PRE-SERVICE EARLY CHILDHOOD EDUCATORS' WORKING WITH
FAMILIES SELF-EFFICACY IN RELATION TO TAKING A PARENT
EDUCATION COURSE

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ABSTRACT

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FAMILIES SELF-EFFICACY IN RELATION TO TAKING A PARENT
EDUCATION COURSE

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The current study aims to investigate the content of Parent Education course given at universities and to examine the effects of Parent Education course on pre-service early childhood education teachers' working with families self-efficacy. 223 senior pre-service early childhood education teachers from 8 universities were involved in the study. Data was collected in the fall semester of 2017-2018 academic year before and after participants took Parent Education course. Syllabuses of Parent Education course and Turkish version of Working with Families Self-Efficacy Scales were used as data collection instruments. Validity and reliability of Working with Families Self-Efficacy Scales were ensured after conducting confirmatory and exploratory factor analyses. The results of this study indicated that the contents of parent education course at universities vary in terms of basic components of working with families and subjects suggested by HEC. Also, while Parent Education course increased pre-service early childhood education teachers' self-efficacy in working with families, parent-teacher communication and roles with parents, it was found that their   self-efficacy   in   working

with families from diverse background was not increased after they completed Parent Education course.

ÖZ

OKUL ÖNCESİ ÖĞRETMEN ADAYLARININ AİLELERLE ÇALIŞMA ÖZ YETERLİLİĞİNİN ANNE BABA EĞİTİMİ DERSİ İLE İLİŞKİLENDİRİLMESİ

Işıkcı, Gözdenur

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Mevcut çalışmanın iki amacı vardır; üniversitelerde verilen Anne Baba Eğitimi ders içeriğini incelemek ve Anne Baba Eğitimi dersinin okul öncesi öğretmen adaylarının ailelerle çalışma öz yeterlilikleri üzerindeki etkisini araştırmak. Çalışmaya 8 üniversiteden okul öncesi öğretmenliği lisans programı 4.sınıfta okuyan 223 öğretmen adayı katılmıştır. Veriler, 2017-2018 eğitim-öğretim yılı güz döneminde, katılımcılar Anne Baba Eğitimi dersini almadan önce ve sonra toplanmıştır. Veri toplama aracı olarak Anne Baba Eğitimi dersinin izlenceleri ve Ailelerle Çalışma Öz Yeterlik Ölçeği'nin Türkçe versiyonu kullanılmıştır. Doğrulayıcı ve açıklayıcı faktör analizleri yapıldıktan sonra Ailelerle Çalışma Öz Yeterlik Ölçeği'nin güvenilirliği ve geçerliliği sağlanmıştır. Bu çalışmanın sonuçlarına göre, üniversitelerde verilen Anne Baba Eğitimi dersinin içeriği, YÖK tarafından önerilen konular ve ailelerle çalışma temel bileşenleri açısından farklılaşmaktadır. Ayrıca, Anne Baba Eğitimi dersini aldıktan sonra, okul öncesi öğretmen adaylarının ailelerle çalışma, ebeveyn-öğretmen iletişimi ve ebeveyn ile olan rollerine yönelik öz yeterliliklerinde anlamlı bir artış

olduğu bulunurken, dersi tamamlayan öğretmen adaylarının farklı altyapılardan gelen ailelerle çalışma ile ilgili öz yeterlilikleri üzerinde anlamlı bir artış olmadığı bulunmuştur.

Anahtar Sözcükler: Anne Baba Eğitimi, öğretmen eğitimi, öz yeterlik, ailelerle çalışma

To My Family,

Nimet, Hikmet & Gamzenur Işıkcı

ACKNOWLEDGMENTS

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LIST OF ABBREVIATIONS

HEC	Higher Education Council
MoNE	Ministry of National Education
WFSES	Working with Families Self-Efficacy Scales
EFA	Exploratory Factor Analysis
CFA	Confirmatory Factor Analysis
GFI	Goodness of Fit Index
AGFI	Adjusted Goodness of Fit Index
RMSEA	Root Mean Square Error of Approximation
CFI	Comparative Fit Index
NFI	Normed Fit Index
KMO	Kaiser-Meyer-Olker Measure of Sampling Adequacy

CHAPTER 1

INTRODUCTION

Teaching can be defined as a process of applying pedagogical knowledge to a practical situation in learning environments like classrooms (Cochran-Smith & Lytle, 1999). In the past, it has been assumed that the more knowledge a teacher has, the better they are in the teaching process. However, teaching and teacher education has now arrived at a different point. Today, the emphasis is not only on what the teacher do but mainly on what they should know (Cochran-Smith & Lytle, 1999). Teaching is no longer assumed simply to be a matter of applying given curriculum to the students. Instead, it is seen as a more complex concept, incorporating students', teachers' and families' outcomes. Indeed, the question of how the teaching process is improved through enhancing pre-service teachers' learning is a focal point of some studies (Mena, Hennissen & Loughan, 2017; Stahl, Shaplin & Kehrwald, 2016; Vartuli, Snider & Holley, 2016).

Teacher education programs train pre-service teachers on what being a teacher means, what teachers do and why, and how they teach. Thus, current teacher education programs are expected to be designed to meet these criteria and help pre-service teachers apply what they have learned in the classroom to the practice of teaching when they graduate. There are some factors which determine the teachers' teaching behaviours. One of these factors is teachers' self-efficacy which shapes teaching process. Teacher self-efficacy is defined as teachers' perceptions of their capabilities as teacher to reach desired outcomes of student achievement (Norton, 2013). Teacher self-efficacy affects not only teachers' performance but also their students' learning process. In terms of this aspect, teacher education programs are critical to increase teacher self-efficacy and have some impacts on it. For instance, it has been found that teachers who have lower self-efficacy tend to work less with students who have lower academic achievement (Norton, 2013)

It has been widely implied that, pre-service teacher training process is developed to contribute to teacher self-efficacy belief development process (Erdem & Demirel, 2007; Garvis, Twigg & Pendergast, 2011). Indeed, in-service teachers in Australia stated that their perceptions about their teaching efficacy were shaped by their professional experiences during university years (Garvis, Twigg & Pendergast, 2011). What is more, it has been found that supervisor teachers' practices have an influence on pre-service teachers' teacher self-efficacy because pre-service teachers arrange their ideals and efforts according to their supervisor's expectations (Erdem & Demirel, 2007).

As a developmental process, teacher education is not regarded as sufficient for helping teachers come over the difficulties they face in classrooms (Epstein, 2013; Hobjila, 2014; Hedges & Lee, 2010; Lehman, 2017; Murdock & Hamel, 2016). For instance, it was claimed that teacher education programs are lack of preparing pre-service teachers to teach students from diverse backgrounds (Hedges & Lee, 2010), therefore, these programs need to be re-evaluated (Lehman, 2017). On the other hand, as Epstein (2013) claims, due to lack of experience, pre-service teachers are not being ready for challenges of today's schools. That is why teacher education programs are considered to have weak curricula and limited contact with real schools (Epstein, 2013) and are found insufficient for preparing pre-service teachers for partnership between school and home (Willemse, Vloeberghs, Bruine & Eynde, 2017).

In similar vein with international literature, in the Turkish literature, lack of experience in teacher education curriculum (Yalçınkaya, 2002) and the conflict between theory and practice (Hacıömeroğlu & Şahin Taşkın, 2010) were perceived as issues to be focused on in Turkish teacher education programs. As Yalçınkaya (2002) reported, one of the reasons for the increase in the inexperience of the beginning teachers is that they do not receive qualified teacher education for the teaching profession before graduation (Yalçınkaya, 2002). When pre-service teachers' views on teacher education program were examined, it was revealed that pre-service teachers believed that teacher education programs do not prepare them to work in different situations and different places such as villages (Eret-Orhan, 2017). Also, pre-service teachers have stated that they were not well educated to develop 21st century skills such as communication skills (Eret-Orhan, 2017).

In Turkey, teacher education programs are coordinated by Higher Education Council (HEC). For all teacher education programs, the courses and course content that is given each semester are determined by Turkish Higher Education Council (HEC). One of the courses in teacher education programs is parent involvement/education course. As in international literature, parent involvement and/or parent education course needs to be considered as a critical part of teacher education programs because studies show that there is a positive relationship between the parent involvement course taken in university years and parent involvement practices of teachers. For example, it was reported that pre-service teachers' working with families' self-efficacy increased after a 16-week parent involvement course (Zygmunt-Fillwalk, 2006). Also, in-service teachers who took parent involvement courses stated higher rate of self-efficacy to involve parents, compared to teachers who did not take the course, however the former group stated that they need more preparation either (Katz & Bauch, 1999). According to studies conducted in Turkey on effectiveness of parent education course, pre-service teachers stated that the course was low in efficiency in providing field experiences in terms of working with parents (Şahin, Kartal & İmamoğlu, 2013; Kavas & Bugay, 2009). Neverthless, regarding the quality of parent involvement process, working with people from different backgrounds and having effective communication skills are critical for pre-service teachers to contact with all parents. Accordingly, novice teachers stated that they had difficulties in communicating with parents (Tunçbilek & Tunay, 2017). Pre-service teachers thought that opportunity to make practice in the field is not enough to apply their theoretical knowledge (Eret-Orhan, 2017). Also, pre-service teachers' level of self-efficacy is related to their parent involvement practices (Berger, 2004). Therefore, the content of parent education and parent involvement courses are expected to provide these skills which are appropriate for real life situations and increase their self-efficacy.

Analyzing the history of early childhood education teacher training programs, it is clear that course content has expanded through the regulation studies of Higher Education Council. The HEC began these regulation studies in the courses of undergraduate teacher education programs in Turkey in the early 1960s. Thereafter, they made some adjustments to the courses of teacher education programs in 1998. The last regulation was made in 2007 because of the changes which MoNE made in

its programs and the desire to give teachers up-to-date the qualifications. Following the regulation of 1998 and 2007, parent education courses took place in the 7th semester of early childhood educator training program (YÖK, 2007). However, parent involvement was not one of the topics covered by parent education course in the regulations in 1998. In 2007, the content of parent education courses was expanded, and parent involvement in early childhood education took its place as one of the elements introduced by the HEC. Finally, it was indicated that the content of parent education course might differ according to universities because the semesters the course expected to be given in and the content of the courses are left to be decided by the universities. In the current teacher education programs in Turkey, this course is mostly offered at 7th semester as a parent education course in universities in Turkey.

Reviewing literature on parent involvement course was examined, it has been concluded that there are new trends about how pre-service teachers are enhanced to work with families. Especially, these new trends aim to enhance teachers' communication skills, their appreciation of diverse families and what roles they have in working with families. First of all, it is acknowledged that pre-service teachers need to know how to work with families from diverse background (Hedges, 2000). According to Hedges' study in 2000, it was claimed that teachers actually do not ignore diverse families but they do not know how to work with them. Besides, it was accepted that 21th century classrooms consists of diverse students and families therefore, pre-service teachers need to have cultural proficiency thanks to teacher education programs. By designing teaching cases, classroom discussions and field practices, pre-service teachers might be culturally proficient professionals (Alberton-Gunn, Peterson & Welsh, 2015). Secondly, communication skills are critical to have a contact with parents from each background. Active listening, attending, following and reflecting are reviewed essential communication skills and a course is enough for teachers develop these skills (Gartmeier, Gebhardt & Dotger, 2016). Lastly, pre-service teachers are expected to deal with current challenges of today's schools (Vartuli, Snider & Holley, 2016). In this sense, they need to know their roles to interact with parents (Greenwood & Hickman, 1991). To have all these skills, to reinforce the bridge between home and school, and to work effectively with all kinds of families, it is necessary to revise the educational programs and increase the

number of courses for families (Epstein & Sandler, 2006) since these skills increase pre-service teachers' self-efficacy in working with families. Also, the course content is crucial with regard to providing these skills.

As a conclusion, teacher education programs have come to a different point today (Melnick & Zeichner, 1995; Puclic Policy and Management Institute, 2017) because it is expected that new teachers adapt to teaching in diverse classrooms. When the changing structure of society is considered, teacher education programs need to make pre-service teachers be ready for working in classrooms of 21th centuries. One of the essential pre-service teachers need is to work with parents effectively. Parent education course is one of the course provided in university years to help them gain skills in working with families. Moreover, these skills and knowledge provided in teacher education program help pre-service teachers increase their self-efficacy. In pre-service early childhood education teachers' education programs in Turkey, universities offer parent education course at different grades. A study conducted by Alaçam in 2015 found that pre-service early childhood education teachers generally take parent education courses at 4th year and do not have a chance to apply their knowledge in the field before graduation (Alaçam & Olgan, 2017). Moreover, the content of the course also varies among universities. However, the content of the lesson is of great importance in providing the pre-service teachers with the ability to work with family members. As claimed, Atabey & Tezel-Şahin' study in 2009 found that one of the factors affecting in-service early childhood education teachers' attitudes toward parent involvement process is parent education course. Although this is a similar study that investigates the effect of the course in the literature, the study contributes to the literature in terms of examining the content of parent education and also investigating different patterns of working with families such as communication, appreciating and understanding family diversity and teacher roles. However, even if there are similar studies, to our knowledge there is still no focus on the relevance of parent education course with pre-service teachers' working with families self-efficacy.

1.1. Purpose of the Study

One of the purposes of the current study was to investigate the common components of parent education course in universities based on basic components of working

with families and contents offered by Higher Council of Education. Another purpose of the current study was to investigate whether parent education courses are effective on pre-service early childhood education teachers' working with families' self-efficacy. In other words, it was investigated how readiness of pre-service early childhood education teachers' self-efficacy in communication with parents, engaging in families from diverse backgrounds and their roles to families are influenced by parent education course.

1.2. Research Questions of the Study

The following questions were answered in the study:

RQ1: What are the common components of parent education course in universities based on basic components of working with families and contents offered by Higher Council of Education?

RQ2: To what extent do 4th grade pre-service early childhood education teachers' working with families' self-efficacy levels differ with respect to taking a course on parent education?

1.3. Significance of the Study

In this study, how parent education course has an influence on pre-service teachers' working with families was assessed because pre-service teachers need high self-efficacy to implement parent involvement practices in the field. There are some studies validating the relationship between in-service teachers' self-efficacy beliefs about parent education and their level of parent involvement practices (Dereobalı & Ünver, 2014; Garcia, 2014; Krizman, 2013). In addition, findings from these studies are consistent. For example, moderately strong relationship was found between teacher self-efficacy and parent involvement practices (Garcia, 2014). However, it was not clear to what extent parent education course influences this relationship. Hence, this study can be considered as important from the perspective of how parent education courses are influential in pre-service teachers' parent involvement practices. Also, the current study examines how the content of the course contribute to pre-service early childhood teachers' confidence.

When the existing literature is examined, the general patterns of working with families includes pre-service teachers' communication self-efficacy, their roles with

families self-efficacy and working with diverse families self-efficacy. All these patterns are critical to not only implement parent involvement practices but also to work effectively with all parents. In terms of teachers' roles, it is critical for pre-service teachers to take leadership roles with families (Morris et al., 1995); and in order to accomplish this task, to learn about family-school communication, family diversity is a critical issue. Moreover, communication is accepted as a precondition for partnership (Palts, 2015) so pre-service teachers need to learn different kinds of communication methods to interact with families, including diverse ones. In this study, the content of the parent education courses given in universities which are included in this study was examined by comparing the topics offered by the HEC. Apart from the topics offered by the HEC, the presence or absence of topics related to communication, diverse families and teachers' role was investigated. This is because these topics are critical to establishing a partnership with families and enhancing pre-service teachers' self-efficacy to work with families. Also, it is accepted that teacher education programs need to provide 21st century skills for pre-service teachers to prepare them for today's changing classrooms (Hedges, 2000). However, when the contents of the parent education course offered by HEC is examined, it is found pre-service teachers were not supported at the same level in all these working with families patterns. Thus, this study crucially sets out to discover whether the content of parent education courses includes the skills which pre-service teachers need in order to work with families in the field.

As indicated, working with families is critical issue to focus on in teacher education programs, unfortunately to our knowledge, there are limited number of studies on the issue. Therefore, adapting the Working with Families Self-Efficacy Scales (WFSES) is critical to assess Turkish pre-service teachers' self-efficacy in this issue. Working with Families Self-Efficacy Scales was developed by Hollander in 2010 in order to examine the level of self-efficacy of in-service teachers who implement parent involvement activities (Hollander, 2010). The scales consist of three subscales, measuring how confident pre-service teachers feel in their role, their relationships with families and how they work with them. Also, Working with Families Self-Efficacy Scales investigates teachers' communication with families and how they approach diverse families. In the existing literature, there are some scales investigating pre-service teachers' perceptions about parent involvement practices.

For example, the Assessment of Parent Involvement Efficacy Scale was adapted to Turkish to investigate Turkish pre-service teachers' level of efficacy towards parent involvement activities (Alaçam, 2015). The scale was constructed by Stuckey in 2010 in order to assess pre-service teachers' self-efficacy about parent involvement activities (Stuckey, 2010). The scale of Stuckey consists of 11 items, which are mostly related to how confident pre-service teachers feel in involving parents' in their children's school process, both at school and at home, in preparing appropriate activities for parent involvement and in communicating with parents about the importance of parent involvement. When it is considered from this point, the contribution of adapting the Working with Families Self-Efficacy Scales is that this scale was aimed to identify pre-service teachers' self-efficacy about not only parent involvement practices but also working with families including also diverse families, communicating with them and involving them in school process. On the other hand, Working with Families Self-Efficacy Scales assess how confident pre-service teachers feel in working with families from different backgrounds, how they perceive their roles with parents and how they feel confident in communicating with parents about their children. Working with Families Self-Efficacy Scales were originally developed for assessing in-service teachers' level of self-efficacy. However, during translation process, its language was adapted for pre-service teachers and a pilot study was applied to them. After conducting validity and reliability studies, Working with Families Self-Efficacy Scales was adapted to Turkish language. Translating these scales and adapting them for pre-service teachers contribute to the field in terms of measuring whether teacher education programs provides needed skills and competencies in working with families. Finally, data from pre-service early childhood education teachers were collected by using the Working with Families' Self-efficacy scales. Moreover, translating and adapting the scales in Turkish will create the opportunity of conducting further studies with in-service early childhood education teachers considering different variables like years of experience.

Although there are some studies investigating pre-service teachers' opinions about parent education course and teacher education programs (Garcia, 2014; Krizman, 2013), teacher educator instructors also thought that teacher education curriculums have some insufficient points (Dereobalı & Ünver, 2009). In 2009, Dereobalı and Ünver conducted a study by investigating perceptions of early childhood teacher

educator instructors about teacher education curricula. In this study, 65 instructors employed in the Undergraduate Programs for Preschool Teacher Education in 26 universities in Turkey stated their opinions and ideas about the courses. They suggested that parent education course should be converted into Parent Education I including family involvement practices and Parent Education II including parent education programs (Dereobalı & Ünver, 2009). This study, which was implemented in 2009, shows that despite of the regulations of teacher education programs by the HEC in 2006, teacher instructors still think that there are some missing points in teacher education program. When early childhood teacher education programs of Council of Higher Education in 1998 and 2006 were compared, it was seen that YÖK added some extra content in the curriculum of parent education course. These additional contents are related to family education programs, family education projects, family education models, and examples of these programs, projects and models, family involvement examples for early childhood education, family theories, structures and values. These topics are regarded as improvement of parent education course when compared to the regulations in 1998. However, when considering the general patterns of working with parents, pre-service teachers should be supported in terms of communication, their roles and working with diverse parents. Therefore, the current study examine working with families from different aspects such as communication and diversity. Additionally, it investigates the contents of the parent education course and looks at how topics such as diversity, communication and teacher roles and other topics which are suggested by HEC take place in the course content.

Today, teacher education is evaluated from different points. What is important now is not what teachers teach alone, but how they teach by cooperating with families and communities. For this reason, there is a need for different perspectives and different teaching methods in teacher education programs. It is expected that all teacher training programs will be able to include the skills of the 21st century and enable teachers to be skilled and talented in these matters. When teacher education programs are considered in this respect, another issue that teachers need to be aware of is that when they integrate with the child, family and community, the development and academic success can be at a higher level. For this reason, one of the teacher skills that should be taken seriously is working with parents. Considering the teacher

education programs in Turkey, it is seen that one of the courses that pre-service teachers learn how to work with families is the parent education course. However, contrary to the situation in Turkey, the parent education is under the concept of parent involvement in the existing literature (Goodall & Montgomery, 2013). This situation in Turkey shows that the issue of working with families is dealt with in a narrower approach because parent involvement is broader context covering parent education. Therefore, our position is to suggest parent involvement course instead of parent education course in order to include all patterns of working with families.

Finally, it is critical to examine the content of parent education course because in the literature, some studies found that there is an effect of parent education courses on pre-service teachers' implementations in later years (Gentry, 2012; Katz & Bauch, 1999, Zygmunt-Fillwalk, 2006). On the other hand, in some studies it was reached that most of the pre-service teachers' think of the content of parent involvement course in universities as inadequate for them to facilitate and support working with families (Ateş, 2015; Lindberg, 2014; Şahin, Kartal & İmamoğlu, 2013). Moreover, findings of Kavas and Bugay's study in 2009 on perceptions of pre-service teachers about deficiencies of pre-service teacher education revealed that % 40.9 of the subjects found courses in early childhood teacher education are insufficient. Therefore, course content was investigated within the framework of basic components of working with families and subjects offered by HEC.

1.4. Definitions of Terms

Parent Involvement: Parental participation in the educational processes and experiences of their children, which includes both home-based parental involvement and school-based parent involvement (Hornby, 2011).

Parent Education: This is described as all kind of educational processes which are carried out in order to ensure parents' continuity of the family establishment, the healthy development of individuals, and harmonious and responsible membership of society (Tezel-Şahin & Özyürek, 2010)

Self-Efficacy: Self-efficacy is defined as one's belief in one's capability to produce a given attainment (Bandura, 2006)

CHAPTER 2

LITERATURE REVIEW

In this chapter, theoretical framework of the study, teacher education, challenges of teacher education over time, quality of teacher education and its effects, parent involvement process and parent involvement course are given. The theoretical framework consists of Ecological Systems Theory by Bronfenbrenner and Social Cognitive Theory by Bandura. After explaining the impact of these theories on the study, the definition of parent involvement, parent involvement barriers, parent involvement models and the importance of parent involvement process are discussed. The final part of this chapter is about parent involvement courses provided in universities in Turkey.

2.1. Theoretical Framework of the Study

2.1.1. Ecological Systems Theory

This theory is critical for the current study because it provides a conceptual framework for parent involvement activities. It explains why parents need to be involved in educational process and why parent education needs to be provided. The family is the immediate environment in which children are brought up so parents' education and parents' involvement in their children's education and development play an instrumental role in children's outcomes. Also, school is acknowledged as another microsystem which is critical for children. Therefore, a bridge between the family and the school creates a mesosystem which needs to be established carefully in order to improve family outcomes and children's developmental outcomes. Teachers are mainly responsible for establishing a connection between the school and the home. In this respect, teachers' education is critical because it increases or decreases teachers' self-efficacy to work with parents.

Ecological systems theory was constructed by Bronfenbrenner. In his theory, he claimed that the developing child is affected by experiences in the entire environment. The developing child is located within the centre of five main systems

(Hayes, O'toole & Halpenny, 2017). These five systems are ordered from the most proximal one to the most distal one.

Microsystem is the first: it refers to the developing child's immediate environment (Hayes, O-Toole & Halpenny, 2017). According to Bronfenbrenner's definition, a microsystem consists of the activities, roles and interpersonal relations experienced by the child (Bronfenbrenner, 1979). Although the family is the most familiar and closest system to the child, a microsystem also includes the school environment, teachers and peers. The existing setting is not enough to construct a microsystem. The key point is how the developing child interacts with the setting and affects and is affected by it. In terms of parent involvement process, the school and the family construct are two different microsystems which directly influence the developing child.

Mesosystem refers to interactions of microsystems. With an effective parent involvement process, a bridge is established between two microsystems, the school and the home and to construct a mesosystem. A quality relationship between parents and school plays a major role in children's development and learning. The developing child takes an active role in both microsystem and mesosystem (Hayes, O-Toole & Halpenny, 2017).

Exosystem consists of systems which do not affect the developing child directly. Also, the child does not take an active role in exosystems (Bronfenbrenner, 1981). This system can include parents' workplaces, the activities of a school, siblings' schools, curriculum etc. All these exosystems have an indirect influence on children's development and learning. For instance, if parents' working hours are not flexible, their chance to be involved in school processes decreases. Thus, this situation indirectly affects children's academic outcome.

Macrosystem refers to societal values, norms, culture and subcultures affecting the developing child (Bronfenbrenner, 1981). The importance and the value attributed to early childhood education varies from the culture to culture, from society to society. Thus, these macrosystems shape the ideas of the people who are a part of it. If early childhood education is not considered important in a society, this can negatively affect a child's school situation, the frequency and quality of parent's involvement in

the school process and the family's perception of what an early childhood teacher actually does.

Cronosystem is the last and most distal system representing how time has an influence on the developing child (Bronfenbrenner, 1981). When a child is born, the parent become the first microsystem. As the child grows, the number of microsystems increases and the child becomes more affected by the environment.
As a conclusion, teachers' self-efficacy needs to be increased to work with parents effectively through quality teacher education programs. When teachers' have desire to include parents from various backgrounds, quality of children's microsystem and mesosystem will be increased.

2.1.2. Social Cognitive Theory and Self-Efficacy

Social Cognitive Theory and self-efficacy are critical for the current study because this theory helps to explain why while some in-service teachers work with families effectively, others not. Bandura explains that while gaining knowledge on a subject, people's self-efficacy beliefs increase (Bandura, 1994). Therefore, pre-service teachers' self-efficacy in working with families can be enhanced and increased by providing them with necessary knowledge and competencies. In this study, pre-service teachers' self-efficacy in working with families is assessed in terms of family diversity, the teachers' role and parent-school communication.

Social cognitive theory by Bandura focuses on the role of observation in the learning process and the social experience of individuals in developing personality. Bandura claimed that each action of individuals, from social reactions to cognitive processes, are influenced by other actions that the individual observes (Bandura, 1994). A major component of the social cognitive theory is the concept of self-efficacy.

Self-efficacy is defined as a person's belief in his or her capabilities to produce a given attainment (Bandura, 2006). People have differences in the areas in which they are experts and have high self-efficacy. This concept is crucial in terms of teachers and students' own motivation to develop their academic skills in order to be successful. Self-efficacy is also a theory, which explains why people only try to accomplish things that they believe they can do (Çakmak Çamlıbel, 2010).

Self-efficacy is identified as a dimension of the social cognitive theory of Bandura. Social cognitive theory states that people change their lives actively, rather than being passive biological organisms (Kurz, 2011). In the process of changing, some determinants such as the environment and social systems play a major role. Perceived self-efficacy is one of these determinants because it designates which person will gain the advantage over others (Kurz, 2011).

According to Bandura, self-efficacy level of individuals affects their learning and performance in several ways. First of all, people tend to choose goals based on their level of self-efficacy. For instance, students with low self-efficacy are likely to select low goals because challenging goals are a threat to them (Bandura, 2006). Secondly, self-efficacy level determines how much effort an individual will exert on a given task. Usually, individuals with higher self-efficacy work harder on a task, compared to individuals with lower self-efficacy, because those with lower self-efficacy cannot be sure than it is worth it to work hard. What is more, persistence in undertaking a new and challenging task changes according to one's level of self-efficacy. Individuals with low self-efficacy do not exert enough effort on a task because they believe that they are not capable of achieving the desired result (Lunenburg, 2011).

As a conclusion, this theory claimed that if pre-service teachers' knowledge on working with families, their attainment to work with parents will increase. One of the most effective ways to provide this knowledge is teacher education programs. Therefore, teacher education programs should provide skills and knowledge for pre-service teachers on how to work with families.

2.1.2.1.   Sources of Self-Efficacy

Self-efficacy theory states that there are four sources that affect the dimensions of self-efficacy; mastery experience, vicarious experience, verbal persuasion and somatic and emotional state (Zimmerman, 2000). These sources are included in this study because in terms of gaining knowledge and skills related to working with families, teacher education programs consider these sources while arranging their programs. The first source, mastery experience, is the most influential method of increasing self-efficacy (Schunk, 1995). When people encounter a new task having already performed well on a similar one, their self-efficacy increases. On the other hand, failure in a given task will decrease people's self-efficacy. Teachers can

increase their students' self-efficacy in academic skills by providing different types of opportunities. For example, internships or training programs on a specific lecture will increase students' self-efficacy because these opportunities lead students to the idea that performing an persistence bring success (Lunenburg, 2011). In terms of increasing pre-service teachers' self-efficacy of working with parents, parent education course needs to be provided by offering different type of opportunities to experience working with families

The second source, vicarious experience, refers to the observation of someone more knowledgeable. The most effective method of vicarious experience is to compare yourself with another person, who serves as a model. In particular, observing someone's success will increase one's level of self-efficacy; on the other hand, observing someone's failures will decrease it (Bandura, 2006). Group studies or group therapies can be an example of vicarious experience because observing others in a session supports person's own belief in achievement. For the perspective of the current study, field experience or practice hours can be included in the parent education course because pre-service teachers have a chance to observe more knowledgeable one in the field, as stated in second dimension.

Verbal persuasion is the third source of self-efficacy. This strengthens people's beliefs by persuading them they will succeed in a given task. However, unrealistic expectations or persuasion might increase the likelihood of disappointment, because of the risk of failure. As an example, for verbal persuasion, the team coach persuades his players play stronger, better, and to win (Schunk, 1995). For parent education course, different methods such as real-time coaching can be used to provide verbal persuasion for pre-service teachers.

The final source is the somatic and emotional states of the individual. When an individual thinks over a task, their emotional and physical states begin to change. Contemplating the likelihood of failure causes anxiety, stress, and fear. These negative emotions decrease the level of self-efficacy which in turn affects an individual's decisions in a negative way (Zimmerman, 2000).

2.1.2.2. Dimensions of Self-Efficacy

Bandura stated three dimensions for self-efficacy; magnitude, generality and level (Lunenburg, 2011). The first dimension is magnitude which refers to the level of

difficulty that a person believes they can master. It states one's dependence on the level of difficulty of a given task. The second dimension is generality which refers to the ability to transfer self-efficacy beliefs from one task to another (Zimmerman, 2000). Finally, strength refers to how certain one is about attaining achievement on a task (Lunenburg, 2011).

In a conclusion, self-efficacy is a dimension of social cognitive theory generated by Bandura. Social cognitive theory states that self-efficacy level plays an instrumental role in people's learning and performance. For example, people whose level of self-efficacy is low tend to put less effort into a task because of their belief that they are not capable of achieving the desired result (Lunenburg, 2011). When considered in terms of pre-service teachers' practice of parent involvement activities, there are some studies examining the relationship between parent involvement implementations and self-efficacy levels (Dereobalı & Ünver, 2009; Garcia, 2014; Krizman, 2013). According to a result of a study conducted by Garcia in 2014, it was found that there is a moderately strong relationship between in-service teachers' level of self-efficacy and parent involvement practices. However, these studies do not show that high self-efficacy about parent involvement is directly associated with the parent education course which they took in the university. According to the results of self-efficacy studies, master experience and training programs are the most influential methods to increase pre-service teachers' self-efficacy (Lunenburg, 2011; Schunk, 1995). This study aims to examine the effect of parent education courses on pre-service teachers' self-efficacy when working with families.

2.2. Teacher Education

Learning and teaching have been essential to every period of world history. The ancient Indians were very concerned with education and the commencement of studies was seen as a second birth. In China and Ancient Greece, education was given only to a distinguished group. In Egypt, there were developments in mathematics, astronomy and medicine. Although people from ancient times were engaged with learning and teaching, modern education systems emerged in the 1520s. The Protestant movement, which started in Germany, gave rise to the need to educate teachers who were not religious men. In this period, the first teachers' schools were established (Ergün, 2016).

Teaching can be basically defined as "the intentional passing on of information from one who knows more to one who knows less." (Dessus & Zampa, 2008). In contrast to past, the main question today is how to enhance teaching by changing the way pre-service teachers learn. The focus is not only on teaching outcomes, the matter is now both teaching incomes and outcomes (Cochran-Smith & Lytle, 1999). Also, which information pre-service teachers need to acquire and in what ways they will teach this information are on the agenda. Pre-service teachers or student teachers are described as those enrolled in a teacher education program and needing to complete certain requirements in order to gain a teaching licence (Ryan, Young & Kraglund-Gauthier, 2017). In the existing literature, there are three strains of thought as to pre-service teachers acquire the knowledge they need to teach. These three strands examine the definition of knowing and teaching. They are called knowledge of practice, knowledge in practice and knowledge for practice (Cochran-Smith & Lytle, 1999)

The first of these, knowledge for practice, is based on the idea that teachers are perceived to be those using the knowledge which is generated by others who are generally university-based researchers. There is a relationship between knowledge and practice, which means pre-service teachers use theories, frameworks and research results in their educational practices (Cochran-Smith & Lytle, 1999). The key point here is that all the knowledge a teacher needs to teach is generated from more knowledgeable persons, such as authorities. Moreover, it is assumed that if pre-service teachers lack professional knowledge of their discipline, they cannot teach that subject to their students. Therefore, it is suggested that professional and pedagogical knowledge should be at the centre of the teacher education curriculum (Cochran-Smith & Lytle, 1999).

The second idea is knowledge in practice. It is accepted that the knowledge teachers have is gained while teachers are gaining practical experience in the classroom. Here, it is assumed that pre-service teachers learn if they have more opportunities to gain experience in the field. Therefore, teaching is perceived as a way of acting in school settings (Cochran-Smith & Lytle, 1999). Teacher education should provide chances and field opportunities for pre-service teachers in order to generate knowledge.

Lastly, knowledge of practice maintains that knowledge is acquired when teachers are engaged in communities (Cochran-Smith & Lytle, 1999). According to this view, teachers generate knowledge in their classroom by using their professional and pedagogical knowledge and connect this knowledge to larger communities.

In conclusion, these three schools of thought create various ideas about how to enhance pre-service teacher education, how to support pre-service teachers' professional and practical development and how to evaluate their development. In terms of pre-service teacher education, the emphasis is not on book-centred teacher methods. What is critical now is different methods to improve pre-service teachers' knowledge. Defining the most effective method for teacher education still open to discussion. Some of them are action research (Ryan, Young & Kraglund-Gauthier, 2017), real time coaching (Stahl, Shaplin & Kehrwald, 2016) and blogging (Turvey & Hayler, 2017). All of these methods aimed to enhance pre-service teachers' professional knowledge of teaching.

Action research and making pre-service teachers researchers is one of the new methods for improving pre-service teacher education (Ryan, Young & Kraglund-Gauthier, 2017; Taylor, 2017). It is claimed that through action research, pre-service and in-service teachers develop their personalities and professional careers by involvement in a classroom (Ryan, Young & Kraglund-Gauthier, 2017). By conducting action research, pre-service teachers acquire deeper knowledge about a problem they face in real life settings. Action research also help pre-service teachers to take action in the field while planning their activities, observing and reflecting on their experiences. In a teacher education program, pre-service teachers are expected to complete their internship requirements. In internship, it is assumed that pre-service teachers gain more knowledge if they conduct action research since it is a tool to enhance the effectiveness of pre-service teachers (Ryan, Young & Kraglund-Gauthier, 2017). Moreover, teacher education programs are required to involve pre-service teachers in the research process, not only by means of action research but also other qualitative and quantitative methods (Taylor, 2017).

Apart from supporting teachers to become involved in research, real time coaching and blogging are other ways to increase effectiveness of teacher education (Stahl, Shaplin & Kehrwald, 2016; Turvey & Hayler, 2017). It was claimed that new

teachers are not open to change because they lack enough practical knowledge to apply to actual settings (Stahl, Shaplin & Kehrwald, 2016). To overcome this problem, a real time coaching method was planned and applied to pre-service teachers while they were involved in the classroom. Pre-service teachers received feedback via a headset while they were teaching their students. The findings of the study showed that real time coaching increase the knowledge and confidence of pre-service teachers to change and teach according to the conditions of classroom (Stahl, Shaplin & Kehrwald, 2016). Also, it was claimed that technological methods need to be used in teacher education programs in order to improve the quality of pre-service teachers. The other method of enhancing pre-service teacher education is blogging (Turvey & Hayler, 2017). The key point of blogging was to put an emphasis on the importance of collaboration among pre-service teachers. Through blogging, pre-service teachers negotiated and worked collaboratively. This process finally enhanced their professional learning because they had a chance to discuss what they do in practice and an opportunity to combine theory and practice (Turvey & Hayler, 2017):

At this point, there are three main ways to obtain the knowledge which pre-service teachers need teach their students (Cochran-Smith & Lytle, 1999). Pre-service teachers directly gain information created by others, acquire knowledge by practicing on the field or by establishing relationships within communities. In terms of working with families, in addition to acquiring written knowledge, pre-service teachers need to also learn by practicing in the field and collaborating with the community. In the Turkish teacher education system, pre-service teachers generally take parent education course in their 4th year and there is no practical part of this course. Therefore, pre-service teachers face parents for the first time when they go to an internship or start working as a teacher. This situation means that pre-service teachers learn only from the written sources. More practical opportunities should be offered to prevent this situation. In addition, methods such as discussion in class should be used more often in order for Turkish teacher candidates to practice more about working with families.

In conclusion, teacher education programs are far away from book-centred approaches. These programs offer different kinds of techniques for increasing pre-service teachers' knowledge and experience in the field. While some programs

provide only course-books and internships, some programs apply different methods, such as making pre-service teachers education researchers (Taylor, 2017).

2.3. Concerns of Teacher Education

Although improving the quality of teachers and enhancing teacher education has been on the agenda for a few decades by researchers, teacher education has been labelled as a matter of concern (UNICEF, 2012). Also, teacher education programs are criticised for encouraging teachers to teach a given curriculum instead of critically reflecting (Kostiainen, Ukskoski, Ruohotie-Lyhty, Kauppinen, Kainulainen & Makinen, 2018). Teacher educators face some concerns in the teacher education process. One of the concerns is to improve pre-service teachers' self-efficacy in working with students and other agencies in practice (Stahl, Sharplin & Kerhwald, 2017). Another issue is, helping pre-service teachers to become reflective practitioners. A second concern is that teacher education programs are expected to provide a wide range of professional and pedagogical knowledge to enable teachers to accommodate themselves to various types of real life situations. However, equipping teachers with knowledge is not enough because pre-service teachers need to know how to turn theory into practice. Hence, teacher educators provide some practical skills for pre-service teachers. These skills are needed to give pre-service teachers' confidence to work with different kinds of teaching styles and contexts (Stahl, Sharplin & Kerhwald, 2017).

In order to overcome these concerns, there is a promising way advocated in some studies, which is called field experience (Mena, Hennissen & Loughran, 2017; Vartuli, Snider & Holley; 2016). These studies focus on the positive outcomes of field experience on how pre-service teachers learn (Mena, Hennissen & Loughran, 2017; Vartuli, Snider & Holley; 2016). The results of study conducted by Mena, Hennissen and Loughran in 2017 asserted that field experience plays critical role in teacher education and pre-service teachers can easily find opportunities to be guided by more experienced teachers in practicum site. This result is a sign of knowledge in practice and compatible with Social Cognitive Theory. Additionally, experienced teachers have a noticeable effect on the way pre-service teachers learn and teach (Mena, Hennissen & Loughran, 2017). On the other hand, pre-service teachers need to be prepared to cope with the current challanges they might face in school settings

(Vartuli, Snider & Holley; 2016). In terms of gaining experience in parent involvement process and the importance of field experiences, Kavas & Bugay (2009) revealed that both theoretical and practical parent involvement courses should be included in curriculum. Also, it was suggested that time spent in the field should be increased and there should be more practicum hours (Kavas & Bugay, 2009).

On the other hand, there are some studies suggest that revision of pedagogy and curricula of teacher education programs (Girvan, Conneely & Tangney, 2016; Kostiainen et al., 2018; Korthagen, 2004). First of all, teacher education programs need to be designed so that pre-service teachers develop a professional identity (Korthagen, 2004). Moreover, it was claimed that pre-service teachers need to experience new pedagogical approaches as new learners before they use them in real life settings (Girvan, Conneely & Tangney, 2016). The core aim of these revisions is to provide meaningful learning because it is critical for enhancing teacher education and supporting pre-service teachers to consider what they need to teach and what they need to learn (Kostiainen et al., 2018).

To provide meaningful learning, there are some characteristics which need to be included in a course design; namely, the importance of theme and phenomenon, common goal and commitment, intensiveness and linking theory and practice (Kostiainen et al., 2018). It was claimed that the theme studied by pre-service teachers should be relevant to real life settings for a meaningful learning. Also, the commitment and interest of pre-service teachers increase learning. Intensiveness of the course is another issue because it enables pre-service teachers to focus on what is important. Finally, pre-service teachers need to have an opportunity to link between theory and practice. Not only course design but also varieties of courses are critical in giving pre-service teachers to have skills and knowledge which might be useful in practicum site. For instance, Goodwin (2017) asserted that teacher education programs should be revised because they are not appropriate for new cultural and linguistic demography. Given today's complex social structure, teacher education programs and course contents need to include subjects related to immigrant children and families (Goodwin, 2017).

2.4. Teacher Education and Early Childhood Teacher Education Implementations in the Turkish Educational System

In Turkey, the history of early childhood education can be divided into two periods: the Ottoman Empire Period and the Turkish Republic Period. During Ottoman Empire, the first attempt to educate young children was to open Sibyan Schools (Ayas, 2009). At these schools, writing skills and, reading of the Quran were taught to children. After the time of Mehmet the Conqueror, the teaching of young children was nor reconsidered for a long time. With the establishment of Darülmuallim in the 18th century, interest in education resumed. The innovation that accelerated the new educational movements was the Tanzimat Fermanı. After the announcement of Ferman, this edict elementary school became compulsory, first for boys and then for all children nationwide. It then became necessary to train teachers. The process that started with the opening of the Secondary School in 1848 continued until the opening of the Master Teacher School in 1913 (Abazoğlu, Yıldırım & Yıldızhan, 2016).

After the declaration of the Republic, it was accepted that children should be educated well in order to develop the country. With the letter revolution, the number of illiterate readers in the country increased the need for teachers. In 1924, "teaching" was defined as a profession by a law and Musiki Muallim Mektebi was opened in order to educate new teachers. In 1926, the Gazi Educational Institute was opened in order to educate Turkish teachers. The opening of the first education faculty came in 1965. After that year, the number of education faculties has increased. When it came to 1982, the task of educating teachers was taken from the Ministry of National Education and transferred to the Higher Education Institution. Due to the lack of coordination and parallelism between MoNE and the HEC, education faculties were restructured between 1994 and 1998 (Ayas, 2009). The goal of accreditation studies, which began in 1999, was to increase the quality of education faculties and close some if necessary, but this work remained a pilot study.

Although the history of early childhood education in Turkey began in the Ottoman period, the pre-school teacher education situation in Turkey has evolved differently from other teaching areas. After the declaration of the republic, the existing resources for the teaching of the new alphabet, the increasing of the literacy rate and the development of the country were transferred to primary education. The limited

number of kindergartens were closed during this period. When education of children is examined, it is clear that early childhood education in Turkey is based on the Ottoman period. At that time, Sibyan Schools were open to educate and to nurse orphan children. One of the problems of early childhood education was the lack of well-educated female early childhood teachers who were Muslims and, Ottoman citizen. In 1913, the first regulations about early childhood education were made. According to these regulations, candidates had to satisfy the four conditions to become early childhood teachers: graduating from İstanbul Girl Teacher School, having a certificate proving that the kindergarten is well managed, passing an exam proving the candidate was well-educated and being able to pronounce Turkish correctly (Çelik & Gündoğdu, 2007).

During the republican period, a teacher education school was open in Ankara in 1927. The education period of this school lasted for two years (Taner Derman & Başal, 2010). At 7th National Education Council, training early childhood education teachers was decided upon. In the early 1960s education period, early childhood education centres were open in 10 cities and 20 teachers who graduated from teacher schools were appointed to these schools. Also, some teachers were sent to Italy to attend a seminar (Çelik & Gündoğdu, 2007).

At 12th National Education Council, the topic of pre-school education was on the agenda. At this council, it was decided that two-year higher education was necessary to become an early childhood education teacher (Çelik & Gündoğdu, 2007). After the Higher Education Act, two-year undergraduate level Preschool Teacher Education Department was opened at Ankara Gazi University Vocational Technical Education Faculty in 1978-1979 education year. Thus, the task of training early childhood education teachers was taken into the scope of higher education (Taner Derman & Başal, 2010). In 1982, education institutes were turned into education faculties under the scope of the Higher Education Council (Aydın, 1998). After the 1992-1993 education year, four-year undergraduate early childhood education teacher training programs were instituted in the education faculties of the universities (Taner Derman & Başal, 2010).

Between the years 1994 and 1997, the Higher Education Council and World Bank carried out a project to restructure education faculties. In this redesign, it was

suggested that more four-year-undergraduate early childhood education teacher training programs needed to be opened in the education faculties (Aydin, 1998). In 2006, the HEC introduced a second important regulation in all teacher training education programs in both state and public universities, for these reasons:

First of all, it was questioned by Ministry of Education (MONE) and non-governmental organizations whether or not teacher training programs meets the requirements of our time and beginning teachers had the necessary knowledge and skills to become professionals in a professional world. Secondly, MONE updated its primary education programs in the 2002-2003 education years. In order to preserve harmony in the programs of the HEC and MONE, the second regulation in the HEC's programs was needed (YÖK, 2007). Since 2003, Turkey was included in the European Higher Education Area. Accordingly, there had to be a standardization in learning outcomes, subjects taught, learning and evaluation methods and techniques in both state and private universities. With this second regulations, it was reqired that education faculties had common standards (YÖK, 2006). Lastly, the improvement of defective aspects of teacher training programs was discussed, and the regulation study was done for this purpose.

Today, a four-year undergraduate education is required to become an early childhood education teacher. This education is provided by education faculties and regulated by the HEC. This program includes 50 % field knowledge skills, 30% professional knowledge and 20% general knowledge courses (YÖK, 2006). In the first semester, pre-service teachers are expected to take field courses such as entrance to pre-school education, human anatomy and physiology, entrance to educational science, psychology and general culture courses such as Turkish, Atatürk's Principles and History of Revolution, Computing and a Foreign Language. In the 2nd semester, in addition to general culture courses, maternal child health and first aid, educational philosophy and educational psychology are compulsory pre-service teachers' courses. In the 3rd semester, mother child feeding, development in early childhood I, creativity and development, play development in children, education sociology, teaching principles and methods and Elective I are included in the program. While early childhood development II, children's literature, mathematics education, child mental health and drama lessons are field courses in the 4th semester, instructional technologies and material design is a professional course. Physical education and

play education, music education I, science education, visual art education, statistics, classroom management, special teaching methods I and school experience are 5th semester courses of early childhood education teacher training programs. Special education methods II, music education II, material development, effective communication, scientific research methods, community service applications, special education and measurement evaluation are included in the program in 6th semester. Parent education course take place in 7th semester, along with other courses such as teaching practice and elective courses. In final semester, pre-service teachers mostly take lessons in school management, the education system and teaching practice. After four years of education, with 127 hours of theoretical study and 48 hours of practical application, 151 credits need to be completed in order to graduate (YÖK, 2007).

In the light of this literature, undergraduate programs in early childhood teacher education have undergone some changes. The pre-service early childhood education teachers' education program is critical to increasing self-efficacy and professional knowledge. Also, some studies have shown that pre-service early childhood education teachers expect that the program should prepare them to work with families in the real world (Dereobalı & Ünver; 2009; Garcia, 2014; Krizman, 2013). Accordingly, this study aims to investigate how parent education courses are effective on pre-service early childhood education teachers' self-efficacy when working with families.

2.5. Basic Components of Working with Families

In the existing literature, there is some research into which elements contribute to the effectiveness of parent involvement activities (Desforger & Abouchaar, 2003; Decker & Majerczyk, 2000; Maring & Magelky, 1990; Hollander, 2010). These studies stated that there are some factors which increase the effectiveness of parent involvement; namely, collaboration established between family and teacher, effective and reciprocal paths of communication, working actively to involve parents in their children's education and learning and finally understanding diversity and being culturally responsive teachers.

2.5.1. Effective and Efficient Communication with Parents

Effective and efficient communication is perceived as an essential component to promote children's success (Symeou, Roussounidou & Michaelides, 2012). In the literature, effective and efficient communication is described as two-way relationship and planned thoughtfully (Graham-Clay, 2005). Also, Symeou, Roussounidou & Michaelides (2012) suggested that counselling skills are factors making a communication effective and efficient because active listening is a kind of counselling skill. What is more, using different patterns of communication is a strategy to effectively involve parents (Palts & Harro-Loit, 2015) because only communicating about financial issues or children's problems influence negatively this communication process (Özmen, Aküzüm, Zincirli & Selçuk, 2016). Moreover, to be effective and efficient, it is suggested that both parties should take roles in building relationship and communication.

The teachers knew how to communicate with parents are an important factor to increase the effectiveness of parent involvement because communication is regarded as a precondition for partnership (Palts, 2015). Although the benefits of parent-teacher communication are known, it is perceived as limited (Kraft, 2017). To increase communication skills, a training session was designed by Symeou, Roussounidou and Michaelides in 2012. That session was included theoretical framework of parent involvement process, defining communication, preparation and parent-teacher conference, active listening skills, nonverbal communication ways and reflection (Symeou, Roussounidou & Michaelides, 2012). After completing that training, it was proved effective teacher education had positive influences on communication skills. For this reason, teacher education programs should provide course content for pre-service teachers about communication. A communication course or including related topics in parent involvement course help pre-service teachers understand all types of communication ways and that effective communication is reciprocal. All pre-service teachers need to know essential communicating skills such as active listening, attending, following and reflecting. Also, they need to learn different kinds of communication ways such as using electronic databases, video recordings, voice messages, posters, brochures, letters and blogs (Palts, 2015) since different patterns of communication provide opportunities for teachers to effectively and efficiently communicate with all parents.

According to Patten's (2017) study, teachers' experience has a positive influence on parent-teacher communication. Hence, from this perspective, it is critical to provide field experiences in parent education course so that pre-service teachers have a chance to contact with parents with different communication methods. However, according to a research conducted in 2016, only 27% of teacher education programs provides opportunity for pre-service teachers to communicate with parents in the field (Gartmeier, Gebhardt & Dortger, 2016). Also, there are flaws in teaching how to communicate in all educational systems (Hobjila, 2014).

According to Epstein's framework, communication is one aspect of parent involvement practices. Therefore, all pre-service early childhood education teachers need to know communication strategies because it increases likelihood of implementing parent involvement practices. On the other hand, communication and collaboration between teacher and parents might emerge as Type 3 Involvement of Epstein, namely Voluntary Involvement, rather than Type 2 Involvement, namely Communication (Bilton, Jackson & Hymer, 2017). Therefore, it is not enough to learn only communication strategies such as sending letter, using digital channels or arranging conferences. Pre-service teachers should also know how to communicate with parents while working with them and conflict-resolution methods.

As a result, one of the subscales measures pre-service teachers' level of confidence in communicating with parents in current study. Pre-service teachers' level of confidence in discussing ideas related to children with parents, supporting parents to share their opinions, compromising on different ideas and solving conflicts with parents are measured.

2.5.2. Understanding and Appreciating Diversity

Diversity can be described as the representation of individual differences and similarities among people (Milley-Dyce & Owusa-Ansah, 2016). Diversity does not only stem from race, ethnicity, language and culture. The socioeconomic situation of individuals, age and sexual orientation might also result in diversity. When the complex structure of today's society is considered, diversity is a concept that comes out in every field including education, health and society. The migration of people for various reasons today has led to the re-examination of educational philosophies and pedagogies (Alberton-Gunn, Peterson & Welsh, 2015). For example, it is

believed that majority and minority populations will change in 2040 in the USA (Alberton-Gunn, Peterson & Welsh, 2015). Therefore, teacher education programs need to be restructured to improve pre-service teachers' appreciation of diversity.

In terms of education, diversity is described as the uniqueness of each family and the implications when working with them (Hedges & Lee, 2010). In-service teachers should provide equal education for all students regardless of race, gender, ethnicity or religion. Therefore, teacher education programs are expected to prepare pre-service teachers to work with, understand and appreciate all students and parents from different backgrounds (Murdock & Hamel, 2016). In brief, pre-service teachers need to be prepared for the diverse 21st century classroom (Murdock & Hamel, 2016).

In school settings, partnerships with families are critical to establishing a bridge between home and school and hence contribute to children's learning and development. Therefore, developing a relationship with all families, including those from different backgrounds requires certain skills which must be taught to pre-service teachers. In this respect, Hedges & Lee (2010) claimed that although pre-service teachers realized that cultural differences exist in the school environment, teacher education programs were identified as inadequate for providing pre-service teachers with the skills to handle with complexities of diversity. Also, being sensitive to diversity is not only about understanding other cultures and ethnicities, it also includes understanding one's own culture because it is accepted that a teachers' culture impacts upon their practices both in the classroom and when working with families (Alberton-Gunn, Peterson & Welsh, 2015).

In some studies, being culturally attuned and competent are accepted as factors contributing to pre-service teachers' beliefs, attitudes and practices about diversity (Kahn, Lindstrom & Murray, 2014; Lehman, 2017; Miller-Dyce & Owusu-Ansah, 2016). Being culturally attuned and component entails understanding and appreciating, becoming aware of and having knowledge about diversity. It is critical for pre-service teachers to become culturally competent because their values do not always match the values of students and their parents (Kahn, Lindstrom & Murray, 2014). Also, being cultural competent in mind is not enough because pre-service teachers need to adapt this idea into their educational philosophy and pedagogy. In

doing this, they perceive themselves as social justice advocates and providers of education for all (Miller-Dyce & Owusu-Ansah, 2016). Helping pre-service teachers become cultural competent teachers is an acknowledged responsibility of teacher education programs (Lehman, 2017).

There are some studies offering course content or teaching techniques and methods to promote pre-service teachers' awareness of diversity (Acquah & Commins, 2015; Alberton-Gunn, Peterson & Welsh, 2015; D'haem & Griswold, 2017; Fults & Harry; 2012; Murdock & Hammel, 2016; Scott & Scott, 2017). The common point of these studies is that they aim to change pre-service teachers' beliefs and attitudes about diversity. One point contributing to difficulties in appreciating diversity is lack of experience and of related course content about diversity for pre-service teachers (Murdock & Hamel, 2016). Although pre-service teachers gain field experience during their four-year undergraduate program, it is not possible to expose them to every type of diversity among parents during their internship. Therefore, it is suggested that reflective journals, action plans and essays related to diversity should be used in course content in order to increase pre-service teachers' awareness of diversity. In particular, social justice themes should be at thecore of these readings (Murdock & Hamel, 2016). Also, short vignettes based on experiences with diverse families should be discussed in the classroom with pre-service teachers because short vignettes are accepted as a beneficial guide to handling diverse issues (Alberton-Gunn, Peterson & Welsh, 2015). In addition to discussion diversity, an opportunity should be provided for pre-service teachers to critically reflect on their experiences and practices because critical reflection is perceived as a key point to improve pre-service teachers' awareness of diversity (Acquah & Commins, 2015). Use of culturally relevant literature also helps pre-service teachers to understand diversity (Scott & Scott, 2017).

Working with diverse families requires certain communication skills. Teachers need to communicate effectively with linguistically, socioeconomically and culturally diverse parents. Communication does not mean hiring a translator to speak to a parent whose mother language is not same as the teachers' language. It should be reciprocal and culturally sensitive because parents' perceptions, beliefs and awareness might differ. Lehman (2017) suggested that readings related to communication problems while working with diverse students and parents need to be

discussed during teacher education process. Also, role-play lectures can be used to provide experience for pre-service teachers (D'Haem & Griswold, 2017).

2.5.3. Teachers' Role with Parents in Parent Involvement Practices

Some studies have look into which roles teachers should take in family participation (Greenwood & Hickman, 1991; Morris et al., 1995). First of all, it has been claimed that pre-service and in-service teachers need to understand of their roles in parent involvement process to work successfully with parents (Morris et al., 1995). One of the roles pre-service teachers take is leadership in parent involvement activities. These leadership roles contribute to the effectiveness of parent involvement activities. When the effectiveness of a course in preparing pre-service teachers to take leadership roles was examined, it was found that the experiences of pre-service teachers with parents had an influence on their confidence in implementing parent involvement activities and working with parents (Morris et al., 1995).

Greenwood & Hickman (1991) claimed that teachers' roles interact with various types of parent involvement activities. They identified 5 types of parent involvement activities. These are parent as audience, parent as volunteer and paraprofessional, parent as teacher of own child, parent as learner and parent as decision maker (Greenwood & Hickman, 1991). How much and in which ways a teacher will adopt a role depend on the types of parent involvement activity. When parents are involved as an audience for a conference, teachers need to take the most direct roles. If teachers want parents to be teachers of their own children, they need to take more active roles, such as planning home learning materials. However, this can be one of the most difficult roles because of necessity of home visiting (Greenwood & Hickman, 1991). Therefore, pre-service teachers need to learn different types of roles to promote the effectiveness of parent involvement activities.

In this study, one of the subscales measures pre-service teachers' level of confidence in undertaking roles with parents. Some of these roles involve motivating parents to be better, supporting them, preparing activities to aid parents' active involvement and supporting parents in accessing community services.

2.6. Parent Involvement

One of the aspects of working with families is to conduct parent involvement activities. The family can be counted as one of the essential institutions which contribute to children's development and learning. Children's basic skills, habits and attitudes with respect to all developmental areas are formed in the family through the first years of life (Woodhead, 2006). When children reach to school age, another essential component, school, becomes a part of children's development and learning. In this process, an effective and mutual partnership established between the school and the family is needed and this is provided through parent involvement process. Parental participation in children's development and learning processes can be called the parent involvement process (Hornby, 2011).

2.6.1. The Importance and Benefits of Parent Involvement

Parent involvement is key to supporting children, family, teacher and school. In terms of children's development and academic achievement, there are some studies validating the positive effects of the parent involvement process on in the existing literature (Ansari & Gershoff, 2016; Cabus & Aries, 2017; Elish-Piper, 2017; Hornby, 2011; Jeynes, 2005). Cabus and Aries's (2007) study concluded that home-based parent involvement activities positively affect children's language development. What is more, it was suggested that through parent communication, involvement and activities, children's literacy development is supported (Elish-Piper, 2017). In another study, it was claimed that parents involved in Head Start cad directly and indirectly affect their children's school success. Indirect influences result from the development of parenting skills, attitudes and knowledge (Ansari & Gershoff, 2016). An increased and improved parent involvement process results in an increased student's academic performance (Hornby, 2011). According to the results of a meta-analysis conducted by Jeynes, it was concluded that there is a positive relationship between parent involvement and elementary school achievement, secondary school achievement and minority school achievement (Jeynes, 2005).

When it comes to the positive influences of parent involvement process on parents and their parenting skills, it can be clearly asserted that parents need to be involved in all aspects of children's learning because they have a variety of roles in education. Morgan (1993) defined parents' roles as helpers, governors, fundraisers, experts, co-

educators, clients, consultants and recipients of information. The most certain way to help parents to play these roles is parent involvement activities. When parents get involved in school processes, they learn how to support their children's learning at home, they are able to contribute to their children's development in multiple ways, realize their own strengths and weaknesses, communicate in a healthier way, gain new skills and learn opportunities provided in the community. What is more, parent involvement increases their respect for their children (Cömert & Güleç, 2006). Furthermore, parents can contact with each other and know that they are not the only ones who experience difficulties in rearing their children (Hornby, 2011).

Parent involvement is not only for supporting the children and the family. It also has positive influences on teachers. Teachers apply their curriculum and activities more easily because they have a chance to know their students' abilities, interests and development by getting know their parents. As claimed, key results found that parent involvement activities have a significant influence on the level of teacher's job satisfaction (El-Hilali & Al-Rashidi, 2015).

Furthermore, parent involvement process has some benefits for the school as an institution. The school has a chance to provide continuity in education by establishing a bridge between home and school. Also, involving parents in decision-making process is a way to share responsibilities and increase school quality. Finally, schools have better community support by involving parents (Sapungan & Sapungan, 2014). To conclude, parent involvement process is critical to not for only children's education but also for the family, the teacher and the school (Bartel, 2010).

2.6.2. Parent Involvement Models

Parent involvement models developed because now what is important is not whether there is an involvement or not but, critically, how effective parent involvement can be provided. The first model for parent involvement is Epstein's framework of six types of involvement. This model was developed by Joyce Epstein in 1995-96 by identifying six types of parent involvement activities, which are parenting, communicating, learning at home, volunteering, decision making and collaborating with the community (Hodges, 2013). These types are designed to improve collaboration among families, schools and community (Berger, 2004). *Parenting* includes parent education, home visits and family support programs in order to help

parents to function better as a family and to improve how they parent (Berger, 2004). However, sharing information with all families who may need this can be difficult because each family has unique structure, culture and background. Also, information sharing with families during home visits or workshops should be clear and beneficial (Epstein, et al., 2002). *Communicating* means a mutual and respective communication between the home and the school for children's development and learning. Therefore, phone calls, letters, conferences, scheduled and regular meetings need to be planned. The most challenging issue in communicating might be the language problem, with parents who do not speak native language, or reading problems with parents who are blind or cannot read well. For these parents, effective communication methods such as hiring a translator or using large letters should be established. Also, communication should be not only two-way but multiple way, including parents, teachers and the community (Epstein, et al., 2002). *Volunteering* invites and encourages parents to come to school and help other parents, teachers and administrators. Parent rooms can be provided to increase their involvement. Also, identifying parents' talents and jobs may be useful for further organizations. *Learning at Home* is a continuous process and it should not be restricted to school. Parents need to help with their children's homework and development at home. In this type of involvement, teachers provide some information and skills for parents on how they can contribute to their children's learning at home. In *Decision-Making,* parents can be used as a source for school decisions because they are the most important decision makers in their children's lives. School administers and teachers can establish a parent network to link all the parents together and recruit and involve them all in the process. Finally, c*ollaborating with the Community* provides many sources to which can enhance family function and school programs; however, the important thing is to help parents to access these sources so that they can strengthen family practices and student learning and development.

The second parent involvement model is Hoover-Dempsey and Sandler Model. This model drew a five stage of model of parent involvement process (Hoover-Dempsey & Sandler, 1995). The first stage includes a parent involvement decision. For a parent involvement activity, parents firstly need to decide to become involved in the process. However, these processes can be influenced by parents' sense of efficacy in helping children succeed in school (Bartel, 2010). Moreover, personal motivators for

getting involved in children's educational processes, perceptions of parent involvement and parents' life context tend to change parents' decisions (Walker, Wilkins, Dallaire, Sandler & Hoover-Dempsey, 2005). Also, this stage includes parents' choice of forms of involvement forms either home-based or school-based involvement (Lavenda, 2011). The second stage of this model involves learning mechanisms used by parents during involvement activities such as reinforcement, modelling and instructions (Lavenda, 2011). In 2005, a revision of this model was introduced for the first two levels of the original model. The third stage is how children perceive their parents' learning mechanisms and parent involvement process. Children's perception is critical because it mediates the influence of these activities on children's learning. It is essential because parents' beliefs and perceptions lead their children to academic achievement. The fourth stage is about children's characteristics leading them to success such as academic success or motivation. The final stage of the model is the students' achievement.

2.6.3. Barriers of Parent Involvement

Although the positive effects of parent involvement activities on children's education are now known, there are still gaps between the desirable amount of parent involvement and real parent involvement in schools. This gap is mainly caused by barriers; that is, circumstances or obstacles that keep people or things apart or prevent communication or progress (Hornby and Lafaele, 2011).

Cultural capital theory, developed by Bourdieu explains why barriers exist and how parents are involved in their children's education (Ringenberg, McElwee, & Israel, 2009). This theory states that financial status, education levels of the parents, and race are the most important factors in determining the degree to which parents will be involved. For example, lower cultural capital groups select parental involvement activities which have the minimum positive effects on their children's developmental and academic outcomes.

According to the study conducted by Hornby and Lafaele in 2011, there are four types of factors which cause parent involvement barriers. These factors are child factors, parental factors, societal factors and parent-teacher relationship factors. Child factors include age, learning problems or gifts and parental factors involves parental beliefs and, parents' perceptions of parent involvement. Societal factors

such as historical and demographic situation, political and economic factors contribute to barriers in parent involvement. Finally, teacher-parent relationship factors are critical because differing goals, agendas, attitudes and language may create conflict between family and school, and, this conflict may cause barriers. (Hornby and Lafaele, 2011).

All four of these factors including child, parental, societal and parent-teacher relationship factors cause parent involvement barriers, which include time, uncertainty about what to do, lack of a supportive environment, cultural barriers, teachers attitudes, lack of childcare, age of parents, concerns about the safety of the school, lack of school transportation, not understanding the importance of partnering with the school, low interest in the school, low interest in the curriculum, misunderstanding the role of parent volunteers in the classroom, misunderstanding the parental role in home and, discomfort in school situations (Intxausti, Etxeberria & Joaristi, 2013). Also, some of the barriers can arise from the teachers, who might have different perspectives on parent involvement or child development, or make judgements about families from a different culture, language and background.

About barriers to parent involvement, another study was conducted on parental involvement in 2018 by Hornby and Blackwell. In this study, teachers were interviewed and asked about their parent involvement policies, parent involvement activities and perspectives of parent involvement barriers. According to the results, only one school in eleven has any parent involvement policy. However, all schools use some strategies to encourage parents to become involved. When it comes to parent involvement barriers, teachers stated that there were practical barriers preventing parental involvement, in addition to the three barriers stated in previous research (Hornby & Lafaele, 2011). These practical barriers include the opening hours of schools, off-putting school staff, time restraints, internet safety issues for parents who would like to use online strategies, income and lack of internet (Hornby & Blackwell, 2018). In terms of comparison with the previous study (Hornby & Lafaele, 2011), it was concluded that barriers stemming from child, teacher and parent still exist but they do not create huge obstacles because teachers are aware of how to deal with them.

Parent involvement barriers are critical because they might also cause low teacher self-efficacy. Depending upon the type of parent involvement activity - school-based or home-based-, teachers might have either direct or indirect roles or responsibilities. For example, in Epstein's volunteering type of activity, parents come to the classroom and teachers have a direct role in working with them. This situation requires high self-efficacy for teachers (Barnyak & McNelly, 2009). Because of low self-efficacy, even if teachers believe in the importance of parent involvement, their practices are inadequate (Barnyak & McNelly, 2009). There are some studies that show the importance of parent involvement barriers in terms of teachers' self-efficacy. When teachers' self-efficacy and their perception of parent involvement barriers were examined, it was found that there is a high correlation between these two variables and teachers' self-efficacy beliefs are highly associated with the level of Epstein's family involvement practices (Garcia, 2014). Even if teachers have greater knowledge in the field of parent involvement, their different thoughts, beliefs and biases might lead them to work less with parents. As an example, in-service teachers stated that if they had adequate teacher training on parent involvement, they would feel more confident and efficacious while working with parents (Brennan, 2011). This shows that simply taking a course on parent involvement in university can make teachers feel more confident.

2.7. Relationship between Self-Efficacy and Working with Families

There are some studies that shows the effect of parent involvement courses on pre-service teachers. It was found that pre-service teachers' working with families' self-efficacy increased when they completed a 16-week parent involvement course (Zygmunt-Fillwalk, 2006). Even though Ellis' study (2012) showed that teacher education programs have been enhanced throughout the years, it was also suggested that pre-service teachers should take more in-depth training in order to provide more beneficial parent involvement activities (Gentry, 2012). In-service teachers who took parent involvement courses showed a higher rate of self-efficacy in involving parents than did teachers who did not take the course. However, the former group stated that they too needed more preparation (Katz & Bauch, 1999).

In the world, while parent education course is regarded as an important factor for family-school partnership (Lehmann, 2017; Willemse, Vloeberghs, de Bruine &

VanEynde, 2015), some teacher education programs do not give much importance to this issue (Saltmarsh, Barr, & Chapman, 2014). In Switzerland, Schools of Teacher Education consider family-school partnership as a critical part of preparing teacher candidates in all levels (Lehmann, 2017). Teacher education curricula includes some issues related to communicating with parents, solving conflicts and including all parents (Lehmann, 2017). In Belgium and Netherlands, family-school cooperation issue has been dealt with in many respects and included in a variety of courses in teacher education programs (Willemse, Vloeberghs, de Bruine & VanEynde, 2015). On the other hand, when the issue of family-school partnership was examined in Australian teacher education programs, it was found that there are some missing points in the curriculum (Saltmarsh, Barr, & Chapman, 2014).

In Turkey, the pre-service teachers' education program was arranged by the Council of Higher Education in 2007. Universities can choose the semester of the courses and HEC has offered some topics for parent involvement courses such as examples of parent involvement programs, parent involvement activities and adult psychology (YÖK, 2007). However, pre-service teachers thought that they needed more practice in the field and that they needed an in-depth course about teacher-family relationships (Şahin, Kartal & İmamoğlu, 2013). Although there are some studies exploring the effect of parent involvement courses on pre-service teachers' self-efficacy (Lin & Gorrell, 1998), the effects of parent education course to enhance pre-service teachers' skills on working with families are not focal point.

The results of a study conducted to parent involvement course to learn opinions of pre-service teachers from all education programs showed that 32 % of pre-service teachers indicated that both theoretical and practical parent involvement courses should be included in the curriculum. Also, most of the pre-service teachers thought that the content of parent involvement course in universities wass inefficient and inadequate in facilitating and supporting working with families (Lindberg, 2014). In another study, the parent involvement course was identified by pre-service teachers as insufficient for enabling collaboration with families and communities (Şahin, Kartal & İmamoğlu, 2013). This situation can be explained by the little time spent with parents in the field since pre-service teachers have limited opportunities for implementing parent involvement activities in schools. Moreover, findings of Kavas and Bugay's study in 2009 on pre-service teachers' perceptions about deficiencies of

pre-service teacher education revealed that 40.9 % of the subjects found courses in early childhood teacher education are insufficient and suggested that time spent in field should be increased and there should be more practical hours provided.

In 2015, Ateş conducted a study examining pre-service early childhood teachers' self-efficacy beliefs with respect to parent involvement activities. Pre-service teachers stated that families, colleagues and administrative factors will affected their self-efficacy beliefs in applying parent involvement activities when they became in-service teachers. Also, they stated that they experienced deficiencies in parent involvement process during internship and they wanted to do a more qualified job after graduation (Ateş, 2015). In terms of teacher education, pre-service teachers stated that parent involvement course they took in undergraduate education program is not enough to prepare them to work with families. A practice classroom to apply their knowledge and gain experience is stated one way to eliminate deficiencies in the program (Ateş, 2015).

When pre-service early childhood education teachers were asked about deficiencies in the program, they stated that parent education courses needed to be practical instead of theoretical because most of the things they learned in the classroom could not be applied when working with families. Moreover, some pre-service teachers claimed that the parent education course was useless and they planned to develop themselves when they began working with families. When the parent education course is examined in the universities, it is seen that parent involvement activities are taught in the last two or three weeks of the semester. Some pre-service teachers asserted that parent involvement activities should be taught in more detail because the literature and theory part of the course were unnecessary and unhelpful in the field (Ateş, 2015).

In conclusion, there is a continuum from parent education to parent involvement and more broadly to parent engagement (Goodall & Montgomery, 2013). The effectiveness of parent involvement process is also up to teachers' perception on the importance and necessity of parent involvement and their perception of how they are capable of handling these activities and working with families. According to Bandura (2006), individuals with higher self-efficacy are likely to work hard on a given task. In other words, higher self-efficacy of working with families contributes to the

effectiveness of parent involvement process. Garvis et.al (2011) claimed that teachers' self-efficacy beliefs were constructed during their university years. Social cognitive theory also emphasizes that the more knowledge the individual has on a subject, the higher self-efficacy she or he has when working on it (Bandura, 2006). Although universities provide parent education course to pre-service teachers, the contents might differ from one to another. As some studies conducted in Turkey claimed that pre-service teachers found parent involvement courses to be insufficient to enable work with families (Ateş, 2015; Kavas & Bugay, 2009; Şahin et al., 2013). These findings might be related to course content because a parent education course does not cover parent involvement process in detail. In this study, the influence of parent involvement course on pre-service teachers' self-efficacy in working with families wil be examined.

CHAPTER 3

METHOD

3.1. Design of the Study

The current study consists of two parts. First of all, the syllabuses of parent education course in universities are examined to understand the content of the course through document-analyses techniques. Secondly, pre-service early childhood education teachers' self-efficacy in working with families, family-school communication, roles with parents and working with diverse families are investigated. The design of this part of study is quantitative non-experimental pre-test post-test design.

3.2. Population and Sample

The population of the study consists of senior early childhood education pre-service teachers in Turkey. Specifically, the sample consists of senior early childhood education pre-service teachers studying at 7 public and 1 private universities in Turkey. Studying on an undergraduate program in early childhood education and being registered on a parent education course were the inclusion criteria for the study.

Universities included in the study were selected with purposive sampling. While including universities, the ECST (European Credit Transfer and Accumulation System) of the parent education course and the semester the course is given were considered. The first 7 universities are public university and the last university is a private university.

University A is located in the Central Anatolian Region of Turkey. In total, 45 pre-service early childhood education teachers attended the pre-test study. The parent education course has 3 ECTS credits and is given in 7th semester. University B is located in the Eastern Anatolian Region in Turkey and 42 pre-service early childhood education teachers attended the pre-test study. The parent education course has 4 ECTS credits and is given in 7th semester. There are 54 participants included in the current study from University C which is located in Mediterranean region in

Turkey. The parent education course has 4 ECTS credits and is given in 7th semester of the university. Another University located in Eastern Anatolian Regian is University D. In total, 31 pre-service teachers attended the study and the parent education course has 3 ECTS credits and is given in 7th semester of the university. The only university located in Eagean Region is University E. There are 40 participants included in the study. Parent education course has 4,5 ECTS credits and is given in 7th semester of the university. University F which is located in Central Anatolian Region provided parent education course in 7th semester and the course has 6 ECTS credits. 24 pre-service early childhood education teachers attended the study.

The only private university which was located in Ankara is University G. There are 13 participants included in the study. Parent education course has 3 ECTS credits and is given in 7th semester of the university.

The last public university is University H which is located in Southeastern Anatolian Region. There are 22 participants included in the study. Parent education course has 3 ECTS credits and is given in 7th semester of the university. In total, 271 pre-service early childhood education teachers attended the study.

Table 3.1
Distribution of Participants According to Universities

	Frequency	Percent
University A	45	16,6
University B	42	15,5
University C	54	19,93
University D	31	11,44
University E	40	14,76
University F	24	8,86
University G	13	4,8
University H	22	8,11
Total	271	100,0

3.3. Data Collection Instruments

In this study, the Working with Families Self-Efficacy Scales developed by Hollander in 2010 were adapted to Turkish and used to collect data from pre-service teachers. Also, syllabuses were gathered from the universities.

3.3.1. The Syllabuses of Parent Education Course

The syllabuses of parent education courses given in the universities included in the study were gathered in order to investigate course content. The syllabuses were acquired through the course instructor of the Bologna system used by universities. Eight universities are included in this study and all of their syllabuses were forthcoming. After collecting these data, they were investigated using document-analyses technique.

Intercoder reliability check is used to assess the reliability of coding documents (Mouter & Noordegroof, 2012) and is reported as simple percentage of agreement. Determining scope is the first step to providing reliability. In the current study, the course content suggested by the HEC was determined as the first unit of analysis because in Turkey, teacher education programs are under the coordination of Higher Education Council. In the last revision made in 2007, HEC determined some topics for parent education course. These are

- Social structure, culture and social development
- Definition, structure and values of the family
- Parent education programs, models and projects
- Definition of adulthood, adult learning and psychology
- Family theories
- Parent involvement in early childhood education

These subjects were determined as the first unit of analysis. While determining them, the most related subjects were matched. In addition, the basic components of working with families were used as the second analysis unit. These basic components are stated below:

- Family-school communication
- Family diversity

- Teachers' role in working with parents

For family-school communication, it was investigated that whether the parent education course includes knowledge and skills to make pre-service early childhood education teachers to discuss with parents about their ideas, to make parents comfortable during communication, to solve conflict effectively, to give specific information about what parents can do to influence their children's learning and development. While determining the subjects related to family diversity, some knowledge and skills related to communicating and working with families from different social classes and understanding these families were searched in the course content. Finally, in terms of teachers' role in working with parents, it was considered that whether the course includes some knowledge and skills to prepare pre-service early childhood education teachers to involve all parents, to schedule school in a way parents actively participate in, to invite all parents as key decision makers and to intervene in families when they are in crisis. Then, the contents of the parent education course were analysed according to whether they are offered by the HEC and whether the subscales of the scale were included in the course content or not. In order to understand how units of analysis are related with course content, two coders analysed the documents independently and consistency was provided by discussing disagreements.

3.3.2. Working with Families Self-Efficacy Scales

3.3.2.1. The Original Version of Working with Families Self-Efficacy Scales

The Working with Families Self-Efficacy Scales (WFSES) were developed by Hollander in 2010. The sample for the study of Hollander consisted of 477 females and 50 males teachers (Hollander, 2010). Table 3.2 below provides descriptive information about the ethnic composition of the sample (Hollander, 2010).

Table 3.2
Ethnic Composition of the Sample

	Frequency	Percent
Caucasian	470	89.8
Asian	4	.8
African-American	13	2.5
Hispanic	20	3.8
Native American	2	.4
Bi-Racial	6	1.1
Other Race not listed	12	2.3
Total	527	100

What is more, teachers' family involvement experiences were shown in Table 3.3

Table 3.3
Family Involvement Experiences of the Sample

	Frequency	Percent
No in-service course or training	159	30.2
Having a part of one of course	40	7.6
Having 1 or more in-service training experiences	116	29.1
Having 2 or more in-service training experiences	212	40.3
Total	527	100

The main aim of the scales is to examine teachers' level of self-efficacy in implementing family-centred practices and involving parents in their children's educational process (Hollander, 2010). With Working with Families Self-Efficacy Scales, the aim was to assess teachers' practices with parents in terms of three aspects:

1. How teachers communicate with parents and solve conflicts when they arise.
2. How teachers appreciate diverse families' experiences and how teachers work and involve these parents.
3. What roles teachers have in working with families.

After items were constructed based on Bandura's Social Cognitive Theory, a principal component factor analysis was applied by the researcher. Three factors of the scales were determined according to the correlation of .40 of higher and 16% of the variance (Hollander, 2010). As a result of factor analysis, 27 items in three subscales remained on the scales. These subscales are family school communication, teacher role with families and family diversity.

The first subscale of Working with Families Self-Efficacy Scales is Family-School Communication Subscale. There are 9 items in this subscale and factor loadings are between .437 and .810. Items are related to teachers' level of self-efficacy in communicating with parents and resolving conflicts with them.

Teacher Role with Families is another subscale on the Working with Families Self-Efficacy Scales. This subscale consists of 13 items with factor loadings ranging from .453 to .689. Items show teachers' level of self-efficacy in implementing family involving practices.

The last subscale is called Family Diversity. 9 items were included in this subscale with factor loadings between .407 to .791. Items represents teachers' level of self-efficacy in working with families from diverse cultures and socioeconomic backgrounds. Items of the subscales and factor loadings for these items in original scales are presented in Appendix A.

After validity analysis, Cronbach alpha value of the subscales were calculated by Hollander. In the following table, mean, range and Cronbach Alpha values for the original scales are given.

Table 3.4

Reliability Analysis for Working with Families Self-Efficacy Scales

Item	Mean	Range		Cronbach Alpha
		Low	High	
Family-School Communication	87.025	79.431	91.727	.899
Family Diversity	84.083	77.723	88.387	.930
Teacher Role with Families	79.337	64.118	88.178	.923

The original Working with Families Self-Efficacy Scales includes five rating categories. In the following table, these categories are presented.

Table 3.5

Rating categories of the Working with Families Self-Efficacy Scales

0 10 20 30 40 50 60 70 80 90 100				
0 – 31% Low Self-Efficacy	32-52% Fair Self-Efficacy	53-73% Moderate Self-Efficacy	74-94% High Self-Efficacy	95-100% Proficient Self-Efficacy

Cannot   Moderately   Highly certain

Do at all   Can do   Can do

3.3.2.2. Language Adaptation of Working with Families Self-Efficacy Scales

The original scales were translated into Turkish by the researcher. During the translation, pre-service early childhood teachers was considered as targeted group because the original scales was developed to investigate in-service teachers' self-efficacy in implementing parent involvement activities. However, pre-service teachers' level of self-efficacy was investigated in the present study. In order to seek

peer review on the translation, the translated scales were sent to 5 in-service teachers and feedback was taken. According to the feedbacks given, the differences between the translations reduced as far as possible and the translations were rearranged again. The second translated scales were sent to 4 specialists in pre-school teacher training and child development departments, and their comments on the translation were taken. Finally, the translation was translated back to English by 2 translators and 1 English teacher who had not seen the original scales before. Considering the differences between the original scales and the English-translated scales, the final version of the scales was created. There are also some changes in the format of the scales. On the original scales, the participants were expected to write a number between 0 and 100, with 10 intervals. The scoring part was converted into a 10-point Likert-type structure. Prior to the application, the Ethics Committee for Human Research was applied to permission to use the scales. What is more, during language translation and adaptation process, it was communicated with Hollander periodically.

3.4. Pilot Study

Before conducting main study, a pilot study was conducted with pre-service early childhood education teachers. The sample of the pilot study consisted of sophomore and senior pre-service teachers studying at universities in İstanbul and Ankara. In the following table, descriptive statistics for the participants in the pilot study is given. A reason to include sophomore students is to compare mean scores in Working with Families Self-Efficacy Scales with the scores of senior students.

Table 3.6

Descriptive Statistics for Pre-service Teachers

	Frequency	Percent
University A	71	26,3
University B	42	15,6
University C	53	19,6
University D	16	5,9
University E	48	17,8
University F	19	7,0
University G	21	7,8
Total	270	100,0

Table 3.7

Descriptive Statistics for Grade Level of Pre-Service Teachers

	Frequency	Percent
Sophomore Students	137	50,7
Senior Students	133	49,3
Total	270	100,0

In total, 137 sophomore and 133 senior students were involved in the pilot study. Also, mean and standard deviation results are presented in Table 3.6 to compare results of sophomore and senior students' self-efficacy scores.

Table 3.8

Mean and Standard Deviation Results for Sophomore and Senior Students

Outcomes	Senior Students		Sophomore Students	
	M	*SD*	*M*	*SD*
Overall Self-Efficacy	2191,75	291,48	2177,91	290,65
Family-School Communication Self-Efficacy	639,63	91,74	624,61	102,72
Family-Diversity Self-Efficacy	659,12	91,74	650,73	92,08
Teachers' Roles with Families Self-Efficacy	894,410	127,66	904,92	128,74

When all scores were examined for sophomore and senior students, it can be concluded that senior students' self-efficacy mean scores in overall, family-school communication and family diversity are higher than sophomore students' mean scores. On the other hand, sophomore students took higher mean scores in teachers' roles with families self-efficacy than senior students. This result is critical because while senior students were taking parent education course during pilot study, sophomore students did not. It shows that parent education course influences students' self-efficacy in working with families.

3.5. Validity of Turkish Version of Working with Families Self-Efficacy Scales

Confirmatory Factor Analysis was performed primarily to determine the construct validity of the scales. After examining the appropriateness of the scales for the Turkish population, Exploratory Factor Analysis was conducted to examine how many factors exist for the targeted population.

3.5.1. Confirmatory Factor Analysis for the Working with Families Self-Efficacy Scales

Confirmatory factor analysis is the method of analysis used to test the relationship between latent variables and observed variables (Hoyle, 2000). This type of analysis investigates whether the proposals represent the relevant dimension in a meaningful way. As a result of the analysis carried out with the LISREL program, the Path Diagram was drawn and the correlation between items and factors to which they were attached was examined. According to the Path Diagram, there is a strong correlation between the items and factors. It is understood that each item is related to the factor it depends on. To determine whether these correlations are meaningful, the significance levels of t values were examined. At the 5% level of significance and for samples larger than 120, the critical t-value is 1.96, and for the 1% level of significance the critical value is 2.56. As seen in Figure 1, t-values are above this 2.56 (Çokluk, Şekercioğlu & Büyüköztürk, 2014). For this reason, it was concluded that the items show a significant relationship with the factors they represent at .01 level.
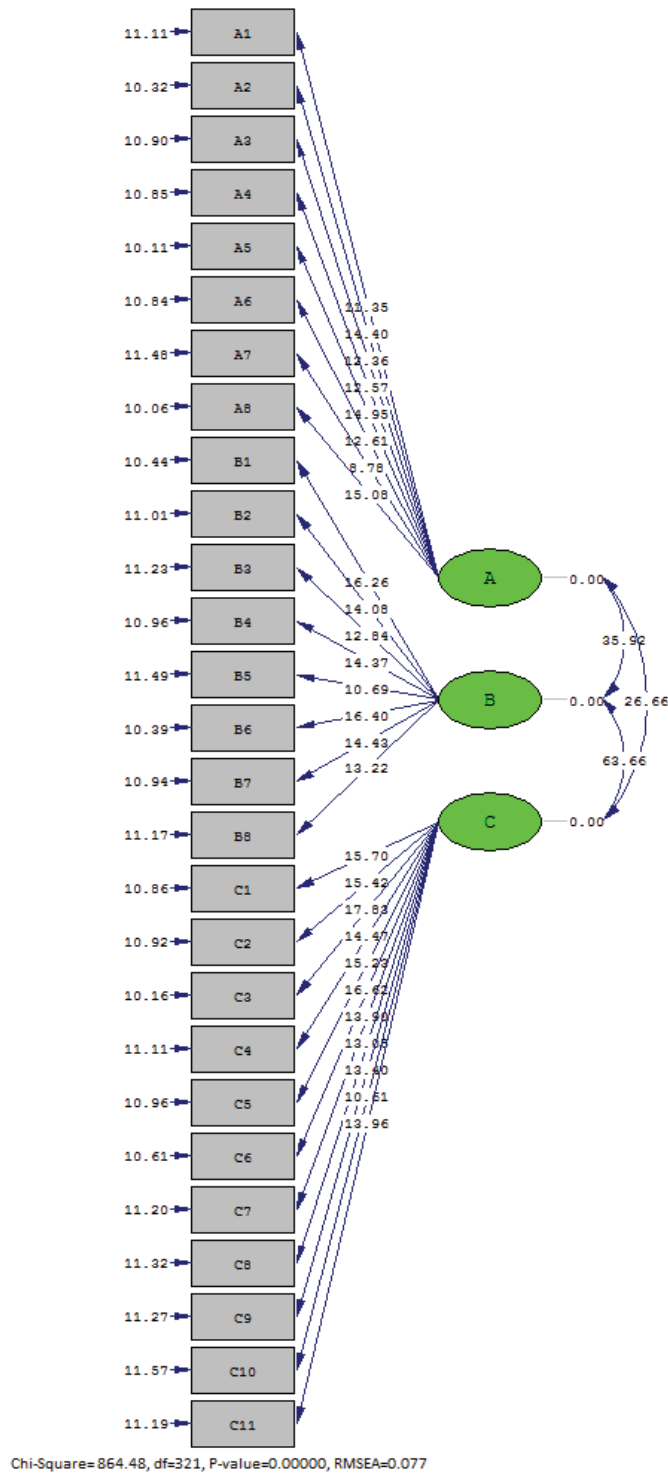
Figure 3.1

Significance Level of the Working with Families Self-Efficacy Scales

Table 3.9 represents the values which show the conformity of the Confirmatory Factor Analysis model. The χ^2 value under the Path Diagram is 864.48 and p = 0,000. P value gives information about the significance of the difference between the

expected covariance matrix and the observed covariance matrix. For this reason, the *p* value is expected to be meaningless. The *p* value in this analysis is neglected, since it shows that the model is unsuitable but is too sensitive to sample size and tends to be too high in large samples (Sharma, Mukherjee, Kumar & Dillon, 2005). The ratio of χ^2 / sd was used to show the suitability of the model. This ratio below 3 means perfect matching and the ratio below 5 means moderate matching. Here the value is 2.69, which indicates perfect matching (Çokluk, Şekercioğlu & Büyüköztürk, 2014).

The Goodness of Fit Index (GFI) and the Adjusted Goodness of Fit Index (AGFI) values are 0.82 and 0.78 respectively. These values are expected to be above 90 for perfect fit. Here, the Goodness of Fit Index was calculated as 82% and Adjusted Goodness of Fit Index was calculated as 78%. This indicates that the model is weak but appropriate. GFI and AGFI values are also susceptible to sample size and therefore poorly fitting. When the Root Mean Square Error of Approximation (RMSEA) was examined, the value was found to be 0.077. This value indicates that the model is appropriate, as this value is smaller than .08, indicating good fit (Schumacker & Lomax, 2010). Normed Fit Index is an index that takes a value in the range 0-1. Over 90% is enough for perfect fit. Here 96% is calculated to show that the model is suitable. Finally, the Comparative Fit Index value greater than .95 corresponds to perfect fit. In current study, this value is .97 (Prudon, 2015).

Table 3.9
Measures of Confirmatory Factor Analysis

Indexes	Values
χ^2	864.48
P-Value	.000
Goodness of Fit Index (GFI)	.82
Adjusted Goodness of Fit Index	.78
Root Mean Square Error of Approximation (RMSEA)	.077
Normed Fit Index	96%
Comparative Fit Index	.97

CFA shows that the translation form of Working with Families Self-efficacy Scales is adapted for the Turkish population. Explanatory Factor Analysis was then performed to examine how many factors exist for the Turkish population.

3.5.2. Exploratory Factor Analysis for the Working with Families Self-Efficacy Scales

Before conducting exploratory factor analysis, KMO measure of sampling adequacy and Barlett's Test values were checked to see whether a sample of 270 participants are enough to perform EFA or not. Over 90% of the KMO value indicates that the sample size is excellent and that factor analysis can be applied to the data, and it is not possible to apply it if it is below 50%. The value for KMO is .95 indicating the sample size is enough. The Bartlett Sphericity Test is used to determine whether there is a relationship between variables. It is decided that there is a relation between variables and factor analysis can be applied.

Table 3.10

Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Barlett's Test

Measure		Value
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		,950
Barlett's Test of Sphericity	Approx. Chi-Square	4336,114
	df	351
	Sig.	,000

Exploratory Factor Analysis was performed to investigate the number of factors and items under each factors. According to Table 3.11, 27 variables were collected in 4 factors. Factor 1 explains 46,094%, Factor II explains 6,050%, Factor III explains 4,612% and Factor IV explains 3,903% of total variance. The coefficient of variation of 4 factors was 60,559%.

Table 3.11
Total Variance Explained for the Working with Families Self-Efficacy Scales

Factor	Total	Variance Percentage	Cumulative Percentage
1	12,445	46,094	46,094
2	1,633	6,050	52,144
3	1,245	4,612	56,756
4	1,054	3,903	60,659

By examining the factor loadings, it is decided which variables are collected in which factor. Accordingly, the items were distributed to the factors as shown in below

Table 3.12
Factor Structure of the Working with Families Self-Efficacy Scale

Items	Factor Loadings
Factor I. Family Diversity Efficacy	
B1. Communicate with parents of differing social classes about how they can support their children's development	,623
B2. Understand difficult situations in which families may find themselves.	,659
B3. Feel comfortable in working with families of different cultures and socioeconomic circumstances.	,652
B4. Understand particular constraints that may limit a family's involvement in their child's learning and daily activities.	,550
B5. Feel comfortable in working with non-traditional families such as Gay/Lesbian families, Single Parent families, Multigenerational families, Adoptive/Foster families.	,698
B6. Provide a warm, inviting interaction with caregivers from different types of families.	,699
B7. Understand how your view of children may differ from the parents' view of their children.	,596

Table 3.12 (cont'd)

Factor Structure of the Working with Families Self-Efficacy Scale

Items	Factor Loadings
B8. Involve parents who have limited resources and/or time in their child's learning and development.	,407
C1. Give parents specific information about what they can do to influence their children's learning and development.	,567
C2. Communicate with parents of differing social classes about how they can support their children's development.	,603
C3. Involve parents who have limited resources and/or time in their child' learning and development.	,559
Factor II. Teacher Roles with Families	
C4. Motivate parents to make the changes they would like to in functioning better as a family.	,469
C5. Assist parents in improving how they parent.	,470
C6. Offer parents opportunities to participate in their child's development and learning.	,621
C7. Design school events in which parents can actively participate with their child to develop the child's learning.	,511
C8. Schedule school events so parents are active participants.	,781
C9. Invite parents to express their perspective as key decision makers in their child's development.	,545
C10. Intervene to help when a family is in crisis.	,621
C11. Assist a family in accessing needed services in the community.	,783
Factor III. Family-School Communication Efficacy	
A1. Discuss with parents your ideas and observations about their child.	,684
A2. Assist a parent to feel comfortable in talking with you about their concerns.	,647
A3. Balance your opinions about what a child needs with a parent who has a different opinion than you.	,750
A4. Work out a compromise with a parent when you strongly disagree with them.	,675
A5. Respond effectively to a parent who seems upset with you.	,647
A8. Effectively resolve a conflict you have with a parent.	,622

Table 3.12 (cont'd)

Factor Structure of the Working with Families Self-Efficacy Scale

Items	Factor Loadings
Factor IV.	
A6. Assist a parent who seems frustrated with their child.	,469
A7. Show a parent that you care about their child when they react like you do not like their child.	,773

In the original study, there are 27 items in 3 subscales. According to the results of the exploratory factor analysis, it was seen that although most of the items were assigned to the subscales similar to the original subscales, the ones with codes B and C intersected and the variables with code A separated into two factors. Factors are named according to the subscale titles of the original scales. The subscales were named Teachers' Roles with Families, Family Diversity and Family-School Communication.

3.6. Reliability of Turkish Version of Working with Families Self-Efficacy Scales

The Cronbach Alpha coefficient was calculated to measure reliability on a scale-by-factor basis and on a factor-by-factor basis. Separate analyses were conducted to look at the internal consistency of the factors. When we look at the internal consistency of Factor I consisting of 11 items, $\alpha = .917$ seems to be a high value. Factor II contains 8 items and $\alpha = .884$. When the internal consistency coefficient of the 6-item Factor III is calculated, $\alpha = .860$ appears to be a high value. The internal consistency value $\alpha = .499$ for the two-item Factor IV was found and subtracted from the scales because its reliability is low and the number of items is not sufficient to construct a factor. Finally, the Cronbach Alpha coefficient was measured with there subscales and a high value of $\alpha = .950$ was found. In the following table, the results of the item and reliability analysis of Working with Families Self-Efficacy Scales are given.

Table 3.13

Results of the item and reliability analysis of the Working with Families Self-Efficacy

Scales

Item	Mean	SD	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A1	81,05	16,533	2103,91	79164,733	,539	,949
A2	86,03	15,888	2098,94	78339,947	,659	,948
A3	74,42	18,187	2110,54	78461,467	,556	,949
A4	74,38	19,941	2110,58	77734,132	,569	,949
A5	78,91	17,599	2106,05	77478,949	,680	,948
A6	86,18	14,729	2098,78	79481,103	,573	,949
A7	72,96	21,360	2112,00	78793,297	,434	,951
A8	78,24	16,438	2106,72	77726,923	,705	,947
B1	83,60	14,162	2101,37	78195,827	,765	,947
B2	84,91	13,582	2100,06	79135,971	,672	,948
B3	79,93	16,566	2105,04	78297,720	,635	,948
B4	81,39	15,413	2103,58	78142,155	,705	,947
B5	76,74	18,564	2108,22	79108,436	,479	,950
B6	82,36	15,342	2102,60	78020,752	,723	,947
B7	82,84	14,834	2102,12	78711,582	,664	,948
B8	82,73	15,812	2102,23	78872,117	,600	,948
C1	85,28	13,328	2099,68	78731,962	,741	,947
C2	81,69	15,840	2103,28	78278,276	,669	,948
C3	82,77	13,538	2102,19	78365,065	,779	,947
C4	80,71	14,401	2104,25	78525,204	,709	,947
C5	83,29	15,242	2101,67	78256,830	,700	,948
C6	85,36	13,242	2099,61	78882,585	,726	,947
C7	84,01	14,407	2100,96	78941,825	,655	,948
C8	80,49	19,431	2104,48	78325,641	,529	,950
C9	81,35	16,488	2103,61	78538,200	,611	,948

Table 3.13 (cont'd)

Results of the item and reliability analysis of the Working with Families Self-Efficacy Scales

Item	Mean	SD	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C10	70,67	20,045	2114,29	77658,642	,572	,949
C11	82,70	15,878	2102,27	78405,632	,652	,948

3.6.1. Split-Half Reliability

The internal consistency reliability of the Working with Families Self-Efficacy Scales was tested with split half-test reliability. In this type of analysis, items are divided into two and the correlation between them is calculated. Likewise, the split - half reliability of the Working with Families Self-Efficacy Scales was analysed separately for both scale and sub-scales. For the analysis of the scales, the total scores of the odd and even numbered items were calculated and the correlation between them was examined. The correlation between the 14-item single numbers and the 13-item double numbers was determined as .923 (Spearman-Brown r = .923, p <.000). The same procedure was repeated for the 3 sub-dimensions of the scales. The split half test reliability of the Family Diversity subscale consisting 11 items was found to .839 (Spearman-Brown r = .839, p <.000). Teachers Role with Families Self-Efficacy Subscale consisting of 8 divided into two sections of 4 items and the correlation between them was found .835 (Spearman-Brown r = .835, p <.000). There are 6 items in the Family-School Communication subscale. The correlation between the two groups was found to be .778 (Spearman-Brown r = .778, p <.000). All these values indicate that the scale has split half test reliability. The correlation between the A6 and A7 codes found in Factor IV was found to be low (Spearman-Brown r = .386, p <.000).

When the reliability study of the scales was examined, Cronbach's alpha coefficients and correlations of overall scales and three subscales and correlations were found to be high. Factor IV is subtracted from the scales for low reliability and the scales consist of 3 factors as it is in the original scales.

3.7. Ethical Issues

Before conducting the main study, permission from the ethics committee of Middle East Technical University was consulted. Ethics committee approval and permission letters were sent to the universities to get permission to conduct the study in these universities. Confidentiality of data was considered and the names of the universities and participants were kept private.

3.8. Analysis of Data

After data for the main study was collected from pre-service early childhood education teachers, preliminary analysis was performed in order to identify missing data and errors in the dataset. Also, missing data analysis procedure was conducted to examine whether there was unexpected missing data or not. After performing preliminary analysis and get data ready for statistics, descriptive statistics and inferential statistics were performed respectively. Distribution of sample and frequency distributions of answers given by participants to each question were analysed by using descriptive statistics. Finally, normality of data was checked for each variable in order to examine whether there was any violation of assumptions for conducting the paired sample t test. Then, means of pre-test and post-test scores for each variable were examined by performing a paired sample t test.

All analysis procedure was performed by using SPSS 22.0 package program.

CHAPTER 4

RESULTS

4.1. Missing Data Statistics and Results

In total, 271 early childhood education pre-service teachers completed the Working with Families Self-efficacy Scales successfully. However, there were some lost data during the process of pairing of pre-tests and post-tests of participants. While 27 of participants' pre-test were missing, 21 of participants did not respond Working with Families Self-Efficacy Scales for post-test. Pre-service teachers whose pre-test or post-test were missing were excluded from the study. As a result, a total of 223 early childhood education pre-service teachers' pre-test and post-test results were matched and involved in the study. Table 4.1 and Table 4.2 presents mean scores of participants whose pre-test or post-test scores were missing.

Table 4.1

Mean and Standard Deviation Scores for Missing Participants' Pre-test Results

Item	Mean	Range		Std. Deviation
		Low	High	
Family-School Communication	583,33	280	710	99,65
Family Diversity	810,37	640	980	80,55
Teachers' Role with Families	476,66	290	560	66,67
Overall Scores	1870,37	1280	2150	211,77

Table 4.2

Mean and Standard Deviation Scores for Missing Participants' Post-test Results

Items	Mean	Range		Std. Deviation
		Low	High	
Family-School Communication	645,92	490	780	61,66
Family Diversity	645,92	560	960	106,78
Teachers' Role with Families	501,11	350	580	61,03
Overall Scores	1951,85	1400	2320	202,42

When pre-test and post-test mean scores of participants who were excluded from the study were examined, it was found that for overall scale and family-school communication and teachers' role with families subscale, mean scores of pre-test are higher than mean scores of post-test. On the other hand, mean scores in family diversity self-efficacy is lower in post-test results.

4.2. Descriptive Statistics and Results

Descriptive statistics were used to analyse the number of the participants for each university involved in the study. All participants were senior early childhood education pre-service teachers. In the following section, demographic information for the pre-service teachers are presented.

4.2.1. Demographic Data for Pre-service Early Childhood Education Teachers

Eight universities from seven different cities of Turkey were chosen for the study according the semester in which the parent education course is given. 39 (17,5%) pre-service teachers from University A, 38 (17%) pre-service teachers from University B, 48 (21,5%) pre-service teachers from university C, 24 (10,8%) pre-service teachers from University D, 30 (13,5%) pre-service teachers from University E, 17 (7,6%) pre-service teachers from University F, 9 (4%) pre-service teachers from University G and 18 (8,1%) pre-service teachers from University H participated in   the   study.

Table 4.3

Distribution of Pre-service Teachers According to Universities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	University A	39	17,5	17,5	17,5
	University B	38	17,0	17,0	34,5
	University C	48	21,5	21,5	56,1
	University D	24	10,8	10,8	66,8
	University E	30	13,5	13,5	80,3
	University F	17	7,6	7,6	87,9
	University G	9	4,0	4,0	91,9
	University H	18	8,1	8,1	100,0
	Total	223	100,0	100,0	

When pre-test results of the Working with Families Self-Efficacy Scales are examined, item *Intervene to help when a family is in crisis* has the lowest mean ($M = 67.8$, SD= 18.98) and item *Understand how your view of children may differ from the parents' view* has the highest mean ($M = 85.07$, SD = 14,33). According to the rating scale of Hollander, the item which has the lowest mean still represents moderate self-efficacy. When the subscales of Working with Families Self-Efficacy Scales are investigated for pre-test, the lowest mean score in Family Diversity Self-Efficacy Subscale is the item *Feel comfortable in working with non-traditional families such as Gay/Lesbian families, Single Parent families, Multigenerational families, Adoptive/Foster families* ($M = 73.68$, SD = 20.55) and highest score belongs to the item *Understand how your view of children may differ from the parents' view of their children* ($M = 85.07$, SD = 14.33). For Teachers' Roles with Families Self-Efficacy Subscale, the lowest score belongs to the item *Intervene to help when a family is in crisis* has the lowest mean ($M = 67.8$, SD= 18.98) and the highest score belongs to the item *Offer parents opportunities to participate in their child's development and learning* ($M = 79.96$, SD= 16.37). Finally, the item which has the lowest mean score in Family-School Communication Self-Efficacy Subscale is *Work*

out a compromise with a parent when you strongly disagree with them (M = 72.38, SD= 19.29)

According to the post-test results of Working with Families Self-Efficacy Scales, item *Intervene to help when a family is in crisis* has the lowest mean again (M = 71.48, SD= 17.70). The item which has the highest mean is *Create opportunities to develop positive, trusting relationships with each child's parents/caregivers* (M = 87.04 SD= 10.74). The lowest mean of post-test represents moderate self-efficacy of pre-service teachers. On the other hand, the highest mean of post-test represents high self-efficacy of pre-service teachers on given skill. When the subscales of Working with Families Self-Efficacy Scales are investigated for pre-test, the lowest mean score in Family Diversity Self-Efficacy Subscale is the item *Understand particular constraints that may limit a family's involvement in their child's learning and daily activities* (M = 73.54, SD= 17.66) and the highest mean score is the item *Provide a warm, inviting interaction with caregivers from different types of families* (M = 84.89, SD= 13.04). For Teachers' Role with Families Subscale, item *Intervene to help when a family is in crisis* has the lowest mean (M = 71.48, SD= 17.70) and the item *Design school events in which parents can actively participate with their child to develop the child's learning* has the highest mean score (M = 83.14, SD= 12.84). Finally, the item *Assist a parent to feel comfortable in talking with you about their concerns* has the lowest mean score (M = 77198, SD= 14.67) and the item *Balance your opinions about what a child needs with a parent who has a different opinion than you* has the highest mean score (M = 81.88 SD= 13.98) in Teachers' Roles with Families Self-Efficacy Subscale. More detailed descriptive statistics are explained in the appendix.

4.3. Reliability Scores of Working with Families Self-Efficacy Scales

Reliability analysis was performed to investigate Cronbach' Alpha scores of Working with Families Self-Efficacy Scales for both pre-test and post-test. Table 4.4 represents the Cronbach's Alpha values.

Table 4.4

Reliability Values of Working with Families Self-Efficacy Scales

Items	Pre-test Results		Post-test Results	
	N of Items	Cronbach's Alpha	N of Items	Cronbach's Alpha
Family-School Communication	6	.861	6	.863
Family Diversity	11	.899	11	.915
Teachers' Role with Families	8	.843	8	.845
Overall Scores	25	.924	25	.942

4.4. Research Question 1

"What are the common components of parent education course in the universities in different universities in Turkey?"

The HEC have identified a number of topics related to the content of the parent education course. These topics are social structure, culture and social development; definition, structure and values of the family; parent education programs, projects and models; definition of adulthood and adult learning; adult psychology and stages of adulthood; family theories and parent involvement in early childhood education. The contents of the parent education courses given by the universities were evaluated within the framework of the program offered by the HEC.

Percentages of Subjects Offered by HEC for Parent
Education Course in Universities

- Parent Involvement in Early Childhood Education: n= 1 (12,5), n=7 (87,5 %)
- Family Theories: n=7(87,5 %), n=1 (12,5%)
- Definition of Adulthood, Adult Psychology and Learning: n= 6(75 %), n=2 (25 %)
- Parent Education Programs, Projects and Models: n=1 (12,5%), n=7(87,5 %)
- Definition, Structure and Values of Families: n=3 (37,5 %), n=5 (62,5 %)
- Social Structure and Dev.: n=6 (75%), n=2 (25%)

Non-Exist ■ Exist

Figure 4.1

Distribution of Universities According to Subjects Offered By The HEC

While social structure, culture and development; definition of adulthood and adult learning subjects are included in 2 selected universities, 6 of them have not included them in their parent education course content. Also, only one university cover adult psychology and learning and family theories as subjects in their course. Definition, structure and values of families are included in course content in 5 universities. In terms of parent education and parent involvement, both subjects exist equally in parent education course contents in the eight universities.

Secondly, the topics given in the parent education course are discussed within the framework of working with families self-efficacy scales in terms of communication, teachers' roles and working with diverse families. Graph 4.2 below describes the distribution of universities according to subscales of the Working with Families Self-Efficacy Scales.
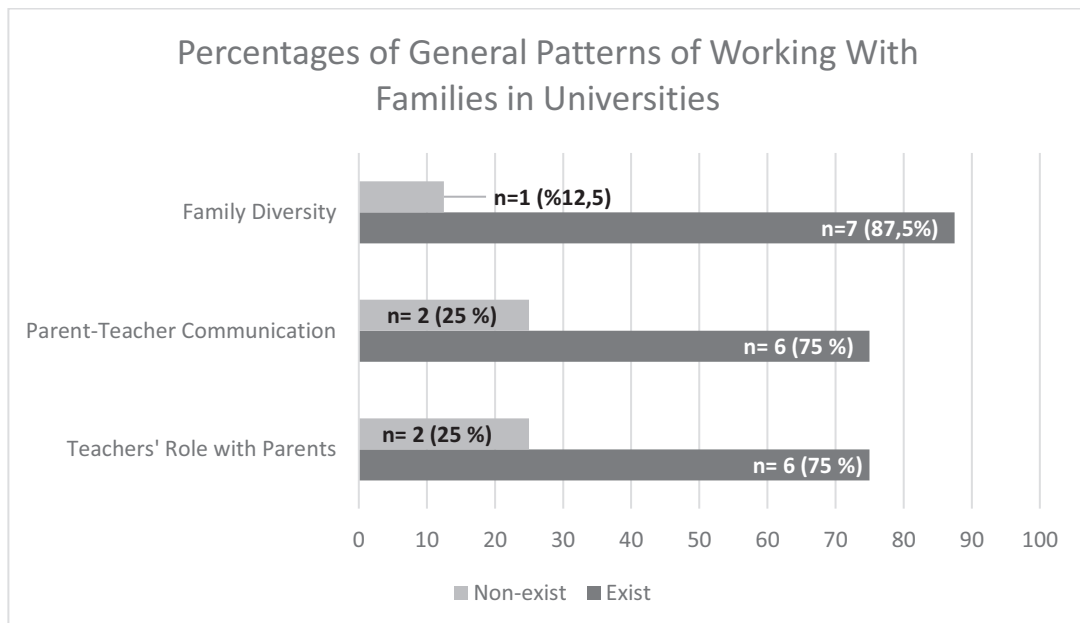
Figure 4.2

Distribution of Universities According to Basic Components of Working with Families

When graph 4.2 is examined, it can clearly be seen that most of the universities have topics related to the subscales of Working with Families Self-Efficacy Scales. While subjects related to teachers' role with parents and parent-teacher communication exist in 6 out of eight universities, family diversity is included as a subject in 7 universities.

What is more, assignments midterms and final exams were investigated to reach practical information about parent education course. Graph 4.3 provides information about the descriptive information about practical part of parent education courses.
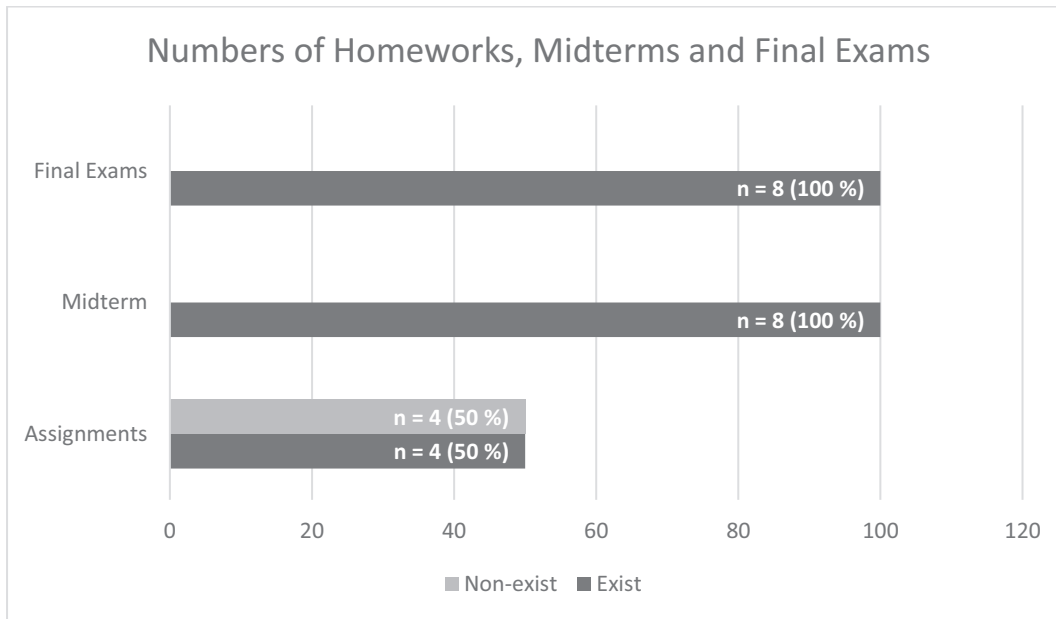
Figure 4.3

Descriptive Information about Practical Parts of Parent Education Courses

When the Graph 4.3 above was investigated, only four universities includes homework assignment in parent education courses. Bologna system of Parent Education courses showed that four of these universities have four assignments in parent education courses, while others have one assignment. Also, other four universities do not include any assignment for parent education course.

4.5. Research Question 2

"To what extent do senior pre-service early childhood education teachers' working with families self-efficacy levels differ with respect to taking a course on parent education?"

As Pallant (2007) indicates, in the cases of comparing two mean scores gathered from the same population, a paired sample t test needs to be conducted. Similarly, in order to investigate self-efficacy scores of pre-service teachers before and after they take a parent education course, paired sample t test is conducted. Before conducting necessary analysis for research question one, assumptions for the paired sample t test, to check whether the data is appropriate for conducting parametric test or not, are conducted. In the following section, assumption results for the paired sample t test will be given first. Then, the results of paired sample t tests will be presented.

4.5.1. Assumptions for Paired Sample t Test

A paired sample t test is used to compare the means gathered from two related groups (Pallant, 2007) There are some assumptions that need to be checked before conducting the paired sample t test. These assumptions need to be met to obtain valid results. The first assumption of the paired sample t test is that dependent variables should be continuous. In the present study, the scores obtained from the working with families self-efficacy scales are continuous variables. Secondly, this type of analysis compares the means of two related groups; therefore, the same participants need to be present in both groups. In the current study, pre-test and post-test questionnaires on the same subjects were matched. Participants one of whose tests were missing were excluded from the study. The third assumption requires that scores should be obtained by using a random sample from the population. In current study, purposive sampling was used to choose universities and convenience sampling was used to involve pre-service teachers. Although this assumption is violated, it has been stated that this assumption is often not the case in real-life research (Pallant, 2007). The fourth assumption is independence of observations. In the present study, it was assumed that measurements are not influenced by other measurements. The final assumption is normal distribution. Performing parametric techniques requires that the population from which the samples are taken are normally distributed (Pallant, 2007). In the present study, skewness and kurtosis values, histogram, difference between mean and 5% trimmed mean were considered to check the normality of the data.

Table 4.5

Mean and 5% Trimmed mean values

	Statistic	Std. Error
Mean	-71, 8744	18,08841
5% Trimmed Mean	-69,1604	

Table 4.6

Skewness and Kurtosis values

	Statistic	Std. Error
Skewness	-,235	,163
Kurtosis	-,310	,324

There are no big differences between mean and 5% trimmed mean. So, it is understood that there are not a lot of extreme score. Skewness and kurtosis should be between -1 and + 1. Skewness value is .-235 and Kurtosis value is .-310. It can be assumed that sample distribution is normal.

Table 4.7
Test of Normality Table

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig
Pre-test – post-test	,058	223	,064	,985	223	,021

a. Lilliefors Significance Correction

When a sample size is bigger than 50, the Kolmogorov-Smirnov test is used to check normality. The sig value must be bigger than .05. The value here is .064. It shows that data is normally distributed.
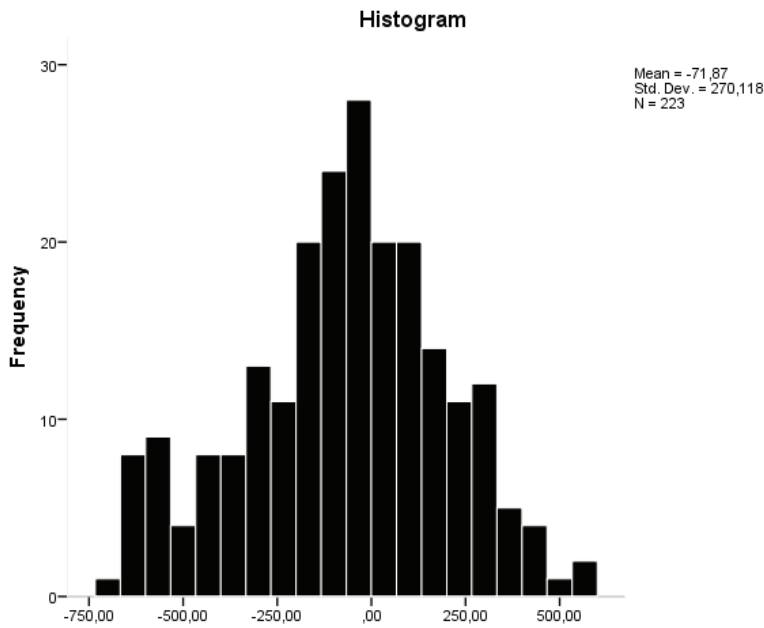
Figure 4.4

Histogram for Research Question 1

The histogram shows normal distribution. Therefore, it can be assumed that, the distribution of differences of scores between two related groups are normally distributed and parametric test can be conducted.

4.5.2. Paired Sample t Test

A paired sample t test was performed to determine to what extent senior pre-service early childhood education teachers' working with families' self-efficacy scores differ before and after the parent education course. Also, effect size was calculated to obtain the magnitude of the intervention's effect.

Table 4.8

T Test for Comparison of Means

T Test for Comparison of Means						
					95% Confidence Interval of Difference	
t	df	Sig. (2-tailed)	Mean Difference	Std. Error Mean	Lower	Upper
-3,974	222	,000	-71,87444	18,08841	-107,52	-36,227

A paired sample t test was conducted to evaluate the impact of parent education course on students' scores on the working with families self-efficacy scales. There was a significant increase in Working with Families Self-Efficacy Scales scores from pre-test (*M* =1955, *SD* = 241) to post-test (*M* =2027, *SD*=217), *t*(222) = -3,97, p < .0005. The mean increase in Working with Families Self-Efficacy Scales scores was -71.87 with a % 95 confidence interval ranging from -107.52 to -36.22. The eta squared statistic (.06) indicated a moderate effect size.

Working with Families Self-Efficacy Scales consists of three subscales, which are family-school communication self-efficacy, family diversity self-efficacy and teachers' roles with parents self-efficacy. In this part, the scores of pre-service early childhood education teachers in each subscales will be examined separately.

4.6. Family-School Communication Self-Efficacy Scores
4.6.1. Assumptions for Paired Sample t Test

Before analysing to what extent senior pre-service early childhood education teachers' family-school communication self-efficacy scores differ, assumptions for paired sample t test were checked for research question two. First of all, variables are continuous and data were gathered from participants who were present in both groups. Also, it was assumed that participants do not influence each other while filling in the working with families self-efficacy scales. Finally, skewness and kurtosis values, histogram, and the difference between mean and 5% trimmed mean were considered in order to check normality of the data.

Table 4.9

Mean and 5% Trimmed mean values

	Statistic	Std. Error
Mean	-27,6682	6,91638
5% Trimmed Mean	-24,6612	

Table 4.10

Skewness and Kurtosis values

	Statistic	Std. Error
Skewness	-,580	,163
Kurtosis	1,327	,324

5% Trimmed mean is obtained by removing the top and bottom 5 per cent of data and calculating a new mean (Pallant, 2007). There are no big differences between mean and 5% trimmed mean. So, it is understood that there are not a lot of extreme scores. Skewness and kurtosis should be between -2 and + 2. Skewness value is. -580 and Kurtosis value is 1,327. It can be assumed that sample distribution is normal.

Table 4.11

Test of Normality Table

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig
Pre-test – post-test	,076	223	,003	,976	223	,001

a. Lilliefors Significance Correction

When sample size is bigger than 50, a Kolmogorov-Smirnov test is used to check normality. The sig value must be bigger than .05. The value here is .003. It shows that data is not normally distributed however, it is assumed to be normal in large samples (Pallant, 2007).
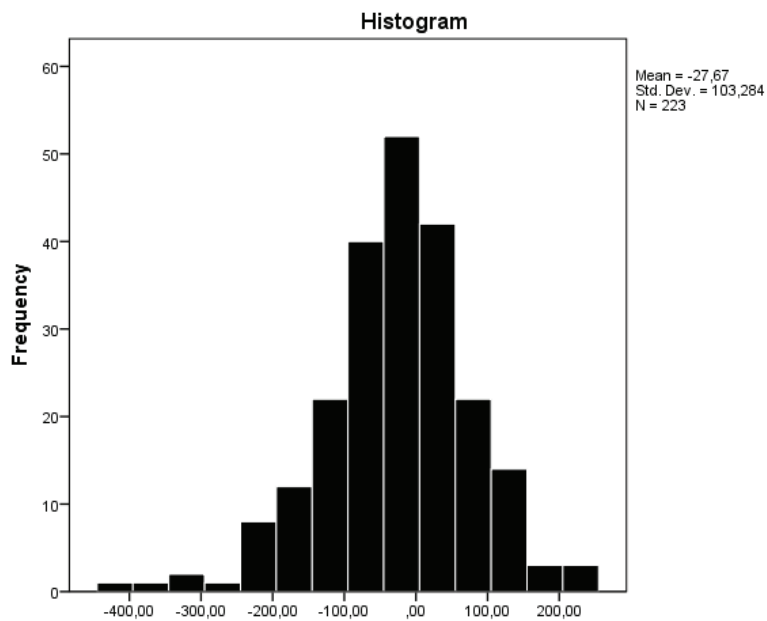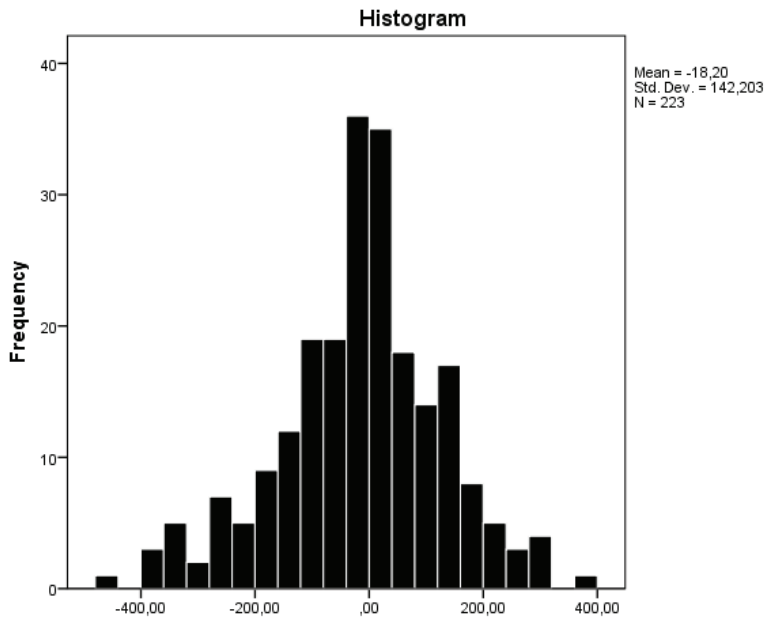
Figure 4.5

Histogram for Family-School Communication Self-Efficacy Scores

The histogram shows normal distribution. Therefore, it can be assumed that, the distribution of family-school communication self-efficacy scores between the two related groups are normally distributed and parametric test can be conducted.

4.6.2. Paired Sample t Test

A paired sample t test was performed to compare early childhood education teachers' family-school communication self-efficacy scores before and after taking parent education course.

Table 4.12

T Test for Comparison of Means

			T Test for Comparison of Means				
					95% Confidence Interval of Difference		
t	df	Sig. (2-tailed)	Mean Difference	Std. Error Mean	Lower	Upper
-4,000	222	,000	-27,66816	103,283	-41,298	-14,037

A paired sample t test was conducted to evaluate the impact of parent education courses on students' scores in teacher-parent communication self-efficacy. There was a significant increase in scores from pre-test (*M* =612.46, *SD* = 95.45) to post-test (*M* =640.13, *SD*=78.16), *t*(222) = -4.00, p < .0005. The mean increase in scores was -27.66 with a % 95 confidence interval ranging from -41.298 to -14.037. The eta squared statistic (.06) indicated a moderate effect size.

4.7. Family Diversity Self-Efficacy

4.7.1. Assumptions for Paired Sample t test

Assumptions needed to perform a pair sample t test were checked for research question three. First of all, family diversity self-efficacy scores are continuous variables. Hence, the first assumption is validated. The second assumption requires that there should be two related groups to perform paired sample t test. In the current study, the Working with Families Self-Efficacy Scales were applied to the same group of early childhood education pre-service teachers. The third of the assumptions is the independence of observations. In the present study, it was assumed that pre-service teachers' measurement of scales were independent from each other. Finally, skewness and kurtosis values, difference between mean and 5% trimmed mean, histogram and normality table were checked to validate normal distribution assumption.

Table 4.13

Mean and 5% Trimmed mean values

	Statistic	Std. Error
Mean	-18,1973	9,52264
5% Trimmed Mean	-15,3338	

Table 4.14

Skewness and Kurtosis values

	Statistic	Std. Error
Skewness	-,335	,163
Kurtosis	,418	,324

There are no big differences between mean and 5% trimmed mean. It indicates that there are no extreme scores in the data. Skewness and kurtosis should be between -2 and + 2. Skewness value is .-335 and Kurtosis value is .418. It can be assumed that sample distribution is normal.

Table 4.15

Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test – post-test	,079	223	,002	,986	223	,026

a. Lilliefors Significance Correction

When sample size is bigger than 50, a Kolmogorov-Smirnov test is used to check normality. The sig value must be bigger than .05. The value here is .003. It shows that data is not normally distributed; however, it is assumed to be normal in large samples (Pallant, 2007).
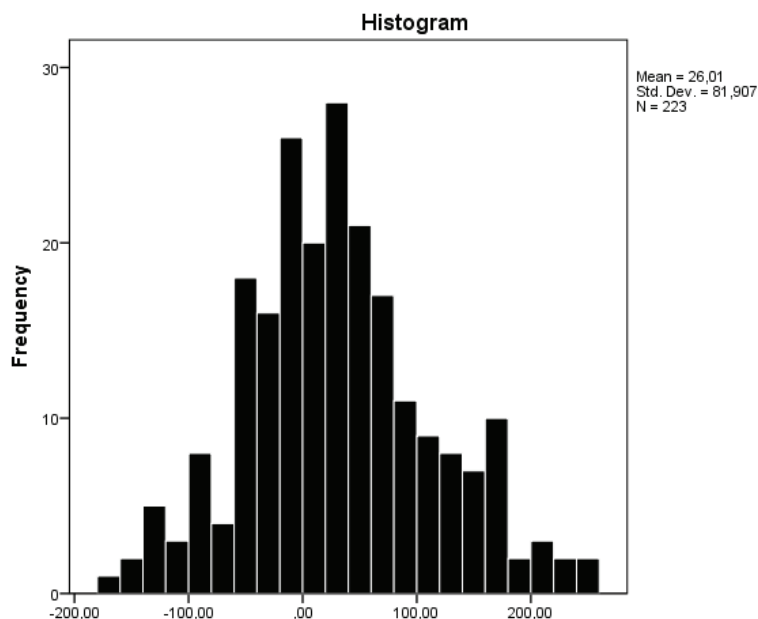
Figure 4.6

Histogram for Family Diversity Self-Efficacy Scores

The histogram shows normal distribution. Therefore, it can be assumed that, the distribution of family diversity self-efficacy scores between the two related groups are normally distributed and a parametric test can be conducted.

4.7.2. Paired Sample t Test

A paired sample t test was performed to compare early childhood education teachers' family diversity self-efficacy scores before and after they took a parent education course.

Table 4.16

T Test for Comparison of Means

			T Test for Comparison of Means			
					95% Confidence Interval of Difference	
t	df	Sig. (2-tailed)	Mean Difference	Std. Error Mean	Lower	Upper
-1,911	222	,057	-18,197	9,522	-36,96	,569

A paired sample t test was conducted to evaluate the influence of parent education course on students' scores in family diversity self-efficacy. There was no significant increase in scores from pre-test (*M* =876.18, *SD* = 120.52) to post-test (*M* =894,38 *SD*=106,88), *t*(222) = -1.911, p < .0005. The mean increase in scores was -18.197 with a % 95 confidence interval ranging from -36.96 to .569.

4.8. Teachers' Roles with Families Self-Efficacy

4.8.1. Assumptions for Paired Sample t Test

Assumptions for paired sample t-test were checked to examine the mean scores of early childhood education teachers' role with families self-efficacy. First of all, mean scores are continuous variables. Also, the data were gathered from the same individuals present in both pre-test and post-test. Secondly, it was assumed that pre-service teachers fill the Working with Families Self-Efficacy Scales independently and are not affected by each other. Finally, normal distribution assumption was checked by examining difference between mean and 5% Trimmed mean, skewness and kurtosis values, histogram and normality table.

Table 4.17

Mean and 5% Trimmed mean values

	Statistic	Std. Error
Mean	26,009	5,484
5% Trimmed Mean	24,81	

Table 4.18

Skewness and Kurtosis values

	Statistic	Std. Error
Skewness	-,321	,163
Kurtosis	-,008	,324

There are no big differences between mean and 5% trimmed mean. It indicates that there are no extreme scores in the data. Skewness and kurtosis should be between -2 and + 2. Skewness value is .-321 and Kurtosis value is -.008 It can be assumed that sample distribution is normal.

Table 4.19

Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig
Pre-test – post-test	,087	223	,000	,985	223	,021

a. Lilliefors Significance Correction

When sample size is bigger than 50, a Kolmogorov-Smirnov test is used to check normality. The sig value must be bigger than .05. The value here is .000. It shows that data is not normally distributed; however, it is assumed to be normal in large samples (Pallant, 2007).

Figure 4.7

Histogram for Teachers' Roles with Families Self-Efficacy Scores

The histogram shows normal distribution. Therefore, it can be assumed that, the distribution of teachers' role with families self-efficacy scores between the two related groups are normally distributed and a parametric test can be conducted.

4.8.2. Paired Sample t Test

A paired sample t test was performed to compare early childhood education teachers' role with families self-efficacy scores before and after they take parent education course.

Table 4.20

T Test for Comparison of Means

					95% Confidence Interval of Difference	
t	df	Sig. (2-tailed)	Mean Difference	Std. Error Mean	Lower	Upper
-4,742	222	,000	26,008	5,484	-36,818	-15,199

<table header spanning "T Test for Comparison of Means">

A paired sample t test was conducted to evaluate the influence of parent education course in students' scores of teachers' role with families. There was a significant increase in scores from pre-test (*M* =466.77, *SD* = 73.26) to post-test (*M* =492,78 *SD*=58,919), *t*(222) = -4,742, p < .0005. The mean increase in scores was 26,008 with a % 95 confidence interval ranging from -36,818 to -15,199. The eta squared statistics indicated (.09) a moderate effect size.

CHAPTER 5

DISCUSSION

The current study consists of two parts. First of all, the syllabuses of parent education course in universities are examined to understand the content of the course through document-analysis techniques. Secondly, pre-service early childhood education teachers' self-efficacy in working with families, family-school communication, roles with parents and working with diverse families are investigated. The design of this part of study is quantitative non-experimental pre-test post-test design.

This chapter includes discussions of results, implications and recommendations for future results.

5.1. The Common Components of Parent Education Course

In the existing literature, there are several studies offering a course designed to promote pre-service teachers' knowledge and skills in working with families (Amatea, Cholewa, & Mixon, 2012; Bingham & Abernathy, 2007). Amatea, Cholewa and Mixon (2012) designed a course to change attitudes of pre-service teachers working with economically and ethnically diverse families. The course was involving out-of- and in-class experiences with diverse families. After completing this course, pre-service teachers' attitudes were seen to have become less stereotypical (Amatea, Cholewa, & Mixon, 2012). In addition, following another study conducted by Bingham and Abernathy in 2007, an effective parent involvement course for pre-service teachers was designed and it was found that perceptions of pre-service teachers on communication, the role of school and teacher and family issues were affected in a positive way. For example, when a pre-service teacher thought communication was mostly verbal before the course, they subsequently began thinking that communication with families included both verbal and non-verbal methods, and that communication should be two-way (Bingham & Abernathy, 2007).

The subjects offered by the HEC are social structure, culture and social development; definition, structure of values of families; family-oriented education programs, models and projects; parent education programs implemented in Turkey; definition of adulthood and adult learning; adults psychology and stages of adulthood; family theories and parent involvement in early childhood education. According to analysis of this question, it was found that universities do not exactly follow these topics. They add some extra contents in parent education course. Although parent education programs implemented in Turkey and parent involvement in early childhood education are the most frequent topics given in almost all universities, the subject of parent involvement is usually processed in the last 2-3 weeks. On the other hand, social structure, culture and social development and family theories are not favoured topics.

When course content was examined within the framework of basic components of working with families, it was concluded that course content includes some topics related to teachers' role with parents, teacher-parent communication and family diversity. However, the contents of these topics are not defined as basic components of working with families. For example, diversity includes families from different ethnicities, cultures, languages, socioeconomic backgrounds, etc. However, diversity in parent education courses mostly includes only divorced families and single-parent families. Also, discussing diversity in teacher education program should help pre-service teachers understand and accept their own culture and uniqueness (Amatea, Cholewa, & Mixon, 2012). In this respect, there are some inadequate points in course content, which need to be improved. Having quality communication skills and taking leadership roles are perceived as personal values teachers should have (Maviş, Çaycı & Arslan, 2014). Although the current study concluded that pre-service early childhood education teachers' self-efficacy in their roles with parents and in communicating with parents increased after completion of parent education course, parent education courses in most universities do not include one-way and two-way communication strategies. Also, in-service teachers who took parent involvement course claimed a higher rate of self-efficacy in involving parents when compared to teachers who did not take the course; however, the former group stated that they needed more preparation (Katz & Bauch, 1999). Taking into account Social Cognitive Theory of Bandura, parent education courses should provide detailed

knowledge on how to work effectively with families, because this process will serve to increase in pre-service teachers' self-efficacy.

In conclusion, the fact that the parent education course has a positive effect on pre-service teachers' self-efficacy in working with families does not necessarily mean that they are prepared for the challenges of today's classrooms. Although universities include topic related to communication, teachers' roles and diverse families, there are some discrepancies of meaning and content of these subjects.

5.2. Pre-service Teachers' Self-Efficacy in Working with Families

The current study focused on the impact of parent education course on pre-service early childhood education teachers' overall self-efficacy in working with families. On contrary to the existing literature (Aldemir & Kurt, 2014; Hakyemez, 2015; Kaya, 2007; Şahin, Kartal & İmamoğlu, 2013), the current study found that pre-service early childhood teachers' overall scores in working with families increased after they complete parent education course. A close result found by Atabey & Tezel-Şahin in 2009 stated that in-service early childhood education teachers' attitudes toward parent involvement process differs according to age groups, educational status, occupational seniority, parent education course and participation in in-service training related to parenting education. This difference between the current study and the literature reveals that there has been an improvement and the present situation represents a promising development for teacher education programs. In addition, the examination of the effect of course content on various variables indicates the attainment of more rational knowledge.

Existing literature suggests that there are some missing points in teacher education programs for preparing pre-service teachers to work with families (Epstein & Sandler, 2006; Flanigan, 2012; Yavuz-Güler, 2014). Yavuz-Güler (2014) examined courses related to the family-school cooperation in teacher education programs from 22 Education and Educational Sciences Faculties in Turkey and it was found that subjects related to working with parents, parent involvement and school-parent cooperation exists in only three teacher education programs. In this case, it can be concluded even though the parent education course affects pre-service teachers' self-efficacy of working with parents, it might not prepare them to work with families from diverse backgrounds, or to communicate effectively. On the other hand, the

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current study found that parent education courses have a positive effect on pre-service teachers' working with families' self-efficacy in terms of communication with parents and teachers' role with them. Additionally, it can be concluded from the results of the current study that some aspects of teacher education have been developed and better-quality family education course given.

The Ministry of National Education (MoNE) defines professional qualities which a preschool teacher needs to have (Aldemir & Kurt, 2014). These qualities are knowledge about child development, skills in communication with families and involving them, assessment skills, communication skills, creativity, collaboration with school and community and professional development (Aldemir & Kurt, 2014). Therefore, it is expected that teacher education programs will have the qualities to support these skills. In terms of working with parents and involving them, it can be said that parent education course increases a pre-service teacher's self-efficacy to work with families. The size of the effect of parent education courses on pre-service teachers' self-efficacy was found to be moderate in the current study. Nevertheless, this can be regarded as a demonstrating an improvement in teacher education programs, when compared with the literature highlighting the ineffectiveness of courses in preparing pre-service teachers to work with families.

To conclude, the current study revealed that there have been some improvements in teacher education programs in preparing pre-service teachers to work with families. This can be interpreted that the regulations in the course content and the applications made have had a positive impact on pre-service teachers' self-efficacy.

5.2.1. Pre-service Teachers' Family-School Communication Self-Efficacy in Relation to Parent Education Course

One of the professional qualities described by MoNE is communication skills. Therefore, it is expected that teacher education programs offer courses and opportunities to enhance pre-service teachers' communication skills. However, cultural differences are described as one of the hardest part of communication with families (Flanigan, 2012). One reason for this is that teacher education programs focus too little on understanding communication. In this respect, the current study investigated how parent education courses affected pre-service early childhood education teachers' self-efficacy in communicating with parents. The results

indicated that pre-service early childhood education teachers' family-school communication self-efficacy scores increased after they completed parent education course.

The increase in pre-service early childhood education teachers' family-school communication self-efficacy scores showed that existing parent education course strenghten pre-service early childhood education teachers' self-efficacy communication. This result supports some previous research findings (Ekinci & Kaya, 2016; Moon & L.Neville, n.d; Şahin, Kartal & İmamoğlu, 2013). All these pieces of research found that pre-service early childhood education teachers have high self-efficacy in communication; however, these studies did not relate parent education courses with pre-service teachers' high self-efficacy in communication. Ekinci and Kaya (2016) examined professional competency perceptions of pre-service early childhood education teachers. One of these professional competencies is parent communication. In their study, it was found that pre-service early childhood education teachers' perceptions of competence in communication was high. What is more, their opinions about pre-school teacher education programs examined. Although pre-service early childhood education teachers stated that parent education course did not teach practical skills, their communication competency was found to be high (Ekinci & Kaya, 2016). This is because they took effective communication course, which included subjects about parent communication (Ekinci & Kaya, 2016). When pre-service teachers' level of preparedness to establish two-way communication between teacher and families was examined, it was found that 52.8 % of pre-service teachers are very prepared or prepared (Moon & L.Neville, n.d.). Although these studies did not examine the effectiveness of any course on communication self-efficacy, these results show that the existing teacher education programs already support pre-service teachers' communication skills. This situation is hopeful in terms of quality of teacher education program because establishing communication between teacher and parent is critical (Eberly, Joshi, & Konzal, 2007). According to Hoover-Dempsey & Sandler Model of the Parental Involvement Process, parent/teacher/school communication is a kind of parent involvement forms (Sandler & Hoover-Dempsey, 2005). What is more, pre-service teachers perceive communication skills as a competency of being a good teacher (Işıktaş, 2015). Also, according to Social Cognitive Theory, the way in which pre-service teachers' self-

efficacy is increased in a subject is to present them with relevant information. Hence, from this perspective, it can be concluded that parent education courses include some aspects related to communication because their self-efficacy in communication increased.

Family-school communication is one of the essential keys to work effectively with parents and has several aspects, including providing information about classroom workings and practices, about children's progress and development and providing parents with assistance in working with their child at home (Ames et al., 1993). However, in the pre-service early childhood education program offered by the HEC in 2007, there is no must course related to communication. Communication is included in the content of classroom management course or parent education course (HEC, 2007). This situation can be barrier for pre-service teachers, who gain knowledge of communication strategies to effectively communicate with all parents because communication is not a one-way phenomenon. The current study found that pre-service early childhood education teachers' parent communication self-efficacy increased but the fact that pre-service teachers have high self-efficacy in communication may not be a sign of quality parent-school communication because there are differences in the communication levels described by MoNE and those assessed by basic components of working with families. In the basic components of working with families, communication is defined as discussing with parents about their children, assisting parents to feel comfortable in talking with teachers about their concerns, balancing their opinions about what a child needs with a parent who has a different opinion than teachers, working out a compromise with a parent when teacher strongly disagree with them, responding effectively to a parent who seems upset with teacher and effectively resolving a conflict. While MoNE focuses on different communication strategies, the parent-school communication subscale is about the roles teachers should have in communication. This situation indicates that parent education courses are effective in teaching teachers' roles in communication, but there may still be a need for a topic that will cover the communication strategies defined by MoNE.

As a conclusion, considering similar studies, even though there is no compulsory course directly linked to communication, it can be said that the parent education courses are useful with the other courses in teacher education programs in terms of

communicating with parents. This result is very promising in terms of the quality of the teacher education programs, since two-way communication with the family is very critical. Nevertheless, it may be necessary to review course contents to provide different communication strategies described by MoNE.

5.2.2. Pre-service Teachers' Family Diversity Self-Efficacy in Relation to Parent Education Course

Hedges and Lee's (2010) study showed that teacher education programs were identified as inadequate to prepare pre-service teachers develop relationships with diverse families. Similarly, in Turkey, Eret-Orhan (2017) conducted a study on perceptions of pre-service teachers about teacher education programs. According to results of this study, pre-service teachers stated that teacher education programs do not prepare them to work as a teacher in different conditions and with students and families from different backgrounds. They especially perceived themselves to be inadequate in working with diverse families (Eret-Orhan, 2017). Also, pre-service early childhood education teachers stated that it is hard to work with diverse parents and language is a critical factor (Ateş & Cevher-Kalburan, 2016). Similarly, pre-service early childhood education teachers have shown working families to be the hardest part of teaching young children, and when they meet a family, they are confident in their own culture because they have said that there is not enough course content on this issue (Aldemir & Kurt, 2014). As a contribution to the existing literature, the current study found that there was no significant difference in senior pre-service early childhood education teachers' family diversity self-efficacy after they had completed parent education course. Also, according to the mean scores of participants whose pre-test or post-test results were missing, it was concluded that family diversity self-efficacy scores of participants who have only pre-test results are higher than family diversity self-efficacy scores of participants who have only post-test results.

In the existing literature, there are also a couple of similar studies investigating that how teacher education programs prepare pre-service teachers to work with diverse families (Acquah & Commins, 2015; Alberton-Gunn, Peterson & Welsh, 2015; Civitillo, Juang & Schachner, 2018; Lehman, 2017; Murdock & Hamel, 2016; Scott & Scott, 2015). The common conclusion derived from these studies is that teacher

education programs need to prepare pre-service teachers to understand, be aware of and work with diverse parents. When considering the results of the current study supporting the literature, there are some explanations for why pre-service teachers feel low self-efficacy in working with diverse families. First of all, the structure of society might be an explanation. In today's changing society, the cultural gap between teachers and students and their families is widening, which might result in stereotypical thoughts in some teachers who work with diverse families (Amatea, Cholewa, & Mixon, 2012). A quality education on the complexities of diversity needs to be given in order to minimize negative attitudes, however teacher education programs are found to be inadequate in teaching diversity (Hedges & Lee, 2010). Secondly, the content of parent education courses might be cause of low self-efficacy. Bandura (1994) stated that mastery and vicarious experience provided in a subject increase people's self-efficacy related to that subject. Therefore, if a parent education course provides knowledge and the opportunity to practice working with diverse parents, it is likely to increase their self-efficacy in working with diverse families. However, when the nature of parent education in Turkey is examined, the HEC did not include diversity-related topics in its program. Also, the syllabuses of parent education courses from universities showed that diversity does not include cultural, ethnic and social diversity. The qualitative part of the current study showed that parent education courses generally include shattered families and different family types such as single-parent families. Only one university offers topics related to working with families from different cultural backgrounds and parent involvement activities for these families. Thirdly, one of the reasons why pre-service teachers do not feel confident about diversity might be related to lack of experience (Murdock & Hamel, 2016). For instance, Alberton-Gunn et al. (2015) examined educational philosophies and stated that pre-service teachers needed to learn not only about other cultures but also understand how their cultures influence them as teachers. Lastly, according to Hoover-Dempsey and Sandler Model of Parent Involvement, parents' perceptions of invitations to become involved is critical (Sandler & Hoover-Dempsey, 2005). For the teachers to invite parents to school, it is necessary to understand the cultures of the families. The fact that teachers have low self-efficiency in this regard may be due to the fact that teacher education does not support teachers in understanding other cultures. In conclusion, this result has been encountered because there are some parent education course content related issues.

Unlike the existing situation concerning the content of parent education courses in Turkish teacher education programs, diversity-related topics need to be provided to ensure the effectiveness of parent involvement process. Some studies in national and international literature have concluded that learning how to work with diverse families is critical to supporting children's overall development, but teacher education programs do not sufficiently provide this education for pre-service teachers (Ateş & Cevher-Kalburan, 2016; Alberton-Gunn, Peterson & Welsh, 2015; Aldemir & Kurt, 2014; Amatea, Cholewa, & Mixon, 2012; Eret-Orhan, 2017; Murdock & Hamel, 2016; Hedges & Lee, 2010).

The results of the current study are consistent with the results of national and international studies. Similar works in the literature suggest that current teacher education programs do not adequately support pre-service teachers in working with diverse families (Ateş & Cevher-Kalburan, 2016; Aldemir & Kurt, 2016; Eret-Orhan, 2017; Hedges and Lee in 2010). Lack of experience, issues in parent education course content, and the structure of the 21th centuries' society cause barriers to increasing their self-efficacy. However, in the future while teacher education programs are being revised, the contribution made to children's overall development and eduvation by working with diverse families needs to be taken into account.

5.2.3. Pre-service Teachers' Role with Families Self-Efficacy in Relation to Parent Education Course

According to Morris et al. (1995), it is critical for pre-service teachers to have leadership roles and to understand their roles in parent involvement activities. In their study, after pre-service teachers took a course, their leadership roles increased and it affected their confidence in implementing parent involvement activities and working with parents (Morris et al., 1995). This result is similar to the results of the current study. It was found that parent education courses have an impact on pre-service early childhood education teachers' role with families' self-efficacy scores. When considering the critical role of teachers as against parents is key for parent involvement, it may be considered that parent education courses make a positive contribution to the parent involvement process. Also, finding similar results indicate that training which is provided in teacher education programs in this regard is close

to international standards and the findings of current study contribute to the literature in terms of this aspect.

The scales used in the current study assessed teachers' roles with families, defined as motivating parents to make changes, offering them opportunities to participate in their children's development and assisting them in improving how they parent. It can be concluded that parent education courses strengthen pre-service teachers' roles in various aspects. A similar result in the literature showed that some of the teachers' roles with parents entail scheduling school events so that parents can involve themselves, and this has been found to be a useful way to enhance the quality of parent involvement practices (Boyd, 2015). Feeling high self-efficacy for these aspects is critical, because it was acknowledged that understanding teacher roles is essential point to work with parents successfully (Morries et al., 1995). Also, these different roles enhance effectiveness of parent involvement practices during in-service years (Greenwood & Hickman, 1991; Kurtines-Becker, 2008). On the other hand, pre-service teachers' self-efficacy in this respect can be advanced by providing vicarious experience, as stated by Bandura (1994). If pre-service teachers are provided with opportunities to work with families in the field before their graduation, they can have a chance to observe someone more knowledgeable. According to Bandura (1994), this is the one of the ways to increase self-efficacy. In conclusion, considering the similar results in the literature, the parent education course enhances the quality of the parent involvement process indirectly by strengthening efficacy in teachers' roles.

5.3. Revision of Teacher Education Programs in 2018

The current study was conducted in 2017-2018 before the Higher Education Council made curricular and structural changes in the content of all teacher education programs. In terms early childhood education teaching programs, while there are 151 credits in the old program, there are now 141 credits in the updated program. The current program will start with the freshman students in 2018-2019 academic year. Unlike the old curriculum, the semesters and ECTS of the courses in the current program will not be changed (HEC, 2018). In the current curriculum, parent education course has been removed from being a compulsory course and is now included in elective courses in the curriculum (HEC, 2018). Also, the name of the

course has been changed as to Parent Education and Involvement. Including parent involvement can be regarded as an improvement however; this course takes place in the curriculum as an elective course now and it may create a barrier for preparing pre-service teachers to build partnership between family and school. Failure to open this elective course in any early childhood education teaching program means that some pre-service teachers graduate without learning how to work with parents. The current study showed that taking a course on parent education increase pre-service early childhood education teachers' self-efficacy in working with families. Also, it was recommended that multiple course on family diversity, family-school communication and parent involvement needs to be provided for pre-service teachers in teacher education programs. Therefore, when considering the existing literature showing the positive effects of parent education course (Amatea, Cholewa, & Mixon, 2012; Bingham & Abernathy, 2007), this course should be provided as a compulsory course.

5.4. Recommendations

In the light of the results of the current study, here are recommendations for improving the quality of teacher education programs and parent education courses.

Based on existing literature, it can be concluded that although pre-service teachers' self-efficacy in working with families increased after completion of a parent education course, they may face problems when they start their career. This is because pre-service teachers' self-efficacy is limited to what they have learned on parent education course. Therefore, the first step that needs to be taken to improve teacher education in terms of parent involvement is to provide multiple course on parent involvement for pre-service teachers (Dereobalı & Ünver, 2009; Greenwood & Hickman, 1991; Kaya, 2007). The content of parent education course needs to be expanded or separated into different aspects to enhance pre-service teachers' knowledge and skills, because working with families consists of multiple aspects. A multiple course on diversity, communication with parents and the parent involvement process is required in teacher education programs. Besides, it is not enough for pre-service teachers to learn different techniques to involve parents. They also need to learn the rationale of why they need parents. Kaya (2007) examined in-service early childhood education teachers' attitude stowards parent involvement activities and

found that teachers who took more than one course had more positive attitudes on parent involvement than teachers who took only one course (Kaya, 2007). Dereobalı and Ünver in 2009 also conducted a study with early childhood teacher educator instructors about the appropriateness of teacher education curriculum. In this study, 65 instructors employed in the Undergraduate Programs for Preschool Teacher Training in 26 universities in Turkey stated their ideas about the courses. They suggested that parent education course should be converted into Parent Education I, including family involvement practices, and Parent Education II, including parent education programs (Dereobalı & Ünver, 2009). The history of parent involvement, theories and parent involvement models are other possible courses that could improve pre-service teachers' working with families (de Acosta, 1994). It has been further argued that one parent education course is insufficient to promote pre-service teachers to work with families, and the focus of parent education and involvement should be expanded to the entire teacher education program (Baum & Swick, 2008).

Secondly, parent education courses should practice-oriented. However, this practice-oriented education needs to include high-quality interactions with parents (Vartuli, Snider, & Holley, 2016). In teacher education programs, one insufficient part of parent education courses is a lack of practice and a gap between theory and practice (Yalçınkaya, 2002). Some studies suggested that pre-service teachers need practice to improve their skills in working with parents (Ateş, 2015; Baytaktar, Güven & Temel, 2016). It may not be enough to put practical possibilities into the parent education course. There should be separate practical courses on family involvement and education in undergraduate programs (Bayraktar, Güven & Temel, 2016). What is more, Ateş (2015) examined pre-service teachers' perceptions on parent involvement. Pre-service teachers stated that there needs to be a practice classroom in which to work with parents. Therefore, parent education courses should also focus on practice. A practice classroom can be opened in education faculties to experience working with parents. The other way is to make working with families an integral part of the internship and to increase field experiences in communicating and working with parents.

Thirdly, working with families requires communication and leadership skills. In this respect, Ahmetoğlu and Acar (2016) found that female pre-school teachers' communication skills are higher than those of male preschool teachers. This study

implied that university is a chance for pre-service early childhood teachers to gain interpersonal communication skills (Ahmetoğlu & Acar, 2016). During university years, action can be taken to improve pre-school teachers' communication skills. For instance, teacher candidates should have opportunities to communicate with families during university years (Hindin & Mueller, 2016). Also, some practices, such as contacting parents (including diverse ones), arranging parent conferences and using other communication strategies need to be included in teacher education programs. Generally, communication is a topic which is included in other courses. However, a separate leadership and communication course can be added to the curriculum. MoNE (2013) defines school-parent communication activities. These activities are phone interviews, booklets, audio-visual records, photos, announcement panels, newsletters, communication notebooks, portfolios, meetings, school visits, arrival times, internet-based applications and wish boxes (MoNE, 2013). A communication course can focus on these different communication strategies.

Fourthly, examining the content of parent education in the current study showed that the course content differs based on the universities. Therefore, pre-service early childhood teachers graduate with different knowledge, information and self-efficacy in working with parents. There might be few similarities in the content of teacher education programs. What is more, the qualifications of early childhood education teachers defined by MoNE might not be gained through teacher education programs offered by the HEC. The curricula in the schools are arranged by MoNe. This results in some discrepancies between what is taught in the universities and what pre-service teachers experience in the field. Therefore, the difference between the HEC and MoNe should be minimized.

In addition to these recommendations, the current study revealed that diversity is not a focused topic in the universities the study was conducted. Therefore, different techniques and strategies can be used to improve diversity self-efficacy of pre-service teachers. For instance, reflective journals, actions plan and essays on diversity can be used in classrooms to increase awareness of diversity in pre-service teachers. Also, social justice themes can be added to the curriculum as a course topic. Epstein (1992) suggested that pre-service teachers need to learn how to establish a connection between school and society, school and family. Also, there is a demand to learn how to communicate with diverse families. In Ateş and Cevher-Kalburan's

study (2016), pre-service early childhood education teachers suggested that an application class be required for parent education course. This is because there are opportunities to meet diverse families. Also, different cultural beliefs and social justice themes need to be included in teacher education programs (Murdock & Hamel, 2016). Also, a multicultural education course is required for teacher education programs (Lehman, 2017). Finally, it was suggested that seminars and courses need to be used to provide different point of views about parent involvement for in-service teachers (Abbak, 2008).

What is more, in the existing international literature, it is acknowledged that parent education is a part of parent involvement. According to Epstein's framework of six types of involvement, parent education is one of the aspects of parent involvement practices (Epstein et al., 2002). Besides, parent education does not cover all aspects of working with parents, including communication, working with diverse families and teachers' roles. It is critical to provide a broader perspective for pre-service teachers because parent involvement practices have critical benefits for children, families and school (Hornby, 2002). Karther and Lowden (1997) extended these benefits and added that parents' satisfaction with school and self-confidence about their children's education will increase. Therefore, our position here is to suggest parent involvement course, instead of parent education course.

Finally, after the current study was conducted, teacher education programs were updated by Higher Education Council. According these revisions, the name of parent education course was changed as Parent Education and Involvement. Therefore, it can be investigated the impacts of an elective Parent Education and Involvement course on pre-service early childhood education teachers's working with families self-efficacy. Also, future studies can investigate the effects of pre-service students's GPA scores, communication skills or attitudes on their self-efficacy in working with families.

5.5. Limitation of the Study

There are some limitations in this study. First of all, the Working with Families Self-Efficacy Scales are self-reported scales; therefore, it had to be assumed that participants responded the scales honestly and carefully. Secondly, this study aimed at assessing pre-service preschool teachers' working with families' self-efficacy.

Since it was not possible to reach each participant in all universities, it was assumed that the sample represented the population. The third limitation is that the impact of parent education courses on working with families self-efficacy was assessed in the current study, but, the contents of parent education courses might differ between universities. In this study, it was assumed that parent education courses are given according to the framework of the HEC; with regards to perspectives of the universities offering the course. What is more, the increase in self-efficacy scores of pre-service teachers might have resulted from any elective courses such as communication course, rather than a parent education course. On the other hand, during adaptation of the scale, only sophomore and senior early childhood education teachers were included study. Including sophomore students might be another limitation because sophomore students did not take major area courses enough. Lastly, the syllabuses of the course were taken from the Bologna system and it was assumed that lecturers follow these syllabuses.

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APPENDICES

A: Working with Families Self-Efficacy Scales – Turkish Form

AİLELERLE ÇALIŞMA ÖZ-YETERLİLİK ÖLÇEĞİ

Bu ölçek, öğretmenlerin ailelerle çalışırken karşılaştıkları karmaşık durumlar karşısındaki becerilerini ve kendilerine güvenlerini daha iyi anlamak için oluşturulmuştur. Lütfen uygun sayıyı seçerek, aşağıda belirtilen maddelerde kendinizden ne kadar emin olduğunuzu belirtiniz. Bir kategorideki toplam yeterlilik hesaplaması için, sütunlardaki sayıları toplayın ve toplam sayıyı soru sayısına bölün.

0'dan 100'e kadar bir sayıyı işaretleyerek aşağıdaki her bir madde için kendinize ne kadar güvendiğinizi belirtiniz.

0	10	20	30	40	50	60	70	80	90	100

Hiç Güvenmiyorum	Kısmen Güveniyorum	Kesinlikle Güveniyorum

Farklı Özelliklere Sahip Aileler ile İlgili Yeterlilik

Aileler ile Çalışma Becerileri	Hiç Güvenmiyorum				Kısmen Güveniyorum				Kesinlikle Güveniyorum		
Farklı sosyal altyapılardan gelen ebeveynlerle çocuklarının gelişimini nasıl destekleyebilecekleri konusunda iletişim kurmak	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Ailelerin içinde bulunabilecekleri zor durumları anlamak	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Farklı kültürlerden ve sosyo-ekonomik koşullardan gelen ailelerle çalışma konusunda rahat hissetmek	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○

Ailenin çocuğun öğrenimine ve günlük aktivitelerine katılımını sınırlandıran zorlu koşulları anlamak	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Çok kuşaklı ailelerle (dede, torun, anne-baba bir arada yaşayan), tek ebeveynli aileler, evlat edinen/koruyucu aileler, farklı cinsel tercihleri olan ailelerle çalışırken rahat hissetmek	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Farklı aile türlerinden gelen çocuk bakımından sorumlu kişilerle, ılımlı ve anlayışlı bir etkileşim kurmak	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Ebeveynlerin kendi çocuklarına olan bakış açısının, benim bakış açımdan farklı olabileceğini anlamak	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Çocuğun ailesinin sahip olduğu güçlü yanları ve onları biricik yapan bilgileri anlamak	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Çocuklarının gelişim ve öğrenmelerine katkıda bulunabilmeleri için ebeveynlere, duruma özgü bilgi vermek	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Katılım için sınırlı kaynakları ve/veya zamanı olan ebeveynlerin, çocuğun öğrenimine ve gelişimine katkıda bulunmasını sağlamak	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○

Her çocuğun ebeveynleriyle/çocuğun bakımından sorumlu kişiyle olumlu ve güven verici bir ilişki kurmak için fırsatlar yaratmak	0	10	20	30	40	50	60	70	80	90	100
	○	○	○	○	○	○	○	○	○	○	○

Ailelerle İlgili Öğretmen Rollerine Yönelik Yeterlilik

Aileler ile Çalışma Becerileri	Hiç Güvenmiyorum			Kısmen Güveniyorum					Kesinlikle Güveniyorum		
Daha iyi bir aile olmak için, ebeveynleri istedikleri değişiklikleri yapmaları konusunda motive etmek	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Daha iyi ebeveyn olabilmeleri için ebeveynlere destek olmak	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Çocuklarının gelişimine ve öğrenimine katılabilmeleri için ailelere fırsatlar sunmak	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Çocuklarının öğrenimini geliştirebilmeleri için ebeveynlerin çocuklarıyla beraber aktif olarak katılabilecekleri okul aktiviteleri düzenlemek	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○

Ebeveynlerin aktif katılımını sağlayabilmek için, okul aktivitelerini onların katılabilecekleri şekilde planlamak	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Çocuklarının gelişimi konusunda kararlar alırken, ebeveynleri en önemli karar vericilerden biri olarak sürece dahil etmek	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Eğer aile bir kriz içindeyse, yardım amaçlı müdahale etmek	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
İhtiyaç duyulan kamu kuruluşlarına ulaşabilmeleri için ailelere destek olmak	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○

Aile – Okul İletişimine Yönelik Yeterlilik

Aileler ile Çalışma Becerileri	Hiç Güvenmiyorum				Kısmen Güveniyorum					Kesinlikle Güveniyorum	
Çocuk ile ilgili gözlem ve fikirleriniz hakkında ebeveynlerle fikir alışverişi yapmak	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Görüş ve önerilerini benimle paylaşırken ebeveynleri rahat olmaları konusunda desteklemek	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○

Çocuğun ihtiyaçları konusunda farklı fikirlere sahip ailelerle kendi fikrimi dengelemek	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Herhangi bir konuda ebeveyn ile tamamen zıt fikirde olduğumda, uzlaşmak için uğraşmak	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Benim yüzümden keyifsiz olduğunu hissettiğim bir ebeveyne, etkili dönüt vermek	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○
Ebeveynle yaşadığım bir çatışmayı etkili bir biçimde çözmek	0 ○	10 ○	20 ○	30 ○	40 ○	50 ○	60 ○	70 ○	80 ○	90 ○	100 ○

0 10	20	30	40	50	60 70		80	90	100
0 – 31%	32-52%		53-73%		74-94%		95-100%		
Düşük Öz Yeterlilik	Ortalama Yeterlilik		Orta Öz Yeterlilik		Yüksek Öz Yeterlilik		Yetkin Öz Yeterlilik		

Hiç   Kısmen   Kesinlikle

Güvenmiyorum   Güveniyorum   Güveniyorum

B: Working with Families Self-Efficacy Scales – Original Form

WORKING WITH FAMILIES SELF-EFFICACY SCALES

This questionnaire is designed to help gain a better understanding of professionals' confidence and capabilities with skill sets in complex situations working with families. Please indicate how certain you are that you can do each of the things described below by choosing the appropriate number. Some skills are classified under more than one category; rating the same number across the whole row. For an overall proficiency in a category add column numbers and divide by the number of questions.

Rate your degree of confidence by recording a number from 0 to 100 using the scale below:

0	10	20	30	40	50	60	70	80	90	100
Cannot do at all					Moderately Can do					Highly certain can do

Working with Families Self-Efficacy Scales

Working with Family Skills	Family-School Communication Efficacy	Family Diversity Efficacy	Teacher Role with Families Efficacy
Discuss with parents your ideas and observations with their child.	1. _____		
Assist a parent to feel comfortable in talking with you about their concerns.	2. _____		
Balance your opinions about what a child needs with a parent who has a different opinion than you.	3. _____		
Work out a compromise with a parent when you strongly disagree with them.	4. _____		
Respond effectively to a parent who seems upset with you.	5. _____		
Assist a parent who seems frustrated with their child.	6. _____		
Show a parent that you care about their child when they react like you do not like their child.	7. _____		
Effectively resolve a conflict you have with a parent.	8. _____		
Give parents specific information about what they can do to influence their children's learning and development.	9. _____		1. _____
Communicate with parents of differing social classes about how they can support their children's development.		1. _____	2. _____
Understand the difficult situations in which families may find themselves.		2. _____	
Feel comfortable in working with families of different cultures and socioeconomic circumstances.		3. _____	

	Family-School Communication Efficacy	Family Diversity Efficacy	Teacher Role with Families Efficacy
Understand the particular constraints that may limit a family's involvement in their child's learning and daily activities.		4.	
Feel comfortable in working with nontraditional families such as: Gay/Lesbian families, Multigenerational families, Single Parent families, Adoptive/Foster families.		5.	
Provide a warm, inviting interaction with caregivers from different types of families.		6. _____	
Understand how your view of children may differ from the parents' view of their children.		7. _____	
Involve parents who have limited resources and/or time in their child's learning and development.		8.	3.
Understand the unique knowledge and strengths a child's family possess.		9.	4.
Create opportunities to develop positive, trusting relationships with each child's parents/caregivers.			5. _____
Motivate parents to make the changes they would like to in functioning better as a family.			6. _____
Assist parents in improving how they parent.			7. _____
Offer parents opportunities to participate in their child's development and learning.			8. _____
Design school events in which parents can actively participate with their child to develop the child's learning.			9. _____
Schedule school events so parents are active participants.			10. _____
Invite parents to express their perspective as key decision makers in their child's development.			11. _____
Intervene to help when a family is in crisis.			12.
Assist a family in accessing needed services in the community.			13.
	Family-School Communication Efficacy	**Family Diversity Efficacy**	**Teacher Role with Families Efficacy**

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The Working with Families Self-Efficacy Scales rating contains five categories: Low Self-Efficacy, Fair Self-Efficacy, Moderate Self-Efficacy, High Self-Efficacy and Proficiency Self-Efficacy working with families. See chart below:

0 10 20	30 40	50 60 70	80 90	100
0 - 31% Low Self-Efficacy	32 - 52% Fair Self-Efficacy	53 - 73% Moderate Self-Efficacy	74 - 94% High Self-Efficacy	95-100% Proficient Self- Efficacy

Cannot   Moderately   Highly certain
do at all   Can do   can do

C: Items and Factor Loadings of the Original Scales

Items and Factor Loadings for Family – School Communication Efficacy

Items	Factor Loadings
1. Discuss with parents your ideas and observations about their child.	.687
2. Assist a parent to feel comfortable in talking with you about their concerns.	.676
3. Balance your opinions about what a child needs with a parent who has a different opinion than you.	.798
4. Work out a compromise with a parent when you strongly disagree with them.	.795
5. Respond effectively to a parent who seems upset with you.	.810
6. Assist a parent who seems frustrated with their child.	.637
7. Show a parent that you care about their child when they react like you do not like their child.	.735
8. Effectively resolve a conflict you have with a parent.	.776
9. Give parents specific information about what they can do to influence their children's learning and development.	.437

Factor Loadings for Family Diversity Efficacy

Items	Factor Loadings
1. Communicate with parents of differing social classes about how they can support their children's development.	.420
2. Understand the difficult situations in which families may find themselves.	.663
3. Feel comfortable in working with families of different cultures and socioeconomic circumstances.	.791
4. Understand the particular constraints that may limit a family's involvement in their child's learning and daily activities.	.649
5. Feel comfortable in working with nontraditional families such as: Gay/Lesbian families, Single Parent families, Multigenerational families, Adoptive/Foster families.	.755

Factor Loadings for Family Diversity Efficacy (Cont'd)

Items	Factor Loadings
6. Provide a warm, inviting interaction with caregivers from different types of families.	.760
7. Understand how your view of children may differ from the parents' view of their children.	.573
8. Involve parents who have limited resources and/or time in their child's learning and development.	.407
9. Understand the unique knowledge and strengths a child's family possess.	.552

Factor Loadings for Teacher Role with Families Efficacy

Items	Factor Loadings
1. Give parents specific information about what they can do to influence their children's learning and development.	.513
2. Communicate with parents of differing social classes about how they can support their children's development.	.522
3. Involve parents who have limited resources and/or time in their child's learning and development.	.639
4. Understand the unique knowledge and strengths a child's family possess.	.458
5. Create opportunities to develop positive, trusting relationships with each child's parents/caregivers.	.548
6. Motivate parents to make the changes they would like to in functioning better as a family.	.753
7. Assist parents in improving how they parent.	.689
8. Offer parents opportunities to participate in their child's development and learning.	.664
9. Design school events in which parents can actively participate with their child to develop the child's learning.	.728
10. Schedule school events so parents are active participants.	.708
11. Invite parents to express their perspective as key decision makers in their child's development.	.629

Factor Loadings for Teacher Role with Families Efficacy (Cont'd)

Items	Factor Loadings
12. Intervene to help when a family is in crisis.	.473
13. Assist a family in accessing needed services in the community.	.646

D: Factor Structure of Turkish Version of the Working with Families Self-Efficacy Scale

Items	Factor Loadings
Factor I. Farklı Özelliklere Sahip Aileler ile İlgili Yeterlik	
B1. Farklı sosyal altyapılardan gelen ebeveynlerle çocuklarının gelişimini nasıl destekleyebilecekleri konusunda iletişim kurmak	,623
B2. Ailelerin içinde bulunabilecekleri zor durumları anlamak	,659
B3. Farklı kültürlerden ve sosyo-ekonomik koşullardan gelen ailelerle çalışma konusunda rahat hissetmek	,652
B4. Ailenin çocuğun öğrenimine ve günlük aktivitelerine katılımını sınırlandıran zorlu koşulları anlamak	,550
B5. Çok kuşaklı ailelerle (dede, torun, anne-baba bir arada yaşayan), tek ebeveynli aileler, evlat edinen/koruyucu aileler, farklı cinsel tercihleri olan ailelerle çalışırken rahat hissetmek	,698
B6. Farklı aile türlerinden gelen çocuk bakımından sorumlu kişilerle, ılımlı ve anlayışlı bir etkileşim kurmak	,699
B7. Ebeveynlerin kendi çocuklarına olan bakış açısının, benim bakış açımdan farklı olabileceğini anlamak	,596
B8. Çocuğun ailesinin sahip olduğu güçlü yanları ve onları biricik yapan bilgileri anlamak	,407
C1. Çocuklarının gelişim ve öğrenmelerine katkıda bulunabilmeleri için ebeveynlere, duruma özgü bilgi vermek	,567
C2. Katılım için sınırlı kaynakları ve/veya zamanı olan ebeveynlerin, çocuğun öğrenimine ve gelişimine katkıda bulunmasını sağlamak	,603
C3. Her çocuğun ebeveynleriyle/çocuğun bakımından sorumlu kişiyle olumlu ve güven verici bir ilişki kurmak için fırsatlar yaratmak	,559

Items	Factor Loadings
Factor II. Ailelerle İlgili Öğretmen Rollerine Yönelik Yeterlik	
C4. Daha iyi bir aile olmak için, ebeveynleri istedikleri değişiklikleri yapmaları konusunda motive etmek	,469

Items	Factor Loadings
C5. Daha iyi ebeveyn olabilmeleri için ebeveynlere destek olmak	,470
Factor II. **Ailelerle İlgili Öğretmen Rollerine Yönelik Yeterlik**	
C6. Çocuklarının gelişimine ve öğrenimine katılabilmeleri için ailelere fırsatlar sunmak	,621
C7. Çocuklarının öğrenimini geliştirebilmeleri için ebeveynlerin çocuklarıyla beraber aktif olarak katılabilecekleri okul aktiviteleri düzenlemek	,511
C8. Ebeveynlerin aktif katılımını sağlayabilmek için, okul aktivitelerini onların katılabilecekleri şekilde planlamak	,781
C9. Çocuklarının gelişimi konusunda kararlar alırken, ebeveynleri en önemli karar vericilerden biri olarak sürece dahil etmek	,545
C10. Eğer aile bir kriz içindeyse, yardım amaçlı müdahale etmek	,621
C11. İhtiyaç duyulan kamu kuruluşlarına ulaşabilmeleri için ailelere destek olmak	,783
Factor III. **Aile-Okul İletişimine Yönelik Yeterlik**	
A1. Çocuk ile ilgili gözlem ve fikirleriniz hakkında ebeveynlerle fikir alışverişi yapmak	,684
A2. Görüş ve önerilerini benimle paylaşırken ebeveynleri rahat olmaları konusunda desteklemek	,647
A3. Çocuğun ihtiyaçları konusunda farklı fikirlere sahip ailelerle kendi fikrimi dengelemek	,750
A4. Herhangi bir konuda ebeveyn ile tamamen zıt fikirde olduğumda, uzlaşmak için uğraşmak	,675
A5. Benim yüzümden keyifsiz olduğunu hissettiğim bir ebeveyne, etkili dönüt vermek	,647
A8. Ebeveynle yaşadığım bir çatışmayı etkili bir biçimde çözmek	,622
Factor IV.	
A6. Çocuğu hakkında tedirgin görünen ebeveyni desteklemek	,469
A7. Çocuğunu sevmiyormuşum gibi tepki gösteren ebeveyne, çocuğu ile ilgilendiğimi göstermek	,773

E: Descriptive Statistics for Pre-test Scores of the Working with Families Self-Efficacy Scales

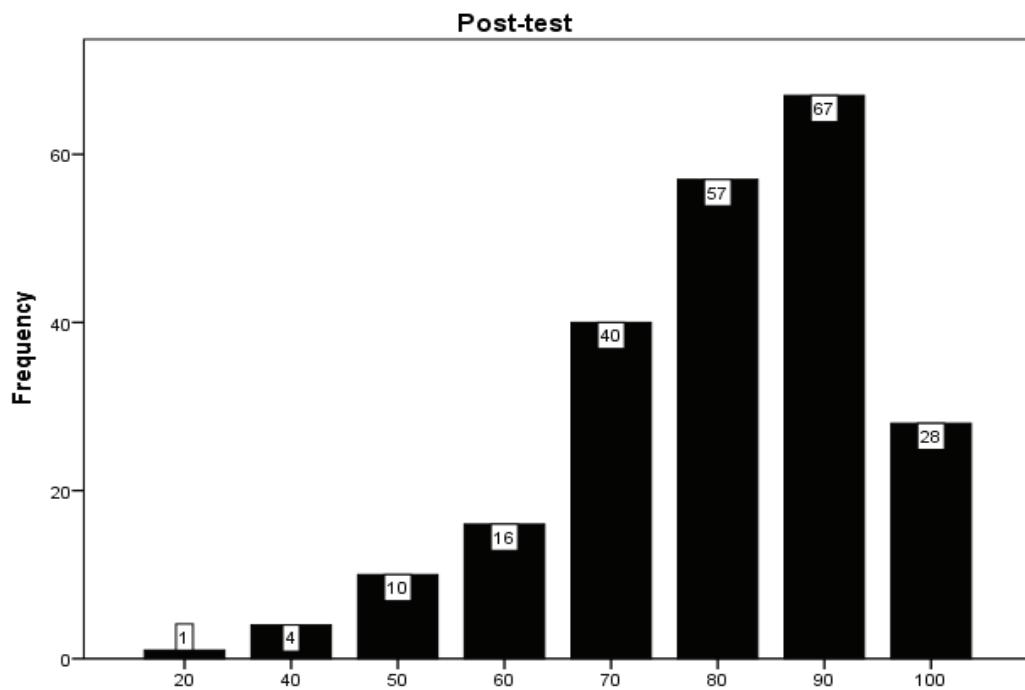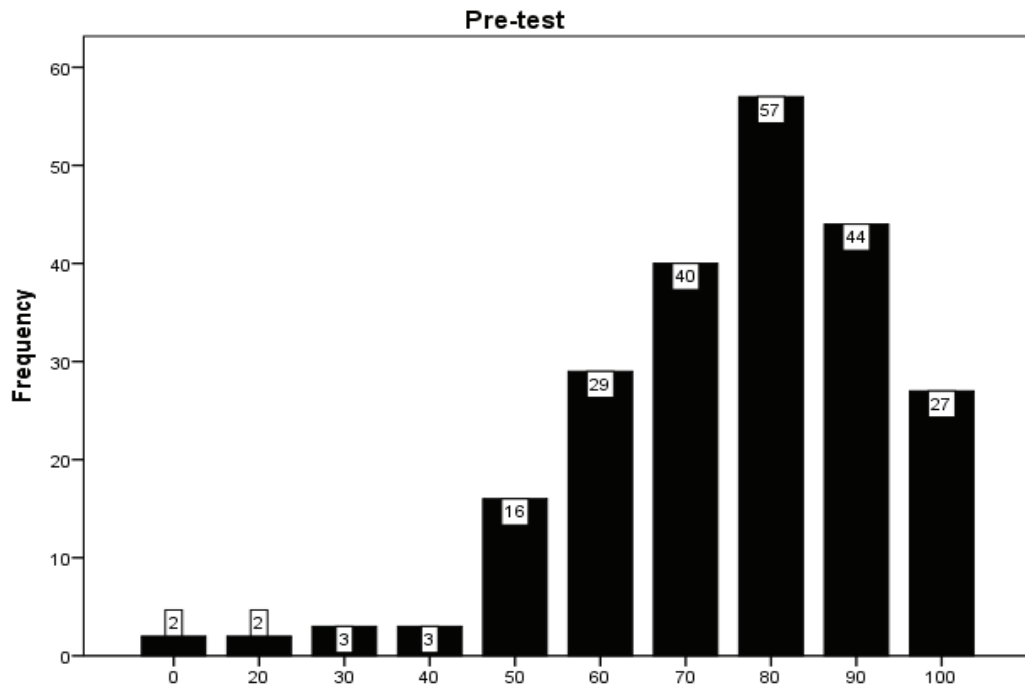| Statement	M	SD
Motivate parents to make the changes they would like to in functioning better as a family	73,14	17,24
Assist parents in improving how they parent.	79,91	16,27
Offer parents opportunities to participate in their child's development and learning.	79,96	16,37
Design school events in which parents can actively participate with their child to develop the child's learning.	79,69	17,27
Schedule school events so parents are active participants.	77,89	17,178
Invite parents to express their perspective as key decision makers in their child's development.	75,38	18,10
Intervene to help when a family is in crisis.	67,8	18,98
Assist a family in accessing needed services in the community.	78,7	16,70
Communicate with parents of differing social classes about how they can support their children's development.	80,85	15,95
Understand the difficult situations in which families may find themselves.	82,91	15,76
Feel comfortable in working with families of different cultures and socioeconomic circumstances.	77,98	15,99
Understand the particular constraints that may limit a family's involvement in their child's learning and daily activities.	77,49	16,30
Feel comfortable in working with non-traditional families such as: Gay/Lesbian families, Multigenerational families, Single Parent families, Adoptive/Foster families.	73,68	20,55
Provide a warm, inviting interaction with caregivers from different types of families.	80,58	14,33
Understand how your view of children may differ from the parents' view of their children.	85,07	14,33
Understand the unique knowledge and strengths a child's family possess.	81,30	15,11
Give parents specific information about what they can do to influence their children's learning and development.	81,35	14,79

Descriptive Statistics for Pre-test Scores of the Working with Families Self-Efficacy Scales (Cont'd)

Statement	*M*	SD
Involve parents who have limited resources and/or time in their child's learning and development.	73,95	12,68
Create opportunities to develop positive, trusting relationships with each child's parents/caregivers.	81,03	13,76
Discuss with parents your ideas and observations with their child.	82,65	14,32
Assist a parent to feel comfortable in talking with you about their concerns.	72,69	13,42
Balance your opinions about what a child needs with a parent who has a different opinion than you.	72,69	15,53
Work out a compromise with a parent when you strongly disagree with them.	72,38	19,29
Respond effectively to a parent who seems upset with you.	76,59	16,41
Effectively resolve a conflict you have with a parent.	76,68	15,70

F: Descriptive Statistics for Pre-test Scores of the Working with Families Self-Efficacy Scales

Statement	*M*	SD
Motivate parents to make the changes they would like to in functioning better as a family	76,91	14.29
Assist parents in improving how they parent.	81,66	12,60
Offer parents opportunities to participate in their child's development and learning.	83,36	11,69
Design school events in which parents can actively participate with their child to develop the child's learning.	83,14	12,84
Schedule school events so parents are active participants.	82,11	13,37
Invite parents to express their perspective as key decision makers in their child's development.	79,96	14,59
Intervene to help when a family is in crisis.	71,48	17,70
Assist a family in accessing needed services in the community.	81,52	14,89
Communicate with parents of differing social classes about how they can support their children's development.	80,63	14,06
Understand the difficult situations in which families may find themselves.	83,27	14,41
Feel comfortable in working with families of different cultures and socioeconomic circumstances.	79,91	14,14
Understand the particular constraints that may limit a family's involvement in their child's learning and daily activities.	82,20	13,32
Feel comfortable in working with nontraditional families such as: Gay/Lesbian families, Multigenerational families, Single Parent families, Adoptive/Foster families.	73,54	17,66
Provide a warm, inviting interaction with caregivers from different types of families.	81,65	12,48
Understand how your view of children may differ from the parents' view of their children	84,89	13,04
Understand the unique knowledge and strengths a child's family possess.	82,60	11,72
Give parents specific information about what they can do to influence their children's learning and development.	84,26	11,28

Descriptive Statistics for Pre-test Scores of the Working with Families Self-Efficacy Scales (Cont'd)

Statement	*M*	SD
Involve parents who have limited resources and/or time in their child's learning and development.	77,71	10,93
Create opportunities to develop positive, trusting relationships with each child's parents/caregivers.	83,72	10,86
Discuss with parents your ideas and observations with their child.	85,11	10,64
Assist a parent to feel comfortable in talking with you about their concerns.	87,04	10,74
Balance your opinions about what a child needs with a parent who has a different opinion than you.	79,55	11,88
Work out a compromise with a parent when you strongly disagree with them.	77,98	14,67
Respond effectively to a parent who seems upset with you	80,55	12,07
Effectively resolve a conflict you have with a parent	78,33	10,28

G: Pre-test and Post-test Results of Each Items

Pre-test and Post-test results of item *Motivate parents to make the changes they would like to in functioning better as a family*

Pre-test

Post-test

Pre-test and Post-test results of item *Assist parents in improving how they parent.*

Pre-test and Post-test results of item *Offer parents opportunities to participate in their child's development and learning.*

Pre-test and Post-test results of item *Design school events in which parents can actively participate with their child to develop the child's learning.*

Pre-test and Post-test results of item *Schedule school events so parents are active participants.*

Pre-test and Post-test results of item *Invite parents to express their perspective as key decision makers in their child's development*

Pre-test and Post-test results of item *Intervene to help when a family is in crisis.*

Pre-test and Post-test results of item *Assist a family in accessing needed services in the community.*

Pre-test and Post-test results of item *Communicate with parents of differing social classes about how they can support their children's development.*

Pre-test

Post-test

Pre-test and Post-test results of item *Understand the difficult situations in which families may find themselves*

Pre-test

Post-test

Pre-test and Post-test results of item *Feel comfortable in working with families of different cultures and socioeconomic circumstances*

Pre-test and Post-test results of item *Understand the particular constraints that may limit a family's involvement in their child's learning and daily activities.*

Pre-test

Post-test

Pre-test and Post-test results of item *Feel comfortable in working with nontraditional families such as: Gay/Lesbian families, Multigenerational families, Single Parent families, Adoptive/Foster families.*

Pre-test and Post-test results of item *Provide a warm, inviting interaction with caregivers from different types of families.*

Pre-test and Post-test results of item *Understand how your view of children may differ from the parents' view of their children.*
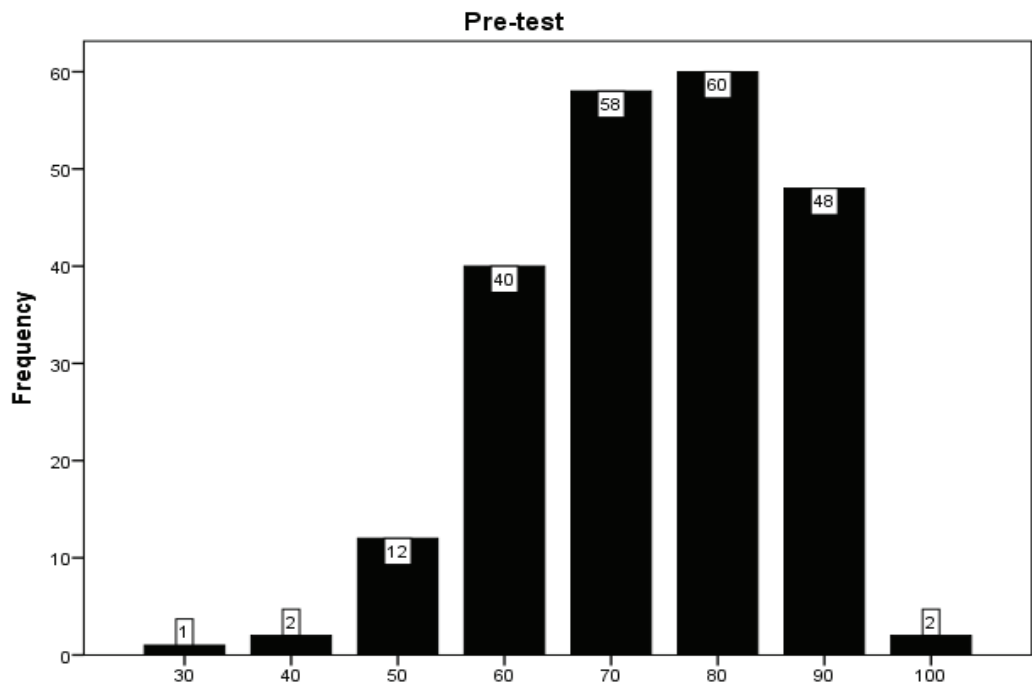
Pre-test and Post-test results of item *Understand the unique knowledge and strengths a child's family possess*
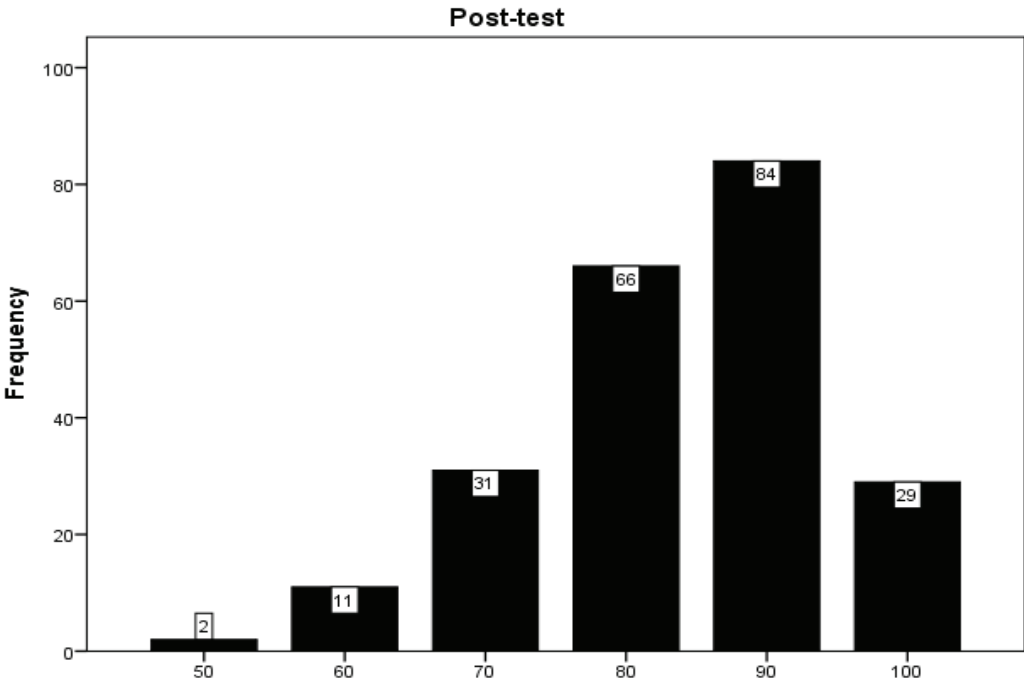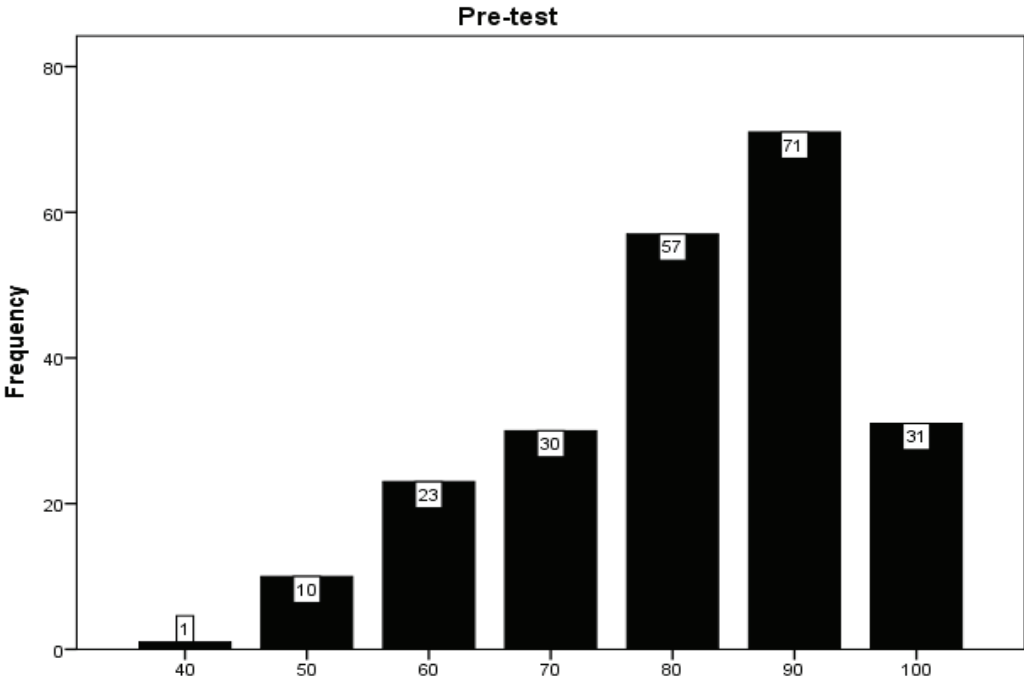
Pre-test and Post-test results of item *Give parents specific information about what they can do to influence their children's learning and development.*
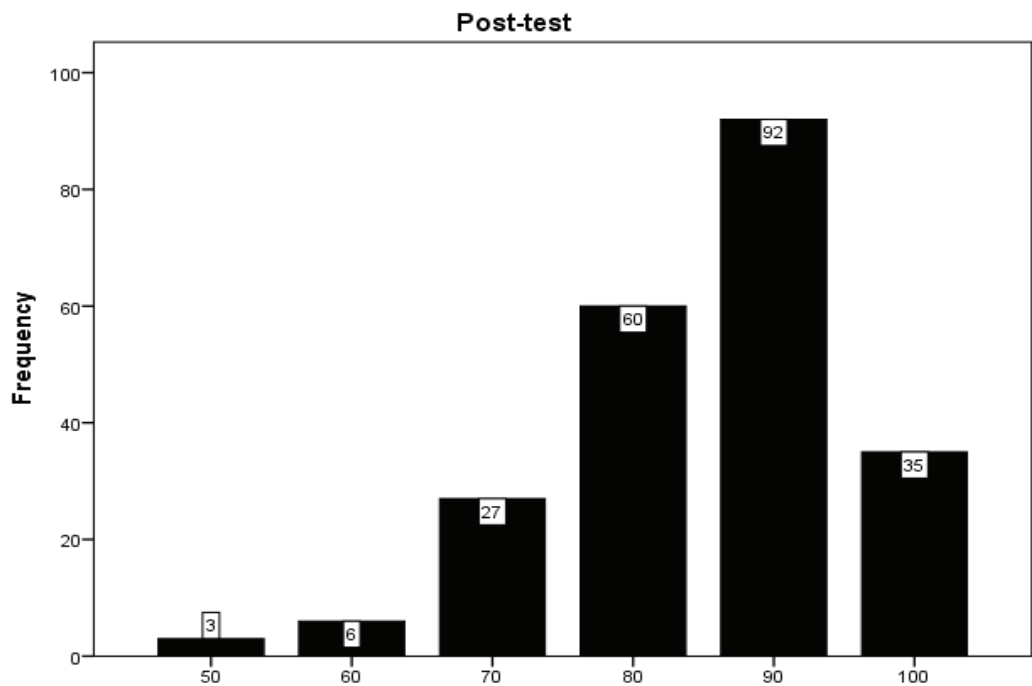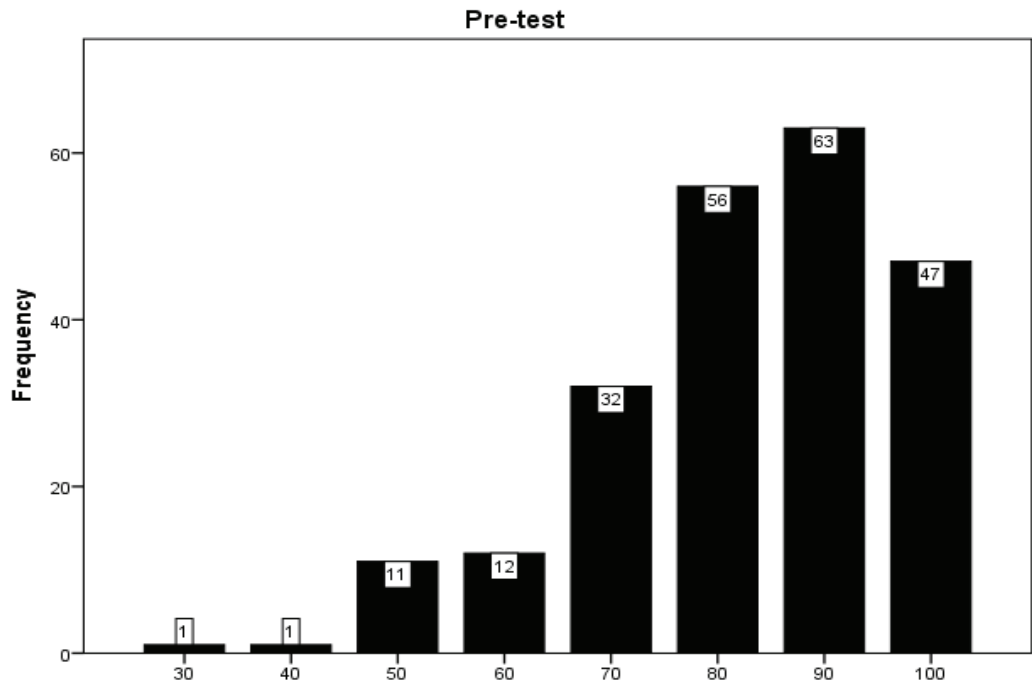
Pre-test and Post-test results of item *Involve parents who have limited resources and/or time in their child's learning and development.*
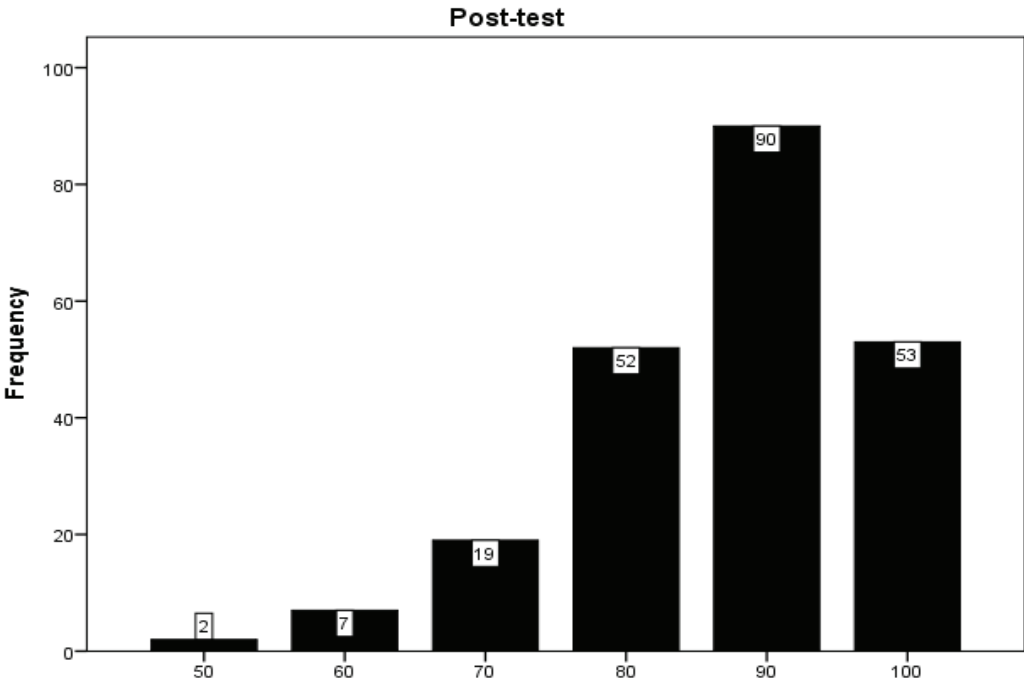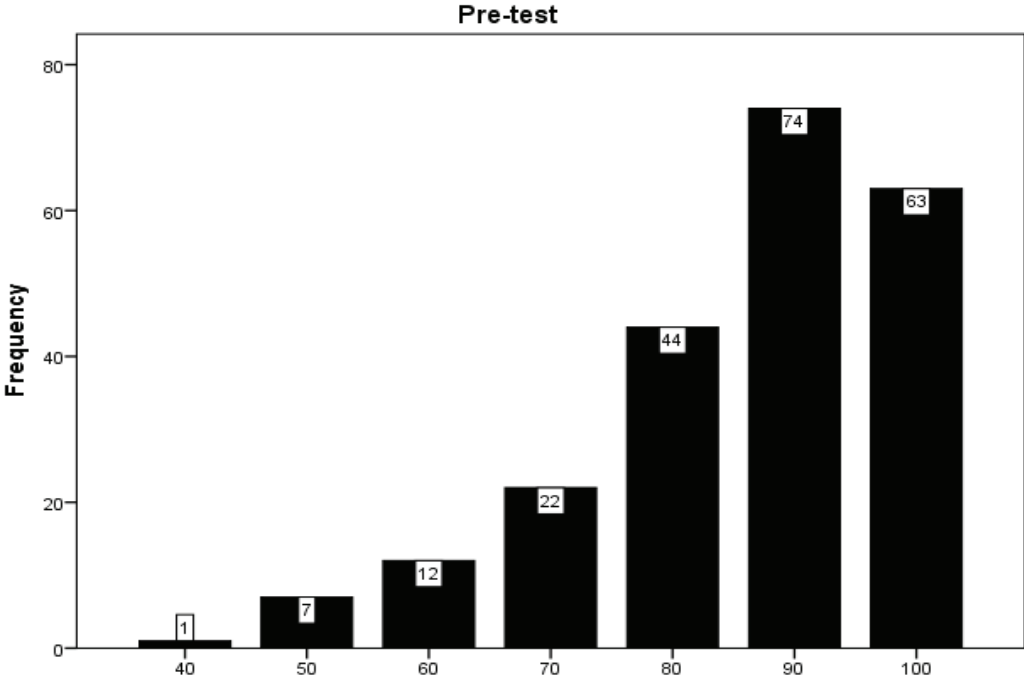
Pre-test and Post-test results of item *Create opportunities to develop positive, trusting relationships with each child's parents/caregivers*

Pre-test

Post-test

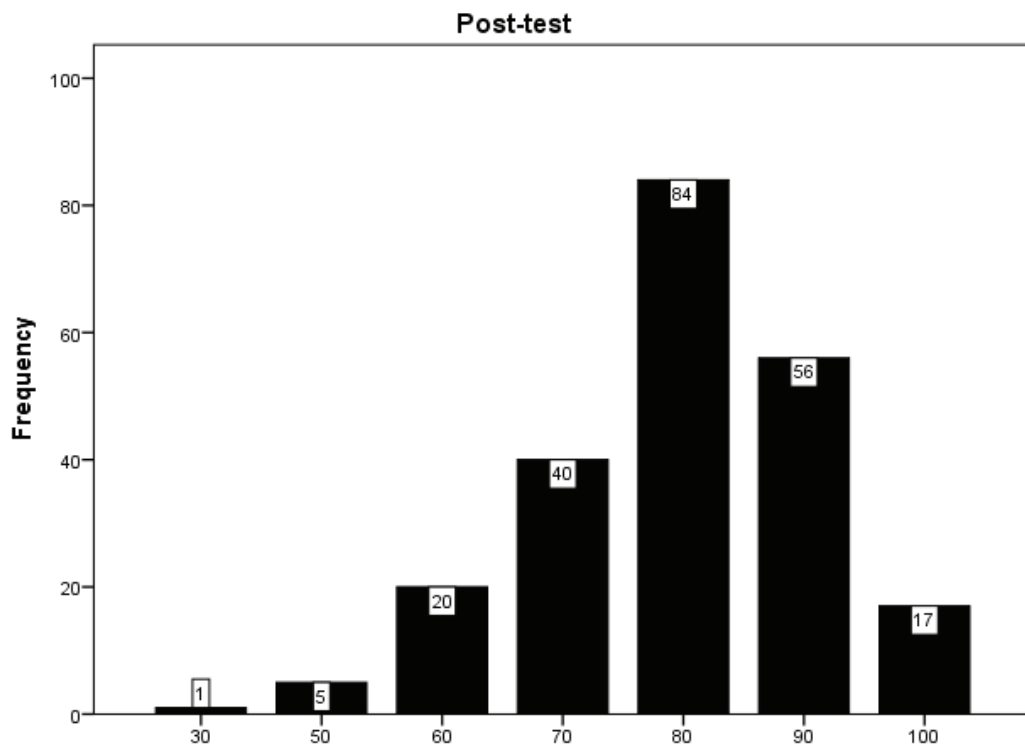Pre-test and Post-test results of item *Discuss with parents your ideas and observations with their child.*

Pre-test

Post-test

Pre-test and Post-test results of item *Assist a parent to feel comfortable in talking with you about their concerns.*

Pre-test

Post-test

Pre-test and Post-test results of item *Balance your opinions about what a child needs with a parent who has a different opinion than you.*

Pre-test and Post-test results of item *Work out a compromise with a parent when you strongly disagree with them*

Pre-test and Post-test results of item *Respond effectively to a parent who seems upset with you*

Pre-test and Post-test results of item *Effectively resolve a conflict you have with a parent.*

Pre-test

Post-test

H: METU Human Subjects Ethics Committee Permission

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

Sayı: 28620816 / 142

08 MART 2017

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Yrd. Doç. Dr. Hasibe Özlen DEMİRCAN;

Danışmanlığını yaptığınız yüksek lisans öğrencisi Gözdenur IŞIKCI' nın *"Okul Öncesi Öğretmen Adaylarının Ailelerle Çalışma Özyeterliliği: Aile Katılımı Dersinin Etkisi Var Mı?"* başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2017-EGT-028 protokol numarası ile 08.03.2017 – 22.02.2018 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Canan SÜMER
İnsan Araştırmaları Etik Kurulu Başkanı

Prof. Dr. Mehmet UTKU
İAEK Üyesi

Prof. Dr. Ayhan SOL
İAEK Üyesi

Prof. Dr. Ayhan Gürbüz DEMİR
İAEK Üyesi

Doç. Dr. Yaşar KONDAKÇI (4.)
İAEK Üyesi

Yrd. Doç. Dr. Pınar KAYGAN
İAEK Üyesi

Yrd. Doç. Dr. Emre SELÇUK
İAEK Üyesi

APPENDIX I: Scale Adaptation Permission

drhollander

RE: The Working with Families Self Efficacy Scale

Kime Gozdenur IŞIKÇI

Bu iletiyi 20.1.2017 13:45 tarihinde ilettiniz.

Hello *Gözdenur*,

It is a pleasure to talk with you. Thank you for your interest in my instrument WFSES.

I am very excited that you feel that WFSES would benefit the Turkish people. Yes, you have permission to translate the WFSES scale into Turkish. A translation and inclusion into your thesis includes making reference to the original document publish by me thru the University of Florida. Here is the original document/free http://ufdc.ufl.edu/UFE0042499/00001

Please feel free to contact me during your process in writing. I would be interested in seeing your data and final document when you have finished.

Sincerely,
~ Erika

Dr. Erika Hollander

GİRİŞ

Öğretim, pedagojik bilgilerin öğrenme ortamlarındaki pratik durumlara aktarılması olarak tanımlanmaktadır. (Cochran-Smith & Lytle, 1999). Günümüzde ise öğretmen eğitimi ile ilgili asıl odaklanılan konu öğretmenin yaptıklarından ziyade, neleri bilmesi gerektiği (Cochran-Smith & Lytle, 1999) olduğu için, öğretim verilen müfredatı öğrencilere öğretmek gibi basit bir yol olarak kabul edilmemektedir. Bunun yerine, öğrencileri, öğretmenleri ve aileleri de içeren daha karmaşık bir kavramdır. Bu sebeple, öğretmen eğitimini geliştirerek öğretmenlerin öğretim sürecini olumlu yönde etkilemek bazı çalışmaların odak noktasını oluşturmaktadır (Mena, Hennissen & Loughan, 2017; Stahl, Shaplin ve Kehrwald, 2016; Vartuli, Snider & Holley, 2016).

Öğretmen eğitim programları, öğretmen adaylarını öğretmen olmanın anlamı ve öğretmenlerin neyi nasıl öğrettikleri konusunda eğiten programlardır. Bu nedenle, mevcut öğretmen eğitim programlarının bu kriterleri karşılayacak şekilde tasarlanması beklenmektedir. Bu noktada, öğretmenlerin öğretim davranışlarını belirleyen bazı faktörler vardır. Bu faktörlerden biri, öğretmenlerin öğretim sürecini de şekillendiren öz yeterlilikleridir. Öğretmen öz-yeterliği, öğrencileri istenen başarı düzeyine ulaştırmada öğretmenin sahip olması gereken yeteneklere ilişkin öğretmen algıları olarak tanımlanmaktadır (Norton, 2013). Bu açıdan bakıldığında, öğretmen eğitim programları, öğretmen öz yeterliliğini arttırmak açısından kritik bir öneme sahiptir. Literatürde hizmet öncesi öğretmen eğitim sürecinin, öğretmen öz-yeterliğini geliştirme sürecine katkı sağladığı bulunmuştur (Erdem ve Demirel, 2007; Garvis, Twigg & Pendergast, 2011). Nitekim Avustralya'da yapılan bir çalışmada, hizmet içi öğretmenler, öğretmen yeterliklerine ilişkin algılarının, üniversite yıllarındaki mesleki deneyimleriyle şekillendiğini belirtmişlerdir (Garvis, Twigg & Pendergast, 2011). Dahası, danışman öğretmenlerin yaptıkları ders uygulamalarının, öğretmen adaylarının öz-yeterlilikleri üzerinde bir etkisi olduğu bulunmuştur; çünkü

öğretmen adayları, ideallerini ve çabalarını ders aldıkları öğretmenlerin beklentilerine göre düzenlemektedir (Erdem ve Demirel, 2007).

Gelişimsel bir süreç olarak, bazı çalışmalar öğretmen eğitimini, öğretmenlerin sınıfta karşılaştıkları zorluklarla başa çıkmalarını sağlayacak kadar yeterli bulunmamıştır (Lehman, 2017; Hobjila, 2014; Murdock ve Hamel, 2016; Epstein, 2013; Hedges ve Lee, 2010). Örneğin, öğretmen eğitim programlarının farklı altyapıdan gelen öğrencileri eğitmek konusunda öğretmen adaylarını hazırlamadığı iddia edilmiştir (Hedges ve Lee, 2010), bu nedenle bu programların yeniden değerlendirilmesi gerekmektedir (Lehman, 2017). Öte yandan, Epstein (2013) öğretmen eğitim programlarının, öğretmen adaylarını bugünün okullarının zorluklarına hazırlamadığını iddia etmektedir. Bu nedenle, öğretmen eğitim programlarının yetersiz müfredata sahip olduğu, gerçek okul ortamlarıyla sınırlı bir iletişim kurduğu (Epstein, 2013) ve öğretmen adaylarını okul ile ev arasında kurulması gereken ortaklık için hazırlamada yetersiz olduğu düşünülmektedir (Willemse, Vloeberghs, Bruine & Eynde, 2017).

Türk literatüründe, öğretmen eğitimi müfredatında deneyim eksikliği (Yalçınkaya, 2002) ve teori ile pratik arasındaki farklılıklar (Hacıömeroğlu ve Şahin Taşkın, 2010), Türk öğretmen eğitim programlarında geliştirilmesi gereken yönler olarak algılanmaktadır. Yalçınkaya'nın (2002) bildirdiği gibi, mesleğe yeni başlayan öğretmenlerin deneyimsiz olmasının sebeplerinden biri, üniversite yıllarında nitelikli bir öğretmen eğitimi almamalarıdır (Yalçınkaya, 2002). Ayrıca öğretmen adayları, iletişim becerileri gibi 21. yüzyıl becerilerini geliştirmek için iyi eğitilmediklerini belirtmişlerdir (Eret-Orhan, 2017).

Türkiye'de, öğretmen eğitimi programları Yüksek Öğretim Kurumu (YÖK) koordinasyonundadır. Tüm öğretmen eğitim programları için her yarıyılda verilen dersler ve ders içerikleri Yüksek Öğretim Kurumu (YÖK) tarafından belirlenmektedir. Öğretmen eğitim programlarındaki derslerden biri de Aile Katılımı / Anne Baba Eğitimi dersidir. Aile katılımı ve/veya Anne Baba Eğitimi dersi, Türkiye'deki öğretmen eğitimi programlarının kritik bir parçası olarak görülmelidir çünkü bazı çalışmalar, üniversite yıllarında alınan Aile Katılımı dersi ile öğretmenlerin aile katılımı uygulamaları arasındaki pozitif ilişki olduğunu

göstermektedir. Diğer yandan, Anne Baba Eğitiminin etkinliği üzerine yürütülen bazı çalışmalarda, öğretmen adayları, ilgili dersin anne babalarla çalışma konusunda yeterli pratik deneyimi sağlamada etkisinin düşük olduğunu belirtmişlerdir (Şahin, Kartal ve İmamoğlu, 2013; Kavas ve Bugay, 2009). Bununla birlikte, aile katılımının kaliteli olması açısından,

farklı altyapılardan gelen ailelerle çalışmayı öğrenmek, öğretmen adaylarının tüm ebeveynlerle iletişim kurması ve çalışması için kritik bir öneme sahiptir. Bu nedenle, Anne Baba Eğitimi dersinin içeriğinin, gerçek yaşam durumlarına uygun ve öz yeterliklerini artıracak becerileri sağlaması beklenmektedir.

Okul öncesi öğretmen eğitim programlarında verilen Anne Baba Eğitimi dersinin tarihi incelendiğinde, ders içeriğinin YÖK'ün düzenleme çalışmaları ile genişletildiği görülmektedir. YÖK, 1998 yılında öğretmen eğitim programlarının derslerinde birtakım düzenlemeler yapmıştır. Son düzenlemeler, MEB'in programlarında yaptığı değişiklikler ve öğretmenlere günümüz niteliklerini verme amacıyla 2006 yılında yapılmıştır. 1998 ve 2006 yıllarında yapılan iki düzenlemede, Anne Baba Eğitimi dersi, okul öncesi öğretmen eğitim programlarının 7.dönemine konulmuştur (YÖK, 2007). Ancak, okul öncesi dönemde aile katılımı konusu ilk kez 2006 yılındaki düzenlemelerde Anne Baba Eğitimi dersinin içeriğine dahil edilmiştir. Son olarak, Anne Baba Eğitiminin içeriğinin üniversitelere göre farklılık gösterebileceği, çünkü dersin verileceği dönemin ve dersin içeriğinin üniversiteler tarafından kararlaştırılabileceği belirtilmiştir. Türkiye'deki mevcut öğretmen eğitim programlarında, bu ders genellikle 7. yarıyılda Anne Baba Eğitimi dersi olarak sunulmaktadır.

Aile Katılımı dersi ile ilgili literatür incelendiğinde, öğretmen adaylarını ailelerle çalışma konusunda geliştirmek için benimsenen yeni eğilimlerin olduğu anlaşılmaktadır. Özellikle, bu yeni eğilimler öğretmenlerin iletişim becerilerini, farklı ailelere olan yaklaşımlarını ve ailelerle çalışmada rolleri geliştirmeyi amaçlamaktadır. İlk olarak, öğretmen adaylarının farklı altyapılardan gelen ailelerle nasıl çalışacaklarını bilmeleri gerekmektedir (Hedges, 2000). 2000 yılında Hedges tarafından yapılan bir araştırmaya göre, öğretmenlerin aslında farklı altyapıdan gelen aileleri görmezden gelmedikleri, ancak onlarla nasıl çalışacaklarını bilmedikleri iddia

edilmiştir. Ayrıca, 21. yüzyıl sınıflarının farklı altyapıya sahip öğrenci ve ailelerden oluştuğu kabul edilmiş, bu nedenle öğretmen adaylarının öğretmen eğitim programları sayesinde kültür yeterliliğine sahip olmaları gerektiği varsayılmıştır. Öğretmenliğe dair örnek vakalar, sınıf içi tartışmalar ve saha uygulamaları tasarlayarak, öğretmen adaylarının kültürel olarak yetkin profesyoneller olması sağlanabilmelidir (Alberton-Gunn, Peterson ve Gal, 2015).

İkincisi, iletişim becerileri, farklı altyapılardan gelen ebeveynlerle iletişim kurmak için kritik öneme sahiptir. Aktif dinleme gibi temel iletişim becerilerini kazandırmak için bir derse ihtiyaç olduğu kabul edilmektedir (Gartmeier, Gebhardt ve Dotger, 2016). Son olarak, öğretmen adaylarının bugünün okullarının mevcut zorluklarını ele almaları beklenmektedir (Vartuli, Snider & Holley, 2016). Bu nedenle, ebeveynlerle etkileşime girme rollerini bilmeleri gerektiği kabul edilmektedir (Greenwood & Hickman, 1991). Tüm bu becerilere sahip olmak, ev ve okul arasındaki köprüyü güçlendirmek ve farklı altyapılardan gelen aile ile etkin bir şekilde çalışmak için, eğitim programlarını gözden geçirmek ve ailelerin ders sayısını arttırmak gereklidir (Epstein ve Sandler, 2006).

Sonuç olarak, öğretmen eğitim programları bugün farklı bir noktaya gelmiştir. Toplumun değişen yapısı göz önüne alındığında, öğretmen eğitim programlarının öğretmen adaylarını 21. yüzyılın sınıflarında çalışmaya hazırlamaları gerekmektedir. Öğretmen adaylarının ihtiyaç duydukları becerilerden biri, ebeveynlerle etkili bir şekilde çalışmak için gerekli olan becerilerdir. Aile Eğitimi dersi, üniversite yıllarında ailelerle çalışma konusunda beceri kazanmalarına yardımcı olacak derslerden biridir. Ayrıca, öğretmen eğitim programında sağlanan bu beceri ve bilgiler, öğretmen adaylarının öz yeterliklerini arttırmalarına yardımcı olmaktadır. Bununla birlikte, dersin içeriği öğretmen adaylarının aile bireyleriyle çalışma becerisine sahip olmalarında büyük önem taşımaktadır. Atabey ve Tezel-Şahin tarafından 2009 yılında yapılan bir çalışmada, hizmet içi okul öncesi eğitimi öğretmen adaylarının aile katılımı sürecine yönelik tutumlarını etkileyen faktörlerden birinin Anne Baba Eğitimi dersi olduğu bulunmuştur. Alanyazında bu gibi benzer çalışmalar olsa bile, öğretmen adaylarının ailelerle çalışma öz yeterliliklerini geliştirmede Anne Baba Eğitimi dersinin önemi üzerinde hala bir odak bulunmamaktadır.

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Çalışmanın Amacı

Bu çalışmanın amaçlarından biri, üniversitelerde verilen Anne Baba Eğitimi dersinin genel içeriğini ailelerle çalışma temel bileşenleri ve Yüksek Öğrenim Kurulu tarafından sunulan konu önerilerine dayanarak araştırmaktır. İkinci olarak, mevcut çalışmanın amacı, Anne Baba Eğitimi dersinin, hizmet öncesi okul öncesi eğitim öğretmenlerinin ailelerle çalışma öz-yeterlikleri üzerindeki etkisini araştırmaktır.

Çalışmanın Önemi

Bu çalışmada, öğretmen adaylarının ailelerle çalışma öz yeterliliklerinin, Anne Baba Eğitimi dersinden nasıl etkilendiği araştırılmıştır. Hizmet içi öğretmen adaylarının, aile katılımı ile ilgili öz-yeterlik inançları ile aile katılımı düzeyleri arasındaki ilişkiyi doğrulayan bazı çalışmalar bulunmaktadır (Garcia, 2014; Dereobalı & Ünver, 2n 009; Krizman, 2013). Ayrıca, bu çalışmalardan elde edilen bulgular tutarlıdır. Örneğin, öğretmen öz-yeterliliği ile aile katılımı uygulamaları arasında orta düzeyde güçlü bir ilişki bulunmuştur (Garcia, 2014). Ancak, bu ilişkinin, sadece Anne Baba Eğitimi dersinin bu ilişkiyi ne derecede etkilediği açık değildir. Bu nedenle, bu çalışma, öğretmen adaylarının aile katılımı uygulamalarında Anne Baba Eğitimi dersinin nasıl etkili olduğu perspektifini ele aldığı için önemlidir. Ayrıca, ders içeriğinin okul öncesi öğretmen adaylarının özyeterliliğine nasıl katkıda bulunduğu incelenmiştir.

Mevcut literatür incelendiğinde, ailelerle çalışmanın genel bileşenleri; öğretmen adaylarının iletişim öz yeterliklerini, ailelere karşı rollerine dair öz yeterliliklerini ve farklı altyapıdan gelen ailelerle çalışma öz-yeterliliklerini içermektedir. Tüm bu bileşenler, yalnızca aile katılımı uygulamaları için değil, aynı zamanda tüm ebeveynler ile etkin bir şekilde çalışmak için de önemlidir. Öğretmenler rolleri açısından, öğretmen adaylarının ailelerle birlikte çalışırken liderlik rollerini üstlenmeleri kritiktir (Morris ve diğerleri, 1995); ve bu görevi yerine getirmek için, aile-okul iletişimi ve aile çeşitliliği hakkında bilgi edinmek gerekmektedir. Bu çalışmada, bu çalışmaya dahil olan üniversitelerde verilen Anne Baba Eğitimi dersinin içeriği, YÖK tarafından sunulan konular karşılaştırılarak incelenmiştir. YÖK tarafından sunulan konular dışında, iletişim, farklı altyapıdan gelen aileler ve öğretmenlerin rolüyle ilgili konuların olup olmadığı araştırılmıştır. Bunun nedeni, bu

konuların ailelerle ortaklık kurmak ve hizmet öncesi öğretmenlerin ailelerle çalışmak için öz-yeterliliğini arttırmak için kritik öneme sahip olmasıdır. Ayrıca, öğretmen eğitim programlarının öğretmen adaylarının bugünün değişen sınıflarını hazırlamalarına yönelik 21. yüzyıl becerilerini sağlamaları gerektiği kabul edilmektedir (Hedges, 2000). Ancak, YÖK tarafından sunulan Anne Baba Eğitimi dersinin içeriği incelendiğinde, öğretmen adaylarının ailelerle çalışma bileşenlerinin hepsinde aynı düzeyde desteklenmediği tespit edilmiştir. Bu nedenle, bu çalışma, Anne Baba Eğitimi ders içeriğinin, öğretmen

adaylarının ailelerle çalışırken ihtiyaç duyacakları bilgi ve becerileri içerip içermediğini inceleme açısından kritik öneme sahiptir.

Ailelerle Çalışma Özyeterlilik Ölçeği'ni uyarlamak, Türk alanyazınına yapılan başka bir katkıdır. Ailelerle Çalışma Öz-yeterlik Ölçeği, 2010 yılında Hollander tarafından aile katılımı faaliyetlerini uygulayan hizmet içi öğretmenlerin öz-yeterlik düzeylerini incelemek amacıyla geliştirilmiştir (Hollander, 2010). Ölçek, öğretmen adaylarının rollerini, aileler ile olan ilişkilerini ve onlarla birlikte çalışırken nasıl hissettiklerini ölçen üç alt ölçekten oluşmaktadır. Ayrıca, Ailelerle Çalışma Özyeterlilik Ölçeği, öğretmenlerin ailelerle iletişim yollarını ve farklı altyapıdan gelen ailelere karşı tutumlarını araştırmaktadır. Mevcut literatürde, öğretmen adaylarının aile katılımı uygulamaları hakkındaki algılarını araştıran bazı ölçekler bulunmaktadır. Örneğin, 2015 yılında Alaçam tarafından yapılan bir çalışmada, öğretmen adaylarının aile katılımı etkinliklerine yönelik etkinlik düzeyinin nasıl araştırıldığını incelemek üzere Anne Baba Katılımı Etkinliği Ölçeği'nin Türkçe'ye uyarlanması yapılmıştır (Alaçam, 2015). 2010 yılında Stuckey tarafından oluşturulan bu ölçek, öğretmen adaylarının aile katılımı etkinlikleri ile ilgili öz-yeterliklerini değerlendirmek amacı taşımaktadır (Stuckey, 2010). Bu noktadan düşünüldüğünde, Ailelerle Çalışma Öz Yeterlilik Ölçeği'nin Türkçeye uyarlanmasının katkısı, öğretmen adaylarının sadece aile katılımı uygulamalarına ilişkin öz-yeterliliğini değil, aynı zamanda farklı altyapıdan gelen aileleri, iletişim becerilerini ve öğretmen rollerini de içeren öz-yeterliliklerini tanımlamayı amaçlamasıdır. Ayrıca, ölçeğin Türkçeye çevrilmesi ve uyarlanması, hizmet-içi okul öncesi eğitimi öğretmenleri ile yaş, deneyim gibi farklı değişkenleri göz önünde bulundurarak daha fazla çalışma yürütme imkanı sağlayacaktır.

Literatürde öğretmen adaylarının Anne Baba Eğitimi dersi ve öğretmen eğitim programları hakkındaki görüşlerini inceleyen bazı araştırmalar varken (Krizman, 2013; Garcia, 2014), öğretmen eğitim programlarında ders veren öğretim üyelerinin görüşlerini inceleyen çalışmalar da bulunmaktadır (Dereobalı & Ünver, 2009). Dereobalı ve Ünver, 2009 yılında öğretmen eğitim müfredatına ilişkin, öğretim üyelerinin algılarını araştıran bir çalışma yürütmüştür. Bu çalışmada, Türkiye'deki 26 üniversitenin Okul Öncesi Öğretmen Eğitimi Lisans Programlarında görevli 65 öğretim elemanı derslerle ilgili fikirlerini belirtmişlerdir. Anne Baba Eğitimi dersinin,

Anne Baba Eğitimi I ve Anne Baba Eğitimi II olarak verilmesini önermişlerdir (Dereobalı & Ünver, 2009). 2009 yılında uygulanan bu çalışma, YÖK tarafından 2006 yılında öğretmen eğitim programlarının düzenlemesine rağmen, öğretmen eğitim programlarında bazı eksik noktalar olduğunu düşündürtmektedir. YÖK'ün yaptığı son değişikliklerde, Anne Baba Eğitimi dersinin içeriği genişletilse dahi, ailelerle iletişim ve farklı altyapılardan gelen ailelerle çalışma gibi konuları da içermesi beklenmektedir. Bu nedenle mevcut çalışma, Anne Baba Eğitimi ders içeriğini incelemekte ve ailelerle çalışma temel bileşenlerini içerip içermediğine bakmaktadır.

Günümüzde, öğretmen eğitimi farklı noktalarda değerlendirilmektedir. Bu nedenle, öğretmen eğitim programlarında farklı bakış açılarına ve farklı öğretim yöntemlerine ihtiyaç vardır. Tüm öğretmen eğitim programlarının 21. yüzyılın becerilerini kapsaması ve öğretmen adaylarına bu konularda bilgi ve beceri sağlaması beklenmektedir. Türkiye'de öğretmen eğitim programları dikkate alındığında, Dünyadaki literatürün aksine Aile Katılımı dersi yerine Anne Baba eğitimi dersi verildiği görülmektedir. Ancak, Türkiye'deki durumun aksine, Anne Baba Eğitimi mevcut literatürde Aile Katılımı kavramı altındadır (Goodall ve Montgomery, 2013). Türkiye'de bu durum, ailelerle çalışmanın daha dar bir yaklaşımla ele alındığını göstermektedir çünkü Aile Katılımı, Anne Baba Eğitimini kapsayan daha geniş bir bağlamdır. Bu nedenle, ailelerle çalışmanın tüm bileşenlerini içeren Aile Katılımı dersi olması gerekmektedir. Öğretmen adaylarının aldıkları öğretmen eğitimi üzerine algılarının incelendiği 2009 yılında yaptığı çalışmanın sonucunda Kavas ve Bugay'ın bulguları, okul öncesi öğretmenliği, derslerin% 40.9'unun yetersiz

olduğunu ortaya koymuştur. Bu nedenle, ders içeriği aileler ile çalışma temel bileşenleri ve YÖK tarafından sunulan konular çerçevesinde incelenmiştir.

YÖNTEM

Araştırma Yöntemi

Mevcut çalışma iki bölümden oluşmaktadır. Öncelikle, Anne Baba Eğitimi ders müfredatları, ders içeriklerini değerlendirmek için incelendi. İkinci olarak hizmet öncesi okul öncesi eğitim öğretmen adaylarının ailelerle çalışma konusundaki öz-yeterlikleri, aile-okul iletişimi, öğretmen rolleri ve farklı altyapıdan gelen ailelerle çalışma açısından incelenmiştir. Araştırmanın bu kısmının tasarımı, nitel deneysel olmayan ön-test son-test tasarımıdır.

Evren ve Örneklem

Araştırmanın evrenini, Türkiye'deki 4. Sınıf okul öncesi eğitimi öğretmen adayları oluşturmaktadır. Ancak örneklem, Türkiye'de 7 devlet ve 1 özel üniversitede okuyan 4. sınıf okul öncesi eğitimi öğretmen adaylarından oluşmaktadır. Okul öncesi öğretmenliği lisans programında öğrenim görmek ve Anne Baba Eğitimi dersine kayıtlı olmak dahil edilme kriterleridir. Çalışmaya toplamda 223 katılımcı dahil edilmiştir.

Veri Toplama Araçları

Bu çalışmada veri toplama aracı olarak, çalışmaya dahil edilen üniversitelerde verilen Anne Baba Eğitimi derslerinin müfredatları, dersin içeriğini araştırmak üzere toplanmıştır. Müfredatlar, üniversiteler tarafından kullanılan Bologna sisteminden ve dersi veren öğretim elemanlarından alınmıştır. Bu çalışmaya 8 üniversite katılmış ve tüm müfredatlarına ulaşılmıştır.

Ayrıca, 2010 yılında Hollander tarafından geliştirilen Ailelerle Çalışma Öz Yeterlilik Ölçeği Türkçeye uyarlanmış, pilot çalışma ile okul öncesi öğretmen adaylarına uygulanmıştır. Veri toplama sürecinden sonra, doğrulayıcı ve açımlayıcı faktör analizleri ile ölçeğin geçerliliği ve Cronbach Alpha katsayısına bakılarak ölçeğin güvenilirliği kontrol edilmiştir. Tüm analizler sonucunda, ölçeğin üç faktörlü bir altyapısının olduğu bulunmuştur.

Veri Toplama Süreci

Orta Doğu Teknik Üniversitesi Uygulamalı Etik Araştırma Merkezi'nden etik kurul onayı alındıktan sonra, çalışmaya dahil edilen üniversitelerden çalışma izinleri alınmıştır. 2017-2018 Güz Dönemi'nde Anne Baba Eğitimi dersinin başında ve sonunda ölçek okul öncesi öğretmen adaylarına uygulanarak veriler toplanmıştır.

Veri Analiz Süreci

İlk olarak, üniversitelerden toplanan ders izlencesi verileri belge-analiz tekniği ile incelenmiştir. Ana çalışma için veriler ise, okul öncesi öğretmen adaylarından toplandıktan sonra, veri setindeki eksik verileri ve hataları tanımlamak için ön analiz yapılmıştır. Ön analizleri yaptıktan ve verileri istatistik için hazır hale getirdikten sonra sırasıyla tanımlayıcı istatistikler ve çıkarımsal istatistikler yapılmıştır.

Katılımcıların her bir soruya verdikleri cevapların frekans dağılımları betimsel istatistikler kullanılarak analiz edilmiştir. Son olarak, Bağımlı örneklem t testi yapmak için varsayımlar incelenmiş ve herhangi bir ihlalinin olup olmadığı ve her bir değişken için verilerin normalliği kontrol edilmiştir. Daha sonra her bir değişken için ön test ve son test puanları Bağımlı örneklem t testi kullanılarak incelenmiştir.

BULGULAR

Anne Baba Eğitimi dersinin içeriğine bakıldığı zaman, YÖK tarafından önerilen ders içeriğinin üniversitelerde çeşitli yüzdelerde işlendiği bulunmuştur. Ailelerle çalışma bileşenleri açısından incelendiğinde, iletişim ve öğretmen rollerine yönelik konular üniversitelerin % 75'inde bulunurken, çeşitlilik konusuna yer veren üniversitelerin %85 oranındadır.

Anne Baba Eğitimi dersinin, öğretmen adaylarının genel öz yeterlilik puanları üzerindeki etkisini değerlendirmek için Bağımlı Örneklem t testi yapılmıştır. Analiz sonucunda, ön test ($M = 1955$, $SD = 241$) ve son test ($M = 2027$, $SD = 217$) puanları arasında istatistiksel olarak anlamlı bir fark bulunmuştur (t (222) = -3,97, p <.0005).

Alt boyutlara bakıldığında, Bağımlı Örneklem t testi okul öncesi öğretmen adaylarının iletişim öz yeterliliği, öğretmen rolleri öz yeterliliği ve farklı altyapılardan gelen ailelerle çalışma konusundaki öz yeterliliklerinin ön test son test

farkını ortaya koymak için kullanılmıştır. İletişim alt boyutunda, ön test (M =612.46, SD = 95.45) ve son test (M =640.13, SD=78.16) puanları arasında istatistiksel olarak anlamlı bir fark bulunmuştur (t(222) = -4.00, p < .0005). Aynı şekilde, öğretmen rolleri alt boyutundaki fark, ön test (M =466.77, SD = 73.26) ve son test (M =492,78 SD=58,919) puanları arasında istatistiksel olarak anlamlı çıkmıştır (t(222) = -4,742, p < .0005). Farklı altyapılardan gelen ailelerle çalışma öz-yeterliliğine bakıldığı zaman, ön test (M =876.18, SD = 120.52) ve son test (M =894,38 SD=106,88) puanları arasında istatistiksel olarak anlamlı bir fark bulunmamıştır (t(222) = -1.911, p < .0005).

TARTIŞMA

Çalışma da ilk olarak Anne Baba Eğitimi dersinin içeriği incelenmiş ve YÖK tarafından sunulan konulara göre ve ailelerle çalışma temel bileşenlerine göre değerlendirilmiştir. Mevcut literatürde, öğretmen adaylarının ailelerle çalışma konusundaki bilgi ve becerilerini geliştirmeye yönelik ders tasarımları sunan bazı çalışmalar bulunmaktadır (Amatea ve ark., 2012; Bingham ve Abernathy, 2007). Örneğin, Amatea, Cholewa, ve Mixon (2012), hizmet öncesi öğretmenlerin ekonomik ve etnik olarak farklı altyapılardan gelen ailelerle çalışmadaki tutumlarını değiştirmek tasarladıkları ders sonucunda, katılımcıların daha az stereotipik olduğu bulunmuştur (Amatea, Cholewa, & Mixon, 2012). Ayrıca, 2007 yılında Bingham ve Abernathy tarafından yürütülen bir başka çalışmada ise, öğretmen adaylarına verilen etkili Aile Katılımı dersi sonucunda, katılımcıların iletişim, öğretmen 163ratik gibi konularda daha olumlu tutumlara sahip olduğu bulunmuştur (Bingham ve Abernathy, 2007).

Ders içerikleri YÖK tarafından sunulan konular ile karşılaştırıldığında, üniversitelerin tam olarak bu konuları takip etmedikleri ve Anne Baba Eğitimi dersine bazı içerikler ekledikleri görülmüştür. Okul öncesi eğitimde aile katılımı konusu ise genellikle son 2-3 hafta içinde işlenmektedir. Öte yandan, sosyal yapı, kültür ve sosyal gelişim ve aile teorileri tercih edilen konular değildir. Ders içeriği, ailelerle çalışmanın temel bileşenleri çerçevesinde incelendiğinde, ders içeriğinin, öğretmenlerin ebeveynlerle olan rolü, öğretmen-veli iletişimi ve aile çeşitliliği ile ilgili bazı konuları içerdiği sonucuna varılmıştır. Ancak, bu konuların içeriği,

ailelerle çalışmanın temel bileşenleri olarak belirtilmemiştir. Örneğin, farklı altyapılardan gelen aileler, çoğunlukla sadece boşanmış aileleri ve tek ebeveynli aileleri içermektedir. Bu açıdan, geliştirilmeye ihtiyaç duyulan ders içeriğinde bazı yetersiz noktalar bulunmaktadır. Kaliteli iletişim becerilerine sahip olmak ve liderlik rollerini almak, öğretmenlerin sahip olması gereken kişisel değerler olarak algılanmaktadır (Maviş, Çaycı ve Arslan, 2014). Her ne kadar mevcut çalışmada öğretmen rollerine yönelik özyeterlilikleri ve iletişim öz-yeterlilikleri artmış olsa da üniversitelerde verilen iletişim içeriği çift-yönlü iletişim stratejilerini içermemektedir. Sonuç olarak, Anne Baba Eğitimi dersinin öğretmen adaylarının ailelerle çalışma konusundaki öz yeterliklerini olumlu yönde etkilemesi, adayları günümüz zorluklarına hazırladıkları anlamına gelmemektedir.

Mevcut çalışma aynı zamanda, Anne Baba Eğitimi dersinin okul öncesi öğretmen adaylarının genel öz yeterliklerine olan etkisine odaklanmıştır. Mevcut literatürün aksine (Aldemir & Kurt, 2014; Hakyemez, 2015; Şahin, Kartal ve İmamoğlu 2013; Kaya, 2007), bu çalışmada, Anne Baba dersi sonrasında, öğretmen adaylarının ailelerle çalışma öz yeterliliklerinin arttığı bulunmuştur.

2009 yılında Atabey & Tezel-Şahin tarafından bulunan yakın bir sonuç, okul öncesi öğretmen adaylarının aile katılımına yönelik tutumlarının, Anne Baba Eğitimi dersinden etkilendiğini bulmuştur. Mevcut çalışma ile literatür arasındaki bu fark, mevcut durumda iyileşme olduğunu ve öğretmen eğitim programları için ümit verici bir durum olduğunu ortaya koymaktadır. Ayrıca, ders içeriğinin çeşitli değişkenler üzerindeki etkisinin incelenmesi, daha rasyonel bilginin kazanılmasını desteklemektedir.

Mevcut çalışma, ailelerle çalışma temel bileşenleri olan iletişim, öğretmen 164ratik ve farklı altyapılardan gelen ailelerle çalışma alt boyutlarını ayrı olarak incelemiştir. MEB tarafından açıklanan profesyonel özelliklerden biri iletişim becerileridir. Bu nedenle, öğretmen eğitim programlarının öğretmen adaylarının iletişim becerilerini geliştirmek için fırsat sağlaması beklenmektedir. Bunula birlikte, kültürel farklılıklar ailelerle iletişimin en zor kısımlarından biri olarak tanımlanmaktadır (Flanigan, 2012). Bu durumun nedenlerinden biri, öğretmen eğitim programlarının iletişimi anlama konusuna daha az odaklanmasıdır. Varolan literatürle

karşılaştırıldığında, mevcut çalışmada Anne Baba Eğitimi dersi sonucunda, okul öncesi öğretmen adaylarının iletişim öz-yeterliliklerinin arttığı bulunmuştur.

Okul öncesi öğretmen adaylarının iletişim öz-yeterlilik puanlarındaki artış, mevcut Anne Baba Eğitimi dersinin, iletişim becerilerini daha iyi desteklediğini göstermektedir. Bu sonuç önceki araştırma bulgularını da desteklemektedir (Ekinci ve Kaya, 2016; Şahin, Kartal ve İmamoğlu, 2013; Moon ve L.Neville, n.d). Tüm bu araştırmalar, okul öncesi öğretmen adaylarının iletişimde yüksek öz yeterliliğe sahip olduğunu gösterirken, bu yüksek öz yeterliliğin Anne Baba Eğitimi ile ilişkili olup olmadığını ortaya koymamıştır. Ekinci ve Kaya (2016) tarafından yapılan bir çalışmada, okul öncesi eğitim öncesi öğretmen adayları Anne Baba Eğitimi dersinin ailelerle çalışmada gerekli olan 165ratik becerileri öğretmediğini söylerken, iletişim yeterliklerinin yüksek olduğunu belirtmişlerdir (Ekinci & Kaya, 2016). Bunun nedeni, ebeveyn iletişimi ile ilgili konuları içeren etkili iletişim dersi almalarıdır (Ekinci & Kaya, 2016). Her ne kadar bu çalışmalar iletişim öz-yeterliliğine ilişkin herhangi bir dersin etkinliğini incelemese de bu sonuçlar mevcut öğretmen eğitim programlarının hizmet öncesi öğretmenlerin iletişim becerilerini desteklediğini göstermektedir.

Bu sonuç önemlidir çünkü Hoover-Dempsey & Sandler Aile Katılım Modeline göre, ebeveyn / öğretmen / okul iletişimi bir tür ebeveyn katılımı formudur (Sandler ve Hoover-Dempsey, 2005). Dahası, öğretmen adayları iletişim becerilerini iyi bir öğretmen olma yetkinliği olarak algılamaktadırlar (Işıktaş, 2015). Bu sonuç öğretmen eğitim programlarının kalitesi açısından ümit vericidir, çünkü aile ile iki yönlü iletişim çok önemlidir. Bununla birlikte, MEB tarafından açıklanan farklı iletişim stratejileri sağlamak için ders içeriğinin gözden geçirilmesi gerekli olabilir.

İkinci olarak, öğretmen yetiştirme programlarının öğretmen adaylarını farklı ailelerle çalışmayı nasıl hazırladıklarını araştıran birkaç benzer çalışma bulunmaktadır (Civitillo, Juang & Schachner, 2018; Lehman, 2017; Murdock & Hamel, 2016; Scott & Scott, 2015; Acquah & Commins, 2015; Alberton-Gunn, Peterson ve Gal, 2015). Bu çalışmalardan elde edilen ortak sonuç, öğretmen eğitim programları öğretmen adaylarını farklı altyapılardan gelen ailelerle çalışma konusunda hazırlaması gerektiğidir. Literatürdeki çalışmalara ek olarak, mevcut çalışmanın sonuçları neden

farklı ailelerle çalışma konusunda öz-yeterliliğin düşük olduğuna dair bazı açıklamalar da bulunmaktadır. İlk olarak, günümüzün değişen toplumunda, öğretmenler ile öğrenciler ve aileleri arasındaki kültürel uçurum genişlemekte, bu da stereotipik düşüncelere yol açabilmektedir (Amatea, Cholewa, & Mixon, 2012). Negatif tutumları en aza indirgemek için farklı altyapılara ilişkin kaliteli bir eğitim verilmelidir, ancak öğretmen eğitim programları çeşitliliği öğretmede yetersiz bulunmuştur (Hedges ve Lee, 2010). İkinci olarak, Anne Baba Eğitimi dersinin içeriği düşük öz-yeterliliğe neden olabilir. Türkiye'de Anne Baba Eğitimi dersinin niteliği incelendiğinde, YÖK programında çeşitlilikle ilgili konular bulunmamaktadır. Ayrıca, üniversitelerdeki Anne Baba Eğitimi ders müfredatlarında, farklı kültürel, etnik ve sosyal altyapıların yeterince yer almadığı bulunmuştur. Üçüncüsü, öğretmen adaylarının çeşitlilik konusunda kendilerine güven duymamalarının nedenlerinden biri, deneyim eksikliği ile ilişkili olabilir (Murdock ve Hamel, 2016). Örneğin, Alberton-Gunn ve diğ. (2015) eğitim felsefelerini incelemiş ve öğretmen adaylarının sadece diğer kültürleri öğrenmeye değil, aynı zamanda kendi kültürlerinin öğretmen olarak kendileri üzerinde nasıl bir etkiye sahip olduğunu da anlamaları gerektiğini bulmuştur. Son olarak, Hoover-Dempsey ve Sandler Modeli'ne göre, ebeveynlerin katılımı için sahip oldukları davet algısı kritiktir (Sandler & Hoover-Dempsey, 2005).

Öğretmenlerin velileri okula davet etmeleri için, ailelerin kültürlerini anlamak gerekmektedir. Öğretmenlerin bu konuda düşük öz yeterliliğe sahip olmaları, öğretmen eğitiminin diğer kültürleri anlamada yetersiz olduğu şeklinde yorumlanabilir. Sonuç olarak, mevcut çalışmanın sonuçları ulusal ve uluslararası çalışmaların sonuçları ile tutarlıdır. Literatürdeki benzer çalışmalar, mevcut öğretmen eğitim programlarının farklı ailelerle çalışmakta olan öğretmen adaylarını yeterince desteklemediğini göstermektedir (Eret-Orhan, 2017; Ateş ve Cevher-Kalburan, 2016; Aldemir ve Kurt, 2016; 2010; Hedges ve Lee). Deneyim eksikliği, Anne Baba Eğitimi ders içeriğindeki konular ve 21. yüzyılın toplumunun yapısı, öz yeterliklerini artırma yolunda engellere neden olmaktadır. Ancak, öğretmen eğitim programları gözden geçirilirken, farklı altyapılardan gelen ailelerle çalışmanın çocuklarının genel gelişimine ve eğitimine katkısının dikkate alınması gerekmektedir.

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Ailelerle çalışmanın son bileşeni olarak, Morris ve ark. (1995), öğretmen adaylarının liderlik rollerine sahip olmalarının aile katılım etkinliklerinde kritik öneme sahip olduğunu belirtmiştir. Öğretmen adaylarının, liderlik rolleriyle ilgili dersi tamamladıktan sonra ailelerle çalışma konusunda kendine güvenlerinin arttığı bulunmuştur (Morris ve ark., 1995). Bu sonuç, mevcut çalışmanın sonuçlarına benzerdir. Aile katılımı için öğretmen rollerinin kritik olduğu göz önünde bulundurulduğunda, Anne Baba Eğitimi dersinin bu sürece bir katkıda bulunduğu düşünülebilir. Ayrıca, benzer sonuçlara ulaşılması, öğretmen yetiştirme programlarında sağlanan eğitimin uluslararası standartlara yakın olduğunu ve bu çalışmanın bulgularının literatürle ilgili olarak bu konuya katkıda bulunduğunu göstermektedir.

ÖNERİLER

Mevcut literatüre dayanarak, öğretmen adaylarının ailelerle çalışma öz yeterliliklerinin, Anne Baba Eğitimi dersinden sonra arttığı bulunsa da kariyerlerine başladıklarında sorunlarla karşılaşabilecekleri sonucuna varılmaktadır. Bunun nedenlerinden biri öğretmen adaylarının öz yeterliklerinin, Anne Baba Eğitimi dersinde öğrendikleriyle sınırlı olmasıdır. Bu nedenle, öğretmen eğitim programlarının aile katılımı açısından geliştirilmesi için ilk adımın atılması gerekmektedir (Dereobalı & Ünver, 2009; Kaya, 2007; Greenwood ve Hickman, 1991). Anne Baba Eğitimi dersinin içeriği, öğretmen adaylarının bilgi ve becerilerini arttırmak için genişletilmelidir. Ayrıca, öğretmen adaylarının ebeveynleri dahil etmek için farklı teknikler öğrenmeleri tek başına yeterli değildir, neden onlara ihtiyaç duyduklarının mantığını da öğrenmeleri gerekir. Bu sebeple, Anne Baba Eğitimi, Aile Katılımı I ve Aile Katılımı II olmak üzere iki ders şeklinde öğretmen eğitim programlarında yer alabilir (Dereobalı & Ünver, 2009).

İkinci olarak, öğretmen eğitim programlarındaki eksikliklerden biri, pratik ile teori arasındaki uçurumdur (Yalçınkaya, 2002). Bu nedenle, Anne Baba Eğitimi dersi uygulama odaklı olmalıdır. Bununla birlikte, bu uygulamaya yönelik eğitimin ebeveynlerle yüksek kalitede etkileşimler içermesi gerekmektedir (Vartuli, Snider ve Holley, 2016). Anne Baba Eğitimi dersine pratik yapma olasılığı eklemek yeterli

olmayabilir. Lisans programlarında aile katılımı ve eğitimi konusunda ayrı pratik dersler olmalıdır (Bayraktar, Güven ve Temel, 2016).

Üçüncüsü, ailelerle çalışmak, iletişim ve liderlik becerileri gerektirir. Ahmetoğlu ve Acar tarafından 2016 yılında yapılan bir çalışmada, kadın okul öncesi öğretmenlerin iletişim becerilerinin erkek okul öncesi öğretmenlerinden daha yüksek olduğu bulunmuştur. Bu çalışmanın sonucunda üniversite yıllarının hizmet öncesi öğretmen adaylarının kişilerarası iletişim becerilerini kazanma imkanı bulduğu sonucuna varılmıştır (Ahmetoğlu & Acar, 2016). Bu noktada, üniversite yılları boyunca, okul öncesi öğretmenlerin iletişim becerilerini geliştirmek için bazı uygulamalar yapılabilir. Bununla birlikte, müfredatta ayrı bir liderlik ve iletişim dersi de eklenebilir. MEB (2013) okul-ebeveyn iletişim aktivitelerini tanımlamaktadır. Bu etkinlikler telefon görüşmeleri, kitapçıklar, görsel-işitsel kayıtlar, fotoğraflar, duyuru panoları, haber bültenleri, iletişim defterleri, portföyler, toplantılar, okul ziyaretleri, varış saatleri, internet tabanlı uygulamalar ve dilek kutularıdır (MEB, 2013). Bir iletişim dersi ile bu farklı iletişim stratejilerine odaklanabilir.

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