

THE RELATIONSHIP BETWEEN PARENTS' PERCEPTIONS OF SCHOOL
CLIMATE AND THEIR INVOLVEMENT IN EARLY CHILDHOOD
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Approval of the Graduate School of Social Sciences

Prof. Dr. Yaşar Kondakçı
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

Prof. Dr. Cennet Engin-Demir
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

Assist. Prof. Dr. Gökçe Gökçalp
Supervisor

Examining Committee Members

Assoc. Prof. Dr. Şakir Çınkır	(Ankara Uni., EYT)	_____
Assist. Prof. Dr. Gökçe Gökçalp	(METU, EDS)	_____
Assist. Prof. Dr. Duygun Göktürk	(METU, EDS)	_____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name : Neşe Taştepe

Signature :

ABSTRACT

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

Taştepe, Neşe

M.Sc., Department of Educational Sciences

Supervisor: Assist. Prof. Dr. Gökçe Gökçalp

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Parent involvement in education has positive effects on the school outcomes. There are various factors having impact on the levels of parent participation. Parents' perceptions of positive school climate are one of these factors. The purpose of this study is to examine the relationship between parents' perceptions of school climate and their involvement in early childhood education. Correlational research design as a quantitative research model was used to examine this relationship. The study was conducted in the six central districts in Ankara with the participation of parents whose children go to public and private early childhood education institutions. The sample was selected randomly from Altındağ, Çankaya, Etimesgut, Keçiören, Mamak and Yenimahalle based on economic, education and social life indexes.

Parents' Perceptions of School Climate Scale and Family Involvement Questionnaire were administered to parents. Descriptive statistics, Pearson correlation and Hierarchical Multiple Regression analysis were performed. The results of the study showed that there was a positive relationship between parents' perceptions of school climate and their involvement in education. Also, parents' perceptions of academic climate, safety climate and social climate which were sub-dimensions of school climate predicted parent involvement and its sub-dimensions which were home-based involvement, school-based involvement, and home-school conferencing. In order to improve school-family partnership, all the stakeholders should work in collaboration.

Keywords: organizational climate, school climate, parent involvement

ÖZ

OKUL ÖNCESİ DÖNEMDE AİLELERİN OKUL İKLİMİ ALGILARI İLE OKUL ÖNCESİ EĞİTİME KATILIMLARI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

Taştepe, Neşe

Yüksek Lisans, Eğitim Bilimleri Bölümü

Tez Yöneticisi: Dr. Öğretim Üyesi Gökçe Gökçalp

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Ailelerin eğitime katılımının okul çıktıları üzerinde olumlu etkileri vardır. Aile katılım düzeyleri üzerinde etkili olan çeşitli faktörler vardır. Ebeveynlerin olumlu okul iklimi algıları bu faktörlerden biridir. Bu çalışmanın amacı, ebeveynlerin okul iklimi algıları ile erken çocukluk eğitime katılımı arasındaki ilişkiyi incelemektir. Bu ilişkiyi incelemek için nicel araştırma modellerinden korelasyonel araştırma türü kullanılmıştır. Çalışma, Ankara'daki altı merkez ilçede, çocukları kamu ve özel erken çocukluk eğitim kurumlarına giden ebeveynlerin katılımıyla gerçekleştirilmiştir. Örneklem ekonomik, eğitim ve sosyal yaşam endekslerine göre Altındağ, Çankaya, Etimesgut, Keçiören, Mamak ve Yenimahalle'den rastgele seçilmiştir. Velilerin Okul İklimi Algısı Ölçeği ve Aile Katılım Anketi ailelere

uygulanmıřtır. Tanımlayıcı istatistikler, Pearson korelasyonu ve Hiyerarřik Çoklu Regresyon analizi yapılmıřtır. alıřmanın sonuçları, ebeveynlerin okul iklimi algıları ile eğitime katılımları arasında pozitif bir ilişki olduğunu göstermiştir. Ayrıca, ebeveynlerin okul ikliminin alt boyutları olan akademik iklim, güvenlik iklimi ve sosyal iklim algıları, ebeveyn katılımını ve alt boyutları olan ev temelli, okul temelli ve ev-okul iş birliđi temelli katılımı yordamıştır. Okul-aile ortaklığını geliřtirmek için tüm paydařlar iş birliđi içinde çalışmalıdır.

Anahtar Kelimeler: örgütsel iklim, okul katılımı, aile katılımı

To My Expanding Family

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TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT	iv
ÖZ.....	vi
DEDICATION	viii
ACKNOWLEDGMENTS.....	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xiii
LIST OF FIGURES.....	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER	
1. INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Purpose of the Study	5
1.3 Significance of the Study	6
1.4 Theoretical Framework of the Study.....	8
1.5 Definition of the Terms	9
2. LITERATURE REVIEW.....	11
2.1 Organizational Climate	11
2.2 School Climate	13
2.2.1 Definition of School Climate	13
2.2.2 School Climate Approaches	14
2.2.2.1 The Concept of Open and Closed Climates	14
2.2.2.2 Organizational Health Construct.....	15
2.2.3 Elements of School Climate.....	17
2.2.4 Studies about School Climate Perceptions.....	18
2.2.4.1 School Climate Perceptions of Teachers.....	18
2.2.4.2 School Climate Perceptions of Students	20

2.2.4.3	School Climate Perceptions of Parents	21
2.3	School-Community Partnership	22
2.4	Parent Involvement	24
2.4.1	Definition of Parent Involvement.....	24
2.4.2	Significance of Parent Involvement.....	25
2.4.2.1	Benefits of Parent Involvement.....	27
2.4.3	Barriers to Parent Involvement	29
2.4.4	Ways to Support Parent Involvement	33
2.4.5	Studies about Parent Involvement.....	33
2.5	School Climate and Parent Involvement.....	37
2.6	Discussion and Summary of Literature Review.....	38
3.	METHODOLOGY.....	39
3.1	Design of the Study	39
3.2	Population and Sample.....	40
3.3	Data Collection Tools	41
3.3.1	Demographic Information Form	42
3.3.2	Parents' Perceptions of School Climate Scale	42
3.3.3	Family Involvement Questionnaire.....	43
3.4	Data Collection Procedure	45
3.5	Data Analysis	45
4.	RESULTS	47
4.1	Demographic Characteristics	47
4.2	Descriptive Statistics.....	49
4.3	Pearson Correlation Regarding the Scales	50
4.4	Hierarchical Multiple Regression Analysis	52
4.4.1	Assumptions of Hierarchical Multiple Regression Analysis ..	52
4.4.2	Results of Hierarchical Multiple Regression Analysis	57
5.	DISCUSSION	64
5.1	Discussion of the Results	64
5.2	Implications.....	69
5.3	Limitations and Recommendations.....	71

REFERENCES.....	74
APPENDICES	
A. PERMISSION TO USE THE DATA COLLECTION TOOLS	91
B. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE	93
C. APPROVAL OF THE ANKARA PROVINCIAL DIRECTORATE OF NATIONAL EDUCATION	94
D. CONSENT FORM FOR DATA COLLECTION	95
E. DATA COLLECTION TOOLS	96
F. TURKISH SUMMARY / TÜRKÇE ÖZET.....	99
G. TEZ İZİN FORMU / THESIS PERMISSON FORM	113

LIST OF TABLES

Table 4.1 Frequencies of the Parents	47
Table 4.2 Frequencies of the Children	48
Table 4.3 Descriptive Statistics of the Participants Regarding the Scale Scores.....	49
Table 4.4 Correlation Matrix of Variables	50
Table 4.5 Dummy Coding.....	53
Table 4.6 Results of Hierarchical Multiple Regression Analysis of Parent Involvement.....	58
Table 4.7 Results of Hierarchical Multiple Regression Analysis of School-based Involvement.....	59
Table 4.8 Results of Hierarchical Multiple Regression Analysis of Home-based Involvement.....	61
Table 4.9 Results of Hierarchical Multiple Regression Analysis of Home-school Conferencing	62

LIST OF FIGURES

Figure 4.1 The histograms, the normal p-p plots, and the scatter plots of residuals	55
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LIST OF ABBREVIATIONS

AÇEV	Anne Çocuk Eğitim Vakfı (Mother Child Education Foundation)
MEB	Milli Eğitim Bakanlığı (Ministry of National Education)
OECD	Organisation for Economic Co-operation and Development
TÜİK	Türkiye İstatistik Kurumu (Turkish Statistical Institute)

CHAPTER 1

INTRODUCTION

This chapter of the study aims to introduce the parts giving information about the background, purpose, significance, and theoretical framework of the study. Lastly, operational definitions of the variables were given.

1.1 Background of the Study

From childhood through adulthood, two social organizations, the family and school, directly affect each individual. The family is responsible for the overall development of the child including his/her physical, mental, emotional and social development. Furthermore, teachers are among the first adults who play important roles in the child's development and learning. Numerous studies in the literature show that a strong linkage among all the participants who are responsible for the education of young children is beneficial for the child's healthy development.

Organizations are a group that has formed for a particular purpose and consist of components including "common purpose, coordinated effort, division of labor and hierarchy of authority" (Schein, 2010). There are interactions between these components so organizations can be considered as a structure of relationships. These relationships form the general feeling in the work environment. When various organizations are taken into account, it can be foreseen that each organization is

different from the others in terms of their characteristics. Hoy and Miskel (2012) defined shared perceptions of individuals about work environment in the organization as organizational climate.

Schools are social organizations where the students are educated and all of the stakeholders -principals, teachers, students, parents and community- come together to achieve certain goals. These stakeholders are dependent on each other. Cohen, McCabe, Michelli, and Pickeral (2009) suggested that school climate “reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures” (p. 10). As applicable in all organizations, it can be said that climate in the schools has an important impact on the educational outcomes. According to the related literature, there is a relationship between climate in schools and parent-school engagement (Dixon, 2008; Henderson & Berla, 1994). As its importance has been emphasized previously, a strong cooperation among all the stakeholders in education is important for the best interests of the child. However, there are some studies conducted with early childhood teachers and parents underlining that there is a difference in teachers’ and parents’ understanding about parent involvement in the education (Köksal Eğmez, 2008; Ünüvar, 2010). For example, according to Erkan, Uludağ, and Dereli (2016), school-based activities are mostly satisfactory in the opinion of administrators while parents think that school does not give adequate significance to parent involvement activities in the educational program. Also, Taymaz (2003) underlines that school activities attain its goals when the family and community support them. Moreover, developing partnerships with parents is important in creating a positive school climate (Henderson & Berla, 1994) and positive interaction between school stakeholders affects the school climate and makes schools healthier in all

respects (Ertem, 2015). Also, Epstein (2010a) stated that parent involvement provides certain benefits such as; schools with more open climate, increased student achievement, teachers with higher motivation and more responsive parents to work together with the school.

Early childhood education is the foundation of students' education life. These years, in which the infrastructure of personality and basic life skills are formed, cover an important period that cannot be left to chance. The child, who has positive experiences in early childhood education period that needs to be supported in a scientific and systematic way, establishes a positive mindset about school, learning and his/her skills. This can be attainable with the help of a quality family environment and an efficient early childhood education.

The family, which is the child's first social environment and has a valuable role in the child's learning experiences, constitutes one of the components of the qualified early childhood education program. Parents who support the gains of the children benefiting from early childhood education will contribute to higher levels of child development and education. Parents' involvement in such an education is one of the positive steps to be taken to support the cooperation between school and home (European Commission, 2000).

School-family cooperation, which started in the early childhood period, has the potential to shape the perceptions of the child and family about the school over time. School-family cooperation is effective in helping the child to adapt to school and supporting their development at a high level (Tomasello, 2011). According to the

Fishel and Ramirez (2005), parent involvement concentrates on activities that promote the educational quality of children in order to increase their intellectual and social well-being.

Also, school-family cooperation is crucial to expand the impacts of early childhood education. Regardless of the quality of the education programs implemented by early childhood education institutions, it will not be possible to accomplish behavioral changes and reach the educational goals fully unless the school receives support from parents. So, both stakeholders need to support this cooperation (Coleman & Churchill, 1997; Comer & Haynes, 1991).

Considering the necessity of adopting and exhibiting common goals and approaches in the school and family environment for the child, the early childhood education program implemented in Turkey encourages the involvement of families in school activities and supports communication between school and home. In this context, “Integrated Family Support Program for Early Childhood Education” was prepared and the importance of the subject was revealed. According to the program, the education of the child is seen as a responsibility shared between the school and the family, and it is stated that the earlier the families joins their children's education, the more the children's gains will increase (MEB, 2013).

Especially, when early childhood education is recognized as a first step in the child’s education, it is essential for the families to actively participate in the education in order to support their own efforts shown for their children not only at home but also at school. Parents' involvement in their children's school life can facilitate the first

transition of young children to school and help children to see the school in connection with the familiar world (Carlisle, Stanley, & Kemple, 2005). This situation is also important for the parents' involvement in the education in the next stages of education and will be a key to academic and social success of their children. Based on the literature, healthy climate in the schools is one of the factors that makes this possible (Schueler, Capotosto, Bahena, McIntyre, & Gehlbach, 2014). Also, how parents perceive schools considerably affects how involved they become in their children's education (Perkins-Gough, 2008). While the positive school climate perceptions of the parents are related to the high levels of parent involvement (Griffith, 1998), parents who perceive school negatively refrain from school (Allen, Thompson, Hoadley, Engelking, & Drapeaux, 1997). All in all, holistic development and overall well-being of the children are affected by their parents' perceptions about the school. Ensuring that schools have better environments and attracting parents' attention to be involved in all aspects of the education are investments that can be made for the healthy future of the children.

1.2 Purpose of the Study

In light of the above-mentioned research, exploring the relationship between parents' perceptions of school climate and their involvement in early childhood education is the aim of this study. In addition to this main purpose, it is aimed to examine this relationship in terms of certain demographic variables which are gender and education level of the parents, gender and age group of their children, and school type that their children enrolled in. Accordingly, this study aims to answer the research questions below:

1. How do parents' perceptions of school climate with all of its sub-dimensions predict their involvement in education?
 - a) How do parents' perceptions of academic, safety and social climate together predict school-based involvement?
 - b) How do parents' and perceptions of academic, safety and social climate together predict home-based involvement?
 - c) How do parents' and perceptions of academic, safety and social climate together predict home-school conferencing?
2. How do parents' demographic variables predict their involvement in education?

1.3 Significance of the Study

In the literature, many studies focus on school climate and parent involvement separately. Dennis and O'Connor (2013) conducted a study which included principals and teachers so as to explore the relationship between the organizational climate and the classroom quality in early childhood education. Erdoğan and Demirkasimoğlu (2010) examined the opinions of principals and teachers working in an elementary-schools about parents' involvement in education process. Duman, Aydin, and Ozfidan (2018) analyzed the perceptions of high school parents about school climate and their attitudes towards school choice for their children. Ertem (2015) conducted a study with parents who have children in primary and secondary school, and researched about the relationship between parents' perceptions of school climate and their involvement in education. However, studies about parents' perceptions of school climate conducted specifically in the early childhood education context in Turkey have not been encountered in the literature. So, it can be said that the relationship between school

climate and parent involvement has not been researched yet from the parents' point of views in the early childhood education context in Turkey as well.

Also, in the literature, there are conflicting findings in terms of the barriers of parent involvement. Crites (2008) emphasized that parents are unwilling to attend parent involvement activities in their children's education life and McGhee (2007) indicated that parents do not have adequate knowledge about parent involvement and see themselves inadequate on this issue. On the other hand, according to Christenson (2004), educators' negative attitudes towards parents and their disbelief in the importance of parent involvement are school related barriers of parent involvement. Since the current study examines the predictive power of the school climate, the findings of the study will give an idea about the field that needs to be focused on to strengthen the effectiveness of parent involvement practices in early childhood period.

Also, the outcomes of the current study will be useful in giving educators an idea of the effects of school climate on parent involvement. For this reason, school administrators and teachers can have a look at their school climate and their parent involvement practices with a critical approach. By this means, school administrators and teachers may find out the parts that their schools should improve so as to have a healthier school climate and encourage more effective parent involvement practices.

In addition, families will also take advantages of the current study's outcomes. Meaningful school-parent partnership starts in early childhood period and has a potential to shape parent perceptions in time (Nitecki, 2015). Accordingly, increase in parents' awareness about functioning of schools as of early childhood education period

may positively affect their attitude towards the importance of school-parent partnership in the later years. Also, one of the advantages of parent involvement in early years is to minimize the negative impacts of low-socio economic environment (Waanders, Mendez, & Downer, 2007). It can be said that parent involvement practices are vital in education and it is meaningful to investigate the factors that affect the status of parent involvement in education. All in all, it is important to find out whether there is any relationship between school climate and parent involvement from the parents' perception.

1.4 Theoretical Framework of the Study

Considering parents' perceptions of school climate and parent involvement in early childhood education, Bronfenbrenner's Bioecological Theory (1986) provides a powerful support for the current study since it gives attention to connections between different environmental systems and puts emphasis on not only closer environment but also non-family social contexts that are influential on the child's development such as school, workplace and neighbors.

This theory has mainly five systems: "microsystem, mesosystem, exosystem, macrosystem, and chronosystem". Microsystem contains the closest environment in which the child directly interacts with others such as parents and teachers. Mesosystem points out the reciprocal actions between different environmental contexts around the child. The relationship between family experiences and school experiences can be given as an example for this system. In the literature, there are several studies underlining the significance of the quality school-family cooperation on high educational outcomes. For example, Griffith (1998) emphasizes that a strong relation

between parents and school influences parents' involvement in education. Exosystem is composed of the connections between a social environment in which the child has no active role and the immediate environment of the child. For instance, educational background of the parents may be an important aspect of their interaction with their child. Abbak (2008) found that there is a relationship between educational background of parents and their involvement in education. While macrosystem is about the culture in which the child lives, chronosystem is about how socio-historical conditions, lifelong transitions and environmental events take place in a pattern. As shared previously, the study by Çubukçu and Girmen (2006) shows that transitioning from elementary school to high school causes a decrease in parents' involvement in education.

Given these features, Bronfenbrenner's Bioecological Theory provides a significant basis for the current study.

1.5 Definition of the Terms

Early childhood education: "educational programs for children between birth and 8 years" (Bee & Boyd, 2010)

Organizational climate: "shared perceptions of individuals about work environment in the organization" (Hoy & Miskel, 2012)

School climate: "the set of internal characteristics that distinguish one school from another and influence the behavior of each school's members" (Hoy & Miskel, 2012)

Academic climate: perceptions about “how supportive the school environment is for student learning” (Ertem & Gökalp, 2017)

Safety climate: perceptions about “how the school manage discipline issues” (Ertem & Gökalp, 2017)

Social climate: perceptions about “how supportive the school environment is for student well-being and social development” (Ertem & Gökalp, 2017)

Parent involvement: “the active participation of parents in all aspects of their children's social, emotional and academic development” (Castro et al., 2015)

School-based involvement: includes “the activities that parents do with their children at school” (Fantuzzo, Tighe, & Childs, 2000)

Home-based involvement: includes “the behaviors that parents conduct at home to create a good learning environment for their children” (Fantuzzo et al., 2000)

Home-school conferencing: includes “the activities involving communication between parents and educators regarding the education of the child” (Fantuzzo et al., 2000)

CHAPTER 2

LITERATURE REVIEW

This chapter of the study consists of information about the school climate and parent involvement literature. With the parts giving information about organizational climate, school climate, school-community partnership and parent involvement, literature was reviewed.

2.1 Organizational Climate

In general, organizational climate was first perceived as a general concept that expresses the maintenance of the value of organizational life. In the earlier research, Gilmer (1966) defined the organizational climate as the attributes that differentiate an organization from the others and affect human behavior within organizations. Litwin and Stringer (1968) described the climate as “a set of measurable characteristics that influence human behavior in the work environment, based on the common perceptions of people living and working in a given place.” Hoy and Miskel (2012) stated that climate of the organizations consists of individuals’ common perceptions towards work setting in the organization.

Taken these definitions of organizational climate into account, one of the common ideas is that organizational climate is about the atmosphere within an organization. Also, stress on the perceptions of individuals in the definitions attracts attention.

According to Halpin and Croft (1963), since people's perceptions shape their reactions, their perceived behaviors are more important than their real behaviors.

Organizational climate is an important term because studies conducted on the scope of climate mostly has been concentrated on the effects of organizational systems on individuals (Denison, 1996). In order to examine and understand behavioral patterns in organizations, the concept of organizational climate is seen as an important tool (Thomasson, 2006).

Organizational climate studies display that organizational climate has a relationship with organizational trust (Hoy, Tarter, & Kottkamp, 1991), organizational commitment (Yücel, 2009), job satisfaction (Özdemir, 2006), student success (Thomasson, 2006) and leadership style (Toprak, Inandi, & Colak, 2015). Study by Thakre and Shroff (2016) showed that organizational climate had an influence on the job satisfaction and stress levels of employees. According to the findings of their study, as employees' organizational climate scores increased, their job satisfaction levels increased and organizational role stress levels decreased. Obviously, organizational climate is closely associated with many concepts related to organizational behavior.

In conclusion, all organizations have their unique climate in terms of systems and objectives that they have. For example, schools as educational organizations are different from each other with their complex relationships between their stakeholders: students, teachers, administrators, parents. Studies on school climate have gained weight in recent years in order to look at the reflections of organizational climate on education.

2.2 School Climate

This section presents a literature review on school climate. Firstly, school climate definition is aimed to be shared. Secondly, school climate approaches are reviewed. Next, school climate elements are mentioned. Lastly, related studies conducted in the area are analyzed.

2.2.1 Definition of School Climate

The atmosphere of the schools and its effects on its stakeholders has been a concern of the educational community for a long time. When the school climate literature is examined, it is understood that the researchers have not clearly stated the definition of school climate. According to Hoy and Miskel (2012), the characteristics of the school environment, which simply differentiate one school from the others and affect the actions of each member, can be defined as the organizational climate of the schools. Cohen et al. (2009) argue that school climate is “patterns of people’s experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures” (p. 182). According to Peterson and Skiba (2001), school climate can be defined as a feeling of school members about the school environment. In another definition, Thapa, Cohen, Guffey, and Higgins-D’Alessandro (2013) defines school climate as "reflects students', school personnel's, and parents' experiences of school life socially, emotionally, civically, and ethically as well as academically" (p. 369). Furthermore, Schein (2010) claims that school climate includes the physical structure of the school, the emotions felt by the individuals in the school, or the experiences of individuals or visitors when they enter the school. As a result, school climate can be portrayed as a soul of the school.

In the literature, researchers analyze school climate in terms of its domains. According to Cohen et al. (2009), “safety, teaching and learning, relationships, and environmental-structure” are the four essential domains of the school climate. Wang and Degol (2016) share also four school climate domains which are “safety, community, academic and institutional environment”. Also, Thapa et al. (2013) propose five domains which are “safety, relationships, teaching and learning, institutional environment, and school improvement process”. As it is seen, based on different analyses, there are some common domains which are “safety”, “relationships”, “teaching and learning”, and “environment”. There are interrelations between the domains and also, these relations have an importance on educational outcomes.

2.2.2 School Climate Approaches

When the school climate literature is analyzed, it is seen that there are some approaches to school climate. One of approaches is “the concept of open and closed climates” proposed by Halpin and Croft (1963). The second approach is “organizational health construct” suggested by Hoy and Tarter (1997).

2.2.2.1 The Concept of Open and Closed Climates

Halpin and Croft (1963) set a conceptual continuum that extends from open to closed climates and constructed the Organizational Climate Description Questionnaire. It contains eight subtests, which are “disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, trust, and consideration”: the first four subtests are related to the characteristics of the group and the last four subtests are related to the characteristics of the principal. “Disengagement” indicates that teachers do not work

well together. “Hindrance” refers to teachers’ feeling that the principal burden them with irrelevant compulsory work. “Esprit” points out to the morale of the teachers. “Intimacy” refers to the social relations taking place between teachers with each other. “Aloofness” is about having a formal principal behavior in the organization so there can be a social distance between the individuals in the organization. “Production emphasis” points out to the task-oriented principal behavior. “Trust” refers to the behavior in which an attempt to ‘move the school’ is made through the example set by the principal for the teachers. Lastly, “consideration” refers to the behavior that is identified by a tendency to treat teachers humanly. Based on these subtests, the open-climate school can be described as low in “disengagement, hindrance, aloofness, production emphasis”, and high in “esprit, intimacy, trust, and consideration”. On the other hand, the closed-climate school can be described as high in “disengagement, hindrance, aloofness, production emphasis”, and low in “esprit, trust, intimacy, and consideration”. The fundamental feature of open climate organizations is the genuineness between all its members. In closed climate organizations, behaviors of its members can be depicted as inauthentic.

2.2.2.2 Organizational Health Construct

Organizational Health Inventory, developed by Hoy and Tarter (1997), describes the quality of the interpersonal relations in schools and also, it conceptualized organizational health at three levels: “institutional, administrative, and teacher”. “The institutional level” connects the school with its environment. “The administrative level” controls the internal managerial function of the organization. “The teacher level” is concerned with the teaching and learning process.

Based on these levels, Lunenburg and Ornstein (2011) described a healthy school as the schools that can keep the institutional, administrative, and teacher levels in balance. In addition, these schools use their power to achieve school goals. In schools with healthy climate, teachers like their colleagues, their students, and their work environment. Also, they put high but achievable goals not only for themselves but also for their students. So, there is high teacher affiliation in healthy schools. In terms of learning environment, there is high academic emphasis in healthy schools; students academically try their best and show respect towards their peers who are intellectually strong. Moreover, principals in healthy schools behave in a peaceful and helpful manner, and have high expectations from teachers and students. So, it is highly possible to see high collegial leadership and principal influence. Also, principals provide high resource support for the teachers in these schools.

When it comes to sick schools, there is a low institutional integrity; the school is open to disturbing external influences like meaningless parental requests. Also, the school is in need of an effective principal. In sick schools, there is low collegial leadership and low principal influence. In terms of teachers, they do not like their colleagues and their work environment, so it can be said that there is low teacher affiliation in sick schools. In terms of instruction, there is low resource support and also there is minimal stress on academic emphasis (Lunenburg & Ornstein, 2011).

In conclusion, it can be said that several circumstances such as dynamics between school related elements have an influence on openness or health of school climate. Individual experiences and relations in the schools shape the school climate perceptions of its members. For instance, while some teachers think the school has an

open climate, there may be teachers who do not have a positive perception toward the same school. So, there are many factors affecting school climate and school climate perceptions of its members.

2.2.3 Elements of School Climate

Schools have an ambience created by the interactions among their members. Undoubtedly, school climate perceptions of the members have an impact on these interactions between themselves. Gonder and Hymes (1994) shared some of the characteristics of school climates as high success expectancy, a safe learning environment, and community support. In addition to these Maloy and Seldin (1983) indicated that giving importance to student success and common purposes shared by teachers, parents and students are some of the elements in an effective school climate. According to Özdemir, Sezgin, Şirin, Karip, and Erkan (2010), the emphasis is mostly placed on academic development and learning in open school climates; there are positive relationships between students and teachers; there is a culture of respect among all members of the school community; a fair and consistent discipline policy is followed; parent involvement is important in such schools. In conclusion, school stakeholders' interactions with each other is one of the elements that give an idea about the climate of the schools.

In addition to the interactions of school stakeholders, leadership style has an importance in forming positive climate in schools. According to Taylor and Tashakkori (1994), principal leadership has an influence on the elements of an effective school climate. Principals have an important moderating role not only in the school but also with the parents and wider community in education process

(O’Sullivan, 2009). In this sense, a school principal can be act as an instructional leader. Smith and Andrews (1989) listed four leadership skills in order to support student achievement (as cited in Whitaker, 1997). Leadership skills that support student achievement can be also crucial for an open school climate. These four leadership skills are being a “resource provider”, an “instructional resource”, a “communicator”, and a “visible” in the educational setting. As a result, school principals should try their best because they have a direct effect on the interactions in the schools.

2.2.4 Studies about School Climate Perceptions

In this section, school climate perceptions of teachers, students and parents are summarized. Research on school climate is often aimed to determine teachers’ behaviors and perceptions (Özdemir et al., 2010). When it comes to the studies conducted with students, Çalık and Kurt (2010) stated that studies on how school climate is perceived by students are very limited.

2.2.4.1 School Climate Perceptions of Teachers

When the studies conducted with teachers are taken into account, it can be said that there are many studies focusing on the relationships between the demographic variables and school climate perceptions of teachers. In the study conducted by Gündüz (2018), it was found that teachers’ school climate perceptions do not differ based on their gender, age and seniority. On the other hand, Schlaffer (2006) did a research about teachers’ perceptions of school climate, and revealed that teachers’ scores regarding school climate decrease as their seniority year increases. Also, Şahin

(2004) found that female teachers have a tendency to perceive their schools more positive than male teachers.

In addition to the studies related to demographic variables, there are also studies conducted with teachers focusing on the relationships between their organizational commitment and school climate. In the study by Korkmaz (2011), it was found that the supportive behavior of the principal and the professional teacher behavior as organizational climate dimensions affect the teachers' organizational commitment levels positively. Also, the results of the study, conducted by Yusof (2012), underlined that as school climate perceptions of teachers get more positive, teachers' commitment to their schools shows an increase as well. Similarly, in the study administered by Collie, Shapka, and Perry (2011), it was found that climate of the schools has a power to predict not only the general professional commitment, but also the future professional commitment of the teachers.

Also, there is a relationship between well-being of teachers and their school climate perceptions. According to the results of the study conducted by Taylor and Tashakkori (1994), it can be said that being a part of decision-making process increases teachers' job satisfaction and feeling of self-efficacy. Also, in the study conducted by Kim and Kim (2010), it was found that school climate is positively correlated with teacher self-efficacy, while depression is negatively related. Similarly, based on the results of the study conducted by Ekşi (2006), it was concluded that teachers' anxiety was associated positively with disengagement while their anxiety was associated negatively with their esprit.

Based on these studies, it can be said that there is a relationship between school climate perceptions of teachers and the concepts of organizational commitment, well-being, job satisfaction, and self-efficacy.

2.2.4.2 School Climate Perceptions of Students

Student perceptions have an importance because according to the literature, there is a positive correlation between favorable school climate perceptions and better academic, social and behavioral performance (Brookover et al., 1978; Gage, Larson, Sugai, & Chafouleas, 2016). When the national literature is examined, it is seen that although there are some studies carried out based on middle and high school students' perceptions of school climate (Akgül, 2013; Akman, 2010, Durmuş, Aypay, & Aybek, 2017), there are limited studies conducted with elementary school students. The reason of this situation can be assumed that the elementary school students might not have a level of perception and competence to evaluate the various characteristics of the schools they study.

The study, carried out with the participation of elementary school students by Özdemir et al. (2010), aimed to figure out the variables that predict elementary school students' school climate perceptions and concluded that school climate perceptions of female students more positive than the perceptions of male students. Other notable results of the study included that school climate perceptions of students are affected positively by their feeling of belonging to their school, encouraging behaviors of their teachers, finding academic programs of their schools satisfactory. On the other hand, it was shared that school violence perceptions of students negatively affected their school climate perceptions.

2.2.4.3 School Climate Perceptions of Parents

Although there are studies on the school climate perceptions of parents in the international literature, Ertem (2015) stated that there is not a study on the school climate perceptions of parents in the Turkish context. Parents' perceptions about schools are important in their child's lives because parents' perceptions have a power to shape their children's mindsets about education, to affect their school-family engagement levels and to influence their decisions about school choice (Schueler et al., 2014). There are good reasons to have an understanding of parents' perceptions about school climate. To exemplify, Cohen et al. (2009) pointed out that parents' perceptions of their children's schools may have an effect on their children's perceptions of their own schools. In reference to Hoover-Dempsey et al. (2005), another dynamic influenced by parents' perceptions of school climate is their partnership with their children's school. The other reason to have an insight about school climate perceptions of parents can be the fact that they make decisions based on their perceptions. For example, Bukhari and Randall (2009) listed parents' school climate perception as the most influential reasons in choosing private schools for their children.

Berkowitz et al. (2017) conducted a research with the parents about parent involvement and school climate. One of the findings of their study was that while parents with middle and high school students indicate higher levels of school problems, elementary and kindergarten parents indicate lower levels of school problems. Also, the other finding of the study was that parents, whose children go to elementary and kindergarten, think that the school has a more supportive attitude

towards parent involvement activities compared to the parents with middle and high school students.

Duman et al. (2018) did a research with the parents to have an understanding around the value of parental perceptions in the process of choosing their children's schools. Through the interviews held with parents, researchers listed many reasons that parents take into account while choosing a school for their children and one of them was a proper school climate. As it is understood from these studies, parents have expectations from their children's schools and their perceptions of schools have an impact on their actions.

2.3 School-Community Partnership

There are different definitions of partnership or school-community partnership. Partnership is the word most commonly used to describe relationships between home and school (Middlewood, Parker, & Beere, 2005). In the other definition, partnerships ground in interpersonal relationships and partners place the achievement of their common goals above self-interest (Day, Hall, & Whitaker, 1998). According to Bosma et al. (2010), partnership can be defined as series of actions taken by working together as a whole community and finding reciprocal benefits based on the needs. In other words, common purposes, collaboration, and mutual interaction can be seen as core prerequisites of this complex process.

In the education of a 'whole child', purposeful contact with external communities is crucial. Based on the various studies in the literature, it can be said that student achievement is affected positively by the quality partnerships between school and

community (Epstein, 2010b; Steinberg, Lamborn, Dornbusch, & Darling, 1992). Also, there are studies emphasizing reasons to develop quality school-community partnerships. According to Epstein (2010b), there are some reasons why partnership between school and community should be improved. It is possible to “improve school program and climate, provide support and resource, improve leadership behavior and parental skills, connect family with school and community, and assist teachers in their job” by improving the partnership between schools and community (p. 81-82). Obviously, in order to get successful educational outcomes, partnership in education is essential.

When it comes to the partnership between families and community, one of the dynamics with important responsibilities in the process of forming the partnership is teachers. Undoubtedly, parental involvement in education can be improved and encouraged thanks to teachers who fulfill their responsibilities in the process. (Willems & Gonzales-DeHass, 2012). According to Day et al. (1998), teachers also need parent’s partnership, especially when children need to be socially and emotionally supported. In short, when the teachers fulfill their responsibilities, partnership between families and community can take place satisfactorily.

Not only teachers, but also school administrators are responsible for making a contribution to a partnership between families and community. Constructive attitudes of school administrators have an importance for ensuring this partnership and parent involvement practices. According to Chang (2006), providing an active involvement of parents in all areas of the early childhood education programs is one of the primary roles of the administrators (as cited in Click, Karkos, & Robertson, 2014). According

to Dlugosh and Madhlangobe (2012), parent involvement through building relationships should be prioritized in the to-do list of those who aspire to be successful education administrators. So, it can be said that school administrators' responsibility on school-community partnership is important as well.

2.4 Parent Involvement

This part includes a literature review on parent involvement. First of all, parent involvement definitions are presented. Thereafter, the significance of the subject is mentioned. Thirdly, factors having an influence on parent involvement are reviewed. Lastly, related studies conducted in the area are discussed.

2.4.1 Definition of Parent Involvement

There are various parent involvement definitions in the literature. Parent involvement definitions put forward in many different ways attract attention: such as educating parents about specific skills, giving parents social and emotional support, networking between parents and other members of the community, developing desired relationship between parents and their children, and making the social resources available for parents (White, Taylor, & Moss, 1992). In addition, parent involvement is described by Reynolds (1992) as “any interactions between a parent and child, which may contribute to the child's development or to direct parent involvement with the school in line with the child's interest.” According to Little (1998), parent involvement means “families work together with caregivers and teachers to create an atmosphere that strengthens learning both at the program and in the home.” Also, Epstein (2010a) defines parent involvement as any kinds of multidimensional communication and interaction patterns between school and parents. In another definition, parent

involvement is “the active involvement of parents in all stages of children’s social, emotional and academic development” (Castro et al., 2015). Coleman and Churchill (1997) stated that parent involvement may include giving information parents about their children’s improvement that they show at school, giving emotional support to parents, educating parents on how to guide and teach their children, exchanging information about children between teachers and parents, planning activities together as parents and teachers, and creating opportunities for parents to access community services.

As a result, it is difficult to find a common parent involvement definition. The definition of parental involvement varies from person to person and from case to case. However, the common points in the definitions are the reciprocal interaction between parents and schools, and also the fact that parent involvement enables the parents to take an active role in their children’s education life. Therefore, in the context of early childhood education, parental involvement can be defined like the process of revealing parents' abilities to benefit themselves, their children and the programs.

2.4.2 Significance of Parent Involvement

In history, family has always been the most important social environment when it comes to the education of the child (Barbour, Barbour, & Scully, 2005). As the first and foremost environment of the child, it is important that the family support the integrity of education by taking part in the child's life not only in the home environment but also in the education environment (Ahmetoğlu, Acar, Sezer, & Akşin Yavuz, 2018; Wheeler & Connor, 2009). For the continuity of early childhood education, it should

be ensured that parent involvement studies would be carried out to include families in education (Oktay & Unutkan, 2003).

It is not right to think of the child alone when determining the educational aims of the children in the early childhood period. The child is a whole with his parents. In order to target successful early childhood education, goals should be established with the parents (Cömert & Güleç, 2004). Without parental support, it will be difficult for the educational institution to achieve its goals and achieve the desired quality in early childhood education (Kandır, 2005). A holistic approach supporting the child's immediate environment will prevent the formation of two opposing environments for the child, such as preschool and home (Kağıtçıbaşı, 1998).

School-family cooperation is a prerequisite for education. School and family are complementary institutions that should not be separated from each other (Can Yaşar, 2001). According to Coleman and Churchill (1997), early childhood education is provided both in the family and in the institutions. Therefore, there should be a strong cooperation between these two basic institutions.

School-family cooperation is the collaboration of school staff and family members to carry out educational activities organized for the purpose of ensuring the healthy development of children and preparing them for school

School-family cooperation is the collaboration of schools and families with the aim of implementing educational activities to ensure the holistic development of children and prepare them for school (Carlisle et al., 2005). The most important responsibility that

families should undertake in this regard is the responsibility of maintaining cooperation with the school in the education of children (Kotaman, 2008). Strengthening the relationship between the two institutions in which the child lives, the family and school, is possible through parent involvement (Erkan, 2010).

According to Powell (1989), there are four outcome areas showing the importance of involvement in early childhood education; child competency, parents' self-development, human service and program resources. As for child competency, school-family cooperation helps children to deal with separation anxiety from home, increases children's academic performance and decreases the risk of child abuse and neglect. When it comes to parents' self-development, parent involvement can be seen as a means of encouraging parents' feelings of self-concept and their developments as individuals. Also, having parent involvement practices in early childhood education programs is one of the effective ways to improve human services in the community. Lastly, parental involvement practices provide additional resources for the programs such as parents as a fundraiser, volunteer, and community support advocate.

2.4.2.1 Benefits of Parent Involvement

Parent involvement in education has many benefits. Although researchers mostly focus on the advantages of parent involvement to children, all of the stakeholders benefit from the involvement practices. Levine (2002) lists various benefits of parent involvement as follow: children get a positive message regarding the value of their education; children have a chance to improve their self-esteem and academic achievement; parents become aware of their children's performance at school and

develop positive mindsets about their children's school; relationships between parents and their children get strong; schools can do better within their possibilities.

In terms of benefits to the children, according to Bronfenbrenner (1986), development of children can be advanced when children have a chance to grow up in a setting where linkage between home and school are characterized by more frequent communications. According to DeBruhl (2006), parents' involvement in the education of their children reduces the likelihood of their academic failure and ending their education. Also, thanks to parent participation practices, social and emotional developments of children show increase (El Nokali, Bachman, & Votruba-Drzal, 2010) and attendance rates of children get better (Epstein & Sheldon, 2002; Henderson & Mapp, 2002). Furthermore, discipline problems of the schools decrease when there is collaboration between parents and schools (Çalık, 2007). In conclusion, one of the parties that benefit from the involvement of parents in education is undoubtedly children.

As well as children, parent involvement has benefits to the parents and schools. Byrd (2003) indicated that involvement practices provide parents and schools with sharing consistent expectations and standards for the children, and parents gain a chance to become more conscious about their child's school and its procedures. According to DeBruhl (2006), with the help of parent involvement practices, schools can have an opportunity to form partnerships with impacts such as increasing morale and overall well-being of teachers, having a quality learning environment with a desired school climate, and maintaining a positive attitude toward education among all the stakeholders. According to Swap (1993), "collaboration reduces the characteristic isolation of the roles. For parents, knowing that teachers share their concerns about

their children is very reassuring; for teachers, knowing that a parent recognizes the complexity of their role in the classroom is comforting” (p.10). Also, in schools where teachers and parents collaborate smoothly, teachers feel willing and supported to solve possible problems (Swap, 1993). Furthermore, according to Walberg (2004), “a more open school climate, higher student performance, more motivated teachers and more developed schools” can be made possible by increasing parent involvement practices in education. To sum up, involvement of parents in education has positive impacts on the parents themselves and schools.

In addition to mentioned benefits to children, parents and schools, there are also benefits of parent involvement to teachers. Based on the study conducted by Yıldırım and Dönmez (2008), it can be underlined that teachers think the partnership between parents and schools facilitate their work at school, gives a remarkable contribution to the academic achievement of children, and strengthens the learning community. Also, through parent involvement practices, teachers have the opportunity to learn a significant amount of information about the child's family life and help them take more accurate precautions and make more meaningful decisions about the child's education and development (Gestwicki, 2004). So, it can be said that one of the other parties taking advantage of parental involvement in education is teachers.

2.4.3 Barriers to Parent Involvement

Although some schools have a desire to involve parents in their practice, unfortunately this desire may not be observed in some schools. Since each social environment has its own characteristics, undoubtedly, parent involvement in schools is affected by several factors such as family and school characteristics (Alaçam & Olgan, 2018;

Kotaman, 2008). While some of the factors foster parent involvement in education, some of them may have negative impacts on involvement practices.

As in many other things, when it comes to parent involvement, there might be gap between theory and practice. Hornby and Lafaele (2011) conceptualized this gap as barriers to parent involvement. In reference to Aktaş Arnas (2011), the biggest barrier to parent involvement is inconsistencies between teacher and parent understandings of parent involvement in education. Also, differences in values, attitudes and expectations between schools and families regarding involvement practices might have a negative effect on the development of effective school-family cooperation (Click, et al., 2014).

One of the factors affecting parent involvement in a negative manner is family related characteristics. Parents are not a homogenous group and they all have different characteristics. According to the literature, if parents believe that the teacher and school do not support their cultural values, they start to feel alienated from school and to exhibit reluctance in involvement activities (Carlisle et al., 2005). Also, it is challenging for parents get involved in school activities when both parents work (Click, et al., 2014; Erdoğan & Demirkasımoğlu, 2010). Moreover, Sliwka and Istance (2006) underlined that parents with low socioeconomic status are less involved in education than others with higher socioeconomic status. Similarly, there is a positive relation between parent involvement and parents' education level. According to Kotaman (2008), parents who are less educated show lower levels of involvement in educational activities. Also, parents' own school experiences have an effect on their preferences toward if they are going to be involved in their children's education or not

(Coleman & Churchill, 1997; Comer & Haynes, 1997; Middlewood et al., 2005); negative educational experiences may keep the parents away from their children's school. In short, family demographic factors can be barriers that prevent effective involvement practices.

Apart from the family related characteristics, parents' perceptions about education can be another factor affecting parent involvement in a negative manner. Parents may perceive the school atmosphere or school bureaucracy as a very difficult thing to deal with, and may not feel themselves comfortable in the process (Gonzalez-DeHass & Willems, 2003). Also, Christenson (2004) underlined that parents who see education as a responsibility of schools do not show tendency to be involved in education. Furthermore, when parents perceive teachers as an authority in the field of education, they display reluctance to be involved in education (Aktaş Arnas & Yaşar, 2008). Parents' perceptions about education may affect involvement practices negatively.

Except from the family related characteristics and parental perceptions about education, teacher and school related characteristics can be barriers to parental involvement. Administrators and teachers have primary responsibility in encouraging continued parent involvement activities in schools (Tezel Şahin & Özyürek, 2011). According to Click et al. (2014), the administrators should create a positive climate in which teachers can work effectively with the parents and children. Also, it is necessary for teachers to have various competencies so as to implement parent involvement activities (Lillvist, Sandberg, Sheridan, & Williams, 2014). Unfortunately, there can be teachers and administrators who are not willing to form home-school relations because of different reasons.

As for the barriers stemming from teachers, one of the most important barriers is teachers' limited knowledge and skills about parent involvement practices (Eccles & Harold, 1993; Epstein & Sanders, 2006). In addition, there are some barriers caused by the teachers' reluctance about parent involvement practices. According to Tezel Şahin and Ünver (2005), teachers do not want to be a part of the parent involvement activities when they think it will be taking a lot of time to work with families, to plan and implement parent involvement activities. Also, according to Gonzalez-DeHass and Williems (2003), the other reason of teachers' reluctance to encourage parent involvement activities and to form close relations with parents is the risk of parents gossiping around their in-class mistakes, decisions about the program, classroom management skills and teaching methods; so it can be said that teachers' consideration of parents as a threat is one of the other barriers hindering parental involvement practices in education.

As for the barriers stemming from schools, administrators show tendency to underestimate the importance of parent involvement practices in education when they do not have enough knowledge on the subject and perceive negative parental attitudes (Oktay, Gürkan, Zembat, & Unutkan, 2006). Also, some of the administrators may consider parent involvement activities as a load for schools. According to Hornby (2000), when the administrators encourage parent involvement activities in their schools, they think that their work will be interrupted. Furthermore, inadequate resources of the schools or lack of funding by the school administration for carrying out the parent involvement activities is the other barrier to parent involvement practices in education (Jones & Pound, 2008).

2.4.4 Ways to Support Parent Involvement

One of the purposes of parent involvement practices is to give children a superior education and support their development. In order to deal with the possible obstacles in front of parental involvement and encourage involvement in education, all the stakeholders should act as a unit. Adams and Christenson (1998) underlined the importance of trust between parents and schools in having effective involvement practices in education. Instinctively, mutual trust in relationships helps parents to feel themselves more satisfied in their relationship with the school and participate more effectively in their children's education. Also, according to Griffith (1998), creating a school climate that fosters purposeful communication, mutual interaction, and collaboration between parents and schools result in higher levels of parental involvement. So, it can be said that when the parents feel welcomed in their children's schools, it may be easier for teachers and administrators to initiate parent involvement activities. In short, efforts and positive attitudes of teachers and administrators have a positive influence on parental involvement.

2.4.5 Studies about Parent Involvement

There are several researches conducted to understand the parent involvement issues in the literature. These studies can be grouped under three different topics: the effects of demographic characteristics on parental involvement, the effects of parental involvement on educational outcomes, and the attitudes towards parental involvement.

As for the effects of demographic characteristics on parental involvement, there are many studies in the literature. In the study conducted by Abbak (2008), although it was concluded that the age of the parents did not affect their involvement in activities,

parental education levels appeared as a characteristic having a power to affect their involvement in education. In the other study about parent involvement practices in early childhood education context, Fantuzzo et al. (2000) underlined that parental education level and marital status affect the level of parent involvement, but demographic characteristics such as parental profession, number of children in the family and child gender found ineffective on parents' attitudes about involvement activities. In the related studies (Fantuzzo et al., 2000; Grolnich, Benjet, Korowski, & Apostoleris, 1997), it was found that the parental education level was associated with parent involvement, and the involvement levels of parents increased as the parental education levels increased; but these findings were not supported in the study conducted by Gürşimşek (2003). Also, the mentioned studies supported the finding that the gender of the parents did not create a meaningful difference in parent involvement. Moreover, in their study, Şimşek and İvrendi (2014) found that parents who are primary school graduates had higher expectations from early childhood education institutions. It has been found that parents with high educational status have expectations in many dimensions such as quality education, appropriate physical environment, qualified managers and teachers (Sevinç, 2006). In her study, Sabırlı Özışıklı (2008) found that parental education levels have an influence on their expectations from early childhood education institutions and this finding is consistent with the other studies about expectations of the parents (Jacobson & Engelbrecht, 2000; Sevinç, 2006). Also, in the same study, it was found that the expectations of parents who are primary school graduates for the education-family sub-dimension of the scale were higher than the expectations of parents who are high school and higher education graduates.

The effects of parental involvement on educational outcomes is the other topic that can be reviewed under studies of parent involvement. In their study, Gürşimşek, Girgen, Harmanlı, and Ekinci (2002) underlined that parental involvement positively affected the motivation, social skills and development of preschool children and accelerated their smooth transition to primary education. Tezel Şahin (2004) examined the opinions of parents about their involvement in the early childhood education programs, parents reported that parent involvement activities made them feel more informed about their children's education, helped to increase their willingness to participate in such activities in the future, and made them perceive their relationship with the school more strongly. Fantuzzo, McWayne, Perry, and Childs (2004) found that home-based parent involvement practices have positive effects on children's learning abilities and behavioral adjustments in their classrooms. Differently, Ünüvar (2010) did a research and found that parent involvement practices taking place in early childhood education institutions did not meet the intended level. Similarly, based on the findings of the study conducted by Köksal Eğmez (2008), it can be concluded that the parent involvement activities in early childhood education institutions were not considered to be properly implemented and there was a difference in the explanations and comments of teachers and parents about the subject. In their study, Albritton, Klotz and Roberson (2003) evaluated the differences in the frequency of involvement in schools between families who were included and not included in the Parents as Teachers Program (PAT) in order to improve parent involvement practices in the children's education. The results of the study showed that the families participating in the PAT use more language-based activities in the home environment than the families not participating in the PAT. In the study conducted by Connelly (2007), it was found that activities

towards parents increased the frequency of communication held between parents and teachers, and encouraged parents and teachers for being more collaborative in the children's education; so it was concluded that the parents became more effective in their children's education.

In the study conducted by Wright (2002), it was found that parents' knowledge and skills increased, and that the parents formed a better communication with their children and with their children's teachers by means of parent involvement activities. Similarly, Üstübal (2015) found that parental involvement activities implemented in early childhood education institutions affect the communication and cooperation between the parents and the teachers in a positive manner.

Also, parent involvement is in relation with the attitudes of parents, teachers and administrators. In the study conducted by Güven (2011), it was concluded that the parents think that parent involvement practices are necessary in education and are willing to take a part in their children's education and in parenting education studies. In the study conducted by Kaya (2002), it was found that parents are interested in and willing to attend parent involvement programs implemented in early childhood education institutions. Yazıcı, Yüksel, and Güzeller (2005) concluded that parents want to take part in the parent involvement studies conducted in early childhood education institutions. In the study conducted by Atakan (2010) with parents' participation, it was concluded that if the administrators and teachers show the necessary diligence to the parent involvement activities and fulfill their responsibilities, the parent involvement studies can achieve their projected aims.

In the study conducted by Ekinçi Vural (2012), which examined whether there is a significant difference between parents whose children have received early childhood education and those whose children have not received early childhood education, it was found that there is a significant difference in favor of the parents who are involved in early childhood education process.

2.5 School Climate and Parent Involvement

In the literature, there are various studies examining the relationship between school climate and parent involvement based on the administrators', teachers', parents', and students' points of views. Barbarin et al. (2006) did a research with parents to understand their expectations from early childhood education. In reference to the results of their study, parents' expectations include a positive approach to education, a safe and clean physical environment, adequate educational resources, qualified teachers, effective discipline, a positive emotional atmosphere, and home-school collaboration. Some of these expectations of parents are about the characteristics of a positive school climate. Also, Griffith (1998) underlines that positive school climate perceptions of parents indicates higher levels of parental involvement. In the opinion of Hoover-Dempsey et al. (2005), school climate has a powerful contextual foundation for parental involvement. Also, according to Epstein (2005), if the schools create opportunities for parents to be involved, parents tend to perceive a greater involvement in their children's education. So, these findings from the literature show that parental involvement is related to the climate of schools.

2.6 Discussion and Summary of Literature Review

The relations between school climate and parent involvement are consistent with Bronfenbrenner's Bioecological Theory (1986). Microsystem as a first layer of the system concentrates on the impacts of the child's environment his or her development. In this layer, the family and the school can be the immediate environment of the child. In this context, parent involvement constitutes an important role on the child development. Also, a positive school climate has a power in improving the overall development of the child. With the combination of parents and schools in the microsystem, mesosystem appears and in this layer, interactions around the child's environment have an effect on his or her development indirectly. So, the relation between parents' perceptions of school climate and their involvement can be investigated in a layer of mesosystem in Bronfenbrenner's Bioecological Theory.

CHAPTER 3

METHODOLOGY

This chapter of the study aims to present detailed information about the methodological procedures followed in the current study. The parts giving information about the design, population and sample, data collection tools, data collection procedure and data analysis of the study were covered in this chapter.

3.1 Design of the Study

In parallel with the purpose of this study, the research was structured in the correlational research design because it allows researchers to investigate the relationships among the variables and to use these relations to make predictions about dependent variables. Also, correlational design includes the studies in which the relationship between two or more variables is examined without control in any way (Fraenkel, Wallen, & Hyun, 2012). Since the study examined the relationship between parents' perceptions of school climate and their involvement in early childhood education, the study was designed as a correlational study.

In the study, academic climate, safety climate and social climate, which are the sub-dimensions of school climate, are the independent (predictor) variables of this research; school-based involvement, home-based involvement and home-school conferencing, which are the sub-dimensions of parent involvement, are the dependent

(criterion) variables of the research. According to Fraenkel et al. (2012), independent variable is thought to have an effect on another variable. On the other hand, dependent variable is the variable that is thought to be affected by the independent variable.

Also, demographic variables, which are gender of parents, education level of parents, gender of child, age group of child and school type, were included into the study to control their effects on the dependent variables and to see how much of variance in independent variables was predicted by the participants' demographic information.

3.2 Population and Sample

The study was conducted in Ankara. Population of the study consisted of parents who have 36-72 month-old children in Ankara. The target population of the study was parents who have 36-72 month-old children attending public and private early childhood institutions affiliated with Ankara Provincial Directorate of National Education in 2018-2019 academic year. When the 2017-2018 education statistics of Ankara Provincial Directorate of National Education are examined, the number of children attending public and private status early childhood education institutions in Ankara province was 74.280 (MEB, 2018). In the calculation of sample size, Cohen, Manion, and Morrison (2007)'s theoretical sample size chart for different sized populations was taken as a basis. According to the chart, if the population is 100.000, it is stated that, at least 383 and at most 659 people can represent for 95% confidence level and 99% confidence level (at 5% margin of error).

The sample was selected randomly in two steps from Altındağ, Çankaya, Etimesgut, Keçiören, Mamak and Yenimahalle based on economic, education and social life

indexes of these districts (Şeker, Bakış, & Dizeci, 2018). First, the public and private early childhood education institutions located in the mentioned districts were listed. 13 public schools and 15 private schools were chosen from the list. These schools were visited in order to give information about the purpose of the research and ask for their contribution to the study. While 12 public schools volunteered to participate in the study, only 5 of the private schools agreed to participate in the study. The distribution of the schools that volunteer to participate in the research by districts was as follows: 2 public schools from Altındağ; 2 schools including one public and one private from Çankaya; 4 schools including three public and one private from Etimesgut; 2 schools including one public and one private from Keçiören; 4 schools including three public and one private from Mamak; 3 schools including two public and one private from Yenimahalle. As a second step in the sampling, 3 classes were chosen from each school to share the questionnaires with the parents. With the help of the school administrators and teachers, around 800 questionnaires were shared with the parents and 650 participants were reached. Only 580 of the sample were found suitable for data analysis by considering the possible missing data that should be excluded from the data set. Analysis were performed on this group.

3.3 Data Collection Tools

In the study, “Demographic Information Form” prepared by the researcher in order to gather general information about parents and their children, “Parents' Perception of School Climate Scale” and “Family Involvement Questionnaire” were used in order to collect data. The data collection tools can be found in Appendix E.

3.3.1 Demographic Information Form

Demographic Information Form, which is prepared by the researcher in order to obtain general information about parents and their children, includes questions about gender of the parent (male or female), age of the parent (35 and below, or 36 and above), education level of the parent (associate degree and before, or bachelor degree and after), gender of the child (male or female), age group of the child (36-60 month-old, or 61-72 month-old), school type (public or private) that the child enrolled in.

3.3.2 Parents' Perceptions of School Climate Scale

The School Climate Scale was developed by Schueler et al. (2014) and adapted into Turkish culture by Ertem and Gökalp (2017). As a result of the analysis, the scale was found to be valid and reliable for determining the school climate perceptions of parents in Turkey. The scale consists of 16 items and three sub-dimensions. There are 6 items in the “academic climate” sub-dimension, which is about parents’ perceptions of “how supportive the school environment is for student learning”, 3 items in the “safety climate” sub-dimension, which is about parents’ perceptions of “how the school manage discipline issues”, and 7 items in the “social climate” sub-dimension, which is about parents’ perceptions of “how supportive the environment is for student well-being and social development”.

The original scale was developed for parents who have children from early childhood education years to high school years (Schueler et al., 2014). The adaptation study into Turkish was conducted with primary and secondary school parents. In this study, since the study group consisted of parents who have 36-72 month-old children, the applicability of the scale for this study group was tested by confirmatory factor

analysis (CFA). A series of goodness of fit indices was used in CFA. These are Chi-Square Goodness of Fit (χ^2), Root Mean Square Error of Approximation (RMSEA), Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI), Normed Fit Index (NFI), Non-normed Fit Index (NNFI), Comparative Fit Index (CFI), and Standardized Root Mean Square Residuals (SRMR). The goodness of fit indices obtained on the model as a result of CFA were as follows: [$\chi^2=350.29$; $df=101$; $\chi^2/df=3.47$; $RMSEA=.07$; $GFI=.93$; $AGFI=.91$; $NFI=.97$; $NNFI=.98$; $CFI=.98$; $SRMR=.04$], χ^2/df was less than 5, or RMSEA and SRMR were less than .08; other indices were above .90 and closer to 1 indicated goodness of fit (Hooper, Coughlan, & Mullen, 2008; Hu & Bentler, 1999; Tabachnick & Fidell, 2013). Accordingly, this finding shows that the scale can be used to collect data from parents who have 36-72 month-old children.

In order to determine the reliability of the scale, internal consistency (Cronbach's alpha coefficient) was examined; The Cronbach's alpha coefficients were calculated .87 for the academic climate, .75 for the safety climate, and .91 for the social climate. The reliability coefficient for the total of the scale was .94 (Ertem & Gökalp, 2017). In this study, Cronbach's alpha coefficients were calculated .83 for academic climate, .66 for safety climate, .89 for social climate, and .92 for the total of the scale. The Cronbach's alpha coefficient is higher than .60, indicating that the scale is very reliable (Tavşancıl, 2014). Therefore, the results show that the scale is reliable.

3.3.3 Family Involvement Questionnaire

The scale was developed by Fantuzzo et al. (2000) in order to determine the parents' involvement in their children's education and adapted into Turkish culture by

Ahmetoğlu et al. (2018). The validity and reliability studies of the scale indicated that the scale was applicable for parents in Turkey. The scale, which consists of three sub-dimensions, consists of a total of 31 items. 10 items in the “school-based involvement” sub-dimension, which covers the activities that parents do with their children at school, 11 items in the “home-based involvement” sub-dimension, which includes the behaviors that parents conduct at home to create a good learning environment for their children, and 10 items in the “home-school conferencing” sub-dimension, which includes activities involving communication between parents and educators regarding the education of the child.

The original scale was developed for parents who have children enrolled in early childhood education (Fantuzzo et al., 2000). Also, the adaptation study of the scale conducted with the parents who have 36-72 month-old children (Ahmetoğlu et al., 2018). That is why, in this study, there was no need to test the study group by CFA.

In order to determine the reliability of the scale, Cronbach's alpha coefficients were calculated .84 for school-based involvement, .77 for home-based involvement, and .88 for home-school conferencing (Ahmetoğlu et al., 2018). In this study, Cronbach's alpha coefficients were calculated .85 for school-based involvement, .83 for home-based involvement, .88 for home-school conferencing and .92 for the total of the scale. The Cronbach's alpha coefficient is higher than .60, indicating that the scale is very reliable (Tavşancıl, 2014). Therefore, the results show that the scale is reliable.

3.4 Data Collection Procedure

Prior to collecting the data of the current study, after preparing an application form describing the aim and content of the study and after obtaining permissions to use the data collection tools used in the study (Appendix A), the ethical permissions from the Middle East Technical University Human Subjects Ethics Committee (Appendix B) and Ankara Provincial Directorate of National Education (Appendix C) were obtained.

After the permission process was completed, data of the study were collected through May and June, 2019. Necessary information was shared with the selected schools. However, some of the schools, especially private schools, stated that they do not want to take place in the study. The data collection tools were shared with the parents via children in 17 volunteer schools with the help of their teachers and 5 to 7 days were given to parents to return the forms. In terms of the ethical aspects of the research in the data collection process, parents' consent to contribute to the study was received and they were ensured about the confidentiality of their identities. Also, the parents were informed that they have the right to leave the study at any time (Appendix D). When the given time has passed, the questionnaires were collected from the schools. Finally, 650 questionnaires were received from the parents, 70 of them were invalid. Accordingly, sample size became 580 for the current study.

3.5 Data Analysis

First, descriptive statistics was given by considering the characteristics of the participants and the level of their perceptions of school climate and parent involvement. In addition to descriptive statistics, the correlation between parents'

perceptions of school climate and parent involvement was checked. Also, assumptions were checked in order to perform hierarchical multiple regression analysis.

Since the assumptions were met, hierarchical multiple regression, which is one of the multiple regression analysis types, was used in this study. According to Tabachnick & Fidell (2013), while multiple regression analysis is an analysis in which two or more independent variables are combined to predict a value on the dependent variable, in the hierarchical method, the predictor variables are analyzed according to the order previously determined by the researcher. In the hierarchical method, variables or sets of variables are entered in steps or blocks, with each independent variable being assessed in terms of what it adds to the prediction of the dependent variable after the previous variables have been controlled for (Pallant, 2016). Demographic variables (gender of parent, education level of parent, gender of child, age group of child, school type) were taken to the first block of this study and sub-dimensions of school climate (academic, safety, social) were taken to the second block. In the hierarchical multiple regression model, enter method was used to add variables to the model.

CHAPTER 4

RESULTS

This chapter of the study aims to give an information about the results of the study. The parts giving an information about the demographic characteristics parents and their children, the results of the descriptive statistics, Pearson correlation regarding the scales and hierarchical multiple regression analysis were covered in this chapter.

4.1 Demographic Characteristics

Demographic information of the participants was shared in this part of the study. A total number of 580 parents participated in the study. The demographic information belongs to the parents can be seen in Table 4.1.

Table 4.1
Frequencies of the Parents

Variable		Frequency (n)	Percentage (%)
Gender	Female	445	76.7
	Male	135	23.3
	Total	580	100.0
Age	≤35	260	44.8
	≥36	308	53.1
	Not defined	12	2.1
	Total	580	100.0
Education Level	Associate degree and before	302	52.1
	Bachelor degree and after	278	47.9
	Total	580	100.0

76.7% (n=445) of the parents were female and 23.3% (n=135) of the parents were male. Also, 53.1% (n=308) of the parents were 36 years old and older, 44.8% (n=260) of the parents were 35 years old and younger, and 2.1% (n=12) of the participants did not identify their age. Regarding the education levels of the parents, 35.3% (n=205) of the parents were graduates with bachelor's degree, 26.6% (n=154) of the parents were high school graduates, 12.6% (n=73) of the parents were graduates with master's degree, 10% (n=58) of the parents were middle school graduates, 10% (n=58) of the parents were graduates with associate degree, 5.3% (n=31) of the parents were elementary school graduates, and one (0.2%) of the parents did not identify his education level. The demographic information belongs to the parents' children can be seen in Table 4.2.

Table 4.2
Frequencies of the Children

Variable		Frequency (n)	Percentage (%)
Gender	Female	289	49.8
	Male	291	50.2
	Total	580	100.0
Age Group	36-60 month-old	202	34.8
	61-72 month-old	378	65.2
	Total	580	100.0
School Type	Public	423	72.9
	Private	157	27.1
	Total	580	100.0

In terms of the gender of the children, 50.2% (n=291) of the parents had male children while 49.8% (n=289) of the parents had female children. As for the age group of the children, 65.2% (n=378) of the parents had 61-72 month-old children, 26.6% (n=154) of the parents had 49-60 month-old children, and 8.3% (n=48) of the parents had 36-

48 month-old children. Finally, 45% (n=261) of the parents had children in public preschool, 27.9% (n=162) of the parents had children in public kindergarten, 14.3% (n=83) of the parents had children in private preschool, and 12.8% (n=74) of the parents had children in private kindergarten.

4.2 Descriptive Statistics

Considering that the medium level of an item in the 5-point Likert-type School Climate Scale corresponds to 2.5, it can be said that the scores obtained from both the total scale and its sub-dimensions are high. Similarly, it can be said that the scores of the total and sub-dimensions of the scale were high when the medium level of an item in the 4-point Likert-type Family Involvement Questionnaire was assumed to correspond to 2. Table 4.3 presents the descriptive statistics belongs to the participants regarding the scale scores.

Table 4.3
Descriptive Statistics of the Participants Regarding the Scale Scores

Variables	\bar{X} (mean item)	SD	Skewness	Kurtosis
Academic Climate	24.85 (4.14)	3.52	-.624	-.051
Safety Climate	12.28 (4.09)	2.08	-.837	1.085
Social Climate	30.12 (4.30)	4.12	-.881	.719
School Climate	67.25 (4.20)	8.62	-.668	.204
School-based Involvement	23.87 (2.38)	7.36	.205	-.722
Home-based Involvement	35.63 (3.24)	5.52	-.592	.004
Home-School Conferencing	26.29 (2.62)	6.86	-.063	-.759
Parent Involvement	85.79 (2.77)	16.30	-.007	-.487

Skewness and kurtosis coefficients were examined in order to investigate if the scores obtained from the variables show a normal distribution. It was identified that skewness values of School Climate Scale and its sub-dimensions were between -.881 and -.624 and kurtosis values were between -.051 and 1.085. Also, it was identified that

skewness values of the Family Involvement Questionnaire and its sub-dimensions ranged from $-.592$ to $.205$ and kurtosis values ranged from $-.759$ to $.004$. A kurtosis value between ± 1.0 is considered excellent for most psychometric purposes, but a value between ± 2.0 is in many cases also acceptable, depending on the particular application (George & Mallery, 2016). It can be said that although only the kurtosis value of the safety climate is slightly higher than $+1$, it does not deviate from the normal axis. Therefore, it can be said that the scores obtained from the scales show normal distribution.

4.3 Pearson Correlation Regarding the Scales

Since the scores obtained from the both scales showed a normal distribution, the relationships between the parents' perceptions of school climate and their involvement were examined by calculating the Pearson correlation coefficient.

Table 4.4
Correlation Matrix of Variables

Variables	1	2	3	4	5	6	7	8
1. Academic Climate	-	.566**	.738**	.898**	.213**	.210**	.327**	.305**
2. Safety Climate		-	.633**	.775**	.068	.180**	.244**	.194**
3. Social Climate			-	.932**	.144**	.220**	.227**	.235**
4. School Climate				-	.173**	.235**	.301**	.284**
5. School-based Involvement					-	.506**	.521**	.842**
6. Home-based Involvement						-	.532**	.791**
7. Home-School Conferencing							-	.836**
8. Parent Involvement								-

** $p < .01$

$r = \pm .10$ small effect, $\pm .30$ medium effect, $\pm .50$ large effect (Field, 2018)

Pearson correlation analysis was run to investigate the relationships between parents' perceptions of school climate and their involvement. As it can be seen in Table 4.4, the correlational analysis reported a significant relationship between parents'

perceptions of school climate and parent involvement scores in a positive and low level, $r=.28$, $p<.01$. Also, there is a significant relationship between parents' perceptions of school climate and sub-dimensions of parent involvement; relationship with home-school conferencing ($r=.30$, $p<.01$) in a positive and moderate level, school-based involvement ($r=.17$, $p<.01$) and home-based involvement ($r=.24$, $p<.01$) in a positive and low level. These correlations mean that as parents' perceptions of school climate increase, home-school conferencing, school-based involvement, home-based involvement, and parent involvement will increase.

By considering academic climate sub-dimension and sub-dimensions of parent involvement, it can be said that academic climate sub-dimension scores of the participants have a significant relationship with home-school conferencing ($r=.33$, $p<.01$) and parent involvement total scores ($r=.31$, $p<.01$) in a positive and moderate level. Also, there is a relationship between academic climate sub-dimension and school-based involvement ($r=.21$, $p<.01$) and home-based involvement ($r=.21$, $p<.01$) in a positive and low level. In other words, we can say that when the parents' perceptions in the academic climate sub-dimension increase, home-school conferencing, school-based involvement, home-based involvement and parent involvement will increase.

By considering safety climate sub-dimension and sub-dimensions of parent involvement, it can be said that safety climate sub-dimension scores of the participants have a significant relationship with home-based involvement ($r=.18$, $p<.01$), home-school conferencing ($r=.24$, $p<.01$), and parent involvement total scores ($r=.19$, $p<.01$) in a positive and low level. This correlation means that as the parents' perceptions in

the safety climate sub-dimension increase, home-based involvement, home-school conferencing and parent involvement will increase.

By considering social climate sub-dimension and sub-dimensions of parent involvement, it is seen that social climate sub-dimension scores of the participants have a significant relationship with school-based involvement ($r=.14$, $p<.01$), home-based involvement ($r=.22$, $p<.01$), home-school conferencing ($r=.23$, $p<.01$), and parent involvement total scores ($r=.24$, $p<.01$) in a positive and low level. So, it can be said that as the parents' perceptions in the social climate sub-dimension increase, school-based involvement, home-based involvement, home-school conferencing and parent involvement will increase.

4.4 Hierarchical Multiple Regression Analysis

Hierarchical multiple regression analysis was carried out in two stages. In the first stage, the main assumptions were checked for the data collected from the scales. Type of variable, normality of residuals, homoscedasticity, independence of errors, and absence of multicollinearity are some of assumptions checked in this study (Field, 2018; Tabachnick & Fidell, 2013). After it was determined that the assumptions were met, the predictor relationship between independent and dependent variables was examined in the second stage.

4.4.1 Assumptions of Hierarchical Multiple Regression Analysis

As for the types of the variables, hierarchical multiple regression analysis requires continuous variables that are measured on an interval scale. However, if the effects of discontinuous variables on the dependent variable will be investigated, such variables

can be analyzed after defining them as dummy variables with two levels (0 or 1) (Field, 2018). Therefore; as gender of parent, education level of parent, gender of child, age group of child, and school type were discontinuous variables, they were included in the analysis after they were coded as dummy variables (Table 4.5). Furthermore, academic climate, safety climate, and social climate were continuous independent variables. Lastly, parent involvement with its sub-dimensions, which are home-based involvement, school-based involvement and home-school conferencing, were dependent variables of the study. As a result, this assumption was met.

Table 4.5
Dummy Coding

	Variables	0	1
Parents	Gender	Female	Male
	Education Level	Associate degree and before	Bachelor degree and after
Child	Gender	Female	Male
	Age Group	36-60 month-old	61-72 month-old
	School Type	Public	Private

As for the assumption of normality of residuals, the dependent variable should show normal distribution. The skewness values for the dependent variables of the study, which are school-based involvement, home-based involvement, home-school conferencing and parent involvement, were .205, -.592, -.063, -.007, respectively. As for the kurtosis values, it was found that they were -.722, .004, -.759, -.487, respectively for the dependent variables of the study, which are school-based involvement, home-based involvement, home-school conferencing and parent involvement. Since the values are in the range of “ ± 1 ”, it was assumed that the dependent variables show close to normal distribution.

Also, histogram and p-p plot graphs were examined for continuous data and, it was determined that variable errors showed normal distribution. The distribution of the variable errors and the estimated values of the variable errors on the scatter plot was examined and it was found that the homoscedasticity assumption was met. The related visuals can be seen in Figure 4.1.

Also, assumption of independence errors was checked. It should be ensured that the model does not have autocorrelation, that is, there is no correlation between the error terms of the independent variables. Durbin-Watson value was analyzed for autocorrelation. This value was found to be 1.731, 1.058, 1.756, 1.389 for school-based involvement, home-based involvement, home-school conferencing and parent involvement, respectively. Durbin-Watson values less than 1 and greater than 3 indicate associated error values. The closer the Durbin-Watson value is to 2, the more autocorrelation suspicion is eliminated for the multiple linear regression model (Field, 2018). The values obtained show no autocorrelation so the assumption was met.

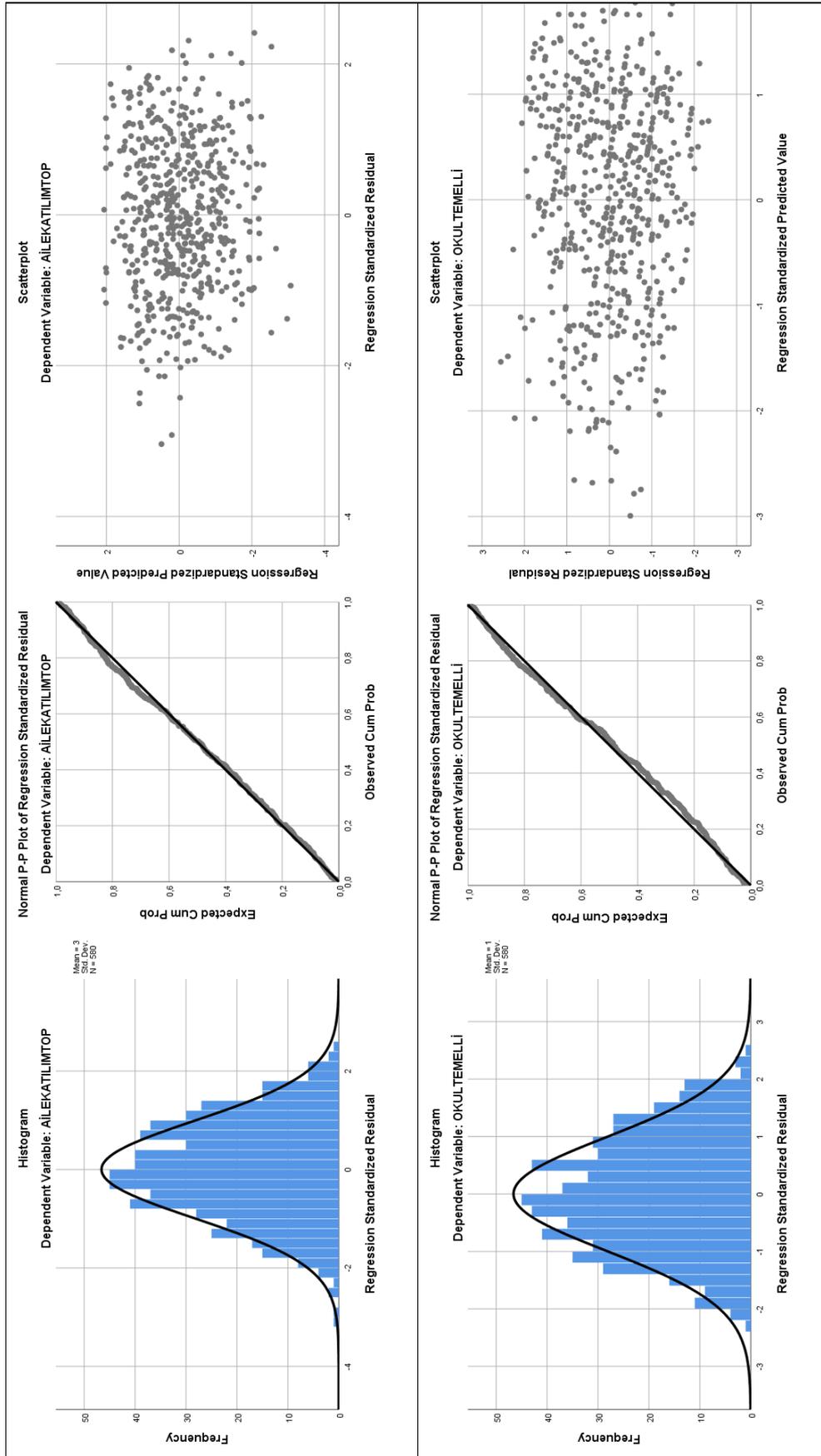


Figure 4.1 The histograms, the normal p-p plots, and the scatter plots of residuals

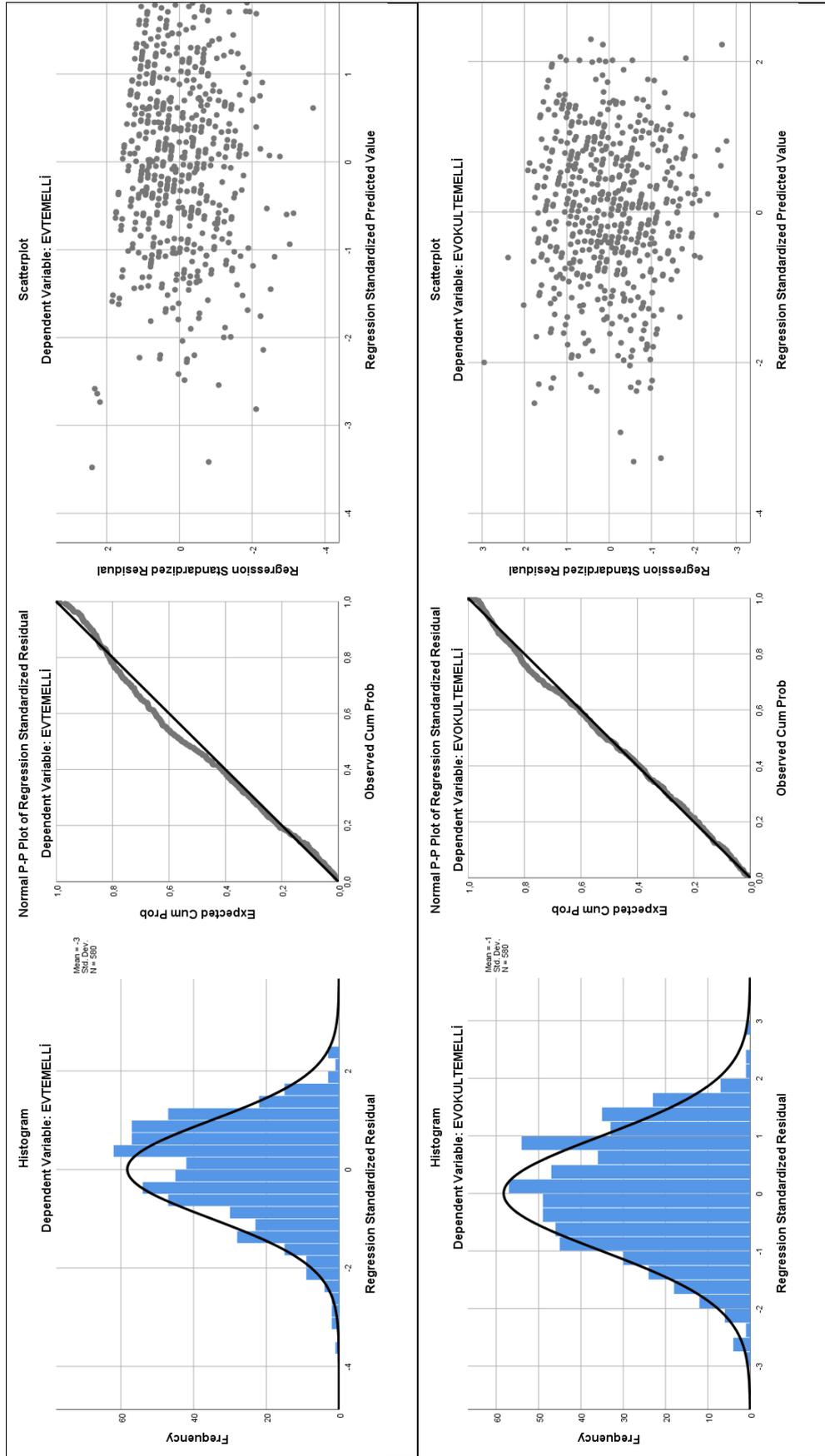


Figure 4.1 (continued) The histograms, the normal p-p plots, and the scatter plots of residuals

Lastly, multicollinearity assumption was checked. In order to understand if there is a multicollinearity problem, first, the correlation between independent variables can be examined. Strong relationships between independent variables are called multiple connections and multiple linear connections occur when correlations between variables (such as $r > .90$ and above) are very high. (Tabachnick & Fidell, 2013). Table 4.4 shows that the correlation between the independent variables is not large enough to form multiple connections. Another way to detect multicollinearity problem is to examine variance increase factors (VIF) and tolerance values. While tolerance value is expected to be greater than .01, VIF value is expected to be less than 10 (Pallant, 2016). For the variables, which are academic climate, safety climate, and social climate, tolerance values were found as .428, .566, .374 and VIF values were 2.336, 1.768, 2.676, respectively. Therefore, this assumption is also provided.

The analysis shows that the research data is suitable for hierarchical regression analysis.

4.4.2 Results of Hierarchical Multiple Regression Analysis

Hierarchical multiple regression analysis was conducted so as to answer the research questions of the current study. The research questions and the results of the analysis can be seen below.

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

Table 4.6
Results of Hierarchical Multiple Regression Analysis of Parent Involvement

Model	B	SE	β	t	R	R ²	ΔR^2	ΔF
Model 1					.219	.048	.048	5.769*
Gender of Parents	-3.431	1.597	-.089*	-2.148				
Education Level of Parents	-.623	1.417	-.019	-.440				
Gender of Child	3.187	1.338	.098*	2.383				
Age Group of Child	-.079	1.404	-.002	-.057				
School Type	-6.071	1.583	-.166*	-3.836				
Model 2					.392	.154	.106	23.827*
Gender of Parents	-3.251	1.516	-.084*	-2.145				
Education Level of Parents	-1.135	1.355	-.035	-.838				
Gender of Child	3.249	1.265	.100*	2.568				
Age Group of Child	-.320	1.329	-.009	-.241				
School Type	-7.218	1.515	-.197*	-4.766				
Academic Climate	1.140	.273	.246*	4.181				
Safety Climate	.346	.400	.044	.865				
Social Climate	.266	.249	.067	1.066				

* $p < .05$

Model 1 was significant, $F(5, 574)=5.77, p < .05; R^2=.05$. This model explained 5% of the variance in parent involvement. The order of importance of the variables that significantly predicted parent involvement was as follows: school type ($\beta=-.17$), gender of a child ($\beta=.10$), gender of parents ($\beta=-.09$). Model 2 was significant, $F(8, 571)=12.97, p < .05; R^2=.15$. Academic, safety and social climate perceptions of parents explained 15% of the variance in parent involvement. This means that school climate sub-dimensions explained an additional 11% of the variance in parent involvement after controlling for demographic variables, $\Delta R^2=.11, F(3, 571)=23.83, p < .05$. In Model 2, in addition to the predictor effect of school type ($\beta=-.20$), gender of child ($\beta=.10$), and gender of parents ($\beta=-.08$), academic climate ($\beta=.25$) emerged as the only significant predictor.

As for the school type variable, the regression coefficient is $B=-7.22$. The scores on the total of Family Involvement Questionnaire of the participants whose children go

to private schools are 7.22 lower than those who attend the public schools. This may be interpreted as a higher parent involvement among the participants whose children go to public schools than private schools. Also, the regression coefficient for the gender of child variable is $B=3.25$. The scores on the total of the scale of the participants with boys are 3.25 more than the ones with girls. This may be interpreted as a higher parent involvement among the participants with boys than girls. Lastly, the regression coefficient for the gender of parents variable is $B=-3.25$. Male participants' scores on the total of the scale were 3.25 less than the female participants' scores. This may be interpreted as a higher parent involvement among women than men.

Research question 1a: How do parents' perceptions of academic, safety and social climate predict school-based involvement?

Table 4.7
Results of Hierarchical Multiple Regression Analysis of School-based Involvement

Model	B	SE	β	t	R	R ²	ΔR^2	ΔF
Model 1					.302	.091	.091	11.522*
Gender of Parents	-2.073	.705	-.119*	-2.943				
Education Level of Parents	-1.019	.625	-.069	-1.631				
Gender of Child	.969	.590	.066	1.642				
Age Group of Child	.030	.619	.002	.048				
School Type	-3.791	.698	-.229*	-5.431				
Model 2					.385	.149	.057	12.807*
Gender of Parents	-1.918	.687	-.110*	-2.794				
Education Level of Parents	-1.101	.614	-.075	-1.794				
Gender of Child	1.015	.573	.069	1.771				
Age Group of Child	-.098	.602	-.006	-.162				
School Type	-4.199	.686	-.254*	-6.122				
Academic Climate	.409	.123	.196*	3.315				
Safety Climate	-.187	.181	-.053	-1.035				
Social Climate	.164	.113	.092	1.452				

* $p < .05$

Model 1 was significant, $F(5, 574)=11.52, p<.05; R^2=.09$. This model explained 9% of the variance in parents' school-based involvement. The order of importance of the variables that significantly predicted parents' school-based involvement was as follows: school type ($\beta=-.23$), gender of parents ($\beta=-.12$). Model 2 was significant, $F(8, 571)=12.45, p<.05; R^2=.15$. Academic, safety and social climate perceptions of parents explained 15% of the variance in parents' school-based involvement. This means that school climate sub-dimensions explained an additional 6% of the variance in parents' school-based involvement after controlling for demographic variables, $\Delta R^2=.06, F(3, 571)=12.81, p<.05$. In Model 2, in addition to the predictor effects of school type ($\beta=-.25$), and gender of parents ($\beta=-.11$), academic climate ($\beta=.20$) appeared as the only significant predictor.

As for the school type variable, the regression coefficient is $B=-4.20$. The scores on the school-based sub-dimension of the scale of the participants whose children go to private schools are 4.20 lower than those who attend the public schools. This may be interpreted as a higher school-based involvement among the participants whose children go to public schools than private schools. Also, the regression coefficient for the gender of parent variable is $B=-1.92$. Male participants' scores on the school-based sub-dimension of the scale were 1.92 less than the female participants' scores. This may be interpreted as a higher school-based involvement among women than men.

Research question 1b: How do parents' perceptions of academic, safety and social climate predict home-based involvement?

Table 4.8
Results of Hierarchical Multiple Regression Analysis of Home-based Involvement

Model	B	SE	β	t	R	R ²	ΔR^2	ΔF
Model 1					.141	.020	.020	2.320*
Gender of Parents	-.645	.549	-.049	-1.176				
Education Level of Parents	.974	.487	.088	2.001				
Gender of Child	.575	.460	.052	1.251				
Age Group of Child	.359	.482	.031	.745				
School Type	-1.430	.544	-.115*	-2.631				
Model 2					.283	.080	.060	12.489*
Gender of Parents	-.637	.535	-.049	-1.190				
Education Level of Parents	.733	.478	.066	1.532				
Gender of Child	.569	.447	.052	1.274				
Age Group of Child	.318	.469	.027	.677				
School Type	-1.821	.535	-.147*	-3.407				
Academic Climate	.128	.096	.082	1.331				
Safety Climate	.139	.141	.052	.983				
Social Climate	.194	.088	.145*	2.203				

* $p < .05$

Model 1 was significant, $F(5, 574)=2.32, p < .05; R^2=.02$. This model explained 2% of the variance in parents' home-based involvement. Only school type ($\beta=-.12$) significantly predicted the parents' home-based involvement. Model 2 was significant, $F(8, 571)=6.22, p < .05; R^2=.08$. Academic, safety and social climate perceptions of parents explained 8% of the variance in parents' home-based involvement. This means that school climate sub-dimensions explained an additional 6% of the variance in parents' home-based involvement after controlling for demographic variables, $\Delta R^2=.06, F(3, 571)=12.49, p < .05$. In Model 2, in addition to the predictive effects of school type ($\beta=-.15$), social climate ($\beta=.15$) emerged as the only significant predictor.

As for the school type variable, the regression coefficient is $B=-1.82$. The scores on the home-based sub-dimension of the scale of the participants whose children go to private schools are 1.82 lower than those who attend the public schools. This may be

interpreted as a higher home-based involvement among the participants whose children go to public schools than private schools.

Research question 1c: How do parents' perceptions of academic, safety and social climate predict home-school conferencing?

Table 4.9
Results of Hierarchical Multiple Regression Analysis of Home-school Conferencing

Model	B	SE	β	t	R	R ²	ΔR^2	ΔF
Model 1					.149	.022	.022	2.615*
Gender of Parents	-.712	.681	-.044	-1.046				
Education Level of Parents	-.577	.604	-.042	-.955				
Gender of Child	1.644	.571	.120*	2.881				
Age Group of Child	-.469	.599	-.033	-.782				
School Type	-.851	.675	-.055	-1.260				
Model 2					.378	.143	.120	26.712*
Gender of Parents	-.696	.642	-.043	-1.084				
Education Level of Parents	-.767	.574	-.056	-1.335				
Gender of Child	1.666	.536	.122*	3.107				
Age Group of Child	-.540	.563	-.038	-.959				
School Type	-1.198	.642	-.078	-1.867				
Academic Climate	.602	.115	.309*	5.217				
Safety Climate	.395	.170	.120*	2.327				
Social Climate	-.092	.106	-.055	-.872				

*p<.05

Model 1 was significant, $F(5, 574)=2.62, p<.05; R^2=.02$. This model explained 2% of the variance in parents' home-school conferencing. Only gender of child ($\beta=.12$) significantly predicted parents' home-school conferencing. Model 2 was significant, $F(8, 571)=11.87, p<.05; R^2=.14$. Academic, safety and social climate perceptions of parents explained 14% of the variance in parents' home-school conferencing. This means that school climate sub-dimensions explained an additional 12% of the variance in parents' home-school conferencing after controlling for demographic variables, $\Delta R^2=.12, F(3, 571)=26.71, p<.05$. In Model 2, in addition to the predictive effect of

gender of child ($\beta=.12$), academic climate ($\beta=.31$) emerged as a more significant predictor than safety climate ($\beta=.12$).

As for the gender of child variable, the regression coefficient is $B=1.67$. The scores on the home-school conferencing sub-dimension of the scale of the participants with boys are 1.67 more than the ones with girls. This may be interpreted as a higher home-school conferencing among the participants with boys than girls.

Hierarchical multiple regression analysis revealed that parents' perceptions of academic climate, safety climate, and social climate significantly predicted both parent involvement and its sub-dimensions which are home-based involvement, school-based involvement and home-school conferencing. Also, the analysis showed that some of the demographic variables predicted parent involvement and its sub-dimensions. Parent involvement was predicted by school type, gender of child and parents. School-based involvement was predicted by school type and gender of parents. Home-based involvement was predicted only by school type. Home-school conferencing was predicted only by gender of child.

CHAPTER 5

DISCUSSION

This chapter of the study aims to provide a discussion about the results of the current study with the findings of the school climate and parent involvement literature. After the discussion of the results, practical implications were provided by taking the current educational issues into account. Lastly, limitations and recommendations were presented.

5.1 Discussion of the Results

According to the results, it was determined that there is a positive relationship between parents' school climate perceptions and their involvement. The main research question was "How do parents' perceptions of school climate with all of its sub-dimensions predict their involvement in education?". The results of the study showed that parents' perceptions of academic climate, safety climate, and social climate predict parent involvement. Sub-research questions were about the relationships between sub-dimensions of school climate and sub-dimensions of parent involvement. The results showed that parents' perceptions of academic climate, safety climate, and social climate predict parents' school-based involvement, home-based involvement, and home-school conferencing.

In the current study, it was found that there is a positive relationship between parents' school climate perceptions and their involvement. This finding is consistent with the results of the other studies found in the related literature. Griffith (1998) conducted a study with the participation of parents and students, and the results of the study showed that parents' perceptions that the school has a positive climate increased their involvement in education.

Also, in the current study, it was found that there is a positive relationship between parents' perceptions of school climate with all of its sub-dimensions, which are academic climate, safety climate and social climate, and their involvement as well. This finding is also consistent with the results of the other studies found in the literature. For example, Goldkind and Farmer (2013) concluded that larger school size was generally characterized by less safety and the climate of such schools affected the level of communication and opportunities for involvement negatively. Similarly, Griffith (1998) found that parents' perceptions of the conditions of the schools had an influence on their level of involvement; parents who perceived the schools as a safe place were the ones who showed higher levels of involvement in educational activities than the parents who did not have positive perceptions about school safety. Also, Calzada et al. (2015) found that higher parental involvement was associated with parents' perceptions about engagement practices performed by teachers and parent-teacher ethnic consonance. Moreover, the study conducted by Hoover-Dempsey and Sandler (1995, 1997) showed that invitations for parental involvement as one of the aspects of social climate of the schools had an influence on parental involvement. In the light of these findings, it can be said that school climate and its sub-dimensions has a predictive power on parent involvement.

In addition to these findings, the results of the current study showed that only academic climate of the schools is a predictor of parent involvement. According to the study conducted by Castro, Bryant, Peisner-Feinberg, & Skinner (2004), one of the predictors of parent involvement was the quality of the classes which was taken as a component of academic climate of the schools. Also, Castro et al. (2015), based on their meta-analysis study, found that there were strong associations between parental involvement in the learning activities of their children and putting high academic expectations for their children. These studies are also consistent with the results of the current study showing the importance of school academic climate.

Based on the results of the current study, it was seen that while school-based involvement is predicted only by academic climate perceptions of parents, home-based involvement is predicted by social climate perceptions of parents. When it comes to the home-school conferencing, it was seen that it is predicted by parents' academic and safety climate perceptions. In the related literature, there are some studies that are consistent with these results. For instance, Seefeldt, Denton, Galper, and Younoszai (1998) interviewed with the former parents whose children took a part in the Head Start Program which gives comprehensive early childhood education. As a result of their study, they found that parents' opinions about the climate of the school and their believes in their ability to have a control over their children's education predicted only school-related parent involvement, not home-related involvement.

When it comes to the relationships between demographic variables (gender and education level of parents, gender and age group of child, and school type) and parent involvement with its sub-dimensions, the results of the current study revealed that

parent involvement is predicted by gender of parents, gender of child, and school type. Based on the regression coefficients, there is a higher parent involvement among women than men. There are other studies in the literature supporting this finding. Şaban (2011) found that mothers support their children more than their fathers at home. One of the reasons of this situation can be related to the employment participation rate of women. According to the labor statistics shared by TÜİK (2019), labor force participation rate of women (34.9%) was reported lower than the rate of men (72.6%). It can be interpreted like women in Turkey spend more time than men at home by taking care of their children. Except from this reality, according to the results shared by OECD (2019), Turkey as a country with the longest working day was ranked at the first place. Also, the research named “İlk İş Babalık” conducted by AÇEV (2017) with the participation of fathers revealed that 78.5% of the fathers spend their time with their children by watching television at home. So, it can be said that the related result of the study, higher parent involvement among women than men, is consistent with these findings. As for the results related to gender of child, there is a higher parent involvement in the group of parents with boys than girls. When it comes to the results related to school type, there is a higher parent involvement in the group of parents whose children go to public schools than private schools. The reason of this situation may be about the parental concerns about the quality of education given in public schools. In Turkey, where education is more and more privatized every day, parents may start to think that they need to be more involved in their children’s education more than ever. The study conducted by Duman et al. (2018) has a finding supporting this result of the current study from the other perspective. Based on their findings, the parents think that public schools are perceived as a school with big school

size and this perception of the parents make them think that the teachers do not have enough time to educate their children properly. Also, Martinez, Thomas, and Kemerer (1994) indicated that the parents do not choose public schools for their children due to the fact that they think public schools have poor academic quality, a lack of safety, and a lack of concern for students. On the other hand, the parents whose children go to private schools may think that education is the schools' responsibility and this mindset may make them stay away from the educational responsibility of their children.

In contrast to the most of the studies in the related literature, the results of the current study showed that parental educational level is not a predictor of parent involvement with all of its sub-dimensions. This finding of the study is consistent with various studies conducted in Turkey underlining that parental education level does not have an effect on the level of parental involvement in education (Can, 2009; Erdener, 2013; Ertem, 2015). Also, Gürşimşek (2003) researched about the relationships between parents' parent involvement practices and some of their demographic information. According to the results of her study, there was also no significant difference between the levels of parental involvement and their education levels. On the other hand, Fantuzzo et al. (2000) revealed that parental education level was positively related to parental involvement in schools.

The conceptual framework of the study was based on Bronfenbrenner's Bioecological Theory (1986). The findings of this study can be linked to the layers of microsystem, mesosystem, exosystem, and macrosystem. Microsystem contains the closest environment in which the child directly interacts with others such as parents and teachers. In this study, it was found that the parents each have different ideas and

feelings about their children's schools. Considering that perceptions are important factors affecting our behaviors and attitudes, parents' perceptions of children's schools would have direct influences on their interactions with their children. As a second layer, mesosystem points out the reciprocal actions between different environmental settings around the child. In this study, one of the important findings was that parents' academic climate perceptions of their children's schools predict their involvement in their children's education. Parents' positive attitudes towards cooperating with their children's schools would also have positive impacts on their children's development. As a third layer, exosystem is composed of the connections between a social environment in which the child has no active role and the immediate environment of the child. In this study, the results showed that there is higher parent involvement among mothers than fathers. Based on the literature, lower levels of labor force participation rate of women and long work days were given as possible reasons of this finding. In other words, the way families are affected by exosystems causes positive or negative effects on their children's development. As a fourth layer, macrosystem is about the culture and ideology in which the child lives. The other important finding of the study was about the lower level of parent involvement among the parents whose children go to private early childhood education institutions. Parents opinions about privatization in education and quality of education given in public schools can have a power to influence their attitudes toward their children's education.

5.2 Implications

The purpose of the current study was to investigate the relationship between school climate and parent involvement from the parents' views. Considering the results of the study, implications can be made for research, theory, and practice.

Early years of children in education are important in shaping the future of a community. At this point, two institutions in children's lives are very important in achieving the best in this regard; family and school. Obviously, family is the first institution that the child is born into so parents are the first actors in children's healthy development. When the children's education life starts, parents start to collaborate with the school in supporting their children's overall development. School effectiveness studies show that school climate has effects on the quality of the education given in schools. In addition to school climate, parents' involvement in education -school-family cooperation- is another factor affecting the quality of the education in a positive way. There is a reciprocal relationship between school climate and parent involvement, that is why, it is important to analyze parents' perceptions about their children's education. In the light of the information given above, considering especially the lack of school climate studies including early childhood education period, the current study contributes to the literature by concentrating on the relationships between parents' perceptions of school climate and their involvement in early childhood education period.

As for the theoretical implication of the study, it was seen that there is a positive relationship between parents' perceptions of school climate and their involvement in education. The findings of this study are related to the Bioecological Theory's layers of microsystem, mesosystem, exosystem, and macrosystem (1986).

As for the practical implications of the study, the results of the current study provide an important information about early childhood education. The results of the study have shown that academic climate of early childhood institutions is the only predictor

for parent involvement. Also, the study has implications in the practice concerning the relationships between some demographic variables and parent involvement. The study showed that parent and child gender, and school type predict parent involvement. School administrators may consider the related findings of the current study while planning and encouraging parent involvement activities in their schools. In schools, teachers and administrators can work with the counselors in order to attract the attention of parents with lower levels of interest for parent involvement. Also, policy makers can conduct public opinion surveys in order to understand the reasons of difference in perceptions and attitudes of parents' whose children go to public and private early childhood institutions. Obviously, the findings of the surveys will be valuable in making reliable decisions about early childhood education in Turkey.

5.3 Limitations and Recommendations

First of all, the sample of this study included public and private school parents from central districts of Ankara. To have a better understanding of the whole country, similar studies should be conducted with different samples. This way, comparative studies can be conducted. Also, this study conducted with the participation of parents. Especially, in the area of early childhood education, there is a need of more studies conducted with the participation of teachers and administrators as well, so as to investigate the relationships between school climate and parent involvement in the big picture.

In the current study, hierarchical multiple regression analysis which is one of the correlational designs was used. So, the results of this study give an idea only about the predictive power of the variables, not about the causal relations between the variables.

So, causal relationships among the related variables could be investigated in the future studies. Also, this study was a product of quantitative approach and this may pose a risk. To have a deeper understanding of parents' perceptions of school climate and parent involvement, and to increase validation of this study, the future studies can be designed with qualitative methods. Also, studies conducted with qualitative methods have a power to eliminate some of the limitations of questionnaires which are about honesty and willingness of the participants. These kinds of limitations can be dealt with interviews and focus groups.

Additionally, researchers may design other studies in order to find ways of improving the reciprocal relationships between school climate and parent involvement. Since the school administrators' attitudes and perceptions have great effects on school climate and parent involvement practices, the relationships between parents' perceptions of early childhood administrator's leadership styles and parent involvement in education can be examined to develop strategies for increasing parent involvement practices in early childhood education. Also, teachers' levels of job satisfaction, motivation, and trust in their administrators have a power to shape their perceptions of school climate and to determine their attitudes toward parent involvement practices. In the future studies, researchers may examine teachers' opinions on these concepts so as to have a better understanding about the relationships between the related concepts. Moreover, the data of the current study was collected from the parents both whose children go to public and private preschools and kindergartens. In the future studies, perceptions of parents whose children go to preschools and kindergartens in public and private schools can be researched in order to have a deeper understanding around the school climate in early childhood education institutions.

Lastly, teachers, administrators, and policy-makers should be aware of the current climate and its effects in the schools while making and implementing decisions about the education of the little ones. As Türkan Saylan said, if a child somewhere hungry for science, democracy, and peace is waiting for the educators' light, the educators have no right to sink into despair. We have to sparkle!

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APPENDICES

A. PERMISSION TO USE THE DATA COLLECTION TOOLS

Ölçek kullanım izni hk.

"Hasan Yücel ERTEM" <hertem@metu.edu.tr>

Alıcı: Nese Uguz <neseuguz@gmail.com>

Cc: hertem@metu.edu.tr, "\"Gökçe Gökalp\"" <ggokalp@metu.edu.tr>

Merhabalar Gökçe Hocam ve Neşe Hocam,

Ölçeği gerekli etik ve kurumsal izinleri almanız ve KEFAD'taki makaleyi kaynakça göstermek kaydıyla ölçeği kullanabilirsiniz.
Teşekkür eder, kolaylıklar dilerim.

Sayın Hasan Hocam,

Aşağıdaki maili kurumsal mail adresimden daha önce göndermiştim. Spam klasörünüze düşmüş olabilir diye bir de kişisel mail adresimden gönderiyorum.

Saygılarımla,

Sayın Hasan Hocam,

ODTÜ Sosyal Bilimler Enstitüsü Eğitim Yönetimi ve Planlaması Programı'nda Gökçe Hoca'nın danışmanlığında yüksek lisans tezi yapmaktayım. Tez kapsamında "Okul Öncesi Dönemde Ailelerin Okul İklimi Algıları ile Aile Katılımı Çalışmalarına Katılımları Arasındaki İlişkinin İncelenmesi" başlıklı konu üzerine çalışacağım.

Ertem, H.Y. & Gökalp, G. (2017). Velilerin Okul İklimi Algısı Ölçeği'nin Türkçe'ye Uyarlanması. Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 18(2), 155-173.

Künyedeki çalışmanızda, Schueler vd. (2014) tarafından geliştirilen ve tarafınızdan uyarlama çalışması yapılan Velilerin Okul İklimi Algısı Ölçeği'ni etik ilkeler doğrultusunda araştırmanıza atıf göstererek tezimde kullanmak istiyorum. Tezinizin ek kısmındaki ölçek maddelerini incelediğimde maddelerin okul öncesi ailelerine yönelik de kullanılabilirliğini düşünmekteyim. Ölçeğin orijinal çalışmasında da ölçeğin Pre-K - 12 kullanılabilirliği belirtilmiştir. Sizin izniniz olursa ölçeğin okul öncesi velileri ile kullanımı için doğrulayıcı faktör analizi yapılacak ve iç tutarlılık katsayısı incelenecektir.

İlginiz ve desteğiniz için şimdiden teşekkür ederim.

Saygılarımla,

Neşe TAŞTEPE

Early Childhood Educator

Kindergarten Grade Level Coordinator

Bilkent Laboratory & International School

TR-06800 Bilkent, Ankara, Turkey

Ölçek Kullanım İzni Hakkında

emine ahmetođlu <suat100@hotmail.com>
Alıcı: Nese Uguz <neseuguz@gmail.com>

Sayın Taştepe,

Aile Katılımı Ölçeđini tüm çalıřmalarınızda kullanmanızdan memnuniyet duyarız.
İyi çalıřmalar diliyorum.

[Android için Outlook uygulamasını edinin](#)

From: Nese Uguz <neseuguz@gmail.com>
Sent: Sunday, January 13, 2019 9:15:25 PM
To: emineahmetođlu@trakya.edu.tr; suat100@hotmail.com
Subject: Ölçek Kullanım İzni Hakkında

Sayın Emine Hocam,

ODTÜ Sosyal Bilimler Enstitüsü Eğitim Yönetimi ve Planlaması Programı'nda Öğr. Üyesi Gökçe GÖKALP danışmanlığında yüksek lisans tezi yapmaktayım. Tez kapsamında "Okul Öncesi Dönemde Ailelerin Okul İklimi Algıları ile Aile Katılım Çalışmalarına Katılımları Arasındaki İlişkinin İncelenmesi" başlıklı konu üzerine çalışacağım.

Ahmetođlu, E., Acar, İ. H., Sezer, T., ve Akşin-Yavuz, E. (2018). Aile Katılımı Ölçeđinin Türk kültürüne uyarlanması. Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, 18 (1), 1-20.

Künyedeki makalenizde uyarlamasını yaptığınız Aile Katılımı Ölçeđini incelemek ve uygunsa ölçeđi etik ilkeler doğrultusunda arařtırmanıza atıf göstererek tezimde kullanmak istiyorum.

İlginiz ve desteđiniz için şimdiden teşekkür ederim.

Saygılarımla,

Neşe TAŞTEPE

Erken Çocukluk Eğitimcisi

Early Childhood Educator

Kindergarten Grade Level Coordinator

Bilkent Uluslararası Laboratuvar Okulu

Bilkent Laboratory & International School

TR-06800 Bilkent, Ankara, Turkey

**B. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS
COMMITTEE**

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

 ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.usam.metu.edu.tr

Sayı: 28620816 / 69

20 Şubat 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr. Öğretim Üyesi Gökçe GÖKALP

Danışmanlığını yaptığınız *Neşe TAŞTEPE' nin "Okul Öncesi Dönemde Ailelerin Okul İklimi Algıları ile Okul Öncesi Eğitime Katılımları Arasındaki İlişkinin İncelenmesi"* başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 060-ODTÜ-2019 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.


Prof. Dr. Tülin GENÇÖZ

Başkan


Prof. Dr. Ayhan SOL

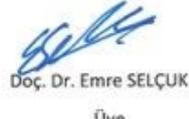
Üye


Prof. Dr. Ayhan Gürbüz DEMİR

Üye


Prof. Dr. Yaşar KONDAKÇI (4.)

Üye


Doç. Dr. Emre SELÇUK

Üye


Doç. Dr. Pınar KAYGAN

Üye


Dr. Öğr. Üyesi Ali Emre TURGUT

Üye

**C. APPROVAL OF THE ANKARA PROVINCIAL DIRECTORATE OF
NATIONAL EDUCATION**



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.5999312
Konu : Araştırma izni

22.03.2019

ORTA DOĞU TEKNİK ÜNİVERSİTESİNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2017/25 nolu Genelgesi.
b) 12.03.2019 tarihli ve 103 sayılı yazınız.

Üniversiteniz Sosyal Bilimler Enstitüsü Yüksek Lisans Öğrencisi Neşe TAŞTEPE' nin "Okul Öncesi Dönemde Ailelerin Okul İklimi Algıları ile Okul Öncesi Eğitime Katılımları Arasındaki İlişkinin İncelenmesi" konulu tezi kapsamında uygulama yapma talebi Müdürlüğümüzce uygun görülmüş ve uygulamanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Uygulama formunun (3 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme Şubesine gönderilmesini rica ederim.

Turan AKPINAR
Vali a.
Milli Eğitim Müdürü

Güvenli Elektronik
Açılış Av

22/03/2019

M. ÖZDEMİR

3201903 - 1531

Adres: Emniyet Mah. Alparslan Türkeş Cad. 4/A Yenimahalle

Bilgi için: Emine KONUK

Elektronik Ağ: ankara.meb.gov.tr

Tel: 0 (312) 212 36 00

e-posta: istatistik06@meh.gov.tr

Faks: 0 ()

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden d4c9-451f-3a1e-b4d6-cf6e koda ile teyit edilebilir.

D. CONCENT FORM FOR DATA COLLECTION

Bu araştırma, ODTÜ Eğitim Yönetimi ve Planlaması Programı Yüksek Lisans öğrencisi Neşe Taştepe tarafından Dr. Öğr. Üyesi Gökçe Gökalp danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Araştırmanın amacı nedir?

Araştırmanın amacı, 36-72 aylık çocuğa sahip ailelerin okul iklimi algıları ile okul öncesi eğitime katılımları arasındaki ilişkinin incelenmesidir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, “Genel Bilgi Formu”, “Velilerin Okul İklimi Algısı Ölçeği” ile “Aile Katılım Ölçeği”nde yer alan soruları/ifadeleri doldurmanızdır. Bu araştırmaya katılım ortalama olarak 15 dakika sürmektedir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sağladığımız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu araştırmaya katıldığınız için şimdiden teşekkür ederiz. Araştırma hakkında daha fazla bilgi almak için Eğitim Yönetimi ve Planlaması Programı öğretim üyelerinden Dr. Gökçe Gökalp (E-posta: ggokalp@metu.edu.tr) ya da yüksek lisans öğrencisi Neşe Taştepe (E-posta: neseuguz@gmail.com) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Ad-Soyad

Tarih

İmza

---/---/2019

E. DATA COLLECTION TOOLS

Değerli Anneler/Babalar,

Bu araştırma, 36-72 aylık çocuğa sahip ailelerin okul iklimi algıları ile okul öncesi eğitime katılımları arasındaki ilişkinin incelenmesi amacıyla planlanmıştır. Araştırmada bilgi toplamak için oluşturulan genel bilgi formu ile ölçeklerde yer alan soruları/ifadeleri içtenlikle ve hiçbirini boş bırakmadan cevaplamanız araştırmanın amacına ulaşması açısından büyük önem taşımaktadır. Bu araştırmada iş birliğine gönüllü olduğunuz için teşekkür ederim.

Neşe TAŞTEPE / Erken Çocukluk Eğitimcisi
ODTÜ, Eğitim Yönetimi ve Planlaması Programı
Yüksek Lisans Öğrencisi

GENEL BİLGİ FORMU

1.	Cinsiyetiniz	:	Kadın	Erkek
			<input type="checkbox"/>	<input type="checkbox"/>

2.	Yaşınız	:	
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3.	Mezuniyet Durumunuz	:	İlkokul	Ortaokul	Lise	Önlisans	Lisans	Lisansüstü
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.	Çocuğunuzun Cinsiyeti	:	Kız	Erkek
			<input type="checkbox"/>	<input type="checkbox"/>

5.	Çocuğunuzun Yaş Grubu	:	36-48 ay	49-60 ay	61-72 ay
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.	Çocuğunuz Gittiği Okul Türü	:	Resmi Anasınıfı	Resmi Anaokulu	Özel Anasınıfı	Özel Anaokulu
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VELİLERİN OKUL İKLİMİ ALGISI ÖLÇEĞİ

Lütfen görüşlerinizi yansıtan en iyi seçeneği (sayıyı) işaretleyiniz.		Hiç	Çok az	Kısmen	Oldukça	Çok
1.	Çocuğunuzun öğretmeni, öğrenme hedeflerini ne açıklıkta/anlaşılrlıkta sizlerle paylaşmaktadır?	1	2	3	4	5
2.	Çocuğunuzun okulundaki idareciler, öğrenmeye yardımcı olacak okul ortamı oluşturmakta ne kadar iyidir?	1	2	3	4	5
3.	Çocuğunuzun okulundaki dersler, ne kadar motive edicidir?	1	2	3	4	5
4.	Çocuğunuzun okulundaki öğretmenler, öğrencilerin başarılı olması konusunda ne düzeyde kendilerini adanmıştır?	1	2	3	4	5
5.	Çocuğunuzun okulundaki öğretmenler, farklı öğrenme biçimi olan öğrencilere yardım etme konusunda ne kadar iyidir?	1	2	3	4	5
6.	Çocuğunuzun okulundaki öğrenciler, öğrenme ile ilgili birbirlerine ne derecede yardımcı olur?	1	2	3	4	5
7.	Çocuğunuzun okulu, öğrencileri fiziksel açıdan güvende tutmada ne kadar etkilidir?	1	2	3	4	5
8.	Çocuğunuzun okulu, disiplin konularını ne derecede gereğine uygun yönetmektedir?	1	2	3	4	5
9.	Çocuğunuzun okulu, zorbalıkla uğraşmada ne derece etkilidir?	1	2	3	4	5
10.	Çocuğunuzun okulundaki öğretmenler, personele ne kadar saygı duyar?	1	2	3	4	5
11.	Çocuğunuzun okulundaki öğretmenler, çocukları bireysel olarak ne derecede tanımaktadır?	1	2	3	4	5
12.	Çocuğunuzun okulu, öğrencilerin geçmişlerinden getirdikleri çeşitliliğe ne derecede değer vermektedir?	1	2	3	4	5
13.	Çocuğunuzun okulu, fikirlerini paylaşma noktasında öğrencileri ne derecede teşvik etmektedir?	1	2	3	4	5
14.	Çocuğunuzun okulu, öğrencilerin duygularını yönetmelerine yardımcı olmada ne kadar etkilidir?	1	2	3	4	5
15.	Çocuğunuzun okulu, öğrencilerin sorumlu bireyler olmasına yardım etme konusunda ne derece etkilidir?	1	2	3	4	5
16.	Çocuğunuzun okulu, öğrencilerin duygusal olarak kendilerini güvende hissettiklerinden emin olma konusunda ne derece etkilidir?	1	2	3	4	5

AİLE KATILIM ÖLÇEĞİ

Lütfen görüşlerinizi yansıtan en iyi seçeneği (sayıyı) işaretleyiniz.		Nadiren	Bazen	Çoğu zaman	Her zaman
1.	Çocuğumun öğrenme ya da davranışları ile ilgili konuşmak için öğretmeniyle görüşmelerde bulunurum.	1	2	3	4
2.	Problemler hakkında görüşmek ya da bilgi almak için okul yöneticileriyle görüşmeler yaparım.	1	2	3	4
3.	Çocuğumun günlük okul rutini ile ilgili öğretmeniyle konuşurum.	1	2	3	4
4.	Çocuğumun okul çalışmalarını gözden geçiririm.	1	2	3	4
5.	Öğretmen ile beraber sınıf etkinlik planlamalarına katılırım.	1	2	3	4
6.	Çocuğumun okulu tarafından düzenlenen ebeveyn atölye çalışmaları ya da eğitimlerine katılırım.	1	2	3	4
7.	Sınıf kuralları ile ilgili çocuğumun öğretmeniyle konuşurum.	1	2	3	4
8.	Çocuğuma okul çalışmaları ile ilgili öğretmenin önünde iltifat ederim.	1	2	3	4
9.	Çocuğumla kendi okul dönemi hikâyelerimi paylaşıyorum.	1	2	3	4
10.	Çocuğumu özel şeyler öğrenmesi için halka açık alanlara götürürüm (Hayvanat bahçesi, müze gibi).	1	2	3	4
11.	Çocuğumun öğretmeniyle telefonda konuşurum.	1	2	3	4
12.	Çocuğum için okulda düzenlenen okul gezi planlamasına katılırım.	1	2	3	4
13.	Çocuğumun sınıfındaki diğer arkadaşlarıyla nasıl ilişki içinde olduğuna dair öğretmeniyle konuşurum.	1	2	3	4
14.	Çocuğumun evde okul kitap ya da eşyalarını koyacağı yer olup olmadığını kontrol ederim.	1	2	3	4
15.	Çocuğumun sınıfında gönüllü çalışırım.	1	2	3	4
16.	Çocuğumun okulunda bağış toplama aktivitelerine katılırım.	1	2	3	4
17.	Çocuğumun başarıları hakkında öğretmeniyle konuşurum.	1	2	3	4
18.	Yeni şeyler öğrenmeyi ne kadar çok sevdiğimi çocuğumla paylaşıyorum.	1	2	3	4
19.	Çocuğum için eve öğrenme materyalleri getiririm (Cd'ler, videolar, kitaplar).	1	2	3	4
20.	Çocuğumla sınıf gezilerine katılırım.	1	2	3	4
21.	Çocuğumun okulunda ebeveyn ve aile sosyal aktivitelerine katılırım.	1	2	3	4
22.	Çocuğumun evde uyması gereken kuralları net olarak belirlerim.	1	2	3	4
23.	Çocuğumun okulda zorlandığı şeyler ile ilgili öğretmeniyle konuşurum.	1	2	3	4
24.	Okuma-yazma becerileri üzerinde çalışmak için çocuğumla vakit geçiririm.	1	2	3	4
25.	Okuldaki aktiviteler ve toplantılar hakkında diğer ailelerle konuşurum.	1	2	3	4
26.	Çocuğumun evde yapması beklenen okul ödevleri ile ilgili onun öğretmeniyle konuşurum.	1	2	3	4
27.	Çocuğumun öğretmeniyle kendimizin kişisel ve ailevi meseleleri hakkında konuşurum.	1	2	3	4
28.	Çocuğumun okulundaki diğer ailelerle okul dışında buluşurum.	1	2	3	4
29.	Çocuğumun sınıfındaki ebeveynlerin birbirini desteklediğini hissederim.	1	2	3	4
30.	Yaratıcı aktiviteler üzerinde çalışmak için çocuğumla vakit geçiririm (Şarkı söyleme, dans etme, çizim yapma ve hikâye anlatma gibi).	1	2	3	4
31.	Sayısal beceriler üzerinde çalışmak için çocuğumla vakit geçiririm.	1	2	3	4

F. TURKISH SUMMARY / TÜRKE ÖZET

OKUL ÖNCESİ DÖNEMDE AİLELERİN OKUL İKLİMİ ALGILARI İLE OKUL ÖNCESİ EĞİTİME KATILIMLARI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

GİRİŞ

Çocukluktan yetişkinliğe kadar, hayatımızdaki önemli sosyal örgütler olarak aile ve okul, her bireyi doğrudan etkileme gücüne sahiptir. Aile çocuğun fiziksel, zihinsel, duygusal ve sosyal gelişimi dahil bütüncül gelişiminden sorumludur. Ayrıca, öğretmenler çocuğun gelişimi ve öğrenmesinde önemli rol oynayan ilk yetişkinler arasındadır. Literatürdeki çeşitli çalışmalar, çocukların eğitiminden sorumlu bireylerin arasındaki güçlü bağın çocuğun sağlıklı gelişimi için faydalı olduğunu göstermektedir.

Okullar, öğrencilerin eğitildiği ve tüm paydaşların –müdürler, öğretmenler, öğrenciler, veliler ve toplum– belirli hedeflere ulaşmak için bir araya geldiği sosyal organizasyonlardır ve bu paydaşlar her zaman birbirleriyle ilişki içindedir. Tüm organizasyonlarda uygulanabilir olduğu gibi, okullardaki iklimin de eğitim sonuçları üzerinde önemli etkileri olduğu söylenebilir. İlgili literatüre göre okullardaki iklim ile ebeveyn-okul katılımı arasında bir ilişki olduğu görülmektedir (Dixon, 2008; Henderson ve Berla, 1994; Schueler, Capotosto, Bahena, McIntyre ve Gehlbach, 2014). Literatürde, erken çocukluk öğretmenleri ve velileri ile yapılan, öğretmenlerin ve velilerin aile katılımı konusundaki anlayışlarında farklar olduğunu vurgulayan bazı çalışmalar bulunmaktadır (Köksal Eğmez, 2008; Ünüvar, 2010). Bunlara ek olarak,

ebeveynlerle ortaklıklar geliřtirmek, olumlu bir okul ortamı yaratmada önemlidir (Henderson ve Berla, 1994) ve okul paydařları arasındaki olumlu etkileřim okul ortamını etkiler ve okulları her bakımdan daha saęlıklı hale getirir (Ertem, 2015). Literatüre dayanarak, okullardaki saęlıklı iklimin birok getirisi olduęu (Schueler vd., 2014) ve ebeveynlerin okulları nasıl algıladıklarının ocuklarının eęitimine ne kadar dahil olduklarını önemli ölçüde etkiledięi söylenebilir (Perkins-Gough, 2008). Olumlu bir okul ortamı oluřturmak ve ebeveynleri ocuklarının eęitimine dahil etmeye teřvik etmek, ocukların saęlıklı geleceęi için yapılabilecek önemli yatırımlardandır.

alıřmanın Amacı

Yukarıda bahsedilen arařtırmalar ışığında, bu alıřmanın temel amacı ebeveynlerin okul iklimi algıları ile erken ocukluk eęitimine katılımları arasındaki iliřkiyi arařtırmaktır. Bu temel amaca ek olarak, bu iliřkinin ebeveynlerin cinsiyet ve eęitim düzeyi, ocuklarının cinsiyeti, yař grubu ve kayıtlı olduęu okul türü gibi belirli demografik deęiřkenler açısından incelenmesi amaçlanmaktadır. Bu alıřma ařaęıdaki arařtırma sorularına cevap vermeyi hedeflemektedir:

1. Ebeveynlerin tüm alt boyutları ile birlikte okul iklimi hakkındaki algıları eęitime katılımlarını ne derece yordamaktadır?
 - a) Ebeveynlerin akademik iklim, güvenlik iklimi ve sosyal iklim algıları okul temelli katılımı ne derece yordamaktadır?
 - b) Ebeveynlerin akademik iklim, güvenlik iklimi ve sosyal iklim algıları ev tabanlı katılımı ne derece yordamaktadır?
 - c) Ebeveynlerin akademik iklim, güvenlik iklimi ve sosyal iklim algıları ev-okul iř birlięini ne derece yordamaktadır?
2. Ebeveynlerin demografik deęiřkenleri (ebeveynlerin cinsiyet ve eęitim

düzeyi, çocuklarının cinsiyet, yaş grubu ve kayıtlı olduğu okul türü) eğitime katılımlarını ne derece yordamaktadır?

Çalışmanın Önemi

Literatürde, ayrı ayrı okul iklimi ve veli katılımı üzerine odaklanan çok sayıda çalışma bulunmaktadır. Dennis ve O'Connor (2013) okul öncesi öğretmenlerinin katılımı ile erken çocukluk eğitiminde örgütsel iklim ve sınıf kalitesi arasındaki ilişkiyi araştırmak için bir araştırma yürütmüşlerdir. Erdoğan ve Demirkasımoğlu (2010) da ilköğretim okullarında görev yapan müdür ve öğretmenlerle, ebeveynlerin eğitim sürecine katılımları hakkındaki görüşlerini ortaya koymak için bir çalışma yürütmüşlerdir. Duman, Aydın ve Ozfidan (2018), çocuğu liseye giden ebeveynlerin okul iklimi hakkındaki algılarını ve çocukları için okul seçimine yönelik tutumlarını etkileyen faktörleri analiz etmişlerdir. Ertem (2015) ilk ve ortaokulda çocuğu olan ebeveynlerle bir çalışma yürütmüş ve ebeveynlerin okul iklimi algıları ile eğitime katılımları arasındaki ilişkiyi araştırmıştır. Ancak, özellikle Türkiye'de erken çocukluk eğitimi bağlamında yürütülen, ebeveynlerin okul iklimi algılarına ilişkin çalışmalara literatürde rastlanamamıştır. Dolayısıyla, okul iklimi ve veli katılımı arasındaki ilişkinin Türkiye'de henüz erken çocukluk eğitimi bağlamında ebeveynlerin bakış açısından araştırılmadığı söylenebilir.

Ayrıca literatürde ebeveyn katılımının önündeki engeller konusunda çelişkili bulgular bulunmaktadır. Crites (2008), ebeveynlerin çocuklarının eğitim yaşamında veli katılım faaliyetlerine dahil olmak istemediklerini vurgulamış; McGhee (2007) ise ebeveynlerin veli katılımı hakkında yeterli bilgiye sahip olmadıklarını ve kendilerini bu konuda yetersiz gördüklerini belirtmiştir. Öte yandan, Christenson (2004)'a göre,

eđitimcilerin ebeveynlere karřı olumsuz tutumları ve veli katılımının önemine inanmamaları, ebeveyn katılımının okulla ilgili engelleridir. Mevcut alıřma okul ikliminin veli katılımı üzerindeki tahmin gúcünü incelediđinden, alıřmanın bulguları, erken ocukluk eđitiminde veli katılımı uygulamalarının etkinliđini gúcletirmek iin odaklanılması gereken alan hakkında fikir verecektir.

Bu alıřmanın sonuları, eđitimcilere okul ikliminin veli katılımı üzerindeki etkileri hakkında fikir vermede faydalı olacaktır. Bu nedenle, okul yöneticileri ve öđretmenleri okul ortamlarına ve veli katılım uygulamalarına eleřtirel bir yaklařımla bakabileceklerdir. Bu yolla, okul yöneticileri ve öđretmenler, daha sađlıklı bir okul ortamına sahip olmak ve ebeveynlerin eđitime daha etkili katılımında bulunmalarını teřvik etmek iin okullarının geliřtirilmesi gereken noktaları hakkında fikir sahibi olabilirler.

Ayrıca, aileler de mevcut alıřmanın sonularından yararlanacaklardır. Anlamalı okul-ebeveyn ortaklıđı erken ocukluk döneminde başlar ve zaman iinde ebeveyn algılarını řekillendirme potansiyeline sahiptir (Nitecki, 2015). Buna göre, erken ocukluk eđitimi döneminden itibaren ebeveynlerin okulların iřleyiřine iliřkin farkındalıđının artması, sonraki yıllarda okul-ebeveyn ortaklıđının önemine yönelik tutumlarını olumlu yönde etkileyebilir. Ayrıca, erken ocukluk döneminde veli katılımının avantajlarından biri, düşük sosyo ekonomik ortamın olumsuz etkilerini en aza indirmektir (Waanders, Mendez ve Downer, 2007). Veli katılımı uygulamalarının eđitimde yařamsal olduđu ve veli katılımı durumunu etkileyen faktörlerin arařtırılmasının anlamalı olduđu söylenebilir. Sonu olarak, okul iklimi ile ebeveynlerin eđitime katılımları arasında herhangi bir iliřki olup olmadıđını

arařtırmak 6nemlidir.

Ebeveynlerin okul iklimi algılarını ve ebeveynlerin erken ocukluk eđitimine katılımlarını g6z 6n6nde bulunduran bu arařtırma iin Bronfenbrenner'ın Biyoekolojik Teorisi (1986), farklı evre sistemleri arasındaki bađlantılara dikkat ekmesinden ve yalnızca daha yakın evreye deđil, aynı zamanda okul, iřyeri ve komřular gibi ocuđun gelişimini etkileyen aile sosyal bađlamalarını g6z 6n6nde bulundurmasından dolayı g6l6 bir temel oluřturmaktadır.

LİTERAT6R TARAMASI

Bu alıřma kapsamında ařađıdaki konular ele alınmıřtır.

- 6rg6tsel İklım
- Okul İklımı
- Okul-toplum İř Birliđi
- Aile Katılımı

Y6NTEM

Arařtırma Deseni

Bu arařtırma, ebeveynlerin okul iklimi algıları ile erken ocukluk eđitimine katılımları arasındaki iliřkiyi incelediđinden, iliřkisel bir arařtırma olarak tasarlanmıřtır. Korelasyonel tasarım, arařtırmacıların deđiřkenler arasındaki iliřkileri arařtırmasına ve bu iliřkileri bađımlı deđiřkenler hakkında tahminde bulunmak iin kullanmasına olanak tanımaktadır.

Örnekleme

Araştırmanın hedef kitlesi, 2018-2019 öğretim yılında Ankara İl Milli Eğitim Müdürlüğü'ne bağlı resmi ve özel erken çocukluk eğitim kurumlarına devam eden 36-72 aylık çocukları olan ebeveynlerdir. Örnekleme ekonomik, eğitim ve sosyal yaşam endeksleri göz önünde bulundurularak Altındağ, Çankaya, Etimesgut, Keçiören, Mamak ve Yenimahalle'den rastgele seçilmiştir. Araştırmanın verileri toplam 17 okul öncesi eğitim kurumundan ve 580 ebeveyninden toplanmıştır.

Veri Toplama Araçları

Araştırmada ebeveynler ve çocukları hakkında genel bilgi edinmek amacıyla araştırmacı tarafından hazırlanan “Demografik Bilgi Formu”, ebeveynlerin okul iklimi algıları ve aile katılımı çalışmalarına yönelik tutumları hakkında veri toplamak amacıyla “Velilerin Okul İklimi Algısı Ölçeği” ve “Aile Katılım Ölçeği” kullanılmıştır.

Demografik Bilgi Formu

Araştırmacı tarafından ebeveynler ve çocukları hakkında genel bilgi edinmek amacıyla hazırlanan Demografik Bilgi Formu, ebeveynin cinsiyeti, ebeveynin yaşı, ebeveynin eğitim düzeyi, çocuğun cinsiyeti, çocuğun yaş grubu, çocuğun kayıtlı olduğu okul türü konularında bilgi toplamaya yönelik hazırlanmıştır.

Velilerin Okul İklimi Algısı Ölçeği

Velilerin Okul İklimi Algısı Ölçeği, Schueler vd. (2014) tarafından geliştirilmiş, Ertem ve Gökalp (2017) tarafından Türk kültürüne uyarlanmıştır. Analiz sonucunda, ölçeğin Türkiye'deki ebeveynlerin okul iklim algılarını belirlemek için geçerli ve güvenilir bir

ölçek olduğu sonucuna ulaşılmıştır. Ölçek 5'li Likert tipi bir ölçektir; 16 madde ve üç alt boyuttan oluşmaktadır. “Akademik iklim” alt boyutunda, ebeveynlerin “okul ortamının öğrenci öğrenmesi için ne kadar destekleyici olduğunu” algılamaları ile ilgili 6 madde, “Güvenlik iklimi” alt boyutunda ebeveynlerin “okulun disiplin konularını nasıl yönettiğini” algılamaları ile ilgili 3 madde, “Sosyal iklim” alt boyutunda ise, ebeveynlerin “çevrenin öğrenci refahı ve sosyal kalkınma için ne kadar destekleyici olduğu” algılarına ilişkin 7 madde bulunmaktadır.

Aile Katılım Ölçeği

Aile Katılım Ölçeği, Fantuzzo, Tighe ve Childs (2000) tarafından ebeveynlerin çocuklarının eğitimine katılımını belirlemek amacıyla geliştirilmiş ve Türk kültürüne Ahmetoğlu, Acar, Sezer ve Akşin Yavuz (2018) tarafından uyarlanmıştır. Ölçeğin geçerlik ve güvenirlik çalışması ölçeğin Türkiye'deki ebeveynler için geçerli olduğunu göstermiştir. Üç alt boyuttan oluşan ölçek, 4'lü Likert tipi ölçek olup toplam 31 maddeden oluşmaktadır. “Okul temelli katılım” alt boyutunda, ebeveynlerin çocuklarıyla okulda yaptıkları faaliyetleri kapsayan 10 madde, “Ev temelli katılım” alt boyutunda, ebeveynlerin çocukları için iyi bir öğrenme ortamı yaratmaya yönelik evde yürüttükleri davranışları içeren 11 madde ve “Ev-okul iş birliği” alt boyutunda, ebeveynler ve eğitimciler arasında çocuğun eğitimine ilişkin iletişimi destekleyen faaliyetleri içeren 10 madde bulunmaktadır.

Veri Toplama Süreci

Gerekli izinler alındıktan sonra, Mayıs ve Haziran 2019 tarihleri arasında araştırmanın verileri toplanmıştır. Gerekli bilgiler seçilen okullarla paylaşılmıştır. Bununla birlikte, bazı okullar, özellikle özel okullar, çalışmada yer almak istemediklerini ifade

etmişlerdir. Veri toplama araçları öğretmenler yardımıyla araştırmaya katılmaya gönüllü olan 17 okulda çocuklar aracılığıyla ebeveynlerle paylaşılmış ve ebeveynlere formları geri iade etmeleri için 5 ile 7 gün süre verilmiştir. Veri toplama sürecindeki araştırmanın etik yönleri açısından, ebeveynlerin araştırmaya katkıda bulunma rızaları alınmış ve kimliklerinin gizliliği konusunda ebeveynler temin edilmiştir. Ayrıca ebeveynlere istedikleri zaman çalışmadan ayrılma hakları olduğu bildirilmiştir. Verilen süre dolduğunda anketler okullardan toplanmıştır. Son olarak, ebeveynlerden 650 anket toplanmış, 70 tanesi geçersiz bulunmuş ve mevcut çalışma için örneklem büyüklüğü 580 olmuştur.

Veri Analizi

İlk olarak, katılımcıların özellikleri ve okul iklimi algıları ve veli katılımı hakkındaki tutumları incelenerek tanımlayıcı istatistikler verilmiştir. Tanımlayıcı istatistiklere ek olarak, ebeveynlerin okul iklimi algıları ile veli katılımı hakkındaki tutumları arasındaki korelasyon kontrol edilmiştir. Ayrıca, hiyerarşik çoklu regresyon analizi yapmadan önce gerekli varsayımlar kontrol edilmiştir.

BULGULAR

Demografik Bilgi

Çalışmaya toplam 580 ebeveyn katılmıştır. Ebeveynlerin %76.7'si (n=445) kadın, %23.3'ü (n=135) erkektir. Ayrıca, ebeveynlerin %53.1'i (n=308) 36 yaşında ve daha yaşlıyken, ebeveynlerin %44.8'i (n=260) 35 yaşında ve daha gençtir. Katılımcıların %2.1'i (n=12) yaşlarını belirtmemiştir. Ailelerin eğitim düzeyleri ile ilgili olarak, ebeveynlerin %35.3'ü (n=205) lisans mezunu, %26.6'sı (n=154) lise mezunu, %12.6'sı (n=73) yüksek lisans mezunu, %10'u (n=58) ortaokul mezunu, %10'u (n=58) ön lisans

mezunu, %5.3'ü (n=31) ilkokul mezunu olduğunu belirtirken ebeveynlerden biri (%0.2) eğitim düzeyini belirlememiştir.

Çocukların cinsiyeti açısından ebeveynlerin %50.2'sinin (n=291) erkek çocuğu, %49.8'inin (n=289) ise kız çocuğu vardır. Çocukların yaş grubuna gelince, ebeveynlerin %65.2'sinin (n=378) 61-72 aylık çocukları, %26.6'sının (n=154) 49-60 aylık çocukları ve %8.3'ünün (n=48) 36-48 aylık çocukları vardır.

Betimleyici İstatistik

Değişkenlerden elde edilen puanların normal dağılım gösterip göstermediğini araştırmak için çarpıklık ve basıklık katsayıları incelenmiştir. Velilerin Okul İklimi Algısı Ölçeği ve alt boyutlarının çarpıklık değerlerinin -.881 ile -.624 arasında, basıklık değerlerinin -.051 ile 1.085 arasında olduğu belirlenmiştir. Ayrıca, Aile Katılımı Ölçeği ve alt boyutlarının çarpıklık değerlerinin -.592 ile .205 arasında değiştiği ve basıklık değerlerinin -.759 ile .004 arasında olduğu belirlenmiştir. ± 1.0 arasında bir basıklık değeri çoğu psikometrik amaç için mükemmel kabul edilir, ancak belirli bir uygulamaya bağlı olarak ± 2.0 arasında bir değer de kabul edilebilir (George ve Mallery, 2016). Sadece güvenlik ikliminin basıklık değeri +1'den biraz yüksektir, buna rağmen normal eksenden sapmadığı söylenebilir. Bu nedenle ölçeklerden alınan puanların normal dağılım gösterdiği söylenebilir.

Pearson Bağlılıkları

Ebeveynlerin okul iklimi algıları ile veli katılımı hakkındaki tutumları arasındaki ilişkiyi incelemek amacıyla Pearson korelasyon analizi yapılmıştır. Korelasyon analizi ebeveynlerin okul iklimi algıları ile veli katılım puanları arasında pozitif ve düşük

düzeyde anlamlı bir ilişki olduğunu ortaya koymuştur, $r=.28$, $p<.01$. Ayrıca, ebeveynlerin okul iklimi algıları ile veli katılımının alt boyutları arasında da anlamlı bir ilişki vardır; ev-okul iş birliği ($r=.30$, $p<.01$) ve okul temelli katılım ($r=.17$, $p<.01$) ile olumlu ve ılımlı düzeyde bir ilişki varken, ev temelli katılım ($r=.24$, $p<.01$) arasında olumlu ve düşük seviyede bir ilişki olduğu sonucuna ulaşılmıştır.

Hiyerarşik Regresyon Analizi Sonuçları

- Ebeveynlerin akademik iklim, güvenlik iklimi ve sosyal iklim algıları veli katılımını yordamıştır; $F(8, 571)=12.97$, $p<.05$; $R^2=.15$.
- Ebeveynlerin akademik iklim, güvenlik iklimi ve sosyal iklim algıları okul temelli veli katılımını yordamıştır; $F(8, 571)=12.45$, $p<.05$; $R^2=.15$.
- Ebeveynlerin akademik iklim, güvenlik iklimi ve sosyal iklim algıları ev temelli veli katılımını yordamıştır; $F(8, 571)=6.22$, $p<.05$; $R^2=.08$.
- Ebeveynlerin akademik iklim, güvenlik iklimi ve sosyal iklim algıları ev-okul iş birliğini yordamıştır; $F(8, 571)=11.87$, $p<.05$; $R^2=.14$.

TARTIŞMA

Araştırmanın sonuçlarına göre, ebeveynlerin okul iklim algıları ile veli katılımları hakkındaki tutumları arasında pozitif bir ilişki olduğu doğrulanmıştır. Bu bulgu ilgili literatürdeki diğer çalışmaların sonuçlarıyla tutarlılık göstermektedir. Örneğin, Griffith (1998) veliler ve öğrencilerle bir çalışma yürütmüş ve ebeveynlerin okulun olumlu bir iklime sahip olduğunu algıladıklarında veli katılım çalışmalarına dahil olma düzeylerinin daha yüksek olduğu sonucuna ulaşmıştır.

Ayrıca, ebeveynlerin okul iklimi algıları ile okul ikliminin alt boyutları olan akademik

iklim, güvenlik iklimi ve sosyal iklim ve eğitime katılımları arasında pozitif bir ilişki olduğu bulunmuştur. Bu sonuçlar literatürdeki diğer çalışmalarla da tutarlılık göstermektedir. Örneğin, Goldkind ve Farmer (2013) bir çalışma yürütmüşler ve okul büyüklüğünün artmasının genellikle daha az güvenlik ile karakterize edildiğini ve bu tür okul iklimlerinin iletişim düzeyini ve katılım fırsatlarını olumsuz etkilediği sonucuna ulaşmışlardır. Ayrıca, Hoover-Dempsey ve Sandler (1995, 1997) tarafından yapılan çalışma, sosyal iklimin bir boyutu olarak ele alınan davetlerin ebeveynlerin eğitime katılımlarını etkilediğini göstermiştir. Bu çalışmalar, okul ikliminin ve alt boyutlarının veli katılımını öngördüğünü ve bu bulguların mevcut çalışmanın sonuçlarını desteklediğini göstermiştir.

Bu bulgulara ek olarak, bu çalışmanın sonuçları sadece akademik iklimin veli katılımının bir yordayıcısı olduğunu göstermiştir. Castro vd. (2004), akademik iklimin bir parçası olarak sınıf kalitesinin, ebeveyn katılımının en güçlü yordayıcılarından biri olduğu sonucuna ulaşmışlardır. Ayrıca, Castro vd. (2015), yaptıkları meta-analiz çalışmaları sonucunda, ebeveynlerin çocuklarının öğrenme faaliyetlerine katılımı ile çocukları için yüksek akademik beklentileri olması ve okul faaliyetlerine katılımları ile okulla iletişimi sürdürmeleri arasında güçlü bir ilişki olduğunu bulmuşlardır. Bu çalışmalar okulların akademik ikliminin önemini gösteren mevcut çalışmanın sonuçlarıyla da tutarlıdır.

Ayrıca çalışmanın sonuçları, veli katılımının ebeveynlerin cinsiyeti, çocuğun cinsiyeti ve okul türü tarafından öngörüldüğünü ortaya koymuştur. Regresyon katsayılarına dayanarak, kadınlar arasında erkeklerden daha yüksek düzeyde veli katılımı olduğu söylenebilir. Literatürde bu bulguyu destekleyen başka çalışmalar da vardır. Örneğin,

Şaban (2011) annelerin çocuklarını evde babalarından daha fazla desteklediğini bulmuştur. Bu durumun nedenlerinden biri kadınların istihdama katılım oranı ile ilgili olabilir. TÜİK (2019) tarafından paylaşılan işgücü istatistiklerine göre, kadınların işgücüne katılma oranının (% 34.9) erkeklerin oranından (% 72.6) daha düşük düzeyde olduğu bildirilmiştir. Bu durum, Türkiye'deki kadınların evde erkeklerden daha fazla zamanı çocuklarının bakımını üstlenerek geçirdikleri şeklinde yorumlanabilir. Bunun yanısıra, OECD (2019)'nin paylaştığı sonuçlara göre, Türkiye en uzun günlük mesaiye sahip ülke olarak ilk sırada yer almaktadır. Ayrıca AÇEV (2017) tarafından babaların katılımıyla gerçekleştirilen “İlk İş Babalık” adlı araştırma, babaların % 78.5'inin evde televizyon izleyerek çocuklarıyla zaman geçirdiğini ortaya koymuştur. Bu nedenle, çalışmanın ilgili sonucunun, kadınlar arasında erkeklere göre daha yüksek veli katılımı olduğu, bu bulgularla tutarlı olduğu söylenebilir. Veli katılımının, çocuğun cinsiyeti tarafından öngörülmesine ilişkin sonuç, erkek çocuğu olan ebeveynlerin kız çocuğu olanlardan daha yüksek düzeyde veli katılımına sahip olduğu söylenebilir. Veli katılımının, çocuğun gittiği okul türü tarafından öngörülmesine ilişkin sonuç ise çocukları devlet okullarına giden ebeveynler arasında çocukları özel okullara giden ebeveynlere göre daha yüksek düzeyde veli katılımı olduğunu göstermektedir. Bu durumun nedeni devlet okullarında verilen eğitimin kalitesi konusundaki ebeveyn kaygıları ile ilgili olabilir. Eğitimin her geçen gün daha fazla özelleştirildiği Türkiye'de ebeveynler, çocuklarının eğitimine her zamankinden daha fazla katılmaları gerektiğini düşünmeye başlamış olabilirler. Duman vd. (2018) yürüttükleri çalışma ile mevcut çalışmanın bu sonucunu diğer bir perspektiften destekleyen bulguya ulaşmışlardır. Ulaştıkları bulguya göre, ebeveynler devlet okullarını kalabalık nüfusa sahip okullar olarak algıladığı ve ebeveynlerin bu algısının öğretmenlerin çocuklarını düzgün bir

şekilde eğitmek için yeterli zamanlarının olmadığı düşüncesini tetiklediği söylenebilir. Ayrıca Martinez ve Thomas (1994), ebeveynlerin çocukları için devlet okullarını zayıf akademik kaliteye, güvenlik eksikliğine ve öğrenciler için kaygı duymamalarına bağlı olarak tercih etmediklerini belirtmişlerdir. Bu sonuçlardaki ortak nokta ebeveynlerin devlet okullarını yeterli bulmadıklarıdır. Bu sebepten, ebeveynler devlet okullarına giden çocuklarının eğitimine her zamankinden daha fazla katılma eğilimi gösteriyor olabilirler. Öte yandan, çocukları özel okullara giden ebeveynler, eğitimin okulun sorumluluğu olduğunu düşünebilir ve bu zihniyet onları çocuklarının eğitim sorumluluğundan uzak tutuyor ve eğitime katılımlarında düşüşe sebep oluyor olabilir.

Literatürdeki çalışmaların çoğunun aksine, bu çalışmanın sonuçları, ebeveynlerin eğitim düzeyinin, tüm alt boyutlarıyla veli katılımının bir yordayıcısı olmadığını göstermiştir. Bu bulgu, Türkiye'de ebeveynlerin eğitim düzeyinin velilerin eğitime katılımları ile ilgili tutumları üzerinde bir etkisi olmadığını gösteren bazı çalışmalar ile tutarlıdır (Can, 2009; Erdener, 2013; Ertem, 2015). Gürşimşek (2003), ebeveynlerin veli katılımı uygulamaları ile bazı demografik bilgileri arasındaki ilişkileri araştırmıştır. Bahsi geçen çalışmanın sonuçlarına göre, ebeveynlerin katılım düzeyi ile eğitim düzeyleri arasında anlamlı bir fark yoktur. Öte yandan, Fantuzzo vd. (2000), ebeveynlerin eğitim düzeyinin okullarda gerçekleşen veli katılımı ile olumlu anlamda ilişkili olduğunu bulmuşlardır.

ÇIKARIM VE ÖNERİLER

Araştırmanın sonuçlarına göre, ebeveynlerin okul iklimi algıları ile eğitime katılımları arasında pozitif bir ilişki olduğu görülmüştür. Çalışmanın kuramsal çerçevesi göz önünde bulundurulduğunda, çalışmanın bulgularının Bronfenbrenner'ın Biyoekolojik

Teorisi'nin (1986) mikrosistemi ve mezosistemiyle ilgili olduđu sylenbilir.

alıřmanın pratik sonularına gelince, mevcut alıřmanın bulguları erken ocukluk eđitimi hakkında nemli bilgiler vermektedir. alıřmanın sonuları, erken ocukluk kurumlarının akademik ikliminin veli katılımı iin tek belirleyici olduđunu gstermiřtir. Ayrıca, alıřmanın bazı demografik deđiřkenler ve veli katılımı arasındaki iliřki ile ilgili uygulamaları mevcuttur. Bu alıřma ebeveynlerin cinsiyetinin, ocuk cinsiyetinin ve okul trnn ebeveyn katılımını yarıdadıđını gstermiřtir. Okul yneticileri okullarındaki veli katılım faaliyetlerini planlarken ve bu faaliyetleri teřvik ederken arařtırmanın ilgili bulgularını dikkate alabilirler. Okullarda đretmenler ve idareciler, veli katılımının nemine dikkat ekmek iin okullarındaki rehberlik servisi ile alıřmalar planlayabilirler. Ayrıca, politika yapıcılar, ocukları devlet okullarına ve zel okullara giden ebeveynlerin algılarındaki farkın nedenlerini anlamak iin kamuoyu arařtırması yapabilirler. Aıkası, kamuoyu arařtırmalarının bulguları erken ocukluk eđitimi hakkında gvenilir kararlar vermede deđerli olacaktır.

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YAZARIN / AUTHOR

Soyadı / Surname : TAŞTEPE
Adı / Name : NEŞE
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