefits of both fathers' and mothers' involvement is known, it can be beneficial to know the underlying factors that give rise to involvement behavior from the parents' perspective. For this reason, the current study intended to find out the possible differences among fathers and mothers on the determinants of why they involve. The multidimensional framework of Hoover-Dempsey and Sandler's theory guided this research to reveal the results. In this chapter, the major results of the study are discussed, and then the potential implications to be helpful in increasing parents' – especially fathers'- positiveness on their beliefs and perceptions related to parent involvement, which are also defined as the determinants of why parents involve, are stated, and finally, recommendations for future research are addressed.

5.1. Discussion of the Findings

5.1.1. The General Patterns and Differences of the Determinants of why Fathers and Mothers Involve in their Children's Education

In the current study, the fathers' and mothers' scores on overarching constructs, their constructs and sub-constructs were compared. The results showed that the mothers' scores on the overarching construct "motivational beliefs regarding parent involvement" were higher than those of the fathers'. On each construct and sub-construct ((1) parental role construction (1.1) parental role activity beliefs, (1.2) valence toward school, (2) parental self-efficacy) of the "motivational beliefs regarding parent involvement" the mothers obtained higher scores than those of the fathers. Likewise, the mothers obtained higher scores on the overarching construct "perception of invitations from others for parent involvement" and its constructs ((1)

invitations from school, (2) child and (3) teacher) than those of the fathers. Finally, the scores of the mothers on "self-perceived life context" overarching construct and its each construct and sub-construct ((1) self-perceived time, energy, and desire for parent involvement (1.1) self-perceived time, (1.2) energy (1.3) desire) were also higher than those of the fathers.

The inferential analyses' results of the current study revealed that each of the overarching constructs, constructs, and sub-constructs except only parental role activity beliefs construct reached to statistically significant differences between the fathers and mothers. Even though the mothers obtained higher scores on parental role activity beliefs scale, overall scores among the fathers and mothers on the related scale did not indicate statistically significant difference unexpectedly. In this section, all of the overarching constructs, constructs, and sub-constructs are discussed one by one from the framework of Hoover-Dempsey and Sandler's parent involvement model.

5.1.1.1. Differences between Fathers' and Mothers' Motivational Beliefs regarding their Involvement

As it was explained in the previous chapters, parents' motivational beliefs regarding their involvement is an overarching construct comprising of parental role construction and parental self-efficacy constructs. In the current study, inferential analyses revealed that the fathers' and mothers' both parental role construction and parental self-efficacy are different from each other with slightly higher scores of the mothers than those of the fathers. These results indicate that the mothers' motivational beliefs regarding their involvement in their children's education are slightly more positive than those of the fathers. These results are consistent with those of earlier research (eg., Lamb et al., 1987; Mc Bride & Rane, 1997; Marsiglo, 2004). In this section, the constructs and sub-constructs of parents' motivational beliefs regarding their involvement are mentioned one by one.

As it was indicated in the literature review chapter, parental role construction is a subject of change. It changes among society to society, culture to culture, and over time (Palkovitz, 1997). In patriarchal cultures and societies, fathers' and mothers' parental role construction is strictly distinctive (Belsky, 1979). In such cultures and societies, fathers are assigned to providing economic support for the child's needs and disciplining the child while mothers are assigned to child care related responsibilities like nurturing, feeding, and meeting the child's socio-emotional needs by the expectations and norms of the society (eg., Lamb, 1976; Riley et al., 2000). Tezel-Şahin and Özbey (2007, 2009) and Kuzucu (2011) asserted that in Turkey, role construction of fathers and mothers continues to transforming from patriarchal form to egalitarian form because of the increase in the numbers of working woman.

In the current study, which conducted in Turkish context, the mothers' scores on parental role construction regarding their children's education were slightly higher than those of the fathers in statistically significant way. This finding was consistent with the studies administrated to the Turkish parent sample (eg., Koçak, 2004; Gürşimşek et al., 2007; Öğüt, 1998). However, among parental role activity beliefs and valence toward school sub-constructs, which constitute parental role construction, only valence toward school differs between the fathers and mothers in a statistically significant way. The mothers' scale scores indicated that they had more favorable attitudes toward their past school experiences than those of the fathers. The insignificance of difference between the fathers' and mothers scores on "parental role activity beliefs" was a little surprising in the Turkish context when the previous research indicating the closeness of the Turkish society to the traditional gender roles were considered. The father's and mothers' being not significantly differentiated on parental role activity beliefs may be explained by the rapid and consistent change in their social life in an egalitarian way. Kağıtçıbaşı (2007) pointed out that the effect of global urbanization on Turkish family structure should not be undervalued. It is a hopeful result since the literature indicates that less distinctive sex roles contribute to

co-parenting that strengthens the positive outcomes of parents' involvement (eg., Fagan & Palkovitz, 2011; McLanahan & Beck, 2010; Radin, 1994). It can be concluded that fathers of preschoolers may feel responsibility to involve their children's educational process almost as much as mothers in Turkish context.

The second construct that constituting parents' motivational beliefs regarding their involvement is parents' parental self-efficacy beliefs. As it was mentioned in the literature review chapter, parents who feel themselves effective and valuable in their parenting roles involves in their children's care and education more actively (eg., Anderson & Minke, 2007; Seefeldt et al., 1998; Sheldon, 2002). As a strong determinant of parent involvement behavior, the mothers had slightly higher scores on parental self-efficacy scale than the fathers in a statistically significant way in the current study. Since self-efficacy beliefs are socially constructed like role construction, Hoover-Dempsey et al. (2005) pointed out the effects of others (school, teachers, family members etc.) on the parental self-efficacy sub-construct. The mothers' higher self-efficacy scores than those of the fathers may be explained by the higher perceived invitation for involvement scores of the mothers. It can be inferred that the conveyed message that mothers' involvement is expected by others may lead higher parental self-efficacy beliefs of the mothers while those of the fathers were lower.

5.1.1.2. Differences between Fathers' and Mothers' Perceived Invitation from others for Parent involvement

In the revised parent involvement model of Hoover-Dempsey & Sandler the overarching construct "perceived invitation from others for parent involvement" comprises of the school, child, and teacher invitations. Each unique invitation makes significant contribution to parents' involvement behavior (Walker et al., 2005). The results of the current study indicated that the mothers obtained slightly higher scores

on each of the three sub-constructs than those of the fathers in a statistically significant way.

The previous research findings in this area are consistent with the current study's results (eg., Fagan & Iglesias, 1999; Pruett, 2001; Turbiville & Marquis, 2001) indicating that mothers are more connected and invited partners by schools and teachers than fathers because of several reasons. Fathers generally associate schools with mothers, which originated from hesitation of school staff and teachers to communicate with them (eg., Prior & Gerard, 2007; Goldman, 2005). Vicki and Janet (2001) mainly associated this fact with the commonness of female staff in early childhood education. In other words, female teachers and school staff may feel themselves comfortable while contacting with mothers.

The child invitations being more frequent for mothers than fathers may be associated with mothers being the more convenient one than fathers. Pruett's (2001) study asserted that mothers are more open to communication than fathers. Since mothers communicate with their children more than fathers, they may have the opportunity to realize latent messages from the children and they may realize the children's expectations for involvement in more manifest way than those of fathers. Furthermore, the direction and frequency of the school's and teachers' invitation for involvement may enhance the child's tendency for invitation. Balli et al. (1997) mentioned that more teacher invitation may lead to more child invitation. Likewise, Hoover-Dempsey et al. (2005) suggested that more school invitation for parent involvement may trigger those of the children. Hence, it can be inferred that when both the school and teachers focus on fathers as much as mothers, the children may start to request their fathers' involvement more. To conclude, the higher scores of the mothers on the perceived child invitation sub-construct than those of the fathers may be related with the convenience of the mothers or the frequency of school and teacher invitations for the parent involvement.

5.1.1.3. Differences between Fathers' and Mothers' Self-Perceived Life Context

The self-perceived life context overarching construct comprises of "self-perceived time and energy for parent involvement", and "self-perceived skills and knowledge for parent involvement" constructs according the revised parent involvement model of Hoover-Dempsey & Sandler. The "self-perceived time and energy for parent involvement" construct is divided into three sub-constructs by adding the "desire" issue for the current study as it was explained in previous chapters. The mothers obtained slightly higher scores than the fathers in a statistically significant way at all of the constructs and sub-constructs of self-perceived life context in the current study. In this section, the findings on the adapted constructs and sub-constructs are discussed one by one.

Working hours of parents have a significant influence on their self-perceived time for parent involvement. The current study revealed that fathers reported lower levels of self-perceived time for parent involvement. This finding is consistent with previous research results. Fathers are generally found to work in the jobs which are more demanding and require long working hours (eg., Feldman et al., 1983; Fitzgerald, 2004). Working conditions of mothers may also affect the current study's results. Mothers may have reported higher levels of self-perceived time for parent involvement because of their employment characteristics. In the current study, 240 (54.9 %) of the mothers and only 17 (4.2 %) of the fathers reported that they are unoccupied. This may have an important effect on the results. Moreover, part time or flexible scheduled or less demanding jobs may have been preferred by mothers more than fathers. It may be inferred from the study of Heymann and Earle (2000) on work conditions of employed mothers that women may tend to work at more flexible jobs. In this way, mothers may perceive that they have time to involve in their children's education.

Parents' self-perceived energy for parent involvement is some different sub-construct than perception of time for that. It can be inferred from the findings of Pena (2000) and Weiss et al. (2003) that as well as the daily schedule of the parents related to both job demands and being responsible to meet the needs of the family, the warm invitations of school and teachers may affect parents' self-perceived energy for involvement. Because of their daily schedules and feeling that they are welcomed and invited components of their children's educational process, mothers may feel themselves more energetic to involve in their children's education more than fathers.

Parents' self-perceived desire for parent involvement is considerably different than the previous two sub-constructs because it has different dynamics. As it was mentioned in the literature review chapter, parents generally have desire to involve in their children even though they do not have enough time and energy for that. The studies of Daly (1996) and Daly and Stockley (1999) revealed that fathers have desire to involve in their children's care and education and spent their time with their child. In the current study, both the fathers and mothers obtained higher scores on this sub-construct than the other two (time and energy). Although they both obtained higher scores, the mothers again obtained slightly higher scores than the fathers. It should be considered that the difference between the fathers and mothers decreases in the energy and desire sub-constructs when compared with time sub-construct.

5.2. Predicting Fathers' and Mothers' Motivational Beliefs regarding their Involvement by their Perceptions of Invitations for Involvement from others and Self-Perceived Life Context respect to their Involvement Variables

When related literature is investigated, it can be inferred that parents' perception of invitations from others for parent involvement and their self-perceived life context variables can be predictors of their motivational beliefs for parent involvement. In the current study both of the "parents' perceptions of invitations from others for involvement" and "parents' self-perceived life context for parent involvement"

overarching constructs were found as statistically significant predictors of "parents' motivational beliefs regarding parent involvement". It was revealed by the current study indicated that the fathers' data set explained 40.1 % of and the mothers' data set explained 51 % of the variance. The percentage of the explained variable for perceptions of invitation over-arching construct was 2 % at the fathers' data set and 3 % for those of the mothers. The percentage of the explained variable for self-perceived life context over-arching construct was 21 % at the fathers' data set and 31 % for those of the mothers. As it was explained in the results chapter, the valence toward school sub-construct was excluded because it reflects the concrete past experiences which are tough to change with regard to present beliefs and perceptions. On the other hand, numerous studies confirmed that especially parental role activity beliefs and parental self-efficacy beliefs are affected by parent involvement invitations (Whitaker & Hoover-Dempsey, 2013) and life context (Bonney et al., 1999). The "self-perceived time, energy, and desire for parent involvement", and "self-perceived skills and knowledge for parent involvement" constructs found to be stronger predictors of both the mothers' and fathers' motivational beliefs regarding parent involvement than the "perception of invitation from others for parent involvement" construct. The impact of these two constructs of self-perceived life context on the parent's motivational beliefs regarding parent involvement matches with those observed in earlier studies. For instance, Barnett and Baruch (1987) found that motivations of parents on their child related responsibilities may be predicted by their components of life context. Beyond the larger effect of self-perceived life context, it can be inferred from the current study that the mothers' motivational beliefs are more affected by the life context than those of the fathers. This finding can trigger further discussion on whether mothers in Turkey are more prone to be affected from perceptions of external factors than fathers or not and its reasons from a broader context.

5.3. Effects of Demographic Variables (Parents' Age, Educational Level, Occupation, and Age of Their Child) on the Determinants of why Parents Involve in their Children's Education

Grolnick et al. (1997) stated that the studies on the determinants of parents' involvement behavior had mostly focused on demographic variables. Similarly, Giallo et al. (2013) claimed that parent involvement literature had mainly focused on the effects of demographic variables on parent involvement, but the psychosocial characteristics of children and parents had been less investigated. Grolnick et al. (1997) also indicated that these measures led to narrow perspective without investigating social and psychological factors. Tekin (2008) indicated that gathering demographic information of the parents should be considered while working on the psychological determinants (beliefs and perceptions) of the parent involvement. So, it can be inferred that investigating the effects of both demographic variables and psychological variables can be better. For this reason, the effects of parents' age, educational level, occupation, and age of their child on the determinants of why they involve in their children's education were investigated in the current study.

The findings indicated that the related demographic variables had not a significant effect on the determinants of why parents involve in their children's education. This finding supports Fan and Chen's (2001) study which revealed that demographic variables were not able to explain the parent involvement related issues like incidence and effectiveness of it. When the related literature is reviewed in detail, it is seen that the results of the studies are mixed on the issue. For instance, Dauber and Epstein (1993), Deslandes et al., (1999), and Lareau (1989) indicated that more educated parents were more involved in their child's education, while Goldenberg (1987) revealed that less educated parents were more positive about parent involvement and Scott-Jones (1987) indicated that parents with a low level of education involved in their children's education in the similar way and incidence with well-educated parents. Likewise, there is not a consensus on the job variable

issue. To exemplify, Sheldon (2002) indicated that the parents with demanding jobs were less involved than those of unoccupied or with flexible jobs while McBride et al. (2001) proposed that job of the parents was not related with their involvement in their children's education. On the parents' age issue, the findings of the current study were consistent with that of Newman (2005). The age of children may not have an effect on the determinants of why parents involve because the range of age was narrow (3 through 6 years old) in the current study. The developmental characteristics of this age group are similar among its range. All in all, none of the demographic variables had significant effects in this study.

5.4. Implications of the Study

Taken into consideration the benefits of parent involvement which are also mentioned in the introduction chapter, policy makers, schools, and teachers should consider the determinants of why parents involve. Moreover, regarding fathers and mothers as equal stakeholders is essential since the importance of egalitarianism is well documented (Bulanda, 2004; Rane & McBride, 2000; Pleck, 1997). The finding of the current study indicated that the scale scores on the determinants of why parents involve were different among fathers and mothers. In other words, mothers designated more positive beliefs and perceptions related parent involvement than those of fathers. At this point, both the policy makers and early childhood professionals should take responsibility to prompt egalitarianism. Changing fathers' self-perceptions about their skills, knowledge, time, energy, and desire to involve in a more positive way may also be possible with the help of parent education programs conducted by the Ministry of National Education, non-governmental organizations, and schools especially offered to fathers to encourage them. Moreover, the programs and projects that conducted in Turkey like "Father Support Program", "Let's Fathers, Come Preschool", "Father-Friendly Early Childhood Education" may be supported by government. For early childhood education professionals, the professional development programs appealing to in-service teachers and school staff may

empower their knowledge on the importance of father involvement, egalitarianism, and ways of providing and supporting father involvement. As well as attempts to improve in-service teachers' knowledge and skills on providing fathers' involvement, the courses that pre-service teachers take during their university education are important. The effectiveness of the courses on to provide and maintain fathers' involvement can be evaluated and needs assessments can be conducted based on pre-service teachers and their instructors' responds. Thus, improvements for these courses may be initiated for effective practices in terms of egalitarianism in the future.

Early childhood education has importance on introducing parents their critical roles in their children's education. As Omolo (2008) stated, early childhood teachers should support especially fathers by staying in contact with them, improving fathers' knowledge on their children's development and education, mentioning fathers' unique contributions to their children's development and education. Moreover, school staff and teachers should listen to fathers on their ideas, concerns, and suggestions about their involvement and try to enhance fathers' self-efficacy on their involvement by encouraging them. Marsiglio et al. (2000) defended that both fathers and mothers should be informed on the fathers' importance of child development and education. Omolo (2008) also indicated that preschools are the places in which parent-teacher communications occur most frequently among all other grades. Likewise, Bird (2006) indicated that at the higher grade levels less parent involvement opportunities appear. To take advantage of this condition, school staff and teachers should not hesitate to communicate with fathers as much as mothers in early childhood education. They should put specific effort to provide involvement of fathers and consult them, too.

Green (2001) suggested that when fathers are encouraged by the inviting and welcoming school dashboards, brochures, and journals, they may feel that their involvement is willed and behave in that way. On the other hand, contemporary ways

of communication should be considered, too. Bird (2006) and Villano (2008) called attention to contemporary opportunities for maintaining a permanent and consistent communication with parents. As they indicated, staying in contact with parents is easier than past thanks to technology. To deal with the fathers' lower time, energy, and desire to the parent involvement issue, new technologies can be utilized as a convenient alternative since just traditionally inviting fathers verbally or written way may not be efficient without offering easy to access alternatives. As the results of the current study indicated, fathers' motivation to involve in their children's care and education was affected from their self-perceived life-context (self-perceptions about their skills, knowledge, time, energy, and desire) to involve more than perception of invitations from others (school, teacher, child) for involvement. Based on this result, it can also be inferred that the efforts should concentrate on changing fathers' self-perceptions about their skills, knowledge, time, energy, and desire to involve in a more positive way. For instance; to remain fathers' knowledge up to date on their child's process at school and school events, informative websites of the school, forums, messaging groups, voice and image recorders may help. In this way, a more convenient information sharing process between fathers and teachers can be provided. Offering fathers a broader kind of involvement activities may also be beneficial. At this point, offering fathers specific ways of involvement by assigning them with some tasks like helping the teacher at the field trip in their spare time or preparing posters, albums, and materials with their child to come to school and explain it to other children may be beneficial. While these father specific activities are being planned, the fathers' work schedule, and their self-perception on their skills and knowledge about the parent involvement should be the main concern. Ünlü-Çetin (2015) defended that fathers tend to spend their spare time with their children, especially on the weekends, and so the spare time of fathers can be orientated by schools and teachers to change the perception of lack of fathers' time for parent involvement activities and processes. Ünlü-Çetin (2015) also reported that when fathers involve in their children's care and education more, they start to feel that they have sufficient time to involve. In other words, it can be interpreted that teachers'

and schools' attempts to offer alternatives for father involvement may help fathers improve positive perceptions about their involvement related issues. Likewise, Gürşimşek et al., (2007) stated that when the schools support father involvement by conducting special convenient activities for them, fathers tend to not suffer from the lack of time and feeling uncomfortable at the school.

All in all, as it was confirmed by several studies, the teachers and schools make efforts to involve parents and tend to be in contact with them when they admit and value their contributions (Adams & Christenson, 2000; Patrikakaou & Weissberg, 2000). When this issue is criticized from a broader perspective, the policy makers on early childhood education should consider the fathers' importance and convey this message to the teachers and schools and work on opportunities to provide an equal involvement of fathers as much as possible as mothers. They should focus on informing both the parents and early childhood professionals on the issue. An egalitarian approach and implications of teachers and schools may enhance fathers' involvement by changing their self-perceptions about their skills and knowledge; and time, energy, and desire to involve in a more positive way.

5.5. Recommendations for Future Research

It is difficult to generalize one single study's results even though it has a bigger sample size. For this reason, this study can be replicated with diverse sample. Furthermore, the determinants of why preschoolers' mothers and fathers involve in their children's education may be investigated from both teachers' and parents' perspective. Multiple comparisons can be made in this way. An experimental study can be conducted by pretest-posttest design. In other words, the scales may be administered before and after an informative process appealing to school staff, teachers, and parents. A cross-cultural study conducted in different regions of Turkey can also provide valuable information on the issue because the culture, norms and

expectations of the society may change from region to region in Turkey. The international level cross-cultural study may reveal different perspectives, as well.

Moreover, a mixed method research may provide a further perspective. Especially, the observation, interview, and document analysis techniques can be utilized while gathering data on. Knowing the actual parent involvement behavior of the sample also could have been beneficial to decide on if those mothers involve in their child's education more than fathers as well as they designated more positive beliefs and perceptions related parent involvement. If a significant difference among those fathers' and mothers' actual parent involvement behaviors is not observed, this may trigger a debate on the possibility that the determinants of why fathers and mothers involve may be different from what Hoover-Dempsey and Sandler stated.

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APPENDICES

APPENDIX A: TABLES REGARDING ITEM TOTAL STATISTICS ANALYSES RESULTS OF THE PILOT STUDY

Table 3.2

Item Total Statistics for Parental Role Activity Beliefs Scale (Pilot Study)

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Roleact1	33,3081	40,102	,394	,208	,812
Roleact2	32,7222	38,358	,535	,350	,797
Roleact3	32,6338	38,739	,509	,353	,799
Roleact4	33,1010	37,858	,517	,345	,799
Roleact5	32,7803	38,871	,588	,388	,792
Roleact6	32,8737	36,632	,639	,450	,784
Roleact7	32,9242	38,050	,554	,369	,794
Roleact8	33,2374	39,807	,434	,231	,807
Roleact9	33,8056	41,625	,395	,228	,822
Roleact10	32,2955	39,763	,549	,426	,797

Table 3.3

Item Total Statistics for Valence toward School Scale (Pilot Study)

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Valence1	22,9621	28,730	,656	,469	,861
Valence2	23,5047	28,341	,569	,414	,879
Valence3	23,3791	27,395	,717	,563	,851
Valence4	23,0640	27,243	,786	,667	,840
Valence5	22,9384	27,968	,752	,629	,846
Valence6	22,8720	29,889	,652	,492	,863

Table 3.4

Item Total Statistics for Parental Self-Efficacy Beliefs Scale (Pilot Study)

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PSelfEff1	21,9148	15,732	,494	,291	,728
Reversed2	21,9854	14,283	,514	,276	,723
Reversed3	21,9830	14,183	,585	,417	,705
PSelfEff4	21,9270	15,795	,494	,285	,728
Reversed5	22,3139	16,640	,296	,103	,767
Reversed6	21,9976	14,417	,569	,388	,709
PSelfEff7	22,3893	16,146	,405	,216	,745

Table 3.5

Item Total Statistics for Parental Perceptions of General Invitations for Involvement from the School Scale (Pilot Study)

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PerSI1	20,8568	13,732	,762	,645	,876
PerSI2	20,8803	13,950	,798	,688	,872
PerSI3	21,2066	14,409	,607	,385	,901
PerSI4	20,7864	14,051	,770	,619	,876
PerSI5	20,8685	13,696	,772	,627	,875
PerSI6	21,0704	13,962	,674	,494	,891

Table 3.6

Item Total Statistics for Parental Perceptions of Specific Invitations for Involvement from the Child Scale (Pilot Study)

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PerCI1	14,0968	25,904	,565	,508	,679
PerCI2	13,7916	25,369	,579	,518	,675
PerCI3	12,6228	31,887	,390	,094	,756
PerCI4	15,3002	28,902	,508	,343	,698
PerCI5	15,5509	29,537	,489	,374	,704
PerCI6	15,7717	31,614	,476	,370	,711

Table 3.7

Item Total Statistics for Parental Perceptions of Specific Invitations for Involvement from the Teacher Scale (Pilot Study)

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PerTI1	12,4720	36,207	,656	,568	,768
PerTI2	12,4693	34,480	,700	,623	,757
PerTI3	12,4747	33,416	,668	,470	,766
PerTI4	13,2160	42,828	,539	,328	,798
PerTI5	13,4373	40,963	,568	,355	,790
PerTI6	11,7840	41,491	,387	,184	,827

Table 3.8

Item Total Statistics for Parental Perceptions of Personal Time for Involvement Activities Scale (Pilot Study)

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PerTime1	18,8544	19,728	,770	,623	,893
PerTime2	19,2983	19,009	,752	,588	,897
PerTime3	18,9260	19,815	,772	,628	,893
PerTime4	19,3866	19,922	,672	,532	,908
PerTime5	18,7589	20,069	,809	,869	,889
PerTime6	18,7255	20,424	,768	,852	,894

Table 3.9

Item Total Statistics for Parental Perceptions of Personal Energy for Involvement Activities Scale (Pilot Study)

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PerEnergy1	19,5550	17,060	,835	,728	,910
PerEnergy2	19,7073	16,780	,808	,688	,914
PerEnergy3	19,4309	17,537	,807	,662	,914
PerEnergy4	19,8267	17,486	,688	,545	,931
PerEnergy5	19,4895	17,466	,825	,857	,912
PerEnergy6	19,4731	17,325	,808	,859	,914

Table 3.10

Item Total Statistics for Parental Perceptions of Personal Desire for Involvement Activities Scale (Pilot Study)

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PerDesire1	20,8998	15,614	,848	,777	,925
PerDesire2	21,0676	15,044	,844	,727	,925
PerDesire3	20,9534	16,007	,825	,729	,928
PerDesire4	21,3030	15,604	,716	,559	,942
PerDesire5	21,0117	15,357	,862	,875	,923
PerDesire6	21,0117	15,311	,835	,857	,926

Table 3.11

Item Total Statistics for Parental Perceptions of Personal Skills and Knowledge for Involvement Activities Scale (Pilot Study)

Items	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
PerKS1	32,3027	31,779	,362	,205	,913
PerKS2	31,3772	31,464	,543	,361	,890
PerKS3	31,2010	29,843	,706	,571	,876
PerKS4	31,1017	30,574	,775	,679	,873
PerKS5	31,1489	30,565	,749	,683	,874
PerKS6	31,1290	30,461	,764	,712	,873
PerKS7	31,1787	30,267	,746	,618	,874
PerKS8	31,0968	30,525	,772	,706	,873
PerKS9	31,2705	30,740	,641	,456	,882

APPENDIX B: TABLES AND FIGURES REGARDING PRELIMINARY ANALYSES

Table 4.5

Skewness and Kurtosis Values of the Three Main Constructs of the Determinants of why Parents Involve for RQ2

		Motivational Beliefs	Perceptions of Invitations	Self-Perceived Life Context
Fathers	Skewness	-,571	,261	-,805
	Kurtosis	,789	,058	1,137
Mothers	Skewness	-,380	,591	-1,265
	Kurtosis	-,051	,725	3,777

Table 4.6

Skewness and Kurtosis Values of the Sub-Constructs Parent's Motivational Beliefs on their Involvement for RQ2.1

		Parental Role Construction	Parental Self-Efficacy
Fathers	Skewness	-,545	,-600
	Kurtosis	,911	,435
Mothers	Skewness	-,137	-,586
	Kurtosis	-,115	,091

Table 4.7

Skewness and Kurtosis Values of the Sub-Constructs of the Parental Role Construction for RQ2.1.1

		Role Activity Beliefs	Valence toward School
Fathers	Skewness	-,790	,-583
	Kurtosis	,713	,051
Mothers	Skewness	-,822	-,912
	Kurtosis	,839	,592

Table 4.8

Skewness and Kurtosis Values of the Sub-Constructs of Perceptions of Invitations for Parental Involvement for RQ2.2

		Perceptions of School Invitation	Perceptions of Child Invitations	Perceptions of Teacher Invitations
Fathers	Skewness	-1,234	,544	,765
	Kurtosis	2,029	,550	,146
Mothers	Skewness	-1,814	,355	,929
	Kurtosis	4,484	-,246	,226

Table 4.9

Skewness and Kurtosis Values of the Sub-Constructs of the Parents' Self-Perceived Life Context for their Involvement for RQ2.3

		Self-Perceived Time, Energy and Desire	Self-Perceived Skills and Knowledge
Fathers	Skewness	-,715	,-958
	Kurtosis	,743	1,731
Mothers	Skewness	-1,252	-1,086
	Kurtosis	3,129	3,306

Table 4.10

Skewness and Kurtosis Values of the Sub-Constructs of the Parents' Self Perceived Time, Energy and Desire for their Involvement for RQ2.3.1

		Self-Perceived Time	Self-Perceived Energy	Self-Perceived Desire
Fathers	Skewness	-,645	-,912	-1,301
	Kurtosis	,041	,956	2,241
Mothers	Skewness	-,901	-1,053	-1,603
	Kurtosis	-,838	1,606	4,993

Table 4.11

Correlations between the Three Overarching Constructs of the Determinants of why Parents Involve for R.Q.2

	Motivation	Invitation	Lifecontext
Motivation	1		
Invitation	,471**	1	
Lifecontext	,619**	,476**	1

Note: **p<0.01

Table 4.12

Correlations between the Constructs of Parent's Motivational Beliefs on their Involvement for R.Q.2.1

	Roleconstruction	Selfefficacy
Roleconstruction	1	
Selfefficacy	,364**	1

Note: **p<0.01

Table 4.13

Correlations between the Sub-Constructs of the Parental Role Construction for R.Q.2.1.1

	Roleactivitybeliefs	Valence
Roleactivitybeliefs	1	
Valence	,210**	1

Note: **p<0.01

Table 4.14

Correlations between the Constructs of Perceptions of Invitations for Parent involvement for R.Q.2.2

	Schoolinvitation	Childinvitation	Teacherinvitation
Schoolinvitation	1		
Childinvitation	,144**	1	
Teacherinvitation	,197**	,514**	1

Note: **p<0.01

Table 4.15

Correlations between the Constructs of the Parents' Self-Perceived Life Context for their Involvement for R.Q.2.3

	TimeEnergyDesire	Skillsandknowledge
TimeEnergyDesire	1	
Skillsandknowledge	,705**	1

Note: **p<0.01

Table 4.16

Correlations between the Sub-Constructs of the Parents' Self-Perceived Time, Energy and Desire for their Involvement for R.Q.2.3.1

	TotalTime	TotalEnergy	TotalDesire
TotalTime	1		
TotalEnergy	,738**	1	
TotalDesire	,529**	,675**	1

Note: **p<0.01

Table 4.23

Skewness and Kurtosis Values of the Fathers' Motivational Beliefs, Perception of Invitations from Others, and Self-Perceived Life Context for Parental Involvement

	Motivational Beliefs	Invitations from Others	Life Context
Skewness	-,740	,261	-,805
Kurtosis	1,156	,058	1,137

Table 4.24

Skewness and Kurtosis Values of the Mothers' Motivational Beliefs, Perception of Invitations from Others, and Self-Perceived Life Context for Parental Involvement

	Motivational Beliefs	Invitations from Others	Life Context
Skewness	-,557	,591	-1,265
Kurtosis	,688	,725	3,777

Table 4.25

Correlations of Fathers' Data Set for Multiple Regression Analysis

	Motivation	Invitation	Lifecontext
Motivation	1		
Invitation	,442**	1	
Lifecontext	,616**	,504**	1

Note: **p<0.01

Table 4.26

Correlations of Mothers' Data Set for Multiple Regression Analysis

	Motivation	Invitation	Lifecontext
Motivation	1		
Invitation	,445**	1	
Lifecontext	,691**	,401**	1

Note: **p<0.01

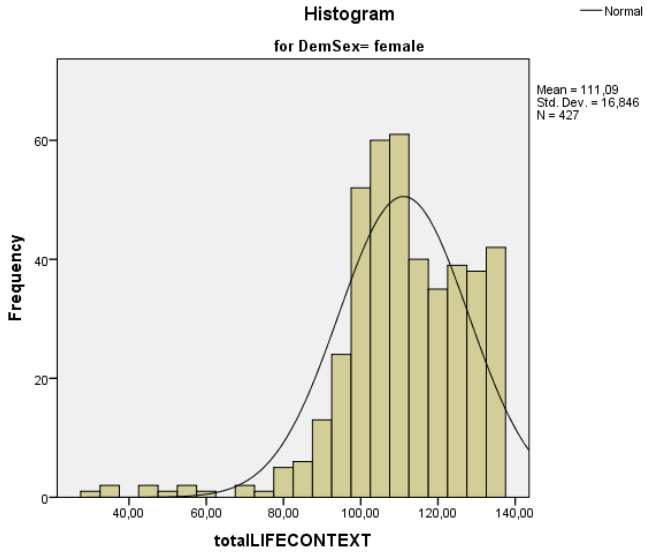


Figure 4.1

Histogram of the Mothers' Self-Perceived Life Context Variable that Exceeds the Optimal Skewness and Kurtosis Values for R.Q.2

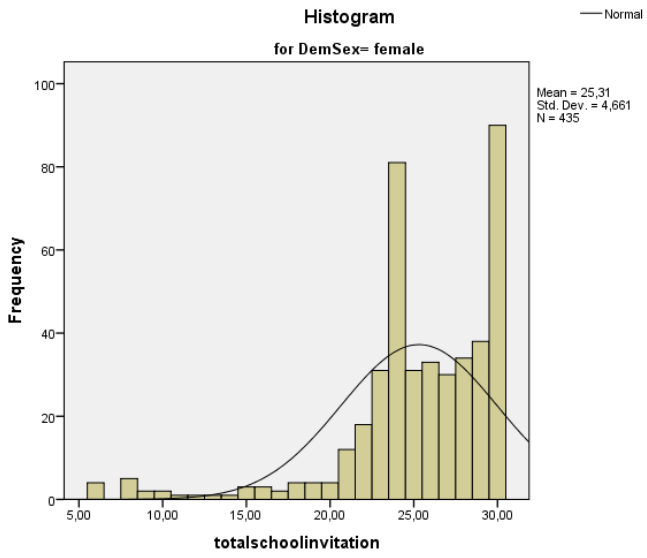


Figure 4.2

Histogram of the Mothers' Perceived School Invitation Variable that Exceeds the Optimal Skewness and Kurtosis Values for R.Q.2.2

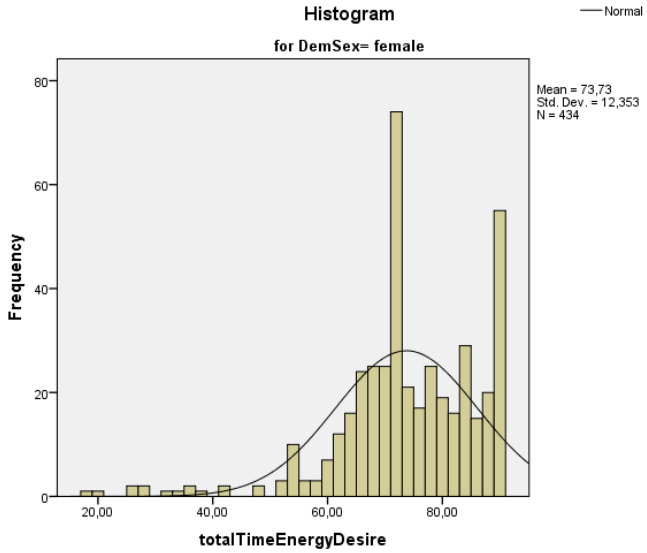


Figure 4.3

Histogram of the Mothers' Self-Perceived Time, Energy, and Desire Variable that Exceeds the Optimal Skewness and Kurtosis Values for R.Q.2.3

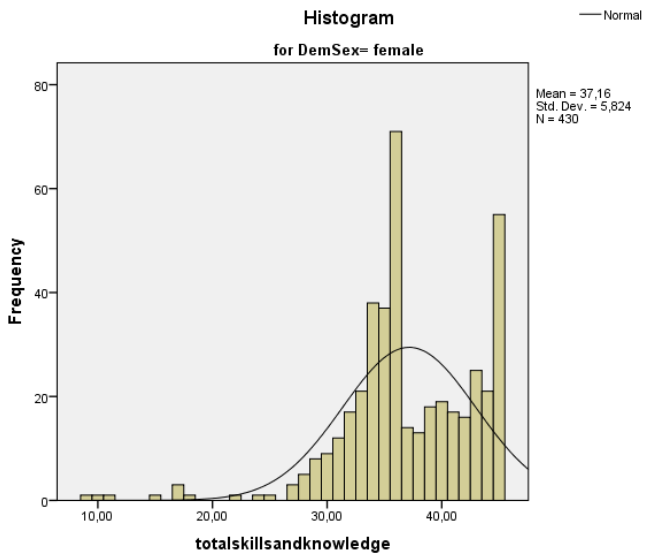


Figure 4.4

Histogram of the Mothers' Self-Perceived Skills and Knowledge Variable that Exceeds the Optimal Skewness and Kurtosis Values for R.Q.2.3

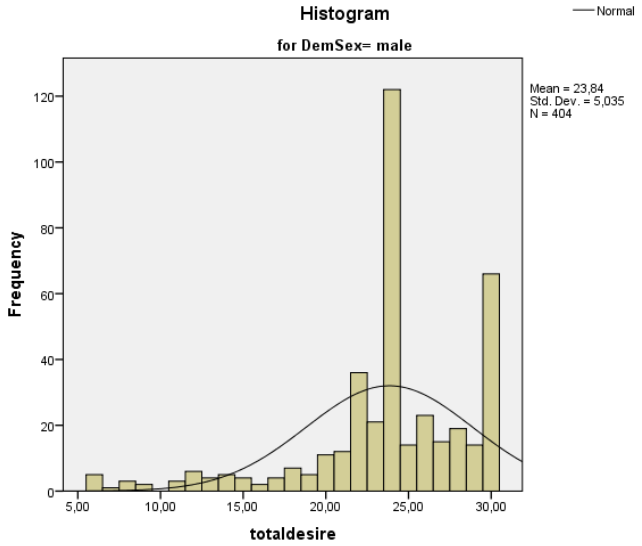


Figure 4.5

Histogram of the Fathers' Self-Perceived Desire Variable that Exceeds the Optimal Skewness and Kurtosis Values for R.Q.2.3.1

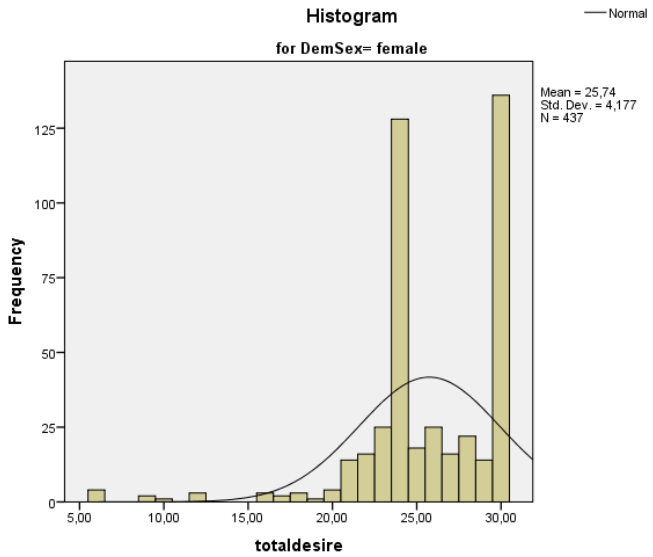
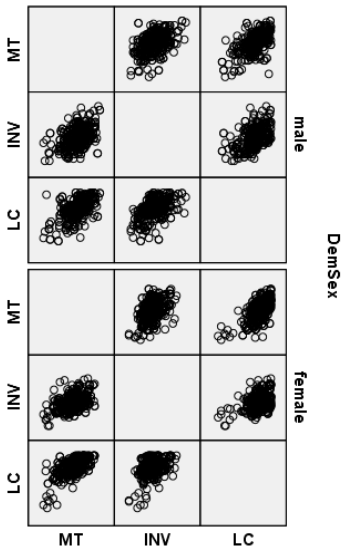


Figure 4.6

Histogram of the Mothers' Self-Perceived Desire Variable that Exceeds the Optimal Skewness and Kurtosis Values for R.Q.2.3.1



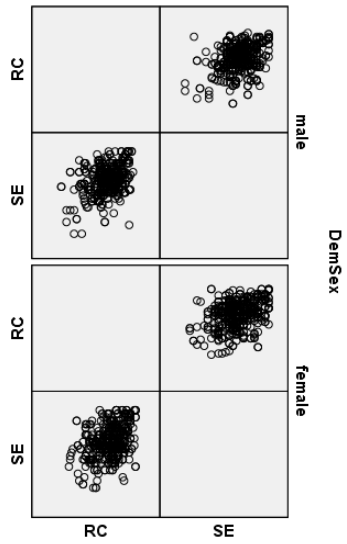
MT: Total Motivational Beliefs Score

INV: Total Perception of Invitation from others Score

LC: Total Perceived Life Context Score

Figure 4.7

Matrix of Scatter Plots for R.Q.2

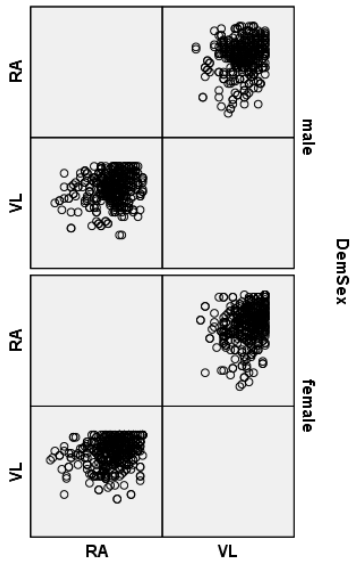


RC: Total Parental Role Construction Score

SE: Total Parental Self-Efficacy Score

Figure 4.8

Matrix of Scatter Plots for R.Q.2.1

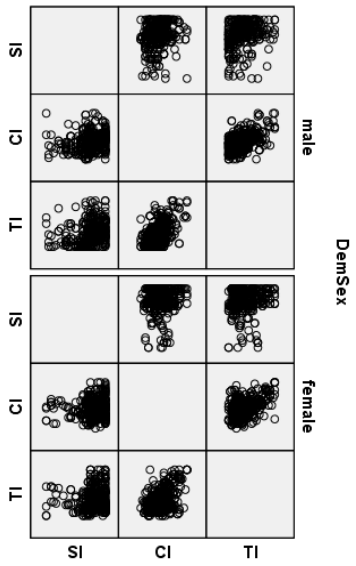


RA: Total Parental Role Activity Beliefs Score

VL: Total Valence toward School Score

Figure 4.9

Matrix of Scatter Plots for R.Q.2.1.1



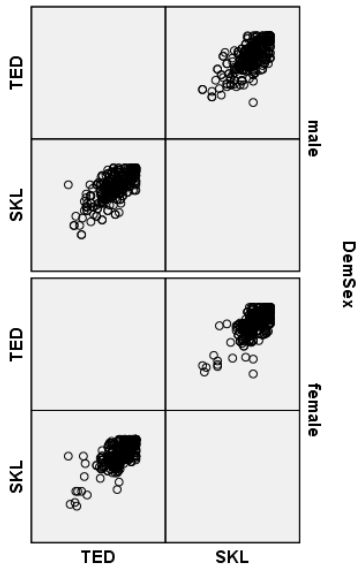
MT: Total Motivational Beliefs Score

INV: Total Perception of Invitation from other Score

LC: Total Perceived Life Context Score

Figure 4.10

Matrix of Scatter Plots for R.Q.2.2

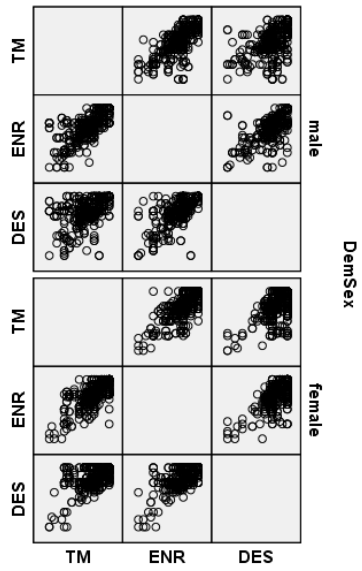


TED: Total Self Perceived Time, Energy and Desire Score

SKL: Total Self Perceived Skills and Knowledge Score

Figure 4.11

Matrix of Scatter Plots for R.Q.2.3



TM: Total Self-Perceived Time Score

ENR: Total Self-Perceived Energy Score

DES: Total Self-Perceived Desire Score

Figure 4.12

Matrix of Scatter Plots for R.Q.2.3.1

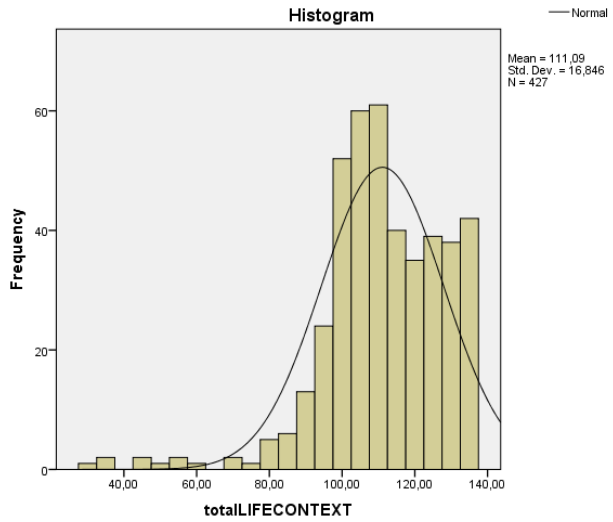
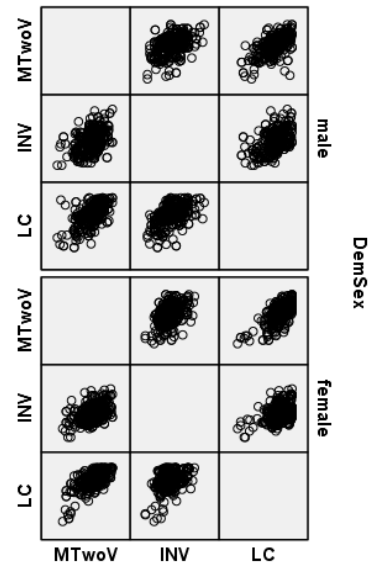


Figure 4.13

Histogram of the Mothers' Self-Perceived Life Context Variable that Exceeds the Optimal Skewness and Kurtosis Values for R.Q.3



MTwoV: Total Motivational Beliefs without Valence Score

INV: Total Perception of Invitation from others Score

LC: Total Self-Perceived Life Context Score

Figure 4.14

Matrix of Scatter Plots for R.Q.3

APPENDIX C: THE ORIGINAL VERSION OF THE SCALES

PARENTS' MOTIVATIONAL BELIEFS REGARDING THEIR INVOLVEMENT

Parental Role Construction for Involvement in The Child's Education Scale
Part 1. Parental Role Activity Beliefs for Involvement in the Child's Education Scale

Instructions to respondent
Please indicate how much you AGREE or DISAGREE with each of the following statements. Please think about the current school year as you consider each statement.
Response format
All items in the scale use a six-point response format (disagree very strongly to agree very strongly):
1 = Disagree very strongly;
2 = Disagree;
3 = Disagree just a little;
4 = Agree just a little;
5 = Agree;
6 = Agree very strongly.

I believe it is my responsibility to…
1. …volunteer at the school.
2. …communicate with my child's teacher regularly.
3. …help my child with homework.
4. ...make sure the school has what it needs.
5. ...support decisions made by the teacher.
6. ...stay on top of things at school.
7. ...explain tough assignments to my child.
8. ...talk with other parents from my child's school.
9. ...make the school better.
10. ...talk with my child about the school day

Part 2. Valence toward School

People have different feelings about school. Please mark the number on each line below that best describes your feelings about your school experiences when you were a student.
Items
My school
Disliked 1 2 3 4 5 6 liked
My teachers:
were mean 1 2 3 4 5 6 were nice
My teachers:
ignored me 1 2 3 4 5 6 cared about me
My school experience:
bad 1 2 3 4 5 6 good
I felt like:
an outsider 1 2 3 4 5 6 I belonged
My overall experience:
failure 1 2 3 4 5 6 success

Parental Self-Efficacy for Helping the Child Succeed in School Scale
Instructions to respondent

Please indicate how much you AGREE or DISAGREE with each of the following statements. Please think about the current school year as you consider each statement.
Response format
All items in the scale use a six-point response format (disagree very strongly to agree very strongly):
1 = Disagree very strongly;
2 = Disagree;
3 = Disagree just a little;
4 = Agree just a little;
5 = Agree;
6 = Agree very strongly.
Items
1. I know how to help my child do well in school.
2. I don‘t know if I‘m getting through to my child. (reversed)
3. I don‘t know how to help my child make good grades in school. (reversed)
4. I feel successful about my efforts to help my child learn.

5. Other children have more influence on my child‘s grades than I do. (reversed)
6. I don‘t know how to help my child learn. (reversed)
7. I make a significant difference in my child‘s school performance.

PARENTS’ PERCEPTIONS OF INVITATIONS FOR INVOLVEMENT FROM OTHERS

Parental Perceptions of General Invitations for Involvement from the School Scale

Instructions to respondent
Please indicate how much you AGREE or DISAGREE with each of the following statements. Please think about the current school year as you consider each statement.
Response format
All items in the scale use a six-point response format (disagree very strongly to agree very strongly):
1 = Disagree very strongly;
2 = Disagree;
3 = Disagree just a little;
4 = Agree just a little;
5 = Agree;
6 = Agree very strongly.

Items
1. Teachers at this school are interested and cooperative when they discuss my child.
2. I feel welcome at this school.
3. Parent activities are scheduled at this school so that I can attend.
4. This school lets me know about meetings and special school events.
5. This school‘s staff contacts me promptly about any problems involving my child.
6. The teachers at this school keep me informed about my child‘s progress in school.

Parental Perceptions of Specific Invitations for Involvement from the Child Scale

Instructions to respondent
Please indicate HOW OFTEN the following have happened SINCE THE BEGINNING OF THIS SCHOOL YEAR.
Response format
All items in the scale use a six-point response format (never to daily):
1 = never;

2 = 1 or 2 times;
3 = 4 or 5 times;
4 = once a week;
5 = a few times a week;
6 = daily.

Items
1. My child asked me to help explain something about his or her homework.
2. My child asked me to supervise his or her homework.
3. My child talked with me about the school day.
4. My child asked met o attend a special event at school.
5. My child asked met o help out at the school.
6. My child asked met o talk with his or her teacher.

Parental Perceptions of Specific Invitations for Involvement from the Teacher Scale

Instructions to respondent
Please indicate HOW OFTEN the following have happened SINCE THE BEGINNING OF THIS SCHOOL YEAR.

Response format
All items in the scale use a six-point response format (never to daily):
1 = never;
2 = 1 or 2 times;
3 = 4 or 5 times;
4 = once a week;
5 = a few times a week;
6 = daily.

Items
1. My child's teacher asked me or expected me to help my child with homework.
2. My child‘s teacher asked me or expected me to supervise my child‘s homework.
3. My child's teacher asked me to talk with my child about the school day.
4. My child's teacher asked me to attend a special event at school.
5. My child's teacher asked me to help out at the school.
6. My child's teacher contacted me (for example, sent a note, phoned, e-mailed).

PARENTS' SELF-PERCEIVED LIFE CONTEXT

Parental Perceptions of Personal Time and Energy Scale

Instructions to respondent
Please indicate how much you AGREE or DISAGREE with each of the following statements with regard to the current school year.
Response format
All items in the scale use a six-point response format (disagree very strongly to agree very strongly):
1 = Disagree very strongly;
2 = Disagree;
3 = Disagree just a little;
4 = Agree just a little;
5 = Agree;
6 = Agree very strongly.

Items
I have enough time and energy to…
1. … communicate effectively with my child about the school day.
2. . . .help out at my child's school.
3. … communicate effectively with my child's teacher.
4. … attend special events at school.
5. … help my child with homework.
6. … supervise my child's homework.

Parental Perceptions of Personal Knowledge and Skills Scale

Instructions to respondent
Please indicate how much you AGREE or DISAGREE with each of the following statements with regard to the current school year.
Response format
All items in the scale use a six-point response format (disagree very strongly to agree very strongly):
1 = Disagree very strongly;
2 = Disagree;
3 = Disagree just a little;
4 = Agree just a little;

5 = Agree;
6 = Agree very strongly.

Items
1. I know about volunteering opportunities at my child's school.
2. I know about special events at my child‘s school.
3. I know effective ways to contact my child‘s teacher.
4. I know how to communicate effectively with my child about the school day.
5. I know how to explain things to my child about his or her homework.
6. I know enough about the subjects of my child's homework to help him or her.
7. I know how to communicate effectively with my child‘s teacher.
8. I know how to supervise my child's homework.
9. I have the skills to help out at my child's school.

APPENDIX D: TURKISH VERSION OF THE SCALES

Merhaba, ben Nisan Cansu Ertan.

Orta Doğu Teknik Üniversitesi Temel Eğitim Bölümünde yüksek lisans öğrencisiyim ve aynı bölümde araştırma görevlisi olarak görev yapmaktayım. Yüksek lisans tezimi Yrd. Doç. Dr. Hasibe Özlen Demircan danışmanlığında **okul öncesi dönem çocuk eğitiminde anne ve babaların aile katılımı kararlarını etkileyen faktörler** üzerine hazırlamaktayım. Tez çalışmamın bir parçası olan bu anket annelerle babaların aile katılımı inanç ve algılarını karşılaştırmayı sağlayacak bilgileri toplamayı amaçlamaktadır. Anket; Anne-Babaların Aile Katılımı ile İlgili Güdüsel İnançları (1), Anne-Babaların Aile Katılımı Daveti Algıları (2) ve Anne-Babaların Hayat Şartları Algıları (3) olmak üzere 3 bölümden oluşmaktadır. Anketin içerdiği soruların doğru ya da yanlış yanıtları yoktur, sizin duygu ve düşünceleriniz önemlidir. Ankete verdiğiniz yanıtlar gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Elde edilecek bilgiler, bilimsel yayınlarda kullanılacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak için iletişim bilgilerim:

Araştırma Görevlisi Nisan Cansu Ertan
ODTÜ Eğitim Fakültesi Temel Eğitim Bölümü
Okul Öncesi Eğitim Programı

Aile Katılımı İnanç ve Algıları Ölçeği

1. Yaşınız _____
2. En son mezun olduğunuz eğitim/öğretim kurumu (Lütfen aşağıdaki sayılardan birini işaretleyiniz.)
1□ ilköğretim 2□ lise 3□ iki yıllık yüksek okul 4□ lisans 5□ yüksek lisans 6□ doktora
3. Mesleğiniz (Lütfen aşağıdaki sayılardan birini işaretleyiniz)
1 □ Çalışmıyor 2 □ Memur 3□ İşçi 4□ Serbest meslek (Lütfen belirtiniz) _____
5□ Diğer (Lütfen belirtiniz) _____
4. Okul öncesi eğitim kurumuna devam eden çocuğunuzun; (Bu durumda birden fazla çocuğunuz varsa anketi tek bir çocuğunuzu düşünerek yanıtlayınız.)
yaşı _____

1. ANNE-BABALARIN AİLE KATILIMI İLE İLGİLİ GÜDÜSEL İNANÇLARI

(Çocuk Eğitiminde Aile Katılımı İçin Anne-Baba Rolü Oluşumu Ölçeği-
Aile Katılımı için Anne-Baba Rolünün Çocuğun Eğitiminde Etkinlik Derecesi İnançları Ölçeği)

Yönergeler:
Lütfen, **ÇOCUĞUNUZUN şu anki okul yaşantısını** göz önünde bulundurarak aşağıdaki her bir ifadeye ne ölçüde KATILDIĞINIZI ya da KATILMADIĞINIZI belirtiniz.

Yanıtlama Biçimi: Ölçekteki bütün maddeler **kesinlikle katılmıyorum** yanıtı ile **kesinlikle katılıyorum** yanıtı arasında 5'li olarak derecelendirilme formatına sahiptir.	1: Kesinlikle katılmıyorum 2: Katılmıyorum 3: Kararsızım	4: Katılıyorum 5: Kesinlikle katılıyorum

	Kesinlikle Katılmıyorum 1	**Katılmıyorum 2**	**Kararsızım 3**	**Katılıyorum 4**	**Kesinlikle Katılıyorum 5**
1.Okulda gönüllü olarak görev almanın benim sorumluluğum olduğuna inanıyorum.					
2. Çocuğumun öğretmeniyle düzenli olarak iletişim kurmanın benim sorumluluğum olduğuna inanıyorum.					
3. Çocuğuma verilen ev etkinliklerine (ev ödevlerine) yardımcı olmanın benim sorumluluğum olduğuna inanıyorum.					
4. Okulun ihtiyaç duyduğu şeylere sahip olup olmadığını bilmenin benim sorumluluğum olduğuna inanıyorum.					
5. Öğretmen tarafından alınan kararları desteklemenin benim sorumluluğum olduğuna inanıyorum.					
6. Okulda olup bitenler hakkında bilgi sahibi olmanın benim sorumluluğum olduğuna inanıyorum.					
7. Zor ev etkinliklerini (ev ödevlerini) çocuğuma açıklamanın benim sorumluluğum olduğuna inanıyorum.					
8. Çocuğumun okulundaki diğer velilerle görüşmenin benim sorumluluğum olduğuna inanıyorum.					
9. Okulu daha iyi bir hale getirmenin benim sorumluluğum olduğuna inanıyorum.					
10. Okulda geçirdiği gün hakkında çocuğumla konuşmanın benim sorumluluğum olduğuna inanıyorum.					

(Geçmiş Okul Deneyimlerine İlişkin Duygular Ölçeği)
İnsanlar okul ile ilgili farklı duygulara sahiptirler. Aşağıdaki cümlelerin her birinde **SİZİN öğrenciliğiniz sırasında edindiğiniz** okul deneyimleriniz ile ilgili duygularınızı EN İYİ TANIMLAYAN RAKAMI işaretleyiniz.
Örneğin, siz öğrenciyken okulunuzdan hoşlanmadıysanız 1 numaralı kutucuğu, hoşlandıysanız 6 numaralı kutucuğu işaretleyiniz. Her ikisine de katılmıyorsanız 1 ile 6 arasındaki düşüncenizi en iyi yansıtan kutucuğu işaretleyiniz. Doğru ya da yanlış yanıt yoktur, sizin duygu ve hisleriniz önemlidir.

BEN ÖĞRENCİYKEN…		
Okuldan: hoşlanırdım	1 2 3 4 5 6	hoşlanmazdım
Öğretmenlerim: kibardı	1 2 3 4 5 6	kabaydı
Öğretmenlerim: benimle ilgilenirdi	1 2 3 4 5 6	beni umursamazdı
Okul deneyimlerim: iyidir	1 2 3 4 5 6	kötüdür
Okulda kendimi şu şekilde hissederdim: okula ait biri	1 2 3 4 5 6	okul dışından biri
Okulda genel olarak: başarılıydım	1 2 3 4 5 6	başarısızdım

(Çocuğun Okuldaki Başarısına Yardımcı Olmak İçin Anne-Baba Özyeterlik Ölçeği)

Yönergeler:

Lütfen, **ÇOCUĞUNUZUN şu anki okul yaşantısını** göz önünde bulundurarak aşağıdaki her bir ifadeye ne ölçüde KATILDIĞINIZI ya da KATILMADIĞINIZI belirtiniz.

Yanıtlama Biçimi: Ölçekteki bütün maddeler kesinlikle katılmıyorum yanıtı ile kesinlikle katılıyorum yanıtı arasında 5'li derecelendirme formatına sahiptir.	1: Kesinlikle katılmıyorum 2: Katılmıyorum 3: Kararsızım	4: Katılıyorum 5: Kesinlikle katılıyorum

	Kesinlikle Katılmıyorum 1	Katılmıyorum 2	Kararsızım 3	Katılıyorum 4	Kesinlikle Katılıyorum 5
1. Çocuğuma okulda başarılı olması için nasıl yardım edebileceğimi biliyorum.					
2. Çocuğumla etkili iletişim kurabildiğimden **emin değilim.**					
3. Okulda başarılı olabilmesi için çocuğuma nasıl yardımcı olacağımı **bilmiyorum.**					
4. Kendimi çocuğumun öğrenmesine yardımcı olma çabalarımda başarılı hissediyorum.					
5. Çocuğumun okuldaki başarısı üzerinde benden çok diğer çocukların etkisi var.					
6. Öğrenme sürecinde çocuğuma nasıl yardımcı olacağımı **bilmiyorum.**					
7. Çocuğumun okul performansında önemli bir fark yaratıyorum.					

2. ANNE-BABALARIN AİLE KATILIMI DAVETİ ALGILARI

(Anne-Babaların Okuldan Gelen Aile Katılımı Daveti Algıları Ölçeği)

Yönergeler:

Lütfen, **ÇOCUĞUNUZUN şu anki okul yaşantısını** göz önünde bulundurarak aşağıdaki her bir ifadeye ne ölçüde KATILDIĞINIZI ya da KATILMADIĞINIZI belirtiniz.

Yanıtlama Biçimi: Ölçekteki bütün maddeler kesinlikle katılmıyorum yanıtı ile kesinlikle katılıyorum yanıtı arasında 5'li derecelendirme formatına sahiptir.	1: Kesinlikle katılmıyorum 2: Katılmıyorum 3: Kararsızım	4: Katılıyorum 5: Kesinlikle katılıyorum

	Kesinlikle Katılmıyorum 1	Katılmıyorum 2	Kararsızım 3	Katılıyorum 4	Kesinlikle Katılıyorum 5
1. Bu okuldaki öğretmenler çocuğum hakkında benimle görüşürken ilgilidir ve işbirliğine açıktır.					
2. Bu okulda iyi karşılandığımı hissederim.					
3. Bu okuldaki veli aktiviteleri önceden planlanmış zamanlarda yapıldığı için bu aktivitelere katılabilirim.					
4. Çocuğumun okulu, toplantılar ve okuldaki çeşitli özel etkinlikler hakkında beni bilgile					
5. Bu okulun personeli, çocuğumla ilgili herhangi bir problemde benimle hemen iletişim kurar.					
6. Bu okuldaki öğretmenler, çocuğumun okuldaki gidişatıyla ilgili beni sürekli olarak bilgilendirir.					

(Anne-Babaların Özel Olarak Çocuklarından Gelen Aile Katılımı Daveti Algıları Ölçeği)

Yönergeler:

Lütfen, **bu eğitim yılının başlangıcından itibaren**, aşağıdakilerin NE SIKLIKLA gerçekleştiğini belirtiniz.

Yanıtlama Biçimi: Ölçekteki bütün maddeler HİÇBİR ZAMAN yanıtı ile HER GÜN yanıtı arasında 6'lı derecelendirilme formatına sahiptir.	1= Hiçbir zaman 2= 1-2 defa 3= 4-5 defa	4= haftada 1 defa 5=haftada birkaç defa 6= her gün

	Hiçbir zaman 1	**1-2 defa 2**	**4-5 defa 3**	**Haftada 1 defa 4**	**Haftada birkaç defa 5**	**Her gün 6**
1. Çocuğum verilen ev etkinlikleri (ev ödevleri) hakkında bir şeyleri açıklamam için yardımımı istedi.						
2. Çocuğum verilen ev etkinliklerini(ev ödevlerini) yaparken yanında olmamı ve yaptıklarını kontrol etmemi istedi.						
3. Çocuğum okulda geçirdiği gün ile ilgili benimle konuştu.						
4. Çocuğum benden okuldaki özel bir etkinliğe katılmamı istedi.						
5. Çocuğum okulda ona yardım etmemi istedi.						
6. Çocuğum öğretmeni ile konuşmamı istedi.						

(Anne Babaların Özel Olarak Öğretmenden Gelen Aile Katılımı Daveti Algıları Ölçeği)

Yönergeler:

Lütfen, **bu eğitim yılının başlangıcından itibaren**, aşağıdakilerin NE SIKLIKLA gerçekleştiğini belirtiniz.

Yanıtlama Biçimi: Ölçekteki bütün maddeler HİÇBİR ZAMAN yanıtı ile HER GÜN yanıtı arasında 6'lı derecelendirme formatına sahiptir.	1= Hiçbir zaman 2= 1-2 defa 3= 4-5 defa	4= haftada 1 defa 5= haftada birkaç defa 6= her gün

Çocuğumun öğretmeni…	**Hiçbir zaman 1**	**1-2 defa 2**	**4-5 defa 3**	**Haftada 1 defa 4**	**Haftada birkaç defa 5**	**Her gün 6**
1. …çocuğuma verilen ev etkinliklerine (ev ödevlerine) yardım etmemi istedi.						
2. …benden çocuğuma verilen ev etkinliklerini (ev ödevlerini) yaparken çocuğumun yanında olmamı ve yaptıklarını kontrol etmemi istedi.						
3. …benden çocuğumla okulda geçirdiği gün hakkında konuşmamı istedi.						
4. …beni okuldaki özel bir etkinliğe davet etti.						
5. …çocuğuma okulunda yardımcı olmamı istedi.						
6. …benimle iletişim kurdu. (Örneğin, not gönderme, telefonla arama ya da e-posta gönderme…)						

3. ANNE-BABALARIN HAYAT ŞARTLARI ALGILARI

(Anne-Babaların Kendi Zaman, Enerji ve İsteklerine Yönelik Algıları Ölçeği)
Yönergeler:
Lütfen, **ÇOCUĞUNUZUN şu anki okul yaşantısını** göz önünde bulundurarak aşağıdaki her bir ifade için zamanım var/enerjim var/isteğim var seçeneklerinden size uygun olanı işaretleyiniz ve her birine ne ölçüde KATILDIĞINIZI ya da KATILMADIĞINIZI belirtiniz.

Yanıtlama Biçimi: Ölçekteki bütün maddeler kesinlikle katılmıyorum yanıtı ile kesinlikle katılıyorum yanıtı arasında 5'li derecelendirme formatına sahiptir.	1: Kesinlikle katılmıyorum 2: Katılmıyorum 3: Kararsızım	4:Katılıyorum 5: Kesinlikle katılıyorum

Zaman	**Kesinlikle Katılmıyorum 1**	**Katılmıyorum 2**	**Kararsızım 3**	**Katılıyorum 4**	**Kesinlikle Katılıyorum 5**
1. Çocuğumla okulda geçirdiği günle ilgili etkili bir biçimde iletişim kurmak için yeterli zamanım var.					
2. Çocuğuma okulunda yardımcı olmak için yeterli zamanım var.					
3. Çocuğumun öğretmeniyle etkili bir biçimde iletişim kurmak için yeterli zamanım var.					
4. Okulda düzenlenen çeşitli özel etkinliklere katılmak için yeterli zamanım var.					
5. Çocuğuma verilen ev etkinliklerinde (ev ödevlerinde) yardım etmek için yeterli zamanım var.					
6. Çocuğum, verilen ev etkinliklerini (ev ödevlerini) yaparken yanında olmak ve yaptıklarını kontrol etmek için yeterli zamanım var.					

Enerji	**Kesinlikle Katılmıyorum 1**	**Katılmıyorum 2**	**Kararsızım 3**	**Katılıyorum 4**	**Kesinlikle Katılıyorum 5**
1. Çocuğumla okulda geçirdiği günle ilgili etkili bir biçimde iletişim kurmak için yeterli enerjim var.					
2. Çocuğuma okulunda yardımcı olmak için yeterli enerjim var.					
3. Çocuğumun öğretmeniyle etkili bir biçimde iletişim kurmak için yeterli enerjim var.					
4. Okulda düzenlenen çeşitli özel etkinliklere katılmak için yeterli enerjim var.					
5. Çocuğuma verilen ev etkinliklerinde (ev ödevlerinde) yardım etmek için yeterli enerjim var.					
6. Çocuğum, verilen ev etkinliklerini (ev ödevlerini) yaparken yanında olmak ve yaptıklarını kontrol etmek için yeterli enerjim var.					

İstek	Kesinlikle Katılmıyorum 1	Katılmıyorum 2	Kararsızım 3	Katılıyorum 4	Kesinlikle Katılıyorum 5
1. Çocuğumla okulda geçirdiği günle ilgili etkili bir biçimde iletişim kurmak için yeterli isteğim var.					
2. Çocuğuma okulunda yardımcı olmak için yeterli isteğim var.					
3. Çocuğumun öğretmeniyle etkili bir biçimde iletişim kurmak için yeterli isteğim var.					
4. Okulda düzenlenen çeşitli özel etkinliklere katılmak için yeterli isteğim var.					
5. Çocuğuma verilen ev etkinliklerinde (ev ödevlerinde) yardım etmek için yeterli isteğim var.					
6. Çocuğum, verilen ev etkinliklerini (ev ödevlerini) yaparken yanında olmak ve yaptıklarını kontrol etmek için yeterli isteğim var.					

(Anne-Babaların Kişisel Bilgi ve Becerilerine Yönelik Algıları Ölçeği)
Yönergeler:
Lütfen, **ÇOCUĞUNUZUN şu anki okul yaşantısını** göz önünde bulundurarak aşağıdaki her bir ifadeye ne ölçüde KATILDIĞINIZI ya da KATILMADIĞINIZI belirtiniz.

Yanıtlama Biçimi: Ölçekteki bütün maddeler kesinlikle katılmıyorum yanıtı ile kesinlikle katılıyorum yanıtı arasında 5'li derecelendirme formatına sahiptir.	1: Kesinlikle katılmıyorum 2: Katılmıyorum 3: Kararsızım	4: Katılıyorum 5: Kesinlikle katılıyorum

	Kesinlikle Katılmıyorum 1	Katılmıyorum 2	Kararsızım 3	Katılıyorum 4	Kesinlikle Katılıyorum 5
1. Çocuğumun okulundaki gönüllü çalışma olanaklarını biliyorum.					
2. Okulda düzenlenen çeşitli özel etkinliklerden haberim var.					
3. Çocuğumun öğretmeniyle iletişim kurmak için etkili yollar hakkında bilgi sahibiyim.					
4. Çocuğumla okulda geçirdiği günle ilgili konuşmak için nasıl etkili iletişim kurulacağını biliyorum.					
5. Verilen ev etkinlikleri (ev ödevleri) ile ilgili şeyleri çocuğuma nasıl açıklayacağımı biliyorum.					
6. Verilen ev etkinliklerindeki (ev ödevlerindeki) konular hakkında çocuğuma yardım etmek için yeterince bilgi sahibiyim.					
7. Çocuğumun öğretmeniyle etkili bir iletişimin nasıl kurulacağını biliyorum.					
8. Verilen ev etkinliklerini (ev ödevlerini) çocuğum yaparken nasıl yanında olacağımı ve yaptıklarını nasıl kontrol edeceğimi biliyorum.					
9. Çocuğuma okulunda yardımcı olmak için becerilerim var.					

Anket bitmiştir, katılımınız için teşekkür ederiz.

APPENDIX E: INFORMED CONSENT

Gönüllü Katılım Formu

Bu çalışma, Araştırma Görevlisi Nisan Cansu Ertan tarafından, Yrd. Doç. Dr. Hasibe Özlen Demircan danışmanlığında, Milli Eğitim Bakanlığı'na bağlı devlet ve özel okul öncesi eğitim kurumlarında "Anne ve Babaların Aile Katılımı Kararlarını Etkileyen Faktörlerin Karşılaştırılması" isimli tez kapsamında anne ve babaların aile katılımı inanç ve algılarını karşılaştırmak ve bazı demografik değişkenler arasındaki ilişkiyi ortaya koymak amacıyla düzenlenmiştir. Çalışmaya katılım tamamıyla gönüllülük temelinde olmalıdır. Ankette, sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamimiyle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayınlarda kullanılacaktır.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ Okul Öncesi Öğretmenliği Anabilim Dalı Araştırma Görevlisi Nisan Cansu Ertan (Ofis No: EF-29; Tel: 0312 2104059; E-posta: izci@metu.edu.tr) ile iletişim kurabilirsiniz.

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

İsim Soyisim	Tarih	İmza
	----/----/-----	

APPENDIX F: MIDDLE EAST TECHNICAL UNIVERSITY ETHIC COMITEE PERMISSION FORM

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

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ueam@metu.edu.tr
www.uygam.metu.edu.tr

07 EKİM 2016

Sayı: 28620816 / 328

Konu: Değerlendirme Sonucu

Gönderilen: Yrd.Doç.Dr. Hasibe Özlen DEMİRCAN
İlköğretim Bölümü

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın : Yrd.Doç.Dr. Hasibe Özlen DEMİRCAN;

Danışmanlığını yaptığınız Nisan Cansu ERTAN'ın "Anne ve Babaların Aile Katılımı Kararlarını Etkileyen Faktölerin Karşılaştırılması" başlıklı araştırması İnsan Araştırmaları Kurulu tarafından uygun görülerek gerekli onay **2016-EGT-144** protokol numarası ve **21.10.2016-20.06.2017** tarihleri arasında geçerli olmak üzere verilmiştir

Bilgilerinize saygılarımızla sunarız.

Prof. Dr. Canan SÜMER
İnsan Araştırmaları Etik Kurulu Başkanı

Prof. Dr. Melha ALTUNIŞIK
İAEK Üyesi

Prof. Dr. Ayhan SOL
İAEK Üyesi

Prof. Dr. Mehmet UTKU
İAEK Üyesi

Prof. Dr. Ayhan Gürbüz DEMİR
İAEK Üyesi

Yrd .Doç.Dr. Pınar KAYGAN
İAEK Üyesi

Yrd. Doç. Dr. Emre SELÇUK
İAEK Üyesi

BU BÖLÜM, İLGİLİ BÖLÜMLERİ TEMSİL EDEN İNSAN ARAŞTIRMALARI ETİK ALT KURULU TARAFINDAN DOLDURULACAKTIR.

Protokol No: 2016-EGT-144

İAEK DEĞERLENDİRME SONUCU

Sayın Hakem,

Aşağıda yer alan üç seçenekten birini işaretleyerek değerlendirmenizi tamamlayınız. Lütfen "Revizyon Gereklidir" ve "Ret" değerlendirmeleri için gerekli açıklamaları yapınız.

Değerlendirme Tarihi: 04.10.2016

Ad Soyad:

X **Herhangi bir değişikliğe gerek yoktur. Veri toplama/uygulama başlatılabilir.**
☐ **Revizyon gereklidir** ☐ Gönüllü Katılım Formu yoktur. ☐ Gönüllü Katılım Formu eksiktir. Gerekçenizi ayrıntılı olarak açıklayınız: ☐ Katılım Sonrası Bilgilendirme Formu yoktur. ☐ Katılım Sonrası Bilgilendirme Formu eksiktir. Gerekçenizi ayrıntılı olarak açıklayınız: ☐ Rahatsızlık kaynağı olabilecek sorular/maddeler ya da prosedürler içerilmektedir. Gerekçenizi ayrıntılı olarak açıklayınız: ☐ Diğer. Gerekçenizi ayrıntılı olarak açıklayınız:
☐ **Ret** Ret gerekçenizi ayrıntılı olarak açıklayınız:

APPENDIX G: MINISTRY OF NATIONAL EDUCATION PERMISSION FORM

ÖĞRENCİ İŞLERİ DAİRE BAŞKANLIĞI
REGISTRAR'S OFFICE

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

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SAYI:54850036-044-5650-696 14.12.2016

EĞİTİM FAKÜLTESİ DEKANLIĞINA

Milli Eğitim Müdürlüğü'nden alınan, İlköğretim Anabilim Dalı, Okul Öncesi Öğretmenliği Programı Yüksek Lisans öğrencisi Nisan Cansu Ertan'a ait yazı ilgisi nedeni ile ilişikte sunulmuştur.

Bilgilerinize arz ederim.

Saygılarımla.

Sema Karaca
Öğrenci İşleri Daire Başkanı

15/12 (BET 6.6

ODTÜ

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.13781024 06.12.2016
Konu : Araştırma İzni

ORTA DOĞU TEKNİK ÜNİVERSİTESİNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2012/13 nolu Genelgesi.
b) 23/11/2016 tarihli ve 5187 sayılı yazınız.

Enstitünüz İlköğretim Anabilim Dalı, Okul Öncesi Öğretmenliği Programı yüksek lisans öğrencisi Nisan Cansu ERTAN'ın **"Anne ve Babaların Aile Katılımı Kararlarını Etkileyen Faktörlerin Karşılaştırılması"** konulu araştırma kapsamında uygulama talebi Müdürlüğümüzce uygun görülmüş ve uygulamanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Uygulama formunun (5 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme (1) Şubesine gönderilmesini rica ederim.

Vefa BARDAKCI
Vali a.
Milli Eğitim Müdürü

13-12-2016-18885

Gör

Yaşar SUBAŞI

Konya yolu Başkent Öğretmen Evi arkası Beşevler ANKARA
e-posta: istatistik06@meb.gov.tr

Ayrıntılı bilgi için
Tel: (0 312) 221 02 17-135-134

APPENDIX H: TURKISH SUMMARY / TÜRKÇE ÖZET

BİR BABA VE ANNE KARŞILAŞTIRMASI: AİLE KATILIMI KARARLARINI BELİRLEYEN FAKTÖRLER

GİRİŞ

Aile katılımı, Jeynes'a (2005) göre baba ve annelerin çocuklarının eğitimine katılımı, Feuerstein'a (2000) göre ise ailelerin çocuklarının gelişimi ve eğitimi ile ilgili çeşitli davranışları olarak tanımlanmaktadır. Öğretmenlerin aile katılımı konusundaki önemli rolü Wasik ve arkadaşları (2004) tarafından vurgulamış, öğretmenlerin ailelerle temas halinde bulunarak onları okuldaki olaylardan haberdar etmek ve çocuklarının eğitimini desteklemek için yardımlarını talep etmek konusunda sorumluluk almaları gerektiğini açıklamıştır. Aile katılımı ile ilgili bu tanımlar, Hoover-Dempsey ve Sandler'in katılım modeline (1995, 2005) karşılık gelebilir. İlgili model çok aşamalı olup, ilk aşamasında; ailelerin baba-anne rolü oluşumu, baba-anne öz-yeterliği, aile katılımı için diğerlerinin (okul, çocuk ve öğretmenlerin) davetleri, ve çocuklarının eğitimi konusuna dair sahip oldukları zaman, enerji, bilgi ve becerileri konularına ilişkin sahip oldukları inanç ve algılara yoğunlaşıp bunları ailelerin aile katılımı kararlarını belirleyen faktörler başlığı altında ayrı ayrı boyutlar olarak ele almışlardır. Yukarıda kısaca değinilen tanımlar ve Hoover-Dempsey ve Sandler'ın (1995, 2005) aile katılımı modeli bu çalışmanın temelini oluşturmaktadır.

Bronfenbrenner (1993), ailelerin çocuklarının yakın çevresinde yer aldıkları için özellikle genç yaştaki çocuklarının genel gelişimi, becerileri ve bilgi düzeyleri üzerinde önemli etkiye sahip olduklarını belirtir. Özellikle okul öncesi dönem yoğun baba-anne-çocuk etkileşimleri içerdiği için bu etkinin daha belirgin olması beklenir. Gürşimşek (2002), okul öncesi öğrencilerinin günlük yaşantılarını paylaşırken baba ve anneleriyle vakitlerinin büyük bir kısmını geçirdiklerini, bundan dolayı, bu dönemdeki çocuk-aile etkileşiminin çocukların gelecek yaşamında oldukça önemli olduğunu vurguladı. Okul öncesi eğitime devam eden çocukların baba ve

annelerinin, çocuklarının eğitim ve bakım gereksinimlerini karşılarken okullarla işbirliği yapmasının önemi bilimsel çalışmalarla ortaya koyulmuştur (Oktay, 1999). Heath (2005) ve Bigner (2010) da benzer şekilde; baba ve annelerin, çocuklarının gelişim potansiyellerini ortaya çıkaracak şartları sağlamak ve okulda onları desteklemek için önemli sorumlulukları olduğunu belirttiler. Aile katılımının ve okul-aile işbirliğinin önemi ve faydaları pek çok çalışmada belirtilmiştir (örn., Anderson & Minke, 2007; Batey, 1996; Epstein, 2001; Hornby, 2011; Keyser, 2006; Koonce ve Harper, 2005; Kratochwill ve ark., 2004; Morrison, 2013, Sheldon, 2007). Aile katılımının ve okul-aile işbirliğinin okul programları tarafından özendirilmesi gerektiği konusunda öneride bulunan çalışmalar da vardır. Örneğin, Akkaya (2007), okul öncesi eğitiminin amaçlarını tanımlarken, çocukların ve ailelerinin bir bütün olarak ele alınması gerektiğini belirtmiştir. Üstelik, erken çocukluk eğitiminde aile katılımının yüksek olması, çocukların daha sonraki okul yaşantısında da yüksek düzeyde olmasının bir yordayıcısıdır (Aral ve ark., 2000). Bu nedenlerle, okul öncesi eğitimde hoşgörülü ve saygılı bir baba-anne-öğretmen ilişkisinin kurulması ve sürdürmesi çok önemlidir.

Aile katılımının önemi eskiden beri araştırmaların konusuyken, özellikle babaların katılımın annelerinki kadar önemli olduğu daha güncel bir konudur. Aile katılımı ile ilgili literatür gözden geçirildiğinde, Giallo ve arkadaşları (2013) tarafından belirtildiği gibi, aile katılımı araştırmalarının odağının genellikle anneler olduğu görülmektedir. Benzer bir şekilde, Gavidia-Payne (1993, s.31), aile katılım etkinliklerinin anne etkinlikleri olarak algılandığını, çünkü bu programların babalar için uygun olmayan zamanlarda tutulmaya ve annelerin endişelerini yansıtmaya eğilimli olduklarını vurgular. Dahası, özellikle geleneksel toplumlarda babaların katılımının (çocuğun disipline edilmesi, ekonomik destek sağlanması gibi), annelerinkinden (çocuğun beslenmesi, sosyo-duygusal destek sağlanması gibi) farklı olduğu da pek çok çalışmalarda (örn., Lamb, 1976; Clarke-Stewart, 1978; McBride & Mills, 1993; Roopnarine & Mounts, 1985; Lewis & Lamb 2003; Baxter ve ark., 2007; Giallo ve ark., 2012) belirtilmiştir. Anne ve babaların katılımının sadece şekli değil, aynı zamanda sıklıkları da birbirinden farklı olabilir. Bazı araştırmalar (örn.,

Lamb, 2000; McBride ve ark., 2002; Flouri & Buchanan, 2004), annelerin çocuklarının okul öncesi eğitime katılımlarının babaların katılımından daha sık olduğunu göstermiştir. Öte yandan, günümüzde babalar çocuklarının eğitim-öğretim sürecine geçmişte olduğundan daha fazla katılmaktadırlar. Bu konuda Lewis ve Lamb (2003), ev dışında çalışan kadın sayısının her geçen gün arttığını ve bu durumun babaları çocuklarının eğitimine anneler kadar katılmaya ittiğini belirtti. Babaların katılım oranındaki artışın baba katılımı konusundaki araştırmada artışa neden olduğu gözlenmiştir. Özellikle baba katılımının faydaları günümüz bilimsel çalışmalarının popüler bir konusudur. Örneğin, Sanders ve Sheldon (2009), babaların çocuk gelişimi açısından katılımı ve sonuçları arasında pozitif bir ilişki buldular. Benzer şekilde, baba katılımı ile ilgili Amato ve Rivera'nın (1999) literatür taraması, yüzde 80lik çalışmanın çocuk sonuçları ve baba katılımı arasında bir korelasyon bulduğunu göstermiştir. Bu bulgulardan yola çıkarak babaların katılımını vurgulamak için, bu çalışmada "anne ve baba katılımı" yerine "baba ve annenin katılımı" ifadesi kullanılmaktadır.

Hem babaların hem de annelerin katılımının önemi bir çok çalışmada ortaya koyulduğundan, ailelere dair bir takım özellikler ile aile katılım düzeyi arasındaki ilişki üzerine araştırmacıların göze çarpan ilgisi bulunmaktadır (örn. Aral ve ark., 2011; Geenen ve ark, 2005; Hilado ve ark., 2013; Ünlü-Çetin, 2015, Waanders ve ark., 2007). Aile katılımı üzerine yapılan ilgili çalışmalar aile katılımı yöntem ve sıklığının bazı değişkenlerle ilişkili olabileceğini gösterdi. Örneğin; bazı araştırmacılar bu değişkenlerin ailelerin eğitim düzeyleri, sosyal ve kültürel çevrelerinin özellikleri, eş ilişkileri, ebeveynlik tarzları, çocuklarının eğitimine katılma motivasyonları vb. ile ilişkili olabileceğini belirttiler (örn., Anderson & Minke, 2007; Belsky, 1984; Giallo ve ark., 2013; Howard & Reynolds, 2008; Waanders ve ark., 2007). Bu konuda çalışan günümüz teorisyenleri; sosyal, psikolojik ve yapısal faktörleri içeren modeller önerdiler. Bazı araştırmacılar çalışmalarında bu modelleri kullandılar. Örneğin; Bouchard ve arkadaşları, (2007), Grolnick, (2015) Katz ve arkadaşları, (2014), Deci ve Ryan'ın (1985, 2000) özerk benlik yönetimi kuramını kullanmış olup; aile katılımı ile ilgili eş desteği, algılanan

yeterlilik ve özerk benlik yönetimi aile katılımına motive eden faktörler olarak ele alınmıştır. Grolnick ve arkadaşlarının (1997), aile katılımını etkileyen faktörler üzerine önerdikleri modelde ise bireysel (ana-baba etkileri), bağlamsal (aile bağlamı) ve sezgisel (öğretmenlerin tutum ve uygulamaları) düzeyler aile katılımının yordayıcıları olarak tanımlanmıştır. Epstein (1991), aile katılımı konusunda en çok bahsedilen teorisyenlerden biri olarak öğretmenlerin tutum ve davranışlarının aile katılımının yordayıcısı olduğunu söylemiştir. Benzer şekilde, Swap (1993) okul ve baba-anne arasındaki sürekli ve etkili iki yönlü iletişimin ve işbirliğinin ailelerin katılım kararlarındaki önemini vurgulamıştır. Öte yandan, bu modellerin çoğu, konunun yalnızca sınırlı bir yönüne odaklandığı konusunda eleştiri almışlardır.

Çoğunun tersine, Hoover-Dempsey & Sandler'ın (1995, 2005) çok boyutlu aile katılım modeli, aile katılımı kararlarını belirleyen faktörleri incelemek için daha geniş bir çerçeve sunmaktadır. Walker ve arkadaşlarının (2005) belirttiği üzere Hoover-Dempsey ve Sandler'ın aile katılımı modeline göre, ailelerin aile katılımı ile ilgili güdüsel inançları, aile katılımı daveti algıları ve son olarak hayat şartları algıları aile katılımı kararlarını belirleyen üst boyutlar olarak ele alınmıştır.

Bu çalışmada, baba katılımının okul öncesi dönemdeki önemi, bu dönemde baba katılım düzeyinin azlığı, ve ayrıca baba ve annelerin aile katılımı kararlarını belirleyen faktörlerin farklı olabileceğine dair üzerine ilgili literatür bulgularından yola çıkılmıştır.

Çalışmanın amacı

Bu çalışmanın temel amacı, çocukları okul öncesi eğitime devam eden baba ve annelerin aile katılımı kararlarını belirleyen faktörler üzerine muhtemel farklılıkları araştırmaktır. Ayrıca baba ve annelerin aile katılımı daveti algıları ve hayat şartları algılarının, onların aile katılımı ile ilgili güdüsel inançlarını ne derece yordadığı bu çalışmada araştırılmıştır. Son olarak, bazı çalışmalarda ailelerin demografik değişkenlerinin aile katılımıyla ilişkili olduğu bulgusu elde edildiğinden (örn., Bronstein ve ark. 2003, Eccles & Harold, 1996) literatürden derlenen bir demografik

bilgi formu bu çalışmada örneklem üzerinde uygulanmış ve demografik değişkenlerin olası etkilerinin test edilmesi amaçlanmıştır.

Çalışmanın Önemi

Yukarıda kısaca anlatıldığı gibi, okul öncesi dönemde baba katılımının öneminin ilgili çalışmalarca ortaya koyulmuş olması ve baba katılımı sıklığının anne katılımından daha az olmasının dikkat çekmesi araştırmacıları buna yol açan sebepler üzerine düşünmeye itmiştir. Walker ve arkadaşlarının (2005) da belirttiği gibi konu üzerine direkt olarak ailelere soru sormak ve onların algı ve inançlarını bizzat kendilerinden öğrenmek önem arz eder. Ayrıca, Hoover-Dempsey ve Sandler'ın çok aşamalı ve kapsayıcı modelinin Türkiye'de çok az çalışmada kullanılmış olması, özellikle okul öncesi dönem için uyarlama ve uygulamasının olmaması, ve bu modelin anne ve baba karşılaştırması amacını temel alarak kullanılması bu çalışmanın önemini artıran faktörlerdendir.

Çalışmanın Varsayımları

Bu çalışma yürütülürken (1) ulaşılabilir örneklem hedef örneklemi temsil ettiği, (2) Kullanılan ölçeklerin tercüme edilmiş ve uyarlanmış versiyonları orijinal versiyonları kadar araştırmanın amacına hizmet ettiği ve (3) katılımcıların yanıtları dürüst ve güvenilir olduğu varsayılmıştır.

Araştırma Soruları

1) Babaların ve annelerin aile katılımı kararlarını belirleyen faktörlere dair ilgili ölçeklerden elde edilen genel puanları birbirinden farklı mı?

2) Babaların ve annelerin aile katılımı kararlarını belirleyen faktörlere dair ilgili modelde belirtilen bütün üst boyut, boyut ve alt boyutlar bağlamındaki ilişkiler göz önünde bulundurularak incelendiğinde elde ettikleri puanlar birbirinden farklı mıdır?

3) Baba ve annelerin aile katılımı daveti algıları ve hayat şartları algıları üst boyutları, onların aile katılımı ile ilgili güdüsel inançları üst boyutunun yordayıcısı mıdır?

4) Baba ve annelerin demografik değişkenlerinin (baba/annenin yaşı, eğitim durumu, mesleği ve çocuğun yaşı) onların aile katılımı kararlarını belirleyen faktörler üzerinde etkisi var mıdır?

YÖNTEM

Çalışmanın Tasarımı

Temel olarak, baba ve annelerin okul öncesi eğitime devam eden çocuklarının eğitimine neden dahil olduklarının belirleyicilerini karşılaştırmak amacıyla nicel bir araştırma yöntemi olan kesitsel çalışma yapılmıştır. Bu çalışmada, araştırmacı tarafından ilgili okullardaki öğretmenlere baba ve annelere ulaştırılmak üzere anketlerin basılı kopyaları verilmiş olup, baba ve anneler tarafından doldurularak geri okula gönderilen anketler araştırmacı tarafından toplanılmıştır. İlgi araştırmada bu süreçte toplanan verilere odaklanmıştır.

Evren ve Örneklem

Bu çalışmanın evrenini Ankara'daki okul öncesi eğitim kurumlarına devam etmekte olan 36-72 aylık çocuklarının babaları ve annelerinden oluşmaktadır. Öte yandan, bu kişilerin hepsine ulaşmak mümkün olmadığından, Ankara ilinin Çankaya, Yenimahalle, Keçiören ve Gölbaşı ilçelerindeki ilgili baba ve anneler erişilebilir örneklem olarak seçilmiştir. Bu dört ilçedeki özel ve kamu anaokullarının ve anasınıflarının listesi Milli Eğitim Bakanlığı'ndan alınmıştır. Hem pilot hem de ana çalışmada araştırmaya konu olan okullar, ulaşım kolaylığına göre kolayda örnekleme yöntemi kullanılarak listeden seçildi.

Veri Toplama Araçları

Bu amaçla yukarıda belirtilen aile katılımı modeli üzerinden Walker ve arkadaşları (2005) tarafından geliştirilen ölçekler kullanılmıştır. İlgili ölçeklerin orijinal versiyonları İngilizce olduğu ve genelde ilköğretim ve ortaöğretim öğrencilerinin aileleri üzerinde test edilmiş olduğu için (örn. Anderson & Minke, 2007; Deslandes

& Bertrand, 2005; Reed ve ark., 2000; Green ve ark., 2007; Tekin , 2008) bu ölçekler Türkçe'ye tercüme edilmiş ve okul öncesi eğitime uyarlanmıştır. Tercüme sırasında ölçeklerin büyük kısmının tercümesini yapmış ve Türkiye'nin Yozgat ilindeki ilköğretim ikinci sınıf öğrencilerinin ailelerine uygulanmış olan Tekin'in (2008) ilgili çalışmasından faydalanılmıştır. Bu çalışmanın veri toplama aracının orijinal versiyonu 6'lı derecelendirme tipinde 8 adet ölçek içermekteyken uyarlama çalışması sonucunda zaman ve enerji algıları boyutu zaman algıları ve enerji algıları olarak iki alt boyuta indirgenmiş ve istek alt boyutu bunlara eklenmiştir. Ayrıca derecelendirme tipi 6'dan 5'e düşürülmüştür. Çalışmada kullanılan anket, böylece toplamda 68 maddeden oluşan 10 adet ölçek içermektedir. Bu 10 adet ölçeğin her biri 5'li derecelendirme tipinde maddeler içermekte olup; ölçeklerdeki yüksek puanlar baba ve annelerin aile katılımına dair pozitif algı ve inançlarına, düşük puanlar ise baba ve annelerin aile katılımına dair negatif algı ve inançlarına işaret etmektedir.

Pilot Çalışma

Yeniden tercüme edilen ve Türkiye'de okul öncesi eğitime devam etmekte olan çocukların baba ve anneleri için uyarlama çalışması yapılan ölçeklerin geçerlik ve güvenirlik analizlerini yapmak için Ankara ilinin Çankaya, Yenimahalle, Keçiören ve Gölbaşı ilçelerinde pilot çalışma yapılmıştır. Pilot çalışmada 199 baba ve 236 anne olmak üzere toplamda 435 katılımcının anket sorularına verdikleri cevaplar analiz edilmiştir. Temel olarak, ölçeklerin geçerliğini ölçmek amacıyla doğrulayıcı faktör analizi güvenirliğini ölçmek amacıyla da Cronbach alfa güvenirlik katsayıları analizi uygulanmıştır. Doğrulayıcı faktör analizi sonuçları veri setinin önerilen model ile kabul edilebilir bir uyum içerdiğine işaret etmektedir ($\chi 2$ /df = 4.12, RMSEA = .085, RMR =.13, SRMR = .08, NNFI = .92, CFI = .93). Cronbach alfa güvenirlik katsayılarının da ölçek bazında .74 ile .94 arasında, madde bazında ise .3 ile .86 arasında değiştiği gözlemlenmiştir. .3'ten düşük değere sahip maddenin bulunmaması ve ölçeklerin her birinin .7'den yüksek değere sahip olması ölçeğin güvenirliğini işaret etmiştir.

Sonuç olarak, ölçekler ana çalışma için Türkiye'de çocukları okul öncesi eğitime devam eden baba ve anneler örnekleminde uygulanılmak üzere uygun bulunmuştur.

Ana Çalışma için Veri Toplama Süreci

Öncelikle, e-posta yoluyla Walker ve Tekin'den ölçeklerin kullanımı için izin alınmıştır. Daha sonra, Orta Doğu Teknik Üniversitesi insan araştırmaları etik kurulundan ve Milli Eğitim Bakanlığı'ndan izin alınmıştır. Ardından, araştırmacı okullara gidip okul yöneticilerine ve öğretmenlere çalışmanın amacı ve süreci hakkında bilgilendirme yapmış, okullarında ilgili anketin uygulanması konusunda izinleri alınmıştır. Bu bilgilendirme kapsamında araştırma için kişisel bilgilerin gizliliği ve gönüllü katılım ilkesi vurgulanmıştır. Araştırmacının iletişim bilgileri; idarecilere, öğretmenlere, baba ve annelere anket üzerindeki bilgilendirme metni aracılığıyla iletilmiştir. Bu sayede çalışma hakkındaki sorularına ve endişeleri olduğunda ilgili kişiler araştırmacıya ulaşabilmiştir. Anketler öğretmenler aracılığıyla öğretmenlere ulaştırılmıştır. Baba ve anne anketlerinin içeriği bire bir aynı olmasına rağmen, karışmaması için anketlerin kapak sayfasında kime yönelik olduğu açıkça belirtilmiştir (örneğin; anneler için aile katılımı inanç ve algıları ölçeği).

Veri Analizi

Hem pilot çalışmada hem de ana çalışmada betimsel ve çıkarımsal istatistik analizleri yapmak için SPSS 22.0 programı kullanılmıştır. Pilot çalışmada doğrulayıcı faktör analizi yapmak için LISREL 8.8 programı kullanılmıştır. Betimsel ve çıkarımsal istatistik analizleri yapılmadan önce ön analizler yapılmış ve varsayımlarım sağlanıp sağlanmadığı kontrol edilmiştir. Minimum ve maksimum değerler, ortalamalar, standart sapmalar ve frekanslar hakkında bilgi edinmek için betimsel istatistik analizleri yapılmıştır. Giriş bölümünde bahsedilen boyutlar üzerine farklılıklar ve ilişkileri bulmak için ise, çıkarımsal istatistik analizleri yapılmıştır. Açıklamak gerekirse, tek yönlü MANOVA, çoklu regresyon korelasyon analizi ve iki yönlü ANOVA teknikleri ilgili araştırma sorularının incelenmesi için uygulanmıştır.

BULGULAR

Babaların ve annelerin anket sorularına vermiş oldukları cevaplardan elde edilen toplam puanların betimsel istatistik analizi tüm üst boyut, boyut ve alt boyutlarda annelerin babalarından daha yüksek sonuçlar elde ettiklerini göstermiştir. Genel olarak üst boyutlara değinmek gerekirse, annelerin aile katılımı ile ilgili güdüsel inançları (M = 92.20, SD = 13.12), aile katılımı daveti algıları (M = 60.94, SD = 12.54) ve hayat şartları algıları (M = 111.09, SD = 16.85) değerlerini işaret etmekteyken ilgili boyutlarda babaların sonuçları sırasıyla şu şekilde olmuştur; (M = 88.61, SD = 13.03), (M = 56.29, SD = 13.20) ve (M = 102.85, SD = 18.60). Baba ve anne veri setleri karşılaştırmalı olarak ilgili üst boyutlar, boyutlar ve alt boyutlar bağlamında model ile paralel olarak çıkarımsal istatistik analiz yöntemlerinden biri olan tek yönlü MANOVA aracılığıyla incelendiğinde ise annelerin, aile katılımı için babalık-annelik rolü etkinlik derecesi inançları alt boyutu hariç diğer hepsinde babalardan istatistiksel olarak önemli bir şekilde yüksek sonuçlar sergilediği gözlemlenmiştir. Çoklu regresyon korelasyon analizi yöntemiyle aile katılımı daveti algıları ve hayat şartları algıları üst boyutlarının, babaların veri setinde ve annelerin veri setinde ayrı ayrı aile katılımı ile ilgili güdüsel inançları üst boyutunun yordayıcısı olup olmadığı araştırıldığında ise babaların veri setinde davet algılarının varyansın % 2'sini, hayat şartları algılarının ise %21'ini açıkladığı; babaların veri setinde davet algılarının varyansın % 3'ünü, hayat şartları algılarının ise %31'ini açıkladığı saptanmıştır. Demografik değişkenlerin genel olarak baba ve annelerin aile katılımı kararlarını belirleyen faktörler üzerindeki olası etkileri ANOVA yöntemiyle incelendiğinde araştırmada ele alınan hiçbir demografik değişkenin istatistiksel olarak ilgili faktörler üzerinde önemli bir etkisinin bulunmadığı saptanmıştır. Bu değişkenlerden elde edilen analiz sonuçlarını şu şekilde sıralayabilirz; baba ve annenin yaş grubu için F (2,755) = 1,40, p = .25, baba ve annelerin eğitim düzeyi için F (5, 761) = 1.81, p = .11, baba ve annelerin meslek grupları için F (5, 759) = 1.73, p = .14, çocuğun yaş grubu için F (3,741) = 1,86, p = .14 sonuçları elde edilmiştir.

TARTIŞMA

Genel olarak üst boyutlara değinmek gerekirse, sonuçların annelerin aile katılımı ile ilgili güdüsel inançlarının, aile katılımı daveti algılarının ve hayat şartları algılarının babalarınkinden daha olumlu olduğunu gözlenmiştir. Bu sonuçlar, önceki araştırmalardan aile katılımı ile ilgili güdüsel inançlar üzerinde yürütülmüş olup annelerin babalara kıyasla daha pozitif güdüsel inançlara sahip olduğu bulgusuna ulaşan pek çoğu ile (örn., Lamb ve ark., 1987; Mc Bride & Rane, 1997; Marsiglo, 2004) tutarlıdır. Bu durum, ailelerin içinde yaşadığı sosyal yapının onların güdüsel inançlarını etkileyebileceğini işaret eden çalışmaların bulgularıyla (örn., Biddle, 2001; Delgado-Gaitan, 1992; Forsyth, 1990) ilgili olabilir. Annelerin aile katılımı daveti algılarının babalardan daha yüksek olması annelerin babalara kıyasla katılımının diğerleri tarafından daha beklendik olduğunu öne süren çalışmalarla (örn., Fagan & Iglesias, 1999; Pruett, 2001; Turbiville & Marquis, 2001) uyumludur. Bu durum ise okulda planlanan aile katılımı etkinliklerinin daha çok annelerin katılımı hedeflenerek, annelerle daha fazla iletişime geçilerek ve onlara daha uygun zaman aralıklarında uygulanacak şekilde hazırlanmasıyla ilgili olabilir. Son olarak, ailelerin katılıma dair kendi zaman, enerji, istek, bilgi ve beceri algılarını içeren hayat şartları algılarında annelerin babalara kıyasla daha olumlu sonuçlar rapor etmiş olması işsiz (bu çalışmada işsiz anne oranı % 54.9 iken işsiz baba oranı % 4.2 olarak bulunmuştur) veya daha esnek çalışma koşullarına sahip işte çalışan annelerin sayısının fazlalığı bu annelerin aile katılımı için hayat şartlarının daha uygun olduğunu düşünmesine sebep olmuş olabilir. Yine bu durum da önceki çalışmalarla uyumludur (örn., Feldman et al., 1983; Fitzgerald, 2004). Dahası, çoklu regresyon korelasyon analizi sonuçlarına göre hem babalarda hem annelerde hayat şartları algılarının ailelerin katılıma dair güdüsel inançlarının oldukça önemli bir yordayıcısı olarak bulunmuştur.

Bu çalışmada, baba ve annelerin aile katılımıyla ilgili güdüsel inançları, baba-anne rolü oluşumu ve baba-anne öz-yeterlik boyutlarından oluşan kapsamlı bir boyut olarak ele alınmıştır. Baba-anne rolü oluşumu ise baba-anne rolü etkinlik derecesi

inançları ve geçmiş okul deneyimlerine dair duygular alt boyutlarını içermektedir. Ailelerin aile katılım kararlarını belirleyen bütün üst boyut, boyut ve alt boyutlarda anneler babalara kıyasla istatistiksel olarak önemli derecede daha yüksek puanlar elde ederken, yalnızca baba-anne rolü etkinlik derecesi inançları alt boyutunda babalar ve anneler arasında istatistiksel olarak önemli bir fark gözlenmemiştir. Bu durum şaşırtıcı olsa da Tezel-Şahin ve Özbey (2007, 2009) ve Kuzucu (2011)'nun belirttiği üzere Türkiye'deki geleneksel ataerkil toplum yapısı eşitlikçi forma dönüşme sürecindedir. Bu çerçevede gelişen baba-anne rolü etkinliğine dair toplumsal beklentiler de babaların rol etkinlik inançlarına dair olumlu sonuçlar raporlamış olmalarını açıklayabilir. Bu çalışmada ele alınan demografik değişkenlerin hiç birinin genel olarak baba ve annelerin aile katılımı kararlarını belirleyen faktörler üzerinde etkili olmadığı bulgusu elde edilmiştir. Bu bulgu, Fan ve Chen'in (2001) çalışmasını desteklemektedir. Her ne kadar demografik değişkenlerin etkisini ortaya koyan çalışmalar olsa da bunlar birbirine zıt sonuçlar verebilmektedir. Örneğin; Dauber ve Epstein (1993), Deslandes ve arkadaşları (1999) ve Lareau (1989) daha eğitimli baba ve annelerin çocuğun eğitiminde daha fazla yer aldıklarını belirtmişken, Goldenberg (1987) daha az eğitimli baba ve annelerin daha fazla katılım gösterdiklerini, Scott-Jones (1987) ise baba ve annelerin eğitim düzeyinin aile katılımı düzeyleri üzerinde etkisinin olmadığını belirtmiştir.

Uygulamaya Yönelik Öneriler

Baba ve annelerin aile katılımı üzerine eşitlikçi yaklaşımın önemi pek çok çalışma ile (Bulanak, 2004; Rane & McBride, 2000; Pleck, 1997) ortaya koyulmuş olduğu için babalar ve anneler çocuklarının eğitiminde eşit paydaşlar olarak görülmelidir. Giriş bölümünde de sözü edilen baba ve annelerin eşit katılımının faydalarını da göz önüne alırsak, politikacılar, sivil toplum kuruluşları, okullar ve öğretmenler, baba ve annelerin aile katılımı sıklığının neden farklı olduğuna dair bulgular sunan bu çalışmanın sonuçlarını değerlendirebilir. Örneğin, annelerin babalara kıyasla aile katılımıyla ilgili daha olumlu inanç ve algılarının gözlendiği bulgusu babaların bu inanç ve algılarının nasıl olumlu yönde değiştirilebileceği üzerinde düşündürücü

olabilir. Babaları aile katılımına teşvik etmek için ve onlara aslında katılımları için yeterli zaman, enerji, istek, bilgi ve yeteneğe sahip olmalarının mümkün olduğunu göstermek için çaba sarf edilmelidir. Bu bağlamda babalara yönelik baba katılımını teşvik edici eğitim programları ve projeler; öğretmenlere, yöneticilere ve diğer okul çalışanlarına yönelik baba katılımının önemini ve nasıl artırılabileceğini vurgulayan meslek içi eğitim programları; okul öncesi öğretmeni adaylarına yönelik baba katılımı ve eşitlikçilik hakkında daha kapsamlı dersler faydalı olabilir. Bu sayede okul öncesi eğitimi alanında çalışanlar baba katılımının önemini ve baba katılımını artıracak ortam ve uygulamaların nasıl yürütüleceğini daha iyi öğrenip benimseyebilirler. Sonuç olarak çok yönlü ve kapsamlı bir takım uygulamalarla babaların katılımı daha mümkün hale getirilmeye çalışılmalıdır.

İleride Yürütülecek Olan Çalışmalara Yönelik Öneriler

Ne kadar büyük bir örneklemde çalışılmış olunursa olunsun, tek bir araştırmanın sonuçlarının genellenmesi zordur. Bu nedenle, bu çalışma farklı örneklemlerde tekrarlanabilir. Ayrıca, okul öncesi dönemde babaların ve annelerin aile katılımı kararlarını belirleyen faktörler öğretmenlerin ve ailelerin bakış açısı üzerine karşılaştırmalı araştırmalar ile de incelenebilir. Bu şekilde daha farklı ve çoklu karşılaştırmalar yapılabilir. Ön test ve son testin uygulandığı deneysel çalışmalar da yapılabilir. Başka bir deyişle, ilgili ölçekler aile katılımını artırıcı bir takım uygulama ve projelerden önce ve sonra uygulanıp sonuçlar uygulamaların kalitesini artırmak amaçlı değerlendirilebilir. Bu ölçekler ayrıca Türkiye'nin farklı bölgelerinde uygulanıp bölgeler arası farklılıklar değerlendirilebilir. Aynı şekilde uluslararası düzeyde kültürlerarası farklılıkları ortaya çıkarmak içinde bu tarz bir uygulama yapılabilir. Dahası veri toplanırken gözlem, mülakat ve doküman analizi teknikleri gibi nitel teknikler kullanılarak karma araştırma yönteminden faydalanılabilir. Bu yöntemler daha derin bulgular elde edilmesine yardımcı olabilir. Son olarak, bu ölçeklerin uygulandığı ailelerin gerçek katılım düzeyleri gözlem yoluyla araştırılıp gerçekten Hoover-Dempsey ve Sandler'ın "aile katılımı kararlarını belirleyen

faktörler" olarak belirlediklerinin gerçek katılım düzeyi ile ilişkili olup olmadığı araştırılabilir.

APPENDIX I: TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ■

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı : Ertan
Adı : Nisan Cansu
Bölümü : Okul Öncesi Eğitimi

TEZİN ADI (İngilizce) : Comparing Fathers and Mothers: Determinants of why they Involve in their Children's Education

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: