

PARENTS' AND TEACHERS' PERSPECTIVES ON PRESCHOOL
TEACHERS' ROLE ABOUT WORKING WITH FAMILIES



YASEMİN ERMİŞ ATASEVER

JANUARY 2020

PARENTS' AND TEACHERS' PERSPECTIVES ON PRESCHOOL
TEACHERS' ROLE ABOUT WORKING WITH FAMILIES

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY
YASEMİN ERMİŞ ATASEVER

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF EARLY CHILDHOOD EDUCATION

JANUARY 2020

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. Feyza Erden
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. Hasibe Özlen Demircan
Supervisor

Examining Committee Members

Assist. Prof. Dr. Belkıs Tekmen (Başkent Uni., ECE) _____
Assist. Prof. Dr. Hasibe Özlen Demircan (ODTÜ, ECE) _____
Assist. Prof. Dr. Serap Sevimli Çelik (ODTÜ, ECE) _____



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 : Yasemin, Ermiş Atasever

Signature :

ABSTRACT

PARENTS' AND TEACHERS' PERSPECTIVES ON PRESCHOOL TEACHERS' ROLE ABOUT WORKING WITH FAMILIES

Ermiř Atasever, Yasemin

M.S., Department of Early Childhood Education

Supervisor: Assist. Prof. Dr. Hasibe zlen Demircan

January 2020, 109 pages

The aim of the study is to investigate and compare parents' and teachers' perspectives on preschool teachers' role about working with families. A quantitative research was conducted for getting parents' and teachers' opinions on preschool teachers' roles about families. The study was conducted during 2018-2019 academic year with 206 preschool teachers and 203 parents from ankaya, Yenimahalle and Mamak districts of Ankara. To reach to the purposes of the study; '*Working with Families*' scale was used. Family diversity, teacher role with families and family-school communication were the major roles investigated with respect to Hollender's (2010) study. In the current study; preschool teachers' role about family engagement was added to major roles after pilot study. In current study; according to results in both parent and teacher scales; the role about family-school communication has highest mean. Also; in both parent and teacher scale; the role about family- teacher engagement has lowest mean. In role about family-school communication, there is significant difference between parents' and teachers' perspectives. Parents more think that the items which are related with family-school communication are roles of the preschool teachers about working

with families than teachers. That is; parents pay attention to communicate with preschool teachers as a role in the process of parent involvement.

Keywords: Parent Perspective, Teacher Perspective, Role about Working with Families, Parent Involvement, Family Engagement



ÖZ

AİLELERİN VE ÖĞRETMENLERİN OKUL ÖNCESİ ÖĞRETMENLERİNİN AİLE İLE ÇALIŞMA ROLÜNE İLİŞKİN BAKIŞ AÇILARI

Ermiş Atasever, Yasemin

Yüksek Lisans, Okul Öncesi Eğitimi Bölümü

Tez Yürütücüsü: Dr. Öğretim Üyesi Hasibe Özlen Demircan

Ocak 2020, 109 sayfa

Bu çalışmanın amacı, ebeveynlerin ve öğretmenlerin okul öncesi öğretmenlerinin ailelerle çalışma rolüne ilişkin bakış açılarını araştırmak ve karşılaştırmaktır. Ebeveynlerin ve öğretmenlerin okul öncesi öğretmenlerinin ailelere ilişkin rolleri ile ilgili görüşlerini incelemek amacı ile nicel araştırma yöntemi kullanılmıştır. Çalışma; 2018-2019 eğitim-öğretim yılında 206 okul öncesi öğretmeni ve 203 ebeveyn ile Ankara'nın Çankaya, Yenimahalle ve Mamak ilçelerinden veri toplanarak yapılmıştır. Çalışmanın verileri "Ailelerle Çalışma" ölçeği aracılığı ile toplanmıştır. Okul-aile iletişimi, aile çeşitliliği, aileler ile ilgili öğretmen rolü başlıkları Hollender'in (2010) çalışmasında okul öncesi öğretmenlerinin temel rolleri olarak ifade edilmiştir. Bu çalışmada, pilot çalışma bulgularının bir sonucu olarak aile-öğretmen bağlılığı bu başlıkların arasına eklenmiştir. Çalışma sonucunda; hem ebeveyn hem de öğretmen verilerinin incelendiğinde; okul öncesi öğretmenlerinin aile-okul iletişimi ile ilgili rolü en yüksek ortalamaya sahip alt boyuttur. Ayrıca; hem veli hem de öğretmen ölçeğinde; okul öncesi öğretmenlerinin aile-öğretmen bağlılığı ile ilgili rolünün en düşük ortalamaya sahip olduğu bulgusuna ulaşılmıştır. Aile-okul iletişimi ile ilgili rol alt boyutu

incelendiğinde, ebeveynlerin ve öğretmenlerin bakış açıları arasında anlamlı bir fark bulunmuştur. Aileler; aile-okul iletişiminin öğretmenlerden daha çok okul öncesi öğretmenlerinin rolü olduğunu düşünmektedirler.

Anahtar Kelimeler: Aile Bakış Açısı, Öğretmen Bakış Açısı, Öğretmenlerin Aile ile Çalışma Rolü, Aile Katılımı





Dedicated to my 3 months old son Bulut ATASEVER

ACKNOWLEDGMENTS

I consider this thesis is my second child and dedicate it to my first child Bulut who has been my biggest encouragement. There were many people who helped me about writing this thesis and I want to thank to them. Firstly as a women researcher, I want to thank Mustafa Kemal ATATÜRK for the advancements he made in gender equality and his support of the sciences.

I want to thank my advisor Assist. Prof. Dr. Hasibe Özlen Demircan. Her guidance and support is very precious for me. She is a very important person in METU for me

I also want to thank my committee members Assist. Prof. Dr. Belkıs TEKMEK and Assist. Prof. Dr. Serap SEVİMLİ ÇELİK for their valuable comments that helped me move forward with this thesis. .

This dissertation would not have been possible without the support of my family members, my mother Sema ERMİŞ, my father Hasan ERMİŞ and my brother Ali ERMİŞ. And also I want to thank my friends; Şeyma BASTIRMACI, Merve TEKİN, Gediz GÜLBAHAR, Nafia Kübra KARAKAYA and Rabia FİLİK UYANIK for their endless support and contributions.

Lastly, I want to thank my husband Behçet ATASEVER for his love and support and my son Bulut ATASEVER who is my biggest source of inspiration for writing this thesis.

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
Purpose of the Study	6
Research Questions.....	6
Significance of the Study.....	7
Definition of Terms	8
2. LITERATURE REVIEW	10
Theoretical Framework of the Study	10
Ecological Systems Theory	10
Parent Involvement.....	14
Importance and Benefits of Parent Involvement in Early Childhood Education.....	15
Parent Involvement Models.....	18
Epstein’s Model on Parent Involvement	18
Hoover Dempsey & Sandler’s Model on Parent Involvement.....	20
Parent Involvement in Turkish Context.....	21

Integrated Family Support Education Guide (OBADER) in Preschool Education.....	23
Barriers to Collaboration between Parents and Teacher	24
Perspectives on Parent Involvement.....	26
Parent Involvement from Teacher Perspective.....	27
Parent Involvement from Parent Perspective	30
Family-Teacher Engagement.....	31
Preschool Teachers’ Role about Working with Families	32
Researches about Thoughts of Parents	34
Summary of the Literature Review	35
3. METHOD.....	37
Research Design	37
Population and Sample	37
Data Collection Instruments	38
Demographic Information Form.....	38
Working with Families Self-Efficacy Scale.....	38
The Original Version of Working with Families Self- Efficacy Scales	38
Language Adaptation of Working with Families Self- Efficacy Scales	39
Adaptation of Working with Families Self-Efficacy Scales for Assessing Perspectives of Parents and Teachers on Preschool Teachers’ Role about Working with Families.....	39
Phase 1: Pilot Study.....	40
Descriptive Statistics for Families.....	40
Descriptive Statistics for Preschool Teachers	41
Validity	42
Exploratory Factor Analysis for the Adaption of Working with Families Self-Efficacy Scales	42
Confirmatory Factor Analysis for the Adaption of Working with Families Self-Efficacy Scales	50
Reliability	52
Data Collection Procedure.....	54

Ethical Issues	54
Analysis of Data	54
Limitations	55
4. RESULTS.....	56
Descriptive Statistics and Results.....	56
Demographic Data for Preschool Teachers and Parents.....	56
Research Question 1	57
Research Question 1.1	59
Research Question 1.2	60
Research Question 2	60
Assumptions for Mann-Whitney U Test	63
Mann-Whitney U Test	63
5. DISCUSSION	65
General Summary of the Study.....	65
Teachers' Perspective on Preschool Teachers' Role about Working with Families	65
Parents Perspective on Preschool Teachers' Role about Working with Families	69
Comparing Parents' and Teachers' Perspective on Preschool Teachers' Role about Working with Families.....	71
Implications	72
Recommendations for Future Studies.....	74
REFERENCES	76
APPENDICES	
A: WORKING WITH FAMILIES SCALE FOR TEACHERS.....	86
B: WORKING WITH FAMILIES SCALE FOR PARENTS	88
C: WORKING WITH FAMILIES SELF-EFFICACY SCALES – ORIGINAL FORM.....	90
D: METU HUMAN SUBJECTS ETHICS COMMITTEE PERMISSION	92
E: PERMISSION OF USING TURKISH VERSION OF THE SCALE	93
F: TURKISH SUMMARY/ TÜRKÇE ÖZET.....	94
G: TEZ İZİN FORMU / THESIS PERMISSION FORM	109

LIST OF TABLES

Table 1. <i>Education Degree of Families</i>	40
Table 2. <i>School Types of Families</i>	41
Table 3. <i>Educational Level of Teachers</i>	41
Table 4. <i>School Types of Employed Teachers</i>	42
Table 5. <i>Rotated Component Matrix^a</i>	43
Table 6. <i>Communalities</i>	44
Table 7. <i>Rotated Component Matrix^a</i>	45
Table 8. <i>Kaiser-Meyer-Olkin Measure of Sampling and Barlett's Test</i>	46
Table 9. <i>Rotated Component Matrix^a</i>	47
Table 10. <i>Communalities</i>	47
Table 11. <i>Factors and Items</i>	48
Table 12. <i>Measures of Confirmatory Factor Analysis</i>	52
Table 13. <i>Results of the Item and Reliability Analysis of the Working with Families Scale Pilot Study</i>	53
Table 14. <i>Results of the Item and Reliability Analysis of the Working with Families Scale Main Study</i>	53
Table 15. <i>The frequency of Demographic Information</i>	56
Table 16. <i>Comparison of Teachers 'and Parents' Level of Participation in Scale Expressions</i>	58
Table 17. <i>Descriptive Values of Teachers' on Working with Families Scale</i>	59
Table 18. <i>Descriptive Values of Parents' on Working with Families Scale</i>	60
Table 19. <i>Tests of Normality</i>	62
Table 20. <i>Median Values of Teachers' and Parents' in Subscales Report</i>	63
Table 21. <i>Results of Mann-Whitney U Test</i>	64

LIST OF FIGURES

<i>Figure 1.</i> Scree Plot of the Study	44
<i>Figure 2.</i> Scree Plot after item 8 and item 19 were Excluded.....	46
<i>Figure 3.</i> Significance Level of the Working with Families Scale	51
<i>Figure 4.</i> Bar Graph about Distribution of Families and Teachers	57
<i>Figure 5.</i> Histogram for Teacher Role with Families	61
<i>Figure 6.</i> Histogram for Family-Teacher Engagement	62
<i>Figure 7.</i> Histogram for Family-School Communication	62
<i>Figure 8.</i> Graph About Distribution of Subscales in Terms of Parents and Teachers.....	64

LIST OF ABBREVIATIONS

CLT Collaborative Learning Theory



CHAPTER 1

INTRODUCTION

The long road of education starts the second the child is born and continues throughout life. Every child is born into a family culture that includes the ideas, feelings, strengths, and weaknesses of that culture. It indicates that children inherit fundamental behaviors from their parents (Dietz, 2005). In most cases, until school starts, the first teachers and role-models in life are the parents and the learning takes place every day. After school starts, teachers are involved in the child's education process more in a more formal manner. Therefore, throughout the education journey of children, families and educators are two very important parties that affect the emotional and academic competence of the child (Dietz, 2005). Especially during pre-school education, this is such a delicate level of education that even parent expectations play a great role in its effectiveness. It can be argued that parents' involvement in a child's education is crucial for good results (Froiland et. al, 2013). However, research shows that in reality, the collaboration between the teachers and the parents is not effective because of certain barriers (Christenson & Sheridan, 2001). A study conducted by Christenson in 2004 argues that these barriers are categorized under three sections: barriers affecting families, barriers affecting educators and barriers directly affecting the parent-teacher relationship. Another study by Hornby & Lafaele, which was conducted in 2011, divides the barriers into four categories: child-related barriers, individual parent and teacher-related barriers, social barriers and parent-teacher relationship barriers. There are approaches to how the barriers of collaboration are categorized, however, the existence of a disturbance in the communication between the parents and the teachers, called a barrier, is widely accepted. Since literature on the subject shows that effective communication between the parents and the teachers paves the way for the child's success in

academics while maintaining a healthy emotional state, these barriers should be understood and overcome.

According to Bronfenbrenner (2005), it is impossible to receive information about the development of children without considering surrounding settings. Eventually, children will be affected by other people's behavior, attributes and the environmental context they find themselves in (Bronfenbrenner, 2005). Adults influence children's lives by sharing their skills as well as their knowledge, which is funded by their historical and cultural intelligence. Due to these funds of knowledge, each family can interact with each other (Moll et al., 1992).

Every single child brings their own, characteristic inheritance of family perspective to school. Parents expectations from teachers can differ significantly based on their own characteristics as well as their own perceptions of society, cultures and emotions; while at the same time, teachers can also form expectations (Bayrak & Köksal, 2017). Identifying parents' thoughts on early education and their expectations from it is very important for policymakers, teachers and administrators because this identification through the collaboration with parents will enable high-quality care and education for the children (Cleveland et al., 2013). In his study, Swick (2004) focused on the expectations that families have from teachers in school settings. His study revealed that parents expect teachers to be interested in them and their children. Another expectation that was identified was that parents want to be recognized as educational influencers for their children. In addition, parents believe that teachers should pay attention to their agenda on how they want to shape their children's education, and they should refer to parent's ideas on how to achieve quality in education. Parents also believe that preschool teachers should meet needs of preschool children in an effective way. When expectations of parents are considered, it can be concluded that teachers should establish collaborative, communicative and close relationship with them (Swick, 2004). Parallel with Swick's study (2004), Kucukturan (2011) focused on the views of parents about preschool teachers by using interviewing as a tool. Kucukturan (2011) explained parent expectations under the headings of expected professional qualifications such as knowledge in child development and nutrition,

expected personal qualification such as social traits and assertiveness, and expected teacher behaviors and practices like using effective and modern teaching methods as well as preparation of enriched learning environments. In 2017 Manigo and Allison conducted interviews about expectations of parents from teachers. In these interviews, it was emphasized that, trusting relationship between parent and teacher affect parents' opinions on the qualification of the teachers (Manigo & Allison, 2017).

It is found that, trusting in the educators in the early childhood period will affect parents' perception about quality of their children's education and parent's relationships with teachers (Mensing et al., 2000). Parents' perspective on teachers' attitude towards parents and children, affect the quality of the relationship between teachers and parents (Galinsky, 1990). From this perspective, it can be claimed that, if the parents think that the teacher is not adequately skilled, this leads to them not maintaining the relationship needed with the teachers, consequently, the parents are not able to give an adequate amount of attention to their children's educational settings and vice-versa (Soydemir, 2011). So, parents and teachers should be aware of each other's perspectives. In order to understand each other, they should focus on how they perceive each other's thoughts and behaviors. This way, they can develop a positive attitude towards each other, and they can solve potential problems more easily (Soydemir, 2011).

According to Ecological Theory, the microsystem of a child includes parents, teachers, schools and peers, all of whom are related with each other. Relationships in microsystems are very significant for the development of children. Relationships between parents and teachers are especially important (Bronfenbrenner, 1979). According to Joshi and Taylor (2005) teachers should have relationships not only with children but also with their parents. This is because, children's experiences in schools are influenced by the positive or negative relationship established between parents and teachers (Joshi & Taylor, 2005). Epstein (2001) promotes the idea that the relationship between family, school and the community is significant in terms of supporting the learning and growth of children.

As supported by ecological theory, when parents have positive relationships with the teachers, it not only empowers the parents, but also empowers the teachers (Powell, 1998). For instance, when teachers have positive feedback from others, their self-confidence increases and this affects their job performance in a positive way (Gestwicki, 2014). According to Morrison (2013), as a result of maintaining healthy communication between teachers and parents, preschool teachers can get more information about the interest and needs of children, the expectations of parents from them, the attitude and emotions of children towards school, their conditions at home, the attitude of parents towards schools, and finally the talents of parents and teachers. Also, Morrison (2013) states that when teachers collaborate and communicate with parents, their job satisfaction increases, and they are able to share responsibilities with parents more effectively. Also, with effective communication established, parents can attend to their child's education in a more active manner. Therefore, effective family-school communication is essential for both parents and teachers (Morrison, 2013).

Like family-school communication, family-school engagement is also important for both parents and teachers (Eipstein, 2001). According to Ferlazzo (2011), family engagement is an active and goal-oriented part of children's environment and education process, like parents, teachers or school. In family engagement; when members participate in the child's education; they should work together and share responsibilities concerning the education of the child. In addition to this; Ferlazzo (2011) summarizes this engagement with the concept of 'doing with'. That is; as Ferlazzo (2011) states, for achieving family engagement; parents' thoughts, dreams and worries should be taken into consideration. In family engagement; parents share their knowledge and experiences with teachers and can volunteer in school activities and events. Also, in family engagement teachers collect information about the child and their families in order to integrate this information to the education process (Weiss et. al, 2006). In virtue of family engagement; parents can participate in their child's education actively and they can attend to the education process as a decision maker can enable teachers to share responsibilities with them about the education process (Henderson & Bella, 1994).

Family engagement is a mutual cooperation between teachers and families throughout the process of the child's education.

In family engagement; family diversity has an important role. That is, according to family engagement; families coming from different cultures should be considered and engagement activities should be prepared and applied (Sohn and Wang, 2006). According to Sohn and Wang (2006); in an effective education process; parents' cultural background, their socioeconomic status and their family structure should be determined for incorporating all types of families in a common goal concerning the education of the children. For instance; in some cultures, extended family members such as the grandmother, the grandfather or fictive kin have an important role in the child's care and education (McAdoo, 2000). For an effective education process; these family members and kin should be recognized, and they should be actively participating in the child's education and development (Henderson & Mapp, 2002).

Some researches define the role of preschool teachers' in working with families (Spodek, 1988; Saracho, 1984). For example, Spodek (1988) categorizes the 'Home and Parents' concept in preschool teachers' roles. In this category, he explains the preschool teachers' role in working with families. According to Spodek (1988), the reason for putting this category into preschool teachers' role was that the situation in children's homes influences their school lives as well. Isenberg & Jalongo (2008) consider working with families and communities as a role for preschool teachers as well. Isenberg & Jalongo (2008) also give some advice to preschool teachers for their role in working with families. For example respecting fundamental differences, establishing standards for working with families, learning about the cultural differences of families', maintaining objective thought when considering families, helping families to understand the importance of out of school activities, providing families' with active interaction about school and their children's education, communicating with families effectively and reaching out to families and communities (Isenberg & Jalongo, 2008).

To summarize, in order to increase the quality of early childhood education and to improve the relationship between preschool teachers and parents, it is crucial to be aware of parents' and teachers' perspectives on preschool teachers' roles in working with families (Hollender, 2010). The primary underlying reason for this is that parents and preschool teachers are two fundamental components of children's education (Dietz, 2005). There are many studies on the expectations of parents from families (Swick, 2004; Kucukturan, 2011; Manigo & Allison, 2017). According to Creveland et al. (2013) these expectations of parents affect the thoughts of policymakers, administrators and teachers. These expectations also play a significant role in determining the magnitude of the role that preschool teachers play when working with families. The above-mentioned roles of preschool teachers on working with families were explained in some studies (Isenberg, 2008; Saracho, 1984; Spodek, 1988). In addition to these studies, according to Soydemir (2011), if teachers and parents are aware of each other's thoughts and emotions, the relationship between them will be stronger. Although there are many studies concerning the expectations of parents from preschool teachers, as well as many studies on the role of preschool teachers' in working with families and studies emphasizing the importance of what parents and teachers' think about each-others' roles in their mutual relationship; no studies seem to focus, to the researchers' knowledge, on the perspective of parents and teachers, on preschool teachers' role in working with families.

Purpose of the Study

The current study aims to explore and to compare teachers' and parents' perspectives on early childhood educators' roles about working with parents.

Research Questions

Two main research questions were set for the current study.

- 1) What are preschool teachers' and parents' perspectives on teachers' role about working with families?

What are preschool teachers' perspectives on their role about working with families?

What are parents' perspectives on preschool teachers' role about working with families?

- 2) To what extent do parents' and teachers' perspectives on preschool teachers' role about working with families differ?

Significance of the Study

In this study; preschool teachers' and parents' perspectives on preschool teachers' role in working with families were examined and explained because these concepts are essential for the continuation of parent involvement activities and maintaining effective and appropriate parent-teacher relationships. There are many studies concerning parents' expectation from early childhood education, such as teachers with professional backgrounds that have adopted scientifically approved teaching methods. (Swick & Knopf, 2007; Göl-Güven, 2014; Kucukturan, 2011; Eliason & Jenkins, 2003). However, a scale based large sample study has not been made, to the researcher's knowledge, on the expectations of parents' and teachers from preschool teachers' in terms of the specified role they play in working with families. The present study contributes to existing literature in terms of not only investigating the expectations of parents through the process of education but also comparing the perspectives of teachers and parents regarding preschool teachers' role in working with families through a quantitative research technique.

Additionally, there is also extensive research on subjects such as strategies for developing parent-teacher communication for teachers, the importance of the involvement of parents and the perspectives of parents and teachers on parent involvement (Powell, 1978; Swick & Hooks, 2005; Decker et al., 1996). However, this study aim to be more specific than the existing literature through its contributing to parent involvement studies in preschools and the parents' and teachers' perspectives on each other; instead of examining parent-teacher dynamics throughout all levels of education.

Working with Families Self-Efficacy Scale (WFSES) was developed by Hollander in 2010 for testing the self-efficacy of preschool teachers in their ability to work with families. This scale consists of three subscales about how preschool teachers communicate with families, what they feel about their role in working with families and how they cope with diversity among families. WFSES is very essential for the process of testing parent and preschool teacher communication and because of this scale; it is easier to determine what teachers think about the parent involvement process. This scale was translated and adapted to Turkish by Işıkçı in 2018, in order to assess pre-service preschool teachers' self-efficacy levels regarding this issue. For this study, this self-efficacy scale was adapted, due to its significance, for the purpose of researching the perspectives of parents and preschool teachers on teachers' role in working with families. This adaptation also enabled the usage of this scale for other purposes and samples.

Another reason that this present study is significant is that, the quality of early childhood education will be increased when policymakers, early childhood educators and administrators get knowledge about parent and teacher perspectives on preschool teachers' roles in working with families. Furthermore, when the role of the differences between the perspectives of parents' and preschool teachers on teachers is understood, the barriers in parent involvement could be decreased in early childhood education.

Lastly, this study contributes to literature on early childhood education, including parent involvement, parent engagement, parent and teacher communication and barriers of this communication, and also the role of preschool teachers' in working with families.

Definition of Terms

Family Engagement: Mutual and active participation of parents and teachers to children's education life (Pushor & Ruitenberg ,2005).

Preschool children: Children that are students in private or public kindergartens and between the ages of 3 and 5.

Preschool teacher: Educators that are employed as kindergarten teachers to children between the ages of 3 and 5.

Parent involvement: Direct or indirect participation of parents in their children's educational and developmental activities and experiences (Morrison, 2013).

Role of teachers with families: Teachers' obligations in supporting parents and families and building professional relationships with them. Preschool teachers collaborate with parents and families in their children's learning process and help them be involved in their school lives (Hollender, 2010).

CHAPTER 2

LITERATURE REVIEW

In the literature review chapter; theoretical background of the study and related literature about the study is stated. In more detail; Bronfenbrenner's Ecological Systems Theory constitutes the theoretical background of the study. After that; related literature has parent involvement which include importance of parent involvement, parent involvement models (Epstein' Model and Hoover & Dempsey's Model), and barriers to collaboration between parents and teachers and different perspectives on parent involvement (from parent's and teacher's perspectives). After parent involvement section; there is family-teacher engagement, preschool teachers' role about working with families and researches about parents' thoughts. As a conclusion part; summary of the chapter is stated.

Theoretical Framework of the Study

Ecological Systems Theory

Child development cannot be explained from only one dimension that is development is the multidimensional system. Bronfenbrenner (1977; 1979; 1986; 1989) formulated this system with 'Ecological System Theory'. Bronfenbrenner says that; child development is related with environment and relationships between systems around the child (1979). This relationship between systems and individual is reciprocal, that is environment affect the individual and the individual affect the environment (Krishnan, 2010). According to Bronfenbrenner (1979), the child development cannot be isolated from environment and relationships between systems which include family and society. Ecological systems theory aimed to explain child development with ecological perspective in which the child's

experience is interbedded within connected systems (Bronfenbrenner, 1989). According to ecological systems theory, child development is influenced by personal, social, and political systems in which the child live. The relationship between child's family, school, community, social and political system will specify child's developmental consequences (Wahedi & Khanam, 2012). In this theory, the word 'ecology' refers to settings and institutions in which child live. According to Bronfenbrenner, these ecologies influence the child's development and these ecologies influence each other. That is, child development is affected by the ecologies and these ecological systems interact with each other (Bronfenbrenner, 1989). In summary, according to this theory, early childhood development is not only depending on individual growth, but also depending on environment like the school, the family, community, the political system which the child live in (Wahedi & Khanam, 2012).

In early childhood education, there are many studies conducted about impact of sociopolitical and cultural contexts in understanding human development (Bowes, Grace & Hodge, 2012; Sims & Hutchins, 2012). In this perspective, Bronfenbrenner's ecological systems theory is very significant for early childhood education practice and young children's development researches (Elliot & Davis, 2018). In addition to contribution of this theory to early childhood practices and researches, also this theory is used in early childhood teacher training programs for forming early childhood curriculum and pedagogy (Elliot & Davis, 2018). Ecological systems theory benefit to understand families in more detailed, so teachers and families enhance their relationships in educational settings (Swick, 2004).

When Bronfenbrenner established ecological systems theory, he divided the systems into five layers which are microsystem, mesosystem, exosystem, macrosystem and chronosystem (Bronfenbrenner, 1989).

Microsystem: The microsystem is the most important system in ecological systems theory, because the child is affected this system most directly. This system includes family, pediatric systems, social services, school, teachers, peers,

childcare providers. According to Bronfenbrenner's theory, when the links between individual and institutions are connected strongly, the child will have healthy development (Bronfenbrenner, 1989). In early childhood development, micro-level variables are childcare environments, nutrition, parenting style, parent's health, demographic and social status. Especially, in early years of life, especially parenting, like parent's work, their parenting abilities, is very significant process for children's microsystem (Krishnan, 2010).

Microsystem includes the child's physically, socially and psychologically urgent environment (Rogoff, 2003). According to Bronfenbrenner (1979), in the microsystems, institutions and contexts are in relationship that is they affect each other. When parent involvement process is considered, it is fact that parents and teachers are affected from each other and they influence the child's development.

Mesosystem: This system, which includes the microsystem, is the second layer of the ecological systems theory. This system consists of the connections between two or more microsystems like home and school. For instance, according to mesosystem; when the things happen in the child's home environment, this situation affects the child's school environment. Especially, the most important example of the mesosystem is parent involvement process in child's education (Krishnan, 2010).

According to Härkönen (2007); the mesosystem is the relationship between child's microsystems, like child's parent and teacher, mother and child clinic, etc. Any of the institutions or contexts in the child's life cannot be independent from each other. That is, each of the systems is affected from each other. For instance, events at home can affect the school setting or child's peers. These interactions between systems is not one way, it is bidirectional interaction. According to Bronfenbrenner (1989), there are some mesosystem models which consist of relationships between microsystems. These models are the family and day care, family and school, relations between family and other settings.

Exosystem: This system is the third layer of the ecological systems theory. Although, exosystem does not affect the child directly, it influences the child development. Exosystem contains microsystems and mesosystems and connections between two or more systems. For instance, parents' workplace schedule affects the child's development indirectly. This is because parents cannot attend parent involvement activities or parent-teacher meetings, and this influences the child's academic development. Another example of exosystem can be school's policies about racial and ethnic background which can affect the child's development (Krishan, 2010). The exosystem is the larger version of the mesosystem. For instance, although the childcare centers are in the child's mesosystem, some childcare centers organize their work hours accordingly parents' workplace schedule which is the child's exosystem. Also, the other example of exosystem is that, in some countries children in low-income families cannot go to high quality childcare centers or school, so families' income, which is the child's exosystem, influences the child's development (Marshall, 2004).

Macrosystem: This ecosystem will shape child development through cultural characteristics such as political upheaval and economic disruption. Also, the macrosystem contains the other ecosystems. For instance, in some countries there are strict laws about single parent families about income and this situation affect the opportunities which children have (Krishnan, 2010). In addition to this; according to Bronfenbrenner (1989), the macrosystem contains cultures, subculture and other broader social context which are developmentally related belief systems, resources, hazards, lifestyles, opportunities and patterns of social interchanges, political trends. For instance, Women, Infants and Children program influence the lifestyle of young women and this leads to more educated mothers, healthy children and affective motherhood (Swick, 2004).

Chronosystem: Chronosystem is the last and most external system of the Ecological System Theory. Chronosystem includes the short or long period of time which influences the child's development (Bronfenbrenner, 1989). In the individual's life, the time changes and in the communities; rules, roles and relation

change which influence the individual's development and life (Bronfenbrenner, 1989).

In conclusion; according to ecological system theory; the microsystem which include child's teachers and parents and the macrosystem which include the relationship between teachers and parents are so essential for children's development. When the relationship between teachers and parents is strong, the qualification of the microsystem and the macrosystem will be increased. In this study, the major two components which are parents and teachers and relationship between them are important contexts.

Parent Involvement

Parent involvement is the systematic approach which provides supporting parents, giving education to them and enables parents to participate in education (Morrison, 1988). At the same time, parent involvement is the sharing information and communication process which provides that increasing child's total experiences between home and school with contribution and involvement of parents (Morrison, 1988).

Schools cannot address all the needs of child development and their education process. Parent involvement is a big necessity in mutual understanding between parent and teachers (Comer & Haynes, 2005). In this regard, Comer and Haynes (2005) state that parents are as significant as teachers in the children's educational lives, therefore an educational system without the contribution of parents is unthinkable.

Parent involvement is a process in which parents and other family members participate in the early childhood education program to contribute to the education and development of children (Morrison, 1988). The purpose of parent involvement is ensuring the coordination between the school and home and to act together in the development and education of children and thus support this process. It is also another purpose is minimizing the negative impacts of the environment caused by

parent involvement, especially on children from lower socio-economic levels (Çakmak, 2010).

Knisely (2011) defined the parent involvement as taking interest in their children's educational life, communicating with their children's teachers regularly and observing the children's behavior in home and school. Also, according to him; parent involvement includes connection between parents and teachers, supporting children's academic life and parent rules with consequences about school life (Knisely, 2011).

Parent- teacher partnership is explained as continually, collaborative and equal relationship between families and school community which involving teachers, administrators, counselors and the other school staff in which they share responsibility and develop effective environment for increasing each child's success (Epstein, 2011).

Importance and Benefits of Parent Involvement in Early Childhood Education

According to Morrow and Malin (2004), parent involvement is more important and need more care in early childhood education than the higher education levels. This is because, educational institutions, parents and teachers benefit from effective parent involvement from beginning of their children's early ages.

Parents and teacher's perspective and their combined understanding of early childhood education shape early childhood education studies and early childhood care in many years (Göl-Güven, 2014). One of the advantages of this relationship is that a stronger family-teacher bond results in more qualified early childhood education. Also, it is fact that parent expectations have a great role in the effectiveness of kindergarten education. Because of this, parent expectations and parent involvement are very important two impact factors which contribute competences of preschool teachers and parents' role in their children's education (Froiland et. al, 2013). In addition to these advantages of the relationship between

parents and teachers, according to Lippitt (1968), this relationship affects children's socialization process, positively. It is very essential for preschool children's ability to adaptive behaviors in social translation between their parents and their school life. Otherwise, low communication between parent and teacher may affect children's social behavior.

When parent involvement is increased in early childhood education, teachers can have broad perspective about children's home and family environment, their individual needs which is related with home and their stressors. So, teachers can help children and their parents about their needs more sympathetically and more child centered. Parents can have special knowledge and abilities for helping teachers about children's development and education. It is important that respecting and cherishing to parents' contributions about their children's development. This sharing between home and school gives an opportunity to parents and teachers about realizing wishes about children's development (Ensari & Zenbat, 1999).

Hill and Taylor (2004) explain the two reasons of positive influence of parent involvement process on children's development. One of these reasons is that children can be in the educational environment which in parents can learn from each other and teachers and the other reason is that parents and teachers can form mutual understanding about appropriate behaviors for children's development.

Parent involvement has a positive effect on teacher parent dynamics as well as children's attitude towards school and their parents. Some of the benefits of parent involvement are increased school attendance, appropriate school and home behaviors, increased social skills, children's easy adaption to school, developed school curriculum, improved parent skills, improved family-teacher's relationships and teachers are supported by families (Handerson & Mapp, 2002). In addition to these, parent involvement process provides that teachers can get more information about children's interests, expectations of parents about their children's educational life, home conditions which affect the children's educational success, family support, and their interests giving the teachers an opportunity to share their

responsibilities with parents and cooperate (Morrison, 2013). Parent involvement provides reciprocal benefits for teachers and parents that result in benefiting children as well. For example, when parent and teacher connection is strong, families feel more comfortable for being involved in their children's education and, they can understand teachers' responsibilities and roles about parent involvement, which also affects children positively (Galindoa & Sheldonb, 2012). When parents and teachers communicate with each other, child can feel that they are valued and supported by their parents and their social and academic success is increased (Carlisle et al., 2005). According to Epstein (2001), parent and teacher connection and children's success is a bidirectional process which is parent and teacher connection affects the children's success positively and, the children's success affects this connection positively. The studies mentioned show that parent involvement is significant for children.

There are some longitudinal studies about the importance and positive influences of parent involvement in young children's academic success. One of these researches is Dearing, Kreider, Simpkins, and Weiss's (2006) study about children's literacy performance. In this study, they followed children from kindergarten to fifth grade and they found that when parents more involved to their children, these children have more successful literacy performance in fifth grade. This shows that parent involvement provides longitudinal benefits for young children (Dearing, et.al. 2006). According to Olender et.al (2010), besides parent involvement is significant for children's academic performance, it has very big positive benefit on preparing children for society, that is parent involvement provides qualified social development on preschool children. Summarily, Grolnick and Slowiaczek (1994) say that, parent involvement provides high academic success, high and effective attendance to school, appropriate school and home behaviors and enriched school environment in early childhood education. Like Grolnick and Slowiaczek (1994); Jeynes (2005) summarized the importance of parent involvement as follows that family and school partnerships provides equal opportunity in education, increased educational resources and motivation for children learning and the partnership established strengthens families about their

children's educational process and makes teachers more motivated teachers for working with children.

Parent Involvement Models

There are multidimensional definitions of involvement and there are various research and theories about parent involvement in educational sciences. One of the studies is Epstein's (2001) framework of six types of family involvement which are parenting, communication, volunteering, learning at home, decision making and collaborating with community. The other one is that Grolnick's (Grolnick & Slowiaczec, 1994) three dimensions of involvement which are cognitive, affective and school-based involvement. Hoover Dempsey and Sandler (1995) conducted a model about parent-teacher interaction or parent-child interaction in parent involvement process. These studies collapse the parent involvement in multidimensional ways, and they explain how parents influence child's educational life and these provide deeply understand about parent-teacher relationship about child's academic life (Galindoa & Sheldonb, 2012). For this study; Epstein's (2001) and Hoover Dempsey and Sandler's (1995) models on parent involvement will be explained.

Epstein's Model on Parent Involvement

According to Epstein (2005) parents, teachers and community should be relationship with each other and they should conduct activities about children's education, together. This is because; these activities are essential for improvement of student academic achievement, student attendance and their appropriate behavior and providing climate partnership between teacher and parents (Epstein, 2005). In addition; these activities affect the gaining of self-regulatory learning skills and lifelong learning of children (Erdener & Knoeppel, 2018). One of the researches regarding parent involvement is Epstein's Six Type of Involvement Model. In his model, Epstein categorizes six types of parent involvement that consist of parenting, communicating, volunteering, learning at home, decision making and collaborating with the community (Epstein, 2005). Teachers and

school guides can use Epstein's Six Type of Involvement Model in order to meet the child's needs in home and in school by guiding the parents about the child's involvement in activities. Furthermore, as a result of this guidance, parents can be productive partners to the teachers in their children's education whilst keeping track of the child's development (Epstein & Salinas, 2004).

These six types of involvement are;

Parenting: It includes supporting families about parenting skills, their child's development and their learning in each age and grade level. Also, parent involvement provides supporting for schools about understanding parents' cultures and aims for their children (Epstein & Salinas, 2004).

Communicating: These activities include two-way communications which is from home to school and from school to home. In these activities; parent and teachers communicate about school programs and student academic situation (Epstein, 2005).

Volunteering: These activities lead to parents and community to help teachers, schools and teachers about educational activities and the other activities. For instance, parents can assist the computer room, playgrounds, after school activities and other events (Epstein, 2005). As a result of these volunteering activities, teachers can meet their needs with volunteers more easily in the areas they need (Epstein & Salinas, 2004).

Learning at Home: These activities involve academic learning activities at home like homework, curriculum-based activities, selecting courses and school programs, planning postsecondary education and the other educational activities. As a result of these activities, parents and children can share their times by doing interesting and beneficial activities at home (Epstein & Salinas, 2004).

Decision Making: This includes that parent as decision makers for school decisions, school governance, school programs, children's future academic plans and parent organizations in schools. As a result of these activities, parents can be

informed about school policies and they can be supporter their school and students (Epstein, 2005).

Collaborating with the Community: Due to these activities; schools, parents, community groups, agencies and cultural and civic organizations, universities and the other schools can increase the cooperation between themselves. Also, they can coordinate community resources like human, economic and social resources (Epstein & Salinas, 2004).

Hoover Dempsey & Sandler's Model on Parent Involvement

Although there are many studies and facts about parent involvement's effects on children's educational lives, there are much less knowledge about psychological effects and facts of parent involvement practices (Green et al., 2007). Because of that, Hoover Dempsey and Sandler (1995) designed a model about parent involvement process's psychological perspective. In this model; Hoover Dempsey and Sandler (1995) explain why parent involvement process is essential for children and why parents want to be involved to their children's educational process. According to them, there are three reasons for why parents participate to their children's parent involvement activities. One of the three reasons is that parents' one parental role is participating to their children's education and the other one is that helping to their children's academic achievement and the last one is that schools and children request parent involvement activities from parents (Hoover-Dempsey & Sandler, 1995). According to Hoover- Dempsey and Sandler's model (1995, 1997); parent involvement is sophisticated and nonstable process. Because of this, when they analyze the parent involvement process, they use a holistic way and they divide the parent involvement process in five level for analyzing.

In the first level of Hoover-Dempsey and Sandler's parent involvement model, there are four reasons about why parents should be involved to their children's education. These reasons are that parental role structure about involvement process, parental benefits for children's learning, parental feeling about invitation

of schools about involvement activities and lastly, parental feeling about invitation of children about involvement activities (Hoover-Dempsey & Sandler, 1995). In the second level of Hoover- Dempsey and Sandler's parent involvement model (1995), there are three factors that shape the parents' options of involvement activities. These factors are parent's own abilities, interests and knowledge; parents' thoughts about their time and energy and parents' feeling about invitation of children, teachers and school. In the third level, this parent involvement model suggests that parent involvement activities affect the students' success through mechanisms. These mechanisms are being model about appropriate school-related activities, recruitment of learning and helping about instruction (Hoover-Dempsey & Sandler, 1995). In the fourth level of this parent involvement model, Hoover-Dempsey and Sandler (1995) explain that parents use developmentally appropriate activities and ways for parent involvement and how they balance their own choices of activities and school's expectation from them about parent involvement. Fifth and the last level of the model of parent involvement include outcomes of parent involvement for children like achievement and skills (Hoover-Dempsey & Sandler, 1995). Because Hoover-Dempsey and Sandler's model of parent involvement is multidimensional and based on psychology, it is very useful for analyzing and explaining psychological aspects of the parent involvement process. Also according to Bartel's work in 2010, by using Hoover-Dempsey and Sandler's model, parents can integrate home activities, school activities and communication with school or teachers about their children's academic life, so it is provided that more consistent communication and engagement between parent and teachers and parents can be more involved in community.

Parent Involvement in Turkish Context

In Turkey, Ministry of National Education controls the parent involvement activities and programs, predominantly (Tekin, 2011). Recently, in 2012 Ministry of National Education indicated importance of parent involvement and the need to do this in a planned manner in Turkey (MoNE, 2012). In the program it is indicated that; when children who grown in programs that enable parent involvement; positive impact on the development of children is permanent. With

programs which include parent involvement activities; it is easier to transfer the skills gained in school to daily life. Therefore, in the best approach in early childhood education child and parent should be together in educational process (MoNE, 2012).

In Turkey, for increasing communication and collaboration with families, school-family association (SFA) organize parent involvement activities like parent education, conferences, assisting in schools and events for families (Tekin, 2011). In addition to MoNE; non-governmental organizations like Mother-Child Education Foundation (MCEF) work about parent involvement in early childhood education. This foundation provides various parent involvement activities such as parental education, volunteering and home visits. Besides mothers, MCEF works about father involvement in early childhood education. Like mothers, the foundation provides various activities to fathers.

The other project is Turkish Early Enrichment Project (TEEP) about parent involvement in early childhood education. This project pays attention to Home Instruction Program for Preschool Youngsters (HIPPY) and the Mother Enrichment Program (MEP). In HIPPY; cognitive development materials like puzzles are supplied to mothers for using home setting. In MEP; family education activities about topics like child development, mother-child communication, importance of early years of children are organized. According to research conducted by Kağıtçıbaşı (1991); when the results of these programs were examined; it was shown that both of the programs affect children's general development and success, positively.

According to Kağıtçıbaşı and Sunar (2002); relationships change in Turkish family context. That is because, mothers attend to workforce, more and fathers can attend to children's educational process, more. Because of that; programs more pay attention to fathers about parent involvement, recently (Kağıtçıbaşı & Sunar, 2002).

Integrated Family Support Education Guide (OBADER) in Preschool Education

OBADER (Integrated Family Support Education Guide) was prepared for supporting family education in early childhood education in Turkey. This guide is composed of three fundamental chapters which are Importance, Principal and Purpose of Parent Involvement; Family Education Studies and Parent Involvement Studies(Okul Öncesi Eğitim ile Bütünleştirilmiş Aile Destek Eğitim Rehberi, 2013).

The first chapter of the guide aims to inform educators about the importance and purpose of parent involvement process and parent involvement process's ethical, general and practice principals. In the each topic, there are detailed explanations and information about how teachers can reach to these aims and principles (OBADER, 2013).

Second chapter of the guidebook consists family education studies. In this chapter, features of family education studies, how it can be applied, in which way it can be assessed, how preparation about family education process can be done and methods and techniques which are used in family education process are explained in detail. Besides this information, there are sample sessions which are related with family education studies. For example; one sample session is about 'Importance and Purpose of Early Childhood Education and Expectations from Families'. In this session, there are warming activity for families, the purpose and content of the program, activities about the topic and assessment activity in detail. The other sessions are 'Mother-Father Attitudes, Positive Discipline, Effective Communication, Play and Toys and Children's Picture Books'. In this chapter, the guidebook says that, educators can organize conferences with experts and they can add session topics (OBADER, 2013).

The last chapter of the guidebook consists 'Parent Involvement Studies'. In this chapter; family communication activities, families' attendance to family education

activities, individual interviews, home visits, creating awareness about children with special needs (OBADER, 2013).

In summary, Integrated Family Support Education Guide provides increasing of parent involvement activities in early childhood education in Turkey. Also, it provides that awareness of parents and educators about importance and purposes of parent involvement is increased. In addition to this, this guide is important example about parent involvement activities for early childhood educators. That is; OBADER shows that educators and policy makers give particular importance to parent involvement and family education in early childhood education in Turkey.

Barriers to Collaboration between Parents and Teacher

Parent involvement process is very crucial for children's development and their education life. There are many researches about benefits of parent involvement for children, teachers or schools (Froiland et. al, 2013; Epstein, 1997; Morrison, 2013). However; Christenson and Sheridan (2001) state that there is a big gap between theoretical knowledge and real experiences about parent involvement process in schools and this gap is caused by barriers to collaboration between parents and teachers. There are many barriers that cause the conflict in parent-teacher partnership. These barriers are categorized by Christenson in 2004. According to Christenson (2004); barriers are affecting families, educators and those directly affect the parent-teacher relationship. For instance, parent barrier may include having passive role about their child's educational process or distrust of educators, indifference of teachers to parents' needs and wishes. In the same way, teacher barriers may include, fear of conflict with parents, negative communication with their students' families, not seeing parents as their partners in education. In addition to these, barriers are related with parent-teacher relationship may include, communication accidents in problematic situations at school or home, lack of knowledge about how parent and teacher partnership should be and different perceptions of child's academic performance (Christenson, 2004). On the other hand, according to Hornby and Lafaele (2011), barriers collaboration between teachers and parents are divided to four categories. These categories are

child related barriers, individual parent and teacher related barriers, social barriers and parent-teacher relationship barriers. In child barriers, there are factors like age, ability, success and special needs; in parental and teacher barriers there are factors like economic status, their beliefs and perspective about school and education; in social barriers there are factors like political, economic and social environment factors; parent-teacher related barriers include their times, different thoughts, different goals and attitudes (Hornby & Lafaele, 2011).

According to Epstein (1986); parents and teachers' perspectives about parent involvement are not always similar. That is, there could be some incompatibility and misunderstanding between parents and teachers about roles and expectations. These differences and misunderstandings could be results of communication difficulties between parents and teachers about educational goals, practices and discipline (Jones et al., 1997). For instance, teachers may not always be sensitive when they communicate with parents and there could be communication accidents. In turn, because of parents' lack of interest, teachers can think that parents are uncaring. These different thoughts of parents and teachers cause conflicts between them (Jones et al., 1997).

Also, according to Lake and Billingsley (2000) teachers and parents can want best things about children, but their perceptions and expectations about each other can be different. Therefore, parents and teachers could have some conflicts about their relationships, and they could not have enough knowledge about solving these conflicts and these conflicts could cause barriers to collaboration between parents and teachers.

According to Kontos (1987), one another reason of barriers to collaboration between parents and teachers is that they evaluate children's behaviors at home and school, differently. That is, they could not value the behaviors of children according to condition of different environments and so, parents and teachers think negatively about each other. For solving this problem, communication between parents and teachers should be stronger and they should be more understanding of each other (Feahans & Manlove, 1994).

According to Cornille et al. (1999), effective parent- teacher partnership is the key for handling with conflict that are caused barriers between them. This is because, when conflict arises, this effective and meaningful partnership may not be founded (Cornille, Pestle & Vanwy, 1999). According to them (Cornille et al., 1999) when conflicts arise between parents and teachers, this conflicts can be used as an advantage, in virtue of these conflicts parents and teachers can discuss about their needs, wishes and their roles about children's successes and so they can communicate with each other more strongly and deeply. Epstein (2001) states that in effective and meaningful partnership between families and teachers' conflicts can be managed successfully and solved easily, and also when teachers and parents can solve the conflicts between them, they can form strong partnership with each other. That is, this situation is reciprocal in education (Epstein, 2001).

According to Hoover- Dempsey and Sandler (1995); one another barrier is that parent' thoughts about level of invitation for parent involvement. That is, when parent think that teachers or the other school staff do not care about parent involvement activities, parents may not want to be involved to their children's educational process. This is very essential and big barrier for parent involvement process. Also, research shows that when teachers encourage the parents about to be involved, more effective parent involvement activities are applied in schools (Hoover-Dempsey & Sandler, 1997). The other important barrier is financial problems and educational level of parents. This is because, according to Cooper (2010), parents, who have high education level and high socio-economic status, are more active in parent involvement process. On the other hand, parents who have lower socio-economic status do not have time and money for attending parent involvement activities and they cannot communicate with teachers and schools, effectively.

Perspectives on Parent Involvement

There are many important researches about the parent involvement process in children's academic life (Powell, 1978; Hoover-Dempsey & Sandler, 1995; Lawson, 2003). These researches are conducted different perspectives and

different categories. For instance, some researches are about the parent involvement from parent perspective and some of them are about the from the teacher perspective. In addition to these, some of the researches are about the nature of communication between parents and teachers. For example, in 1978 Powell conducted a study about communication between parents and teachers for analyzing that what kind of information they used when they communicate with each other. In this study, he determined 13 topics that parents and teachers talk about the child and he asked questions about these topics. According to results of the study, he claimed that parents and teachers generally talk about child's day at school, child's peer relations and child's diet at school and home (Powell, 1978). As in the example, there are also different researches on parent involvement.

Parent Involvement from Teacher Perspective

The nature and quality of the parent-teacher relationship are determined by teachers, parents, children, administrators and the other school staff. Teachers' communication abilities and responsibilities are essential for this relationship (Jones et al., 2000). Especially early childhood educators are vital for developing a strong relationship between parents and teachers (Mensing et al., 2000). Teachers affect parents' feelings about their children's care and education. Lots of research claim that parents' trust in teachers significantly impacts parents' thoughts of the quality of education which their children are receiving and their thoughts of the interaction between parent and teacher (Mensing et al., 2000) According to Powell (1998), when teachers develop positive relationships with parents, parents are empowered about not only initial interaction with teacher, but also with their children. For developing positive communication with parents, teachers should spend enough time and energy and they should accept that every parent is unique and there are differences between their perspectives and behaviors (Powell, 1998). On this basis, teachers should respect parents' thoughts about the parent involvement process, because this is very significant for developing effective partnerships.

According to Hoover-Dempsey & Sandler (1997), in early childhood education parents have very significant role and in accordance with their role, they are responsible for meeting children's needs and they can be seen as the first teacher of their children. It is fact that, parents' attitudes, beliefs and behaviors are essential for young children, because 0-6 years are fundamental of children's educational development. Children's identity and advanced common values in their family affect their later status, identity and common values (Çelenk, 2003). Similarly, parents have great influence on children's educational lives. This is because; parents can provide valuable information about their children to teachers. Especially, parents can determine their children's needs about children's development and educational level effectively and they can cooperate with teachers for meeting these needs of children. Also, parents can identify their pre-school aged children's disabilities and special needs (Dickinson & DeTemple, 1998).

According to Swick and Hooks (2005), there are some strategies which teachers should apply for developing a strong and effective parent-teacher relationship. One of the strategies is that teachers should provide that all families should attend to parent involvement activities, actively. The other one is that they should communicate with parents positively and when teachers communicate with parents, they should select appropriate communication way for each parent (Swick & Hooks, 2005). In addition to these, for providing effective relationships with parents, teachers should learn parents' needs and individual differences and, they should listen to parents' worries. Also, it is important that preschool teachers must accept that parents are the initial and most important teachers of children (Swick & Hooks, 2005). Eliason and Jenkins (2003) also present some skills which teachers should develop for increasing parent involvement in their classrooms. These skills are respecting to parents' thoughts, decisions and beliefs; showing empathy towards parent about their children; building a strong bridge between school and home; not being prejudiced towards parents; informing parents about their children's education and development; using different communication techniques; collaborating with other community members about parent involvement activities (Eliason & Jenkins, 2003). Due to these skills, teachers can

contribute to develop positive and effective relationships with parents. Furthermore, Swick and Duff (1978) identified some roles for teachers about parent involvement programs: teacher as learner, as a trainer, as a collaborator, as a planner, and as a model. However, teachers should not be content with these skills; they should constantly improve themselves in parent involvement to make these activities continuous (Eliason & Jenkins, 2003). Research shows that there are some benefits of parent involvement activities for teachers. One of these benefits is that, as a result of parent involvement activities teachers can get to know the parents better for the purpose of the children's education. Also, parents can look from the teachers' perspective to their occupations and they can understand teachers more easily and so teachers can feel more comfortable in the learning environment (Eliason & Jenkins, 2003).

There is also a group of teachers who do not think parent involvement is as important. Research shows that the reason for that is that teachers accept themselves as an expert, but they do not see the parents as their equal partners. In fact, some teachers do not want to organize parent involvement activities in the educational process and to cope with problems about parents' low skills about their contribution to their children's education. In addition to this, teachers can fear parents' questions about their professional qualification and their charges about children's problems. Because of that, some teachers feel negative about parent involvement activities in schools (Epstein & Becker, 1982). According to Jones, White, Aeby, and Benson (1997); teachers' the reason why they do not value parent involvement may be affected by their race, age, level of education, number of years teaching experiences and their attitudes about parents' strengths. Garinger and McBride (1995) claim that teachers' attitude towards parent involvement activities is affected only by their educational level. That is, according to this research when teachers have a graduate degree; teachers show positive attitudes towards parent involvement more than teachers who have undergraduate degrees. Also, in this research parent involvement courses affect the teachers' attitudes toward parent involvement in their working life (Garinger & McBride, 1995).

Parent Involvement from Parent Perspective

According to Wolfendale and Morgan (1992), success of the early childhood education programs is depending on parents' active participation to their children's education and their supports for children's development. Lots of parents do not aware of their importance in children's educational journey. On the other hand, educators believe that parents determine the quality of schools (Wolfendale & Morgan, 1992). At the same time, parent involvement provides some benefits for parents during their education life (Decker et al., 1996). One of these benefits is that due to parent involvement activities, parents can improve their parent role about education, and they can understand their child's education system, more easily (Decker et al., 1996). The other benefit of parent involvement is that, parents can develop positive attitude towards join to activities in schools and thus they can support their children, more (Eliason & Jenkins, 2003). In addition to these, according to Eliason and Jenkins (2003); when parents understand education's functions better, they can be more conscious and self-confident individuals.

There are parents' expectations from teachers about parent involvement process about their children (Eliason & Jenkins, 2003). One of them is that teacher should listen to parents. That is, parents expect that teachers should determine suitable time for communicate with parents. This is because, parents need teachers' support, guidance and suggestions for helping and attending to their children's education. In addition to this, parents expect that teachers should show them that they care and respect their children. This is because, if parents can know that teachers show an interest in their children, the relationship between parent and educator will be stronger. Also, parents expect from teacher that teachers should determine objective and realist purposes for parent involvement studies and teachers should guide parents about selecting suitable books, educational materials for their children. Lastly, parents expect that teachers should organize positive and supportive meetings for their children's development (Eliason & Jenkins, 2003).

Attendance to parent involvement activities depend on some demographic information of parents such as their educational level, socioeconomic status and marital status (Suizzo & Soon, 2006). These demographics influence parent and teacher collaboration and at the same time parents' achievement and participation level of parents to parent involvement activities. For instance, according to some researches the results found that parents' education level influences their attendance to parent involvement activities in preschools, that is when parents' education level is high, their participation to these activities will be high (Baroody & Dobbs-Oates, 2011). In addition to these, according to Desimone (1999) there is positive relationship between parent's income and their participation to parent involvement activities. That is, when parents' income is high, their participation level to these activities will be high (Desimone, 1999).

Family-Teacher Engagement

According to Pushor & Ruitenberg (2005); family engagement is mutual and active participation of parents and teachers to education process. In family engagement; the power, responsibilities and authority are shared by teachers and parents. Also, agenda is mutually determined and it should be beneficial for both parents and teachers (Pushor & Ruitenberg, 2005). Similarly, Epstein (2001) says that in family engagement, both families and teachers have important role as decision makers in child's education and development. Especially, parents should be encouraged about having decision making opportunities by early childhood educators (Epstein, 2001).

In addition to this, family engagement has benefits for both families and teachers (Henderson & Berla, 1994). In virtue of family engagement, parents can participate to their child's education, more actively. For instance, they have more decision making opportunities about the child's education and development. Also, parents can share their educational responsibilities with parents (Henderson & Bella, 1994). In addition to these, in virtue of family engagement; parents can create learning environment in their home and so, they can support their child's development and education (Epstein, 2001). That is; family engagement is on-

going, reciprocal, strengths-based partnership between families and preschool teachers (Weiss et al., 2006).

There are differences between ‘Parent Involvement’ and ‘Family-Teacher Engagement’ (Ferlazzo, 2011). Although according to Ferlazzo (2011) parent involvement is defined as ‘doing to’; family engagement is defined as ‘doing with’. That is; while family engagement is planning and attending to mutual events and activities by parents and teachers; parent involvement has more parent-orientated events or activities such as talking with child about school day, attending to school activities, being volunteer in classrooms, attending to field trips or planning help organizations in school and home environment (Carlisle, Stanley, & Kemple, 2005). In addition to this, although in parent involvement process there is an only parent for educational activity or events, in family-teacher engagement has each member of family (Constantino, 2008). According to family engagement; characteristics of each family members should be recognized and program should be prepared by being aware of these characteristics (Constantino, 2008).

According to Lopez and his colleagues (2004); strong family-teacher partnership which include trust, shared values, mutual respect, being aware of each other’s needs and ideas and ongoing communication between them cause high level of family engagement. That is, meaningful family- teacher engagement result from strong family-teacher relationship (Constantino, 2008)

Preschool Teachers’ Role about Working with Families

Preschool teachers view the families as an important part of the large social system, because family members are affected by each other (Kantor & Lehr, 1975). By reason of the fact that families are very essential for children’s lives, early childhood educators should pay attention to children’s family lives and their family systems (Isenberg & Jalongo, 2008). According to Isenberg and Jalongo (2008), when the family systems of children are explored, preschool educators should be attentive to family-child relationships, the role of parents, and children’s

relationships with extended family members and families' contact with larger community.

In an educational setting, preschool teachers should be careful about their teaching skills and children's basic needs for children's development and these responsibilities cause existence of some roles (Akgün et al., 2011). According to Akgün et al., one of these roles is supporting and working with children's parents. Furthermore, Spodek (1988) categorized the roles of the preschool teachers and one of these categories is 'Home and Parents'. In this category Spodek says that early childhood educators must be interested in children's family lives and they must support children's parents for providing their attendance to children's educational process (Spodek, 1988). As stated above, working with families in an effective and suitable way is very essential role of the teachers (Akgün et al., 2011; Spodek, 1988).

From the different perspective, according to Hayes (1987), in the field of early childhood education, parents' and teachers' perspectives are different from each other. This is because; families cannot know whole experiences of children in school. Although they do not know their children's whole school experiences, they spend time with children in their homes, in shopping malls, in family meetings and the other places. This provides that parents can know and observe their children's development in their natural environment. Besides, preschool teachers can follow the development of children in all areas; physical, cognitive, emotional and social. This is because; they are trained about following growth of children in all these areas. Also, early childhood educators can compare children's development with their peers' development, so they can get information about children's growth, deeply. Because of that, families and teachers' perspectives are different from each other in children's educational lives (Hayes, 1987).

According to Christenson and Sheridan (2001), the one of the preschool teachers' role is about working with families is to give opportunity to engage families in educational process of their children. The reason is that, when families are engaged to their children's educational experience, their children's successes are

increased in school (Christenson & Sheridan, 2001). The other essential responsibility and role of preschool teachers is conferencing with families (Seplocha, 2004). According to Seplocha (2004); conferences, which are formal meetings of parents and teachers, are very important vehicle for getting information about children's lives for fostering their learning and development.

Isenberg and Jalongo (2008) categorized the role of the preschool teachers about working with families. These categories are; respecting differences of families' and teachers' perspectives on the field of early childhood education, forming standards for working with families, being objective when they work with families, learning differences about families' cultures, helping to families about their children's caring process include out-of-school context, identifying children's needs and sharing this information with families, promoting effective communication and interactions with families and reaching to communities about children's families (Isenberg & Jalongo, 2008).

Researches about Thoughts of Parents

In 2005 Swick and Hooks conducted a study about expectations of parents. In this study, they claim that parents want to be part of their children's education. Also, they want to take feedback from teachers about their children's development. In addition to these, they want to be valued by teachers and administrator of the schools. They also say that they want to be part of the parent-teacher relationship in an effective way. In the same way, in 2011 Kucukturan conducted a study about parent expectations which is 'What Do Parents Expect from Pre-School Teachers in Turkey?' In this study, he made interviews with parents and analyzed their responses. With this analysis, he divided the expectations of parents into three categories. These categories are expected professional qualifications, expected teacher behavior and practices and expected personal qualifications. Under these categories, Kucukturan determined specific expectations of parents and explained these categories, in detail. He said that this study is important for contributing teachers' qualifications from parent perspective and providing feedback to parents

about existing curriculum. To sum up, they generally want to be very involved in their young children's education.

In 2011, Soydemir conducted a study on parents' perception of preschool teachers. In this study, Soydemir researched what parents think about preschool teachers from a metaphorical perspective. Parents asked what preschool teacher likes to. That is, parents explained that how they see the preschool teachers in this study. This study was a qualitative study, at the end of the study, she took parents' answers and she categorized these answers. These categories shown that preschool teachers resemble to 'source of information and transmitter, shaper and former, characteristic developer, leader, personal growth supporter, protective and reassuring, a pleasant and valuable asset, symbol of hardworking, alterative, entertaining, a mechanical entity' according to reports of preschoolers' parents.

The research made by Kucukturhan in 2011, Soydemir in 2011 and Swick in 2005 examines parents' expectations from preschool teachers. These studies categorize parents' expectations from pre-school teachers as well as their perception of events in relation to these expectations. Although the perspectives of parents' concerning the co-operation of families and preschool teachers working together are an important subject, it is not mentioned in these studies.

Summary of the Literature Review

According to the literature review, it was revealed that parent involvement and family engagement have an important role about perspectives of parents and preschool teachers on each other. In addition to this; it was examined in the literature review that parents' and teachers' perspectives are different from each other on early childhood education. Especially; in preschool teachers' role about working with families; parents' and teachers' perspectives are affected from different components. For instance; parents' perspectives on preschool teachers' role about working with families are affected from their expectations from teachers. In addition to these; this literature review shows that the difference perspectives of parents' and teachers' may cause some conflicts. If parents and

teachers cannot solve these conflicts; these may cause barriers to collaboration between them. Researches which are above examine that; for preventing these barriers; knowing and making sense of parents' and teachers' perspectives on each other is essential.



CHAPTER 3

METHOD

This chapter provides information about the methods which was used to collect and analyze data in the present study. Firstly, the research design of the study is explained. This explanation will be followed by analysis of the population and sample of the study. Additionally, an instrument used to collect data is given. This chapter will end with discussion of data collection procedure of the study.

Research Design

The present study aims to investigate perspectives of young children's parents' and teachers' on preschool teachers' roles about working with families. According to; Fraenkel, Wallen, & Hyun (2012), for investigating the relationship between two or more variables without any manipulation, correlational research is used. Because of this, in this quantitative study, correlational research design is conducted. As data sources, participant parents' and teachers' answer in questionnaires was used.

Population and Sample

The present study's target population is all 36-72 months children's parents and teachers in Turkey and this the accessible population in this study is composed of young children's parents and teachers in Ankara. Accessible population was selected from three districts of Ankara (Çankaya, Yenimahalle, and Mamak). The number of participants was approximately 7 % of the accessible population. Schools included in this study were selected with random sampling. The half of the schools was private school and the other half of the schools was public schools.

The list of private and public preschools at these three districts was taken from the Ministry of National Education. The questionnaires were applied at the schools whose administrators accepted this study to be conducted at their school for the pilot study and main study. For the pilot study, 780 parent questionnaires and 780 teacher questionnaires were sent to the parents and teachers and 196 parents and 191 preschool teachers filled these questionnaires. For the main study, 1025 parent questionnaires and 1000 teacher questionnaires were sent to the parents and preschool teachers and 207 preschool teachers and 205 parents filled these questionnaires.

Data Collection Instruments

In this study, data was obtained from young children's parents by means of two different instruments. As a first instrument, a demographic information form was prepared and used by the researcher including questions about parents' and teachers' type of school and educational level. Secondly, 'Working with Families Self-Efficacy Scale' was adapted by the researcher.

Demographic Information Form

To obtain information about demographic and educational background of parents and teachers demographic information form was prepared by the researcher. The demographic information form included being parent or teacher at public school or private school and parents' and teachers' educational background.

Working with Families Self-Efficacy Scale

The Original Version of Working with Families Self-Efficacy Scales

Working with Families Self-Efficacy Scale is used for this study (see Appendix A for scale questions). This scale is prepared by Hollender in 2010. The aim of the scale is testing the level of self-efficacy of in service teachers about parent involvement activities. In this scale, there are three subscales which are preschool teachers' role about working with families, their relationship with families and

working with them. That is, when Hollander developed this scale, he aimed to examine how teachers communicate with parents, how preschool teachers appreciate diverse families and communicate with them and lastly what preschool teachers' role about working with families (Hollander, 2010). In this scale, there are 27 items which are 9 questions assessed Family-School Communication, 9 questions assessed Family Diversity, and 9 questions assessed Teacher Role with Families. Item questions begin with "How much can I influence" or "How much can I do". The response range is from 1 – 9 (Hollander, 2010). These items were based on Bandura's Social Cognitive Theory. In this scale, there are five rating categories which are Low Self-Efficacy, Fair Self-Efficacy, Moderate Self-Efficacy, High Self-Efficacy and Proficient Self-Efficacy levels.

Language Adaptation of Working with Families Self-Efficacy Scales

This scale has been adapted to Turkish by Gözdenur Işıkcı in 2018. Although in original scale, sample was in-service teachers, in Turkish version of this scale, Işıkcı (2018) used pre-service preschool teachers for sample for her study. In addition to this, although in original scale; number from 0 to 100 with 5 intervals were used, in Turkish version; numbers from 0 to 10 and Likert Type were used. Also, when language adaptation was developed, the expert opinions were taken from specialists from preschool teacher training and in-service preschool teachers.

Adaptation of Working with Families Self-Efficacy Scales for Assessing Perspectives of Parents and Teachers on Preschool Teachers' Role about Working with Families

Although this scale tests self-efficacy of teachers about working with families, it was adapted for parents and teachers for testing parents' and teachers' perspective on preschool teachers' role about working with families. This scale can be adapted for testing parents' and teachers' perspective on preschool teachers' role about working with families, because the items of the scale is similar the categories of the preschool teachers' role about working with family. For example, in 'Exploring Your Role- an Introduction to Early Childhood Education' book,

Isenberg and Jalongo (2008) explains role of the preschool teachers' role about working with families. In this book, the role of the teachers about working with families is categorized as respecting differences of families' and teachers' perspectives on the field of early childhood education, forming standards for working with families, being objective when they work with families, learning differences about families' cultures, helping to families about their children's caring process include out-of-school context, identifying children's needs and sharing this information with families, promoting effective communication and interactions with families and reaching to communities about children's families as stated in the scale was used (Isenberg & Jalongo, 2008). The expert opinion was taken from preschool teacher training specialists for adapting this scale.

Phase 1: Pilot Study

Pilot study was conducted with preschool teachers and preschoolers' parents before doing the main study in order to ensure validity and reliability of the data construction tool (Frankel et al., 2012). In the pilot study, the data was collected in 2018-2019 spring semester from private and state preschools in Ankara. The data was collected from 196 families and 191 preschool teachers by using convenience sampling method. The descriptive of the pilot study sample are as follows:

Descriptive Statistics for Families

Table 1
Education Degree of Families

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Primary	4	2.0	2.0	2.0
High School	79	40.3	40.3	42.3
Associate Degree	20	10.2	10.2	52.6
University	73	37.2	37.2	89.8
Postgraduate	20	10.2	10.2	100.0
Total	196	100.0	100.0	

A total of 196 parents participated in the study. 93 of them (47.4 %) were graduated from University (37,2%) and higher education (10,2%). 103 of them (52.6 %) were graduated from primary (2%), high school (40,3%) and associate degree (10,2%). The numbers of participants from education are presented in Table 1.

Table 2
School Types of Families

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private School	109	55.6	55.6	55.6
	State School	87	44.4	44.4	100.0
	Total	196	100.0	100.0	

109 of 196 parent participants' children are attended to private school with 55, 6%. State school students number is 87 with 44, 4%.

Descriptive Statistics for Preschool Teachers

Table 3 shows teachers' graduate degrees. Only 1 observation can be discussed due to primary school answer on conducted survey. It can be excluded or can be checked whether some extraordinary conditions. We assume that participant answer is true.

Table 3
Educational Level of Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	1	.5	.5	.5
	High School	11	5.8	5.8	6.3
	Associate Degree	15	7.9	7.9	14.1
	University	142	74.3	74.3	88.5
	Postgraduate	22	11.5	11.5	100.0
	Total	191	100.0	100.0	

142 of all participants were graduated from university. There are 12 teachers with 6,3% ratio did not attend any university or associate degree given in Table 3.

Table 4
School Types of Employed Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private School	101	52.9	52.9	52.9
	State School	90	47.1	47.1	100.0
	Total	191	100.0	100.0	

In total, 191 teachers attend to the current study. From these participants, 101 (52.9 %) of teacher participants work in private school and 90 (47.1 %) of teacher participants work in state school.

In the pilot study, Cronbach's alpha validity and reliability of the scale was ensured. Exploratory factor analysis results were stated at section 3.5.1.

Validity

Factor analysis was conducted for this study. Factor analysis results construct-related evidence. Tabachnick & Fidell (2007) defined factor analysis as "Statistical technique applied to a single set of variables when the researcher is interested in discovering which variables in the set form coherent subsets that are relatively independent of one another" in 2013. Therefore, the aim of factor analysis is to bind related variables in order to transform complex data to simple form. There are two types of factor analysis: Exploratory factor analysis (EFA) and Confirmatory factor analysis (CFA).

Exploratory Factor Analysis for the Adaption of Working with Families Self-Efficacy Scales

In this study, exploratory factor analysis was conducted with pilot study data. According to Tabachnick and Fidell (2007); if Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO)'s required value is .6, the factorability of the scales will be assessed. In addition to this assumption, Bartlett's test of the sphericity must be significant ($p < .05$) for underlying structure of the scale. In this study;

Bartlett's test of the sphericity was significant ($\chi^2(351) = 4619.150, p < 0.001$) and KMO value exceeded the required value of .6 ($KMO = .905$).

PCA revealed five components with eigenvalues greater than 1, explaining 33.38%, 42.15%, 48.54%, 52.59% and 56.36% of variance respectively.

Table 5
Rotated Component Matrix^a

	Component				
	1	2	3	4	5
Item1	.746				
Item2	.738				
Item3	.699				
Item6	.652				
Item4	.622				
Item5	.609				
Item7	.462			.324	
Item20		.702			
Item14		.660		.450	
Item15		.650			
Item21	.322	.612			
Item16		.558			.541
Item13		.539		.531	
Item19		.506	.437		
Item23			.798		
Item24			.730		
Item27			.700		
Item25			.603		.341
Item18		.342	.589		
Item22			.542		.444
Item26			.446		
Item12		.323		.682	
Item10	.340			.676	
Item11				.636	.336
Item9	.420	.318		.522	
item8				.472	
item17		.317			.628

It can be concluded that these values were close to 0.5 and the sample size of the data was large enough, all items were included in the analysis. Therefore, it can be concluded that the first assumption concerning the sample size was validated in this study.

Table 6
Communalities

	Initial	Extraction
Item1	1.000	.580
Item2	1.000	.621
Item3	1.000	.523
Item4	1.000	.502
Item5	1.000	.453
Item6	1.000	.566
Item7	1.000	.421
Item8	1.000	.219
Item9	1.000	.593
Item10	1.000	.594
Item11	1.000	.587
Item12	1.000	.603
Item13	1.000	.580
Item14	1.000	.666
Item15	1.000	.552
Item16	1.000	.610
Item17	1.000	.436
Item18	1.000	.411
Item19	1.000	.415
Item20	1.000	.595
Item21	1.000	.490
Item22	1.000	.457
Item23	1.000	.671
Item24	1.000	.653
Item25	1.000	.567
Item26	1.000	.354
Item27	1.000	.481

Communalities also show how much variance each item has in common with the other items. A value less than .3 indicates that the item does not fit well with the other items (Pallant, 2007). All the values were above .3, thus all items fit well with each other as it is seen in Table 6.

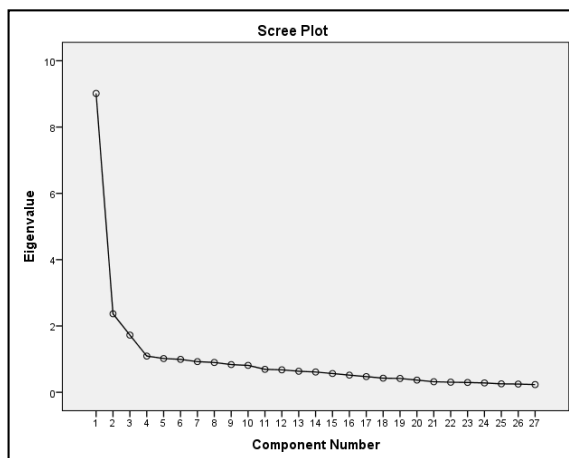


Figure 1. Scree Plot of the Study

Results show that the items of the scales loaded to five components. However, when the scree plot was examined, after fourth component there is a clear break. Also, when the five components were examined, it is clear that in the fifth component there is only one item which loaded meaningful. Because of these, in this study EFA was applied by forcing to four components.

Table 7
Rotated Component Matrix^a

	Component			
	1	2	3	4
Item2	.726			
Item1	.719			
Item6	.674			
Item3	.673			
Item5	.637			
Item4	.635			
Item7	.470			.332
Item23		.803		
Item24		.767		
Item27		.673		
Item25		.645	.310	
Item22		.606		
Item18		.569		
Item26		.439		
Item19		.403	.379	.304
Item16			.728	
Item20			.718	
Item15			.663	
Item21	.303		.577	
Item14				.548
Item17		.329	.537	
Item12				.725
Item13			.387	.636
Item10	.382			.632
Item11	.338		.348	.586
Item9	.458		.379	.489
Item8				.455

Forcing four components, all items more satisfactorily loaded on the component with coefficient values ranging from .403 to .803. However, in the item 19 there was overlapping loadings (Pallant,2007). Therefore exclusion of item 19 was considered. After conducting EFA, reliability was examined for all items (see reliability section). According to results of reliability; item 8, which is loaded to

factor 4, has very low item-total correlation value (.27). For increasing reliability; exclusion of item 8 was considered. After exclusion item 8 and item 19, EFA was conducted, again:

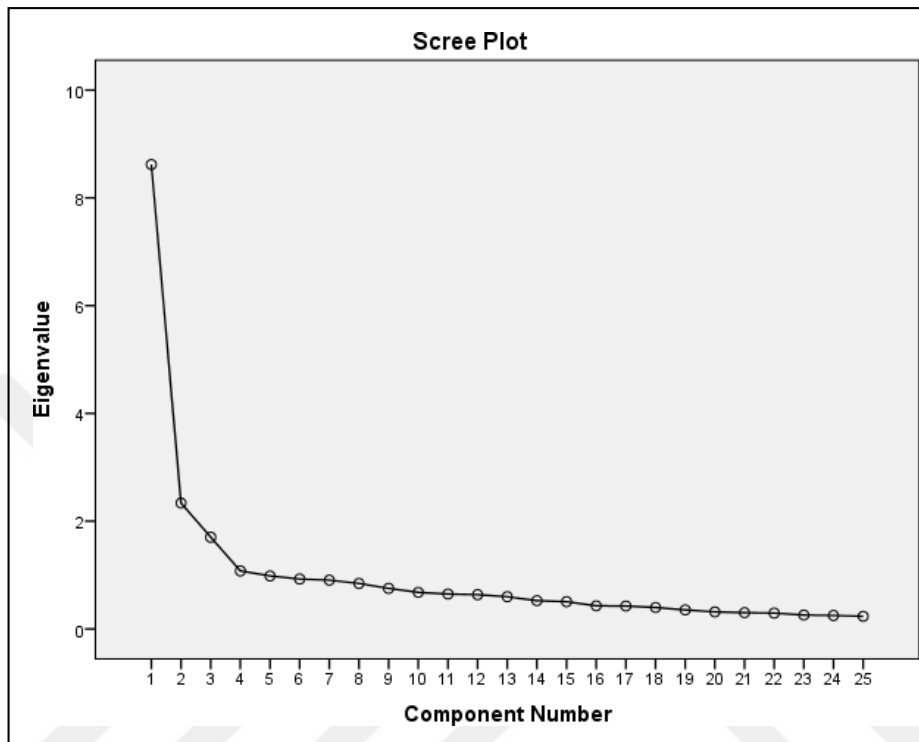


Figure 2. Scree Plot after item 8 and item 19 were excluded

After exclusion of item 8 and item 19, reliability is more high in this scale and values of items and components was changed. The last KMO measure is .903 and Bartlett's Test of Sphericity indicates factor analysis can be applied.

Table 8
Kaiser-Meyer-Olkin Measure of Sampling and Barlett's Test

Measure		Value
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.903
Bartlett's Test of Sphericity	Approx. Chi-Square	4351.101
	df	300
	Sig.	.000

Table 9
Rotated Component Matrix^a

	Component			
	1	2	3	4
Item1	.734			
Item2	.734			
Item3	.673			
Item6	.668			
Item4	.640			
Item5	.622			
Item7	.472	.373		
Item12		.767		
Item13		.726		
Item14		.650		.446
Item10	.397	.626		
Item11	.340	.619		
Item9	.454	.533		.324
Item23			.802	
Item24			.768	
Item27			.678	
Item25			.649	.316
Item22			.604	
Item18			.545	
Item26		.371	.458	
Item16				.742
Item20				.696
Item17			.310	.582
Item15		.426		.565
Item21	.302			.560

After exclusion of item 8 and item 19; all items more satisfactorily loaded on the component with coefficient values ranging from .458 to .802. Table 9 shows that ; component 1 has items 1,2,3,4,5,6,7; component 2 has 9, 10,11,12,13,14; component 3 has items 18,22,23,24,25,26,27 and lastly component 4 has 15,16,17,20,21.

Table 10
Communalities

	Initial	Extraction
Item1	1.000	.591
Item2	1.000	.628
Item3	1.000	.524
Item4	1.000	.501
Item5	1.000	.442
Item6	1.000	.565
Item7	1.000	.426

Table 10
(cont'd) *Communalities*

	Initial	Extraction
Item9	1.000	.596
Item10	1.000	.579
Item11	1.000	.585
Item12	1.000	.631
Item13	1.000	.618
Item14	1.000	.662
Item15	1.000	.532
Item16	1.000	.636
Item17	1.000	.482
Item18	1.000	.393
Item20	1.000	.601
Item21	1.000	.498
Item22	1.000	.467
Item23	1.000	.671
Item24	1.000	.658
Item25	1.000	.578
Item26	1.000	.389
Item27	1.000	.484

By checking factor loadings, items fixed to factors which are shown in below:

Table 11
Factors and Items

Items	Factor Loadings
Factor I. Family Diversity	
Item 1. Communicate with parents of differing social classes about how they can support their children's development.	.734
Item 2. Understand difficult situations in which families may find themselves.	.734
Item 3. Feel comfortable in working with families of different cultures and socioeconomic circumstances.	.673
Item 4. Understand particular constraints that may limit a family's involvement in their child's learning and daily activities.	.640
Item 5. Feel comfortable in working with non-traditional families such as Gay/Lesbian families, Single Parent families, Multigenerational families, Adoptive/Foster families.	.622
Item 6. Provide a warm, inviting interaction with caregivers from different types of families.	.668
Item 7. Understand how your view of children may differ from the parents' view of their children.	.472

Table 11
(cont'd) *Factors and Items*

Items	Factor Loadings
Factor II. Teacher Role with Families	
Item 9. Give parents specific information about what they can do to influence their children's learning and development.	.533
Item 10. Involve parents who have limited resources and/or time in their child's learning and development.	.626
Item 11. Create opportunities to develop positive, trusting relationships with each child's parents/caregivers.	.619
Item 12. Motivate parents to make the changes they would like to in functioning better as a family.	.767
Item 13. Assist parents in improving how they parent.	.726
Item 14. Offer parents opportunities to participate in their child's development and learning.	.650
Factor III. Family-School Communication	
Item 18. Intervene to help when a family is in crisis.	.545
Item 22. Balance your opinions about what a child needs with a parent who has a different opinion than you.	.604
Item 23. Work out a compromise with a parent when you strongly disagree with them.	.802
Item 24. Respond effectively to a parent who seems upset with you.	.768
Item 25. Effectively resolve a conflict you have with a parent.	.649
Item 26. Assist a parent who seems frustrated with their child.	.458
Item 27. Show a parent that you care about their child when they react like you do not like their child.	.678
Factor IV. Family-Teacher Engagement	
Item 15. Design school events in which parents can actively participate with their child to develop the child's learning.	.565
Item 16. Schedule school events so parents are active participants.	.742
Item 17. Invite parents to express their perspective as key decision makers in their child's development.	.582
Item 20. Discuss with parents your ideas and observations about their child.	.696
Item 21. Assist a parent to feel comfortable in talking with you about their concerns.	.560

In this section; components were named with literature review and original version of the scale. In the original scale; there are three components which are Family Diversity Efficacy, Teacher Role with Families Efficacy and Family –School Communication. In addition to this, in the factor structure of Turkish version of the scale these three subscales and factor four were used (Işıkcı, 2018). In the adapted version of the scale; also Family Diversity, Teacher Role with Families and Family-School Communication subscales were similar. In addition to these subscales; fourth component was named as Family-Teacher Engagement. This is

because, family-teacher engagement means that sharing responsibilities about children's learning and teaching by families and teachers; sharing power and authority about children's development by families and teachers and making agenda together which is beneficial for both family and teacher (Pushor & Ruitenberg, 2005).

After conducting exploratory factor analysis and terming factors without item 8 and item 19; confirmatory factor analysis was conducted with main study data.

Confirmatory Factor Analysis for the Adaption of Working with Families Self-Efficacy Scales

Confirmatory factor analysis (CFA) is an analysis to assess the extent to which factors (latent variables), which are formed from many variables, are compatible with real data, supported by a theoretical basis. In other words, CFA aims to examine the extent to which a predetermined or constructed structure is verified by the collected data. In exploratory factor analysis, the factor structure of the data is determined on the basis of factor loads without a specific anticipation or hypothesis, while the CFA is based on testing a prediction that certain variables will predominantly predetermined factors on a theory basis (Sümer, 2000). A large number of indexes of fit are used to determine the adequacy of the model tested in the CFA.

It is recommended to use many cohesion index values to determine the cohesion of the model because the cohesion indices have strengths and weaknesses relative to each other in evaluating the concordance between the theoretical model and the real data. The most frequently used ones are Chi-Square Goodness Test, Goodness Fit Index (GFI), Adjusted Goodness Fit Index (AGFI), Comparative Fit Index (CFI), Normed Fit Index (NFI) the Square Root of Mean Errors (RMR or RMS) and the Root Square Root of Approximate Errors (RMSEA) (Cole, 1987).

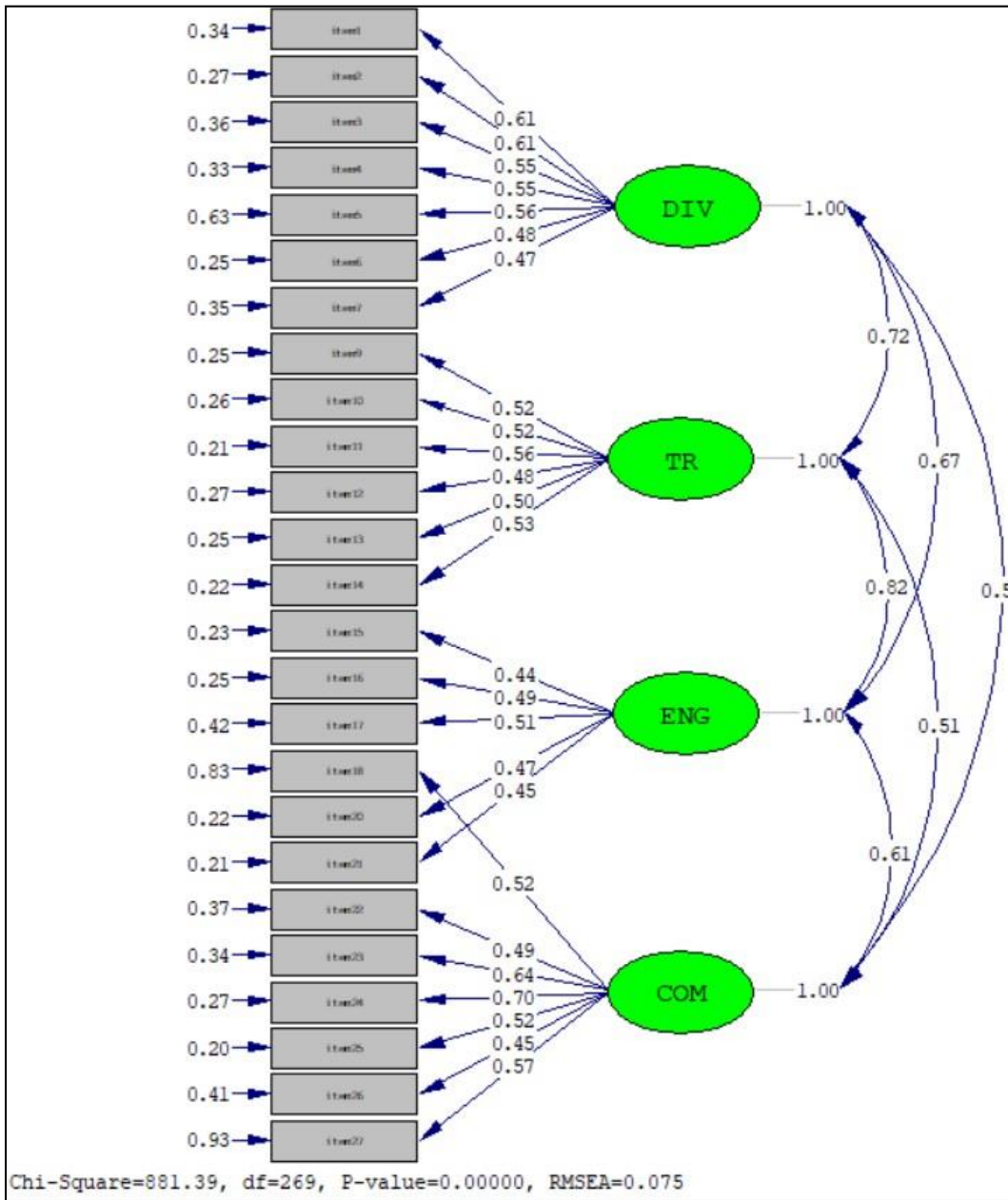


Figure 3. Significance Level of the Working with Families Scale

In this study; X^2 equals 881.39 and standard deviation equals 269. According to Tabachnick and Fidell (2001) if value of X^2 / sd is below 5, it indicates moderate matching. In this study X^2 / sd equals 3.27 and so this value provides moderate fit. The Goodness of Fit Index (GFI) and the Adjusted Goodness of Fit Index (AGFI) values are 0.85 and 0.82 in this study. According to Simer (2000); these values should be above 0.90 for providing perfect matching. Therefore, according to values of GFI and AGFI are not perfect but appropriate. In addition to these;

RMSEA value (0.075) is below 0.08 and this provides good matching (Sümer,2000). Also; SRMR value (0.062) is below 0.08 and this provides good matching (Brown, 2006). Value of NFI and NNFI was calculated as 0.94 and 0.95 and this provides perfect fit (Tabachnick &Fidell, 2007). Lastly, according to Sümer (2000); CFI value should be above 0.90 for the good matching and in this study CFI value (0.96) provides good matching.

Table 12
Measures of Confirmatory Factor Analysis

Indexes	Values
X ²	881.39
P	0,000
X ² /sd <5	3.27
GFI >0.90	0.85
AGFI >0.85	0.82
CFI >0.90	0.96
NFI	0.94
NNFI	0.95
SRMR	0.062
RMSEA <0.08	0.075

After checking validity of the study, which includes exploratory factor analysis and confirmatory factor analysis, reliability of pilot study and main study was checked.

Reliability

In the study, all questions – 27- of family survey are conducted through reliability analysis. The scoring of the responses to the scale is done on a 5 point Likert scale ranging from 1 (never agree or non-agree) to 5 (always agree). Higher scores indicate more frequent sufficiency in perspectives on preschool teachers’ role about working with families. The results of the scale analyses conducted to test the reliability and sampling adequacy of ELS-R. Cronbach's alpha coefficient ranges from 0 to 1, according to the evaluation criteria “0.00 <0.40 if the scale is not reliable, 0.40 <0.60 if the scale is low reliability, 0.60 <0.80 if the scale is highly reliable and 0.80 <1.00 scale is evaluated as an extremely reliable scale” (Tavşancıl, 2005). Reliability analysis was conducted for both pilot and main study

and also for all subscales. When reliability analysis was conducted, it was shown that item-total correlation value of item 8 (.27) is very low. Because of increasing reliability; item 8 was ejected. After exclusion of item 8 and item 19; reliability values were shown at table 13 and table 14.

When the internal consistency was examined which are Family Diversity subscale with 7 items and $\alpha=.835$; Teacher Role with Families subscales with 5 items and $\alpha=.835$; Family-School Communication subscale with 7 items and $\alpha=.807$ and Family-Teacher Engagement with 5 items $\alpha=.795$; reliability of pilot study appears to be very high.

When the internal consistency was examined which are Family Diversity subscale with 7 items and $\alpha=.831$; Teacher Role with Families subscale with 6 items and $\alpha=.871$; Family-School Communication subscale with 7 items and $\alpha=.803$; Family-Teacher Engagement with 5 items and $\alpha=.796$ and total scale with 25 items and $\alpha=.916$; reliability of main study appears to be very high.

Table 13
Results of the Item and Reliability Analysis of the Working with Families Scale Pilot Study

Scale	N of Items	Cronbach's Alpha Values
Family Diversity	7	.835
Teacher Role with Families	6	.861
Family-School Communication	7	.807
Family-Teacher Engagement	5	.783
Total	25	.912

Table 14
Results of the Item and Reliability Analysis of the Working with Families Scale Main Study

Scale	N of Items	Cronbach's Alpha Values
Family Diversity	7	.831
Teacher Role with Families	6	.871
Family-School Communication	7	.803
Family-Teacher Engagement	5	.796
Total	25	.916

Data Collection Procedure

The study was started with focusing on research problem and research questions which light the way of the problem. After determining research questions; a detailed literature review which is related with the research questions was done. According to literature review; the instrument was selected and adaptation of the instrument was done. After this adaption process; pilot study was conducted with parents and teachers. Permission of the instrument was taken from the ethics committee of Middle East Technical University.

The data for pilot study was collected in fall semester of 2018-2019 academic year and the data for main study was collected in spring semester of the 2018-2019 academic year. Before collecting data; teachers and parents were informed about the purpose of the study in both pilot and main studies via information part on the scale. In addition to this; parents and teachers also were informed about that any information of them such as their names will be secret.

Ethical Issues

Before conducting present study, the permission was taken from ethics committee of Middle East Technical University and then from Ministry of National Education. Ministry of National Education sent permission letters to private and state schools and then confidentiality issues were explained to teachers and parents and voluntary participation form was signed Names of teachers, parents and schools were kept private.

Analysis of Data

After data was collected from preschool teachers and preschooler' parents for the main study, preliminary analysis was performed for making firm missing data. After performing preliminary analysis, descriptive and inferential analyses were performed. For the descriptive statistics; distribution of data and frequency of this distribution of teachers' and parents' answers were explained and then normality

of data was checked. After these steps, for inferential statistics non-parametric test of t-test which is Mann-Whitney U test were conducted. For all this statistical analysis SPSS 22.0 package program was used.

Limitations

There are some limitations about data collection procedure. Although, in pilot study 780 parent questionnaires and 780 teacher questionnaires were sent to the parents and teachers; only 196 parents and 191 preschool teachers filled these questionnaires. Also, although for the main study, 1025 parent questionnaires and 1000 teacher questionnaires were sent to the parents and preschool teachers; only 207 preschool teachers and 205 parents filled these questionnaires. This is because; some administrators did not allow collecting data from their schools. In addition to this, in some schools teachers did not want to fill teacher questionnaires. Also, in some school; parents questionnaires were sent to parents via teachers. This situation could cause limitation about collecting data from parents. These limitations should be taken into consideration for this study.

CHAPTER 4

RESULTS

This chapter includes the results of data analysis about the study. Firstly, descriptive statistics about parents and teachers and their results are presented. After that; non parametric statistic which is Mann-Whitney U test and its assumptions are examined.

Descriptive Statistics and Results

In the present study, descriptive statistics were used for demographic information of preschool teachers and preschoolers' parents. This demographic information is about teachers' education level and their working places (private or state schools) and also parents' education level and school type where parents send their children (private or state school).

Demographic Data for Preschool Teachers and Parents

Table 15
The frequency of Demographic Information

		Teacher		Parents		Total	
		f	%	f	%	f	%
Education	Primary	0	0.0	4	2.0	4	1.0
	High school	9	4.4	79	38.9	88	21.5
	Associate degree	18	8.7	21	10.3	39	9.5
	University	156	75.7	79	38.9	235	57.5
	Postgraduate	23	11.2	20	9.9	43	10,5
Type of school	Private school	105	51.0	110	54.2	215	52.6
	State school	101	49.0	93	45.8	194	47.4

Among participants, 75,7% of teachers were graduated from university; 11,2 % of teachers were graduated from postgraduate level; 8,7 % of teachers were graduated from associate degree and 4,4 % of teachers were graduated from high school. 51,0% of teachers are working in private school and 49,0 % of teachers are working in state schools. 38,9% of parents were graduated from university; 38,9 % of parents were graduated from high school; 10,3 % of parents were graduated from associate degree; 9,9% of parents were graduated from postgraduate level and 2,0 % of parents were graduated from primary school level. In addition to these; 54,2% of parents send their children to private school and 45,8 % of parents send their children to state schools.

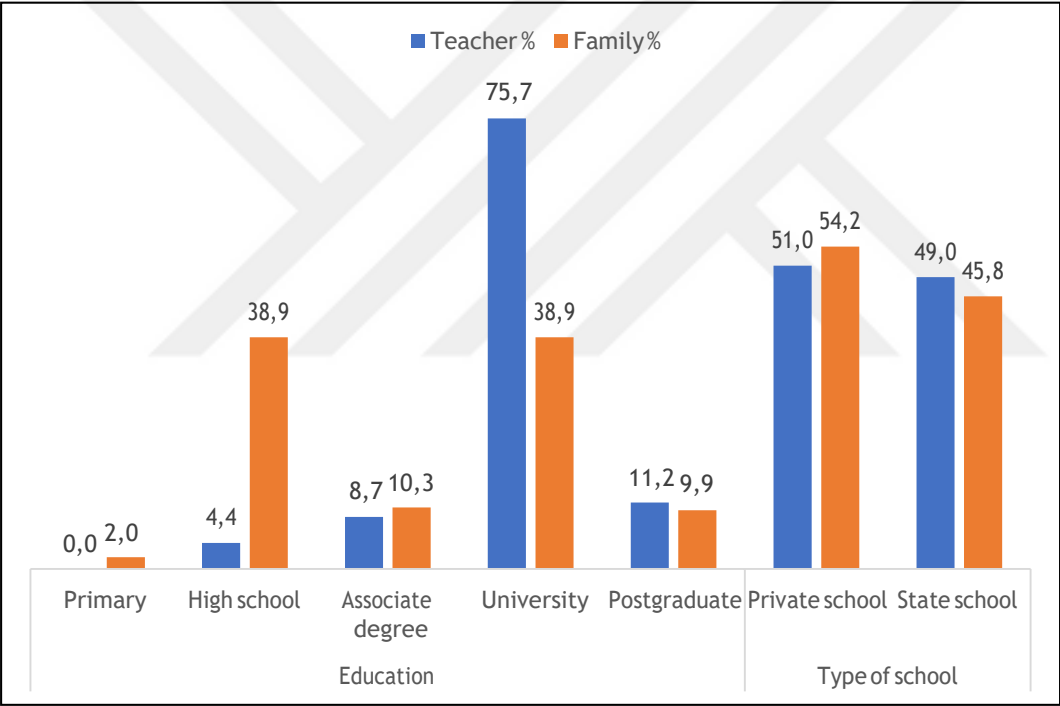


Figure 4. Bar Graph about Distribution of Families and Teachers

Research Question 1

‘What are teachers’ and parents’ perspectives on preschool teachers’ role about working with families?’

Table 16

Comparison of Teachers 'and Parents' Level of Participation in Scale Expressions

	Teacher		Parent	
	Mean	SD.	Mean	SD.
Communicate with parents of differing social classes about how they can support their children's development.	4.31	0.83	4.11	0.80
Understand difficult situations in which families may find themselves.	4.32	0.76	4.17	0.81
Feel comfortable in working with families of different cultures and socioeconomic circumstances.	4.13	0.83	4.12	0.79
Understand particular constraints that may limit a family's involvement in their child's learning and daily activities.	4.22	0.80	4.18	0.76
Feel comfortable in working with non-traditional families such as Gay/Lesbian families, Single Parent families, Multigenerational families, Adoptive/Foster families.	4.02	1.02	4.00	0.92
Provide a warm, inviting interaction with caregivers from different types of families.	4.41	0.62	4.27	0.72
Understand how your view of children may differ from the parents' view of their children.	4.37	0.75	4.30	0.73
Give parents specific information about what they can do to influence their children's learning and development.	4.46	0.70	4.40	0.68
Involve parents who have limited resources and/or time in their child's learning and development.	4.40	0.70	4.33	0.71
Create opportunities to develop positive, trusting relationships with each child's parents/caregivers.	4.41	0.70	4.31	0.70
Motivate parents to make the changes they would like to in functioning better as a family	4.28	0.72	4.29	0.68
Assist parents in improving how they parent.	4.34	0.71	4.33	0.62
Offer parents opportunities to participate in their child's development and learning.	4.46	0.68	4.38	0.66
Design school events in which parents can actively participate with their child to develop the child's learning.	4.38	0.65	4.40	0.61
Schedule school events so parents are active participants.	4.33	0.75	4.36	0.64
Invite parents to express their perspective as key decision makers in their child's development.	4.17	0.89	4.32	0.69
Intervene to help when a family is in crisis.	3.67	1.11	4.05	0.93
Discuss with parents your ideas and observations about their child.	4.46	0.68	4.50	0.54
Assist a parent to feel comfortable in talking with you about their concerns.	4.43	0.66	4.48	0.57
Balance your opinions about what a child needs with a parent who has a different opinion than you.	4.11	0.78	4.13	0.78
Work out a compromise with a parent when you strongly disagree with them.	3.97	0.90	4.14	0.83
Respond effectively to a parent who seems upset with you.	4.07	0.93	4.16	0.81
Effectively resolve a conflict you have with a parent.	4.26	0.69	4.31	0.66
Assist a parent who seems frustrated with their child.	4.25	0.87	4.42	0.62
Show a parent that you care about their child when they react like you do not like their child.	3.70	1.24	4.03	0.95

When results of adaption of Working with Families Scale were examined; for teachers; item ‘Intervene to help when a family is in crisis.’ had the lowest mean ($M= 3,76$, $SD=1,11$), items ‘Offer parents opportunities to participate in their child’s development and learning.’ and ‘Discuss with parents your ideas and observations about their child’ have the highest mean ($M=4,46$, $SD= 0,68$). For parents; item ‘Feel comfortable in working with non-traditional families such as Gay/Lesbian families, Single Parent families, Multigenerational families, Adoptive/Foster families’ has the lowest mean ($M=4,00$, $SD= 0,92$) and item ‘Discuss with parents your ideas and observations about their child’ has highest mean ($M=4,50$, $SD= 0,54$).

Research Question 1.1

What are preschool teachers’ perspectives on working with families?

Table 17
Descriptive Values of Teachers’ on Working with Families Scale

Scales	Min.	Max.	Mean	SD
Family Diversity	11	35	29.69	3.895
Teacher Role with Families	10	30	26.29	3.349
Family- School Communication	13	35	27.97	4.460
Family-Teacher Engagement	8	25	21.72	2.769
Total	45	125	105.61	11.666

According Pallant(2011); descriptive analysis is used for describing characteristics of samples. In this section; teachers’ data was described by using subscales and also total scores. Results show that teachers’ total scores were $M=105.61$ and $SD=11.666$ ($Min=45$, $Max=125$).The highest score is 125 and the lowest score is 25 which could be taken from the scale. This scale contains four subscales which are Family Diversity, Teacher Role with Families, Family-School Communication and Family- Teacher Engagement. When subscales were examined for teachers, the highest point got subscale was Family Diversity ($M=29.69$ $SD=3.895$) and the lowest point got subscale was Family-Teacher Engagement ($M=21.72$; $SD=2.769$).

Research Question 1.2

What are preschoolers' parents' perspectives on working with families?

Table 18
Descriptive Values of Parents' on Working with Families Scale

Scales	Min.	Max.	Mean	SD
Family Diversity	14	35	29.10	4.121
Teacher Role with Families	9	30	25.96	3.356
Family- School Communication	13	35	29.20	3.894
Family-Teacher Engagement	11	25	22.01	2.406
Total	61	125	106.27	11.208

In this section; parents' data was described by using subscales and also total scores. Results show that parents' total scores were $M=106.27$ and $SD=11.208$ ($Min=61$; $Max=125$) The highest score is 125 and the lowest score is 25 which could be taken from the scale This scale contains four subscales which are Family Diversity, Teacher Role with Families, Family-School Communication and Family- Teacher Engagement. When subscales were examined for teachers, the highest point got subscale was Family-School Communication ($M=29.20$, $SD=3.894$) and the lowest point got subscale was Family-Teacher Engagement ($M=22.02$; $SD=2.406$).

Research Question 2

To what extent do parents' and teachers' perspectives on working with families differ?

According to Pallant (2007); independent t test is used for determining statistically significant differences in the mean scores between two different groups. In the present study there are two different groups which are parents and teachers and in the research difference between parents' and teachers' perspectives were examined. Because of this, for examining this research question; independent t test should be used. However; when assumptions were checked for independent t test;

it was shown that variables were not distributed normally in each subscales (see figure 5, figure 6, figure 7 and figure 8)

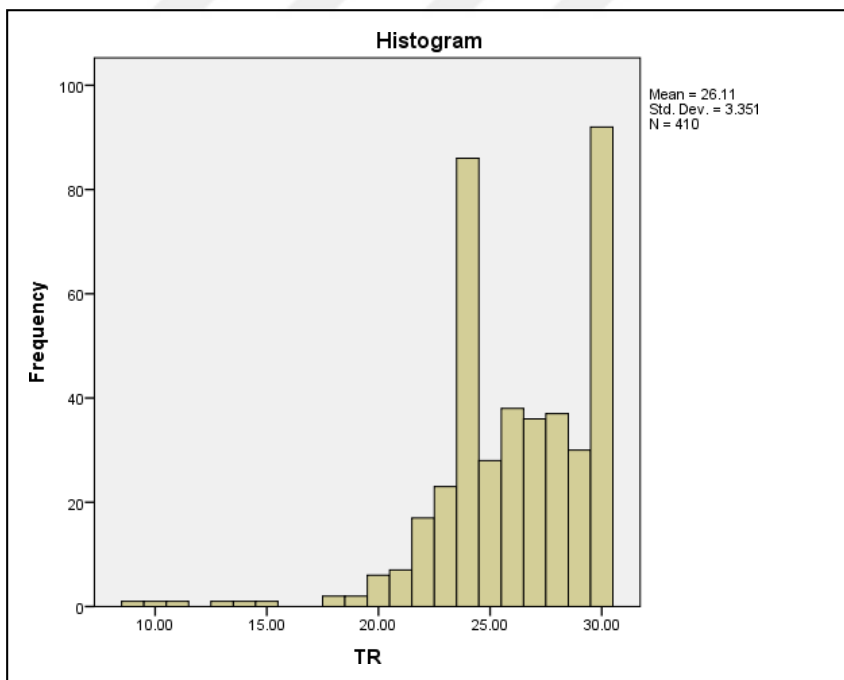
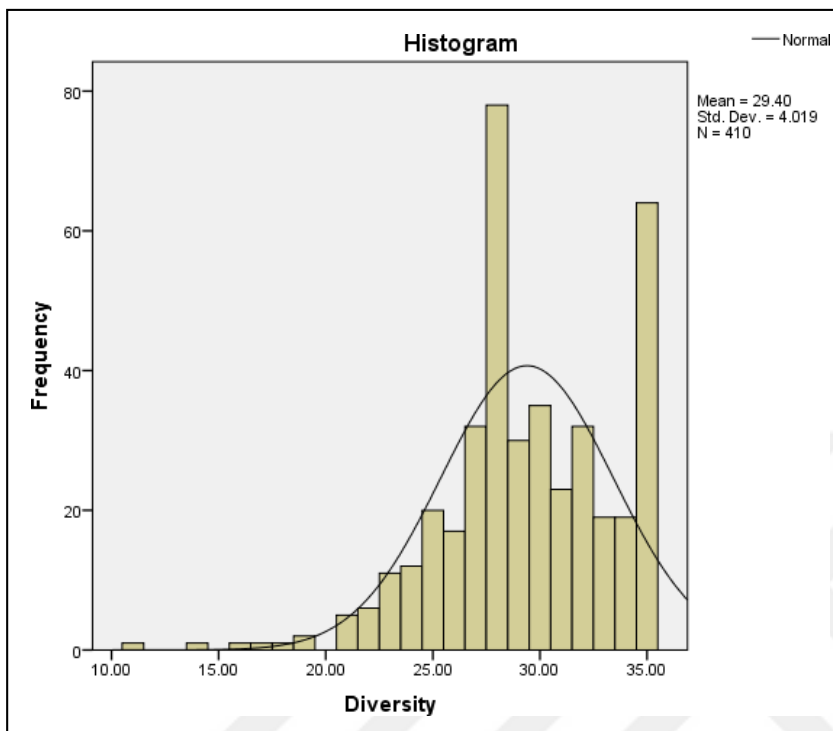


Figure 5. Histogram for Teacher Role with Families

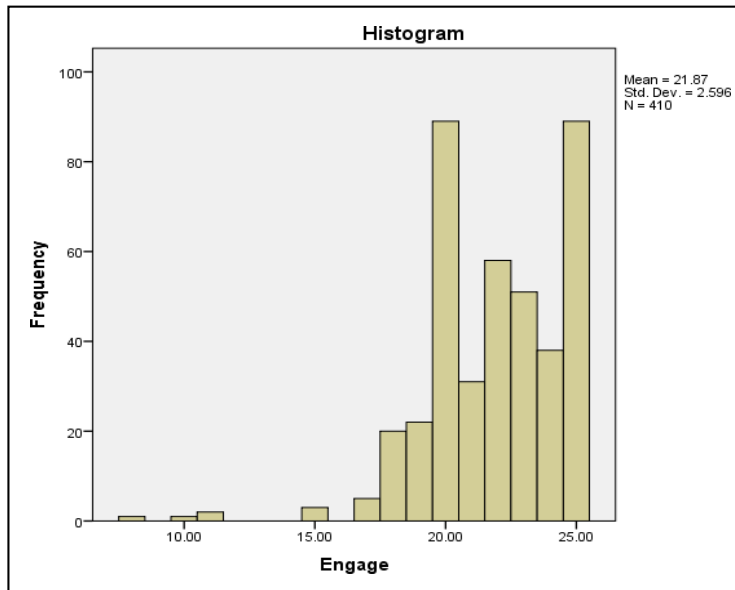


Figure 6. Histogram for Family-Teacher Engagement

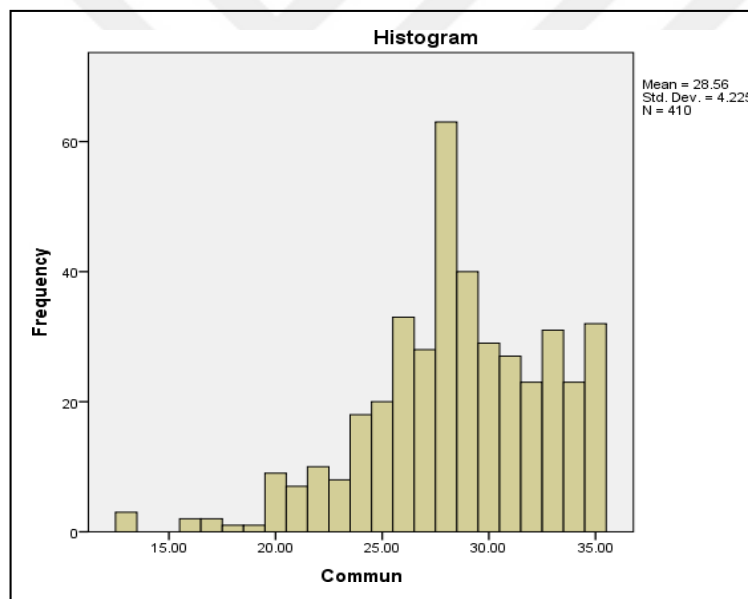


Figure 7. Histogram for Family-School Communication

Table 19
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Diversity	.096	410	.000	.941	410	.000
TR	.123	410	.000	.880	410	.000
Engage	.114	410	.000	.891	410	.000
Commun	.101	410	.000	.957	410	.000

a. Lilliefors Significance Correction

In addition to histograms; Kolmogorov-Smirnov and Shapiro-Wilk values were checked for normality. For providing normal distribution; Kolmogorov-Smirnov value must be bigger than .05 (Sümer, 2000). However, in the present study sig value is .00 for each subscale. Therefore, this data is not distributed normally. Because of that; non-parametric statistic for independent t test which is Mann-Whitney U Test was used for conducting data.

Assumptions for Mann-Whitney U Test

According to Pallant (2007), first assumption is random sampling for Mann-Whitney U Test. This assumption was checked for this study. In this present study; samples were selected randomly.

In addition this; the other assumption is independent observations. That is, one person in the sample is counted only once and this person is appeared in only one category or group. Also; according to this assumption, the data can not affect another data. In the present study, these assumptions were checked and ensured.

Mann-Whitney U Test

Mann-Whitney Test was performed to determine differences between parents' and teachers' perspectives on working with families. Also, effect size was calculated for obtaining significance of the intervention's effect.

Table 20
Median Values of Teachers' and Parents' in Subscales Report

Group		Diversity	TR	Engage	Commun	Total
Teacher	N	207	207	206	207	206
	Median	30.00	27.00	22.00	28.00	105.00
Parent	N	204	204	204	204	204
	Median	28.00	26.00	22.00	29.00	106.00
Total	N	411	411	410	411	410
	Median	29.00	26.00	22.00	29.00	106.00

Table 21
Results of Mann-Whitney U Test

Test Statistics ^a					
	Diversity	TR	Engage	Commun	Total
Mann-Whitney U	19193.000	19636.000	20040.000	17731.500	20552.000
Wilcoxon W	40103.000	40546.000	41361.000	39259.500	41873.000
Z	-1.606	-1.242	-.821	-2.820	-.384
Asymp. Sig. (2-tailed)	.108	.214	.412	.005	.701

a. Grouping Variable: group

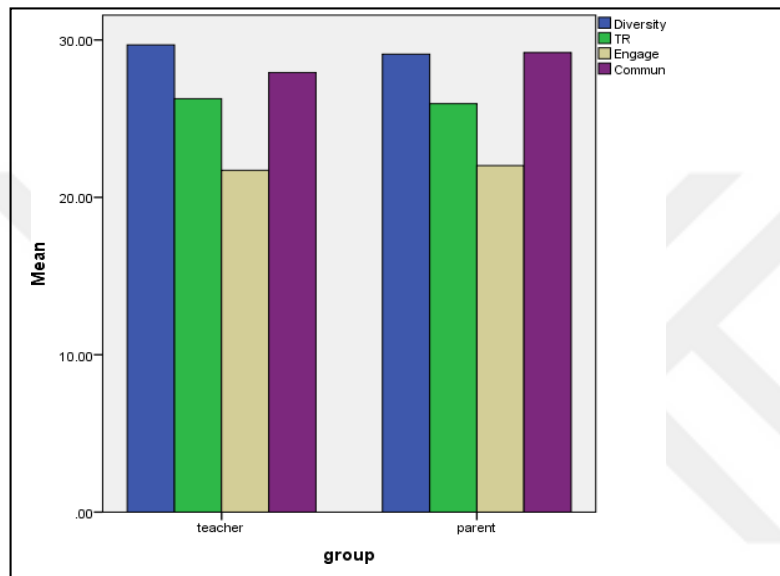


Figure 8. Graph About Distribution of Subscales in Terms of Parents and Teachers

A Mann-Whitney U Test revealed that in family-school communication subscale; there was significant difference between parents ($Md=29.0$, $n=204$) and teachers ($Md=28.0$, $n=207$) $U=17731.5$, $z=-2.82$, $p=.005$. According to criteria of Cohen(1988) there was a small effect size $r=.14$.A Mann-Whitney U Test revealed that in family-teacher engagement subscale ; there was no significant difference between parents ($Md=22.0$, $n=204$), and teachers($Md=22.0$, $n=206$) $U=20040$, $z=-.821$, $p=.412$, $r=.04$.A Mann-Whitney U Test revealed that in family diversity subscale ; there was no significant difference between parents ($Md=28.0$, $n=204$), and teachers($Md=30.0$, $n=207$) $U=19193$, $z=-1.606$, $p=.108$, $r=.07$.A Mann-Whitney U Test revealed that in teacher role with families subscale ; there was no significant difference between parents ($Md=26$, $n=204$), and teachers($Md=27.0$, $n=207$) $U=19636$, $z=-1.242$, $p=.214$, $r=.06$.

CHAPTER 5

DISCUSSION

In the current study; parents' and teachers' perspectives on preschool teachers' role about working with families was researched. When doing this, preschool teachers' and preschoolers' parents' perspectives were examined separately and these perspectives were compared. In this chapter; discussions of results, implications and recommendations for the future study are stated.

General Summary of the Study

In the current study; the goal was to examine the perspectives of parents and teachers on the role of preschool teachers in working with families. To achieve this goal; the perspectives of parents and teachers on the role of preschool teachers in working with families were examined separately after a data collection procedure. The items and subscales with the highest and lowest means were explained and discussed. After which; the differences between the perspectives of parents and teachers on the role of preschool teachers in working with families were discussed through the subscales of Family Diversity, Teacher Role with Families, Family-School Communication and Family-Parent Engagement. Findings revealed that there is a significant difference between the perspectives of parents and teachers on the roles of teachers in Family-School Communication

Teachers' Perspective on Preschool Teachers' Role about Working with Families

In the current study, there are subscales in the forms of family diversity, teacher role with families, family-school communication and family-teacher engagement.

The results show that teachers agree with items in the family diversity subscale relatively more than the items in other subscales. While some research (McAdoo, 2000; Henderson & Map, 2002) claims that preschool teachers should recognize all types of family structures and communicate with all of them as effectively as they communicate with typical family structures, the current study shows that parents do not think that feeling comfortable with working with different types of families is the role of preschool teachers, generally. On the other hand, Işıkçı (2018) made a study about self-efficacy of pre-service preschool teachers about their role on working with families. According to results of this study, teachers have low self-efficacy about working with different type of families (Işıkçı, 2018). That is; although pre-service preschool teachers have low self-efficacy about working with different type of families, they think that working with these families their role. The reason of this could be that teachers have deficient knowledge about identifying family structure, deeply. Also, teachers could afraid of study with different type of families because of culture in Turkey but they want to study with different type of families.

Furthermore, according to the results of the current study; teachers agree less with items in the subscale of family-teacher engagement. In this subscale, there are designing school events which provide that parents actively attend to their child's education by inviting parents to express their perspectives on their children and discussing the ideas and observations of parents regarding their child. On the other hand; as examined in the literature section, parent-teacher engagement is essential for the education and development of children (Epstein, 2001). According to Epstein (2001), preschool teachers should arrange meetings with families in order to communicate with them about the education of their children and the communication between teachers and family should be initiated by both parties in order to facilitate mutual engagement. High level engagement provides sharing of responsibilities and values between parents and teachers, helps them gain respect for one-another, and allows them to pay closer attention to each-other's needs and thoughts (Lopez, Kreider, & Caspe, 2004). Due to this significance of family-teacher engagement, one of the most important roles of preschool teachers is being engaged with parents throughout the education life of their children. To

summarize, according to the results of the study; teachers believe less in their role in providing family engagement when they think that communication with parents is a role in working with families. This shows that; as Seplocha (2004) suggests; teachers are aware that they should communicate with parents about their children's development and education. However; teachers do not believe that family engagement is essential. Instead, they believe that communicating with parents is more important than sharing responsibilities with them or being aware of the parents' needs and thoughts on a deep scale. This shows that; in Turkish context about early childhood education; teachers do not pay attention to family engagement as much as parent involvement. Although there are many resources about parent involvement such as OBADER; there is lack of knowledge about importance of family engagement in Turkey.

When the items were examined separately; high mean results in current study shows that preschool teachers believe that the items related with communication with parents from different social classes, determining how children's development can be supported, informing parents on specific issues, and determining what can be done to influence learning and development in children are more important. According to the perspective of teachers, these items are their role in working with families. Similarly, Seplocha (2004) states that, as one of their roles in working with families, preschool teachers should organize conferences with parents to determine whom parents should communicate with regarding their children's development and learning process. In addition; other high mean results in the current study are the items related with teachers' belief in the importance of creating opportunities to develop positive, trusting relationships with each child's parents/caregivers, motivating parents to make necessary changes in order to better function as a family and offering parents opportunities to participate in their child's development and learning process. In his study; Spodek (1988) suggests that preschool teachers should encourage parents to attend their children's educational process and that this encouragement is one of the preschool teachers' roles in working with families. When they encourage parents towards participating in their children's education, they should also guide them on how they should participate and how they should communicate with their children

in order to develop their relationship with them (Spodek, 1988). The current study's results correspond to these findings and furthermore, in the current study feeling comfortable when working with families of different cultures and socioeconomic circumstances, as well as feeling comfortable with various nontraditional families such as: gay/lesbian, single parent, multigenerational, and adoptive/foster families and providing a warm, inviting interaction to their caregivers is seen as one of the roles of preschool teachers' in working with families. According to Isenberg and Jalongo (2008); being able to work with different types of families and trying to develop positive relationships, encourages these parents to attend to their children's education. Therefore, understanding and accepting parents with different backgrounds and lifestyles are an essential role of teachers. In these circumstances; results of the current study and other studies in literature in terms of their findings about working with different types of parents are comparable. Lastly, in the current study, the items concerning the matter of understanding that the perspectives of parents and teachers can be different from each other, such as understanding particular constraints that may limit a family's involvement in their child's daily activities and learning process, understanding that points of view concerning children may differ, and understanding the importance of involving parents who have limited resources and/or time in their children's processes of learning and development are all seen as the role of teachers in working with families by preschool teachers (Jalongo, 2008). This study also shows that, there are differences between parents' and teachers' thoughts.

In addition; in the current study; intervening to help families in crisis situations has low scores by teachers. That is to say; fewer preschool teachers think that this is within their role in working with families. Literature deprecates the results of the current study on this issue. For instance; according to Christenson (2004); teachers could attend to families' private life. Similarly, Spodek (1988) categorized the role of preschool teachers and defined one of the roles as 'Home and Parents'. In this category, he deduces that preschool teachers should be deeply interested in the families of children. Also, Spodek(1988) suggests that when the family has difficulty in any given matter, teachers should look for a way to solve this problem

and should communicate with the family until the problem is solved. Consequently, while the current study shows otherwise, some studies suggest the importance of the role of teachers in family matters and advise teachers to be involved. The reason of that could be drawback about interesting with parents' special life by teacher. Also, parents could not want to share their special life with teachers and this could be the reason of that teachers do not think helping families in crisis situations is not role of preschool teachers.

Parents Perspective on Preschool Teachers' Role about Working with Families

When the results of the subscales were examined, the family-school communication subscale is shown to have the highest mean for parents. In this subscale there are items such as teachers cooperating with parents in their thoughts concerning the child's needs, finding common ground in disagreements and effectively solving conflicts between teachers and parents, and making sure that parents trust in the sincere concern and interest teachers have in the children with no exceptions. According to the current research it was found that parents pay attention to communication with teachers more so than the other components which are family-parent engagement, family diversity and teacher role with families. These results are also supported with related literature, such as the findings of Swick and Hooks (2005) that claim communicating and sharing thoughts and emotions with parents concerning their children's development and education is the role of preschool teachers in working with families.

Furthermore; according to the data collected from parents; the family-teacher engagement subscale has the lowest mean. That is to say, parents care less about family-teacher engagement compared to the other subscales. On the other hand; family-teacher engagement is very important for parents as well as teachers. This is because; family-teacher engagement enables parents to attend to their children's education more effectively (Crawford & Zygoris-Coe, 2006). Ferlazzo (2011) suggests that the thoughts, needs and demands of parents are prioritized in family engagement. Also, with family engagement, parents and teachers share

responsibilities and experiences concerning the education of children (Ferlazzo, 2011). In addition; according to Crawford and Zygoris (2006), parents can be more involved in the decision-making process of their child's education life with family-teacher engagement. Also, according to Henderson and Bella (1994), families can create a home environment that supports the education of children more easily due to virtues of family-teacher engagement. Because of these reasons, parents should pay more attention to family-teacher engagement.

This study shows that the item of feeling comfortable with working with non-traditional families such as gay/lesbian, single parent, multi-generational and adoptive/foster families has the lowest mean in parents' perspective on working with families. The study found out that parents do not strongly believe that teachers should necessarily feel comfortable when they work with different types of families. However, according to McAdoo (2000), in some cultures there are many different types of families. For example, in some cultures, extended family members are considered to be very important for children's education and development, and teachers should seek effective cooperation with these family members in children's educational settings. In addition, according to Henderson and Map (2002), when teachers are active with all types of families, they pay attention to and recognize the structure of each family better, henceforth contributing to effective communication between parents and teachers.

In the current study, the item of communicating with parents regarding the observations and ideas of the teachers on their children has the highest mean. This shows that parents believe in the importance of teachers sharing their ideas and observations about their children's education and development with families and that this is one of the roles of pre-school teachers. Swick and Hooks (2006) conducted a research on the expectations of parents from preschool teachers and found out that families think that it is essential for teachers to communicate with families, and that parents expect teachers to share their ideas and observation with families. Another research by Kucuktur in 2011, examined the expectations of parents and came to the conclusion that parents expect some specific qualifications from teachers and one of them is personal qualifications, putting emphasis on the

importance of sharing ideas and thoughts about children with parents. In short, past and current researchers agree that parents expect pre-school teachers to share and discuss ideas and observations about their children with them.

Comparing Parents' and Teachers' Perspective on Preschool Teachers' Role about Working with Families

Following the findings of the current study, there is a significant difference between parents' and teachers' perspectives on the family-school communication subscale which includes items related to the duties of teachers to help when the parents in crisis, to balance teachers' opinions with parents' opinions, to have effective conflict resolving skills with parents and to show parents that teachers care about their child. Diverse families and teachers both think similarly with little significant differences in terms of what each other's roles are. When the parents' and teachers' perspectives are examined separately, the family-school communication subscale has the highest mean in both of them. However, when the parents' and teachers' perspectives were examined in an integrated way; a significant difference was observed between their perspectives on the family-school communication subscale.

In parent's perspective; the family-school communication subscale has points of $M=29.20$; $SD=3.894$ and in teachers' perspective; the family-school communication subscale has points of $M=27.94$; $SD=4.460$. This proves that parents think that the most important items of the family-school communication subscale are the roles of the preschool teachers in regards to family-teacher communication. Parents pay attention to the importance of communication with teachers. According to Swick (2004), this is because parents want to frequently communicate with teachers about their child's development and education.

As mentioned before, family-school communication is very significant for children, parents and teachers. According to Eipstein (2001) communication between families and teachers refers to talking about and working in school programs and the progress that children make together. Eipstein (2001) suggests

that teachers should create the environment and the time to communicate with parents about educational planning, learning and the teaching process. In addition, Swick and Hooks (2005) conducted a study on how parents feel about their child's teachers. In this research they examined the expectations of parents from preschool teachers. According to these expectations, they want to be effective members of the education team and they want collaborative and communicative relationships with teachers, meaning they are willing to communicate with teachers effectively. The communication and the relationship between parents and teachers are essential as this process shapes both of their perceptions about each other. (Mensing, 2000) According to Swick (2004), this communication should be mutually supportive for parents and teachers and both of them should respect and help nurture each other. As supported by Isenberg and Jalongo (2008), communication, and sharing thoughts and ideas with parents are very important roles of preschool teachers.

Implications

Hayes (1987) states that it can be expected for parents' and teachers' perspectives to be different from each other. This is due to the differences in their thoughts, expectations, environments and times shared with children. For example, parents can observe their children at home, shopping malls or playgrounds but they cannot completely know their children's school experiences. On the other hand, teachers can observe children in school environment, and they can assess children's educational development professionally. According to Hayes (1987) differences in these aspects affect the perspectives of parents and teachers. In this regard it is important that teachers and parents should know and discuss expectations from each other and their perspectives on the parent involvement process (Froiland et. al, 2013). According to Froiland and his colleagues (2013), knowing each other's expectations and thoughts on the parent involvement process contributes to determining their perspectives on preschool teacher's roles in working with families. As in the current study, determining the differences between parents' and teachers' perspectives is significant for better collaboration and communication between them.

In the current study the perspectives of parents and teachers on the role of preschool teachers in working with families were researched. The results show that there are some differences in their perspectives and there is a significant difference between their perspectives in the family-school communication subscale. For example, the item concerning intervening to help parents in a crisis situation was not seen as a role of preschool teachers by teachers. On the other hand, parents believe that this is one of the roles of preschool teachers. In this regard, parents and teachers should be informed on what family-school communication should consist of, in order for the teachers and parents to be united in common thoughts on this matter. For example, Mother-Child Education Foundation (MCEF)'works on increasing of family-teacher communication and uniting their thoughts about this topic might be followed.

In findings of the research, the family-parent engagement subscale had the lowest mean from both parents' and teachers' perspectives. This result is due to teachers and parents thinking that providing this engagement and making an effort towards working with families as much as family-school communication is not the role of preschool teachers. On the other hand, research (Crawford & Zygouris-Coe 2006; Souto-Manning & Swick 2006; Eipstein 2001) supports the idea that family-teacher engagement is essential for children's education and development and that family-teacher engagement is a better-quality version of family-teacher communication. Therefore, parents and teachers should be educated on the importance of engagement and they, especially teachers, should be aware that providing engagement with parents is one of their roles regarding working with families. 'Parent Involvement' lesson in universities can be good way to increasing teachers' awareness about family engagement. This shows us, Parent Involvement lessons are crucial for pre-service early childhood teachers about informing about family-teacher communication and family engagement.

Additionally, findings showed that, in the family diversity subscale, the 'Feel comfortable in working with non-traditional families such as Gay/Lesbian families, Single Parent families, Multigenerational families, Adoptive/Foster families' item had the highest mean by teachers. This shows that teachers believe

that feeling comfortable when they work with different types of families is one of their roles. On the other hand, parents do not think that this is one of the preschool teachers' roles. In this regard, in Turkey, there is a need for education on family diversity which includes different type of families, different cultures and different social classes. Some education can be organized for teachers and parents for identifying different type of families and about how they should study with these families. In addition to this, in teacher education programs, the lesson about different type of families can be added in universities.

In conclusion, determining the perspectives of parents and teachers on each other is very important in order to be successful in early childhood education (Mensing et.al, 2000). Also, it should be accepted that parents' and teachers' perspectives can be different from each other (Hayes, 1987). Based on this reality, the perspectives of parents and teachers on the role of preschool teachers in working with families is researched in the current study.

Recommendations for Future Studies

The aim of this study was to determine the perspectives of parents and teachers on the role of preschool teachers in working with families. The adapted version of 'Working with Families Self-Efficacy Scale' which is 'Working with Families Scale' was used with samples from the Çankaya, Yenimahalle and Mamak districts in Ankara, and due to the small sample size; its results are not deductive in terms of the general population of Turkey. In addition, Ankara is the capital of Turkey and located in the western parts of the country. Therefore, the data collected in Ankara is most likely not reflective of those that would be collected from small or eastern cities. Therefore, it would be beneficial for this study to be conducted with a larger sample size and in different regions of Turkey.

In addition, the current study showed that there was a lack of other studies on family engagement and thoughts of teachers on their roles. Therefore, future studies should investigate this issue.

Furthermore, in the current study, the demographic information of the sample was not used. In future studies, demographic information of parents, such as their level of education, socioeconomic status or gender can be used as variables and differences between parents' and teachers' perspectives can be explained with their demographic structure.

In the current study, questionnaires were used for researching of parents' and teachers' perspectives on preschool teachers' role about working with families. In addition to this, interviews can be used for researching this topic, deeply.

In the current study; the family-teacher engagement subscale had the lowest mean according to both parents' and teachers' perspective. Future studies can research the reason behind this. Barriers in family-teacher engagement should also be investigated in detail, from the perspectives of families and teachers. In addition to this, schools can pay attention to home-based programs like school-based programs.

Lastly, this research can be conducted from the perspectives of school administrators and policy makers by applying the scale which was used in the current study to different samples groups, because of the important role of administrators and policy makers as the other essential members in early childhood education.

REFERENCES

- Akgün, E., Yazar, M. & Dinçer, Ç. (2011). The evaluation of classroom management strategies of preschool teachers in classroom activities. *Pegem Eğitim ve Öğretim Dergisi*, 1(3).
- Baroody A. E. & Dobbs, J. (2011) Child and parent characteristics, parental expectations, and child behaviours related to preschool children's interest in literacy. *Early Child Development and Care*, 181(3), 345-359.
- Bartel, V. B. (2010). Home and school factors impacting parental involvement in a human development. Sage.
- Bayrak, S. & Köksal, O. (2017). Ebeveynlerin okul öncesi eğitimden beklentilerinin incelenmesi (Elazığ ili örneği). *Akademik Sosyal Araştırmalar Dergisi*, 5(45), 547-557.
- Becker, H. J., & Epstein, J. L. (1982). Parent involvement: A survey of teacher practices. *The Elementary School Journal*, 83(2), 85-102.
- Becker, H.J., & Epstein, J.L. (1982). Parent involvement: A survey of teacher practices. *Elementary School Journal*, 83, 85-102.
- Bowes, J., Grace, R., & Hodge, K. (2012). *Children, families and communities: Contexts and consequences*. Oxford University Press.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Bronfenbrenner, U. (1989). Ecological systems theory. In R. Vasta (Ed.), *Annals of child development*, 6, 187-249. Boston: JAI Press, Inc 557.
- Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development*. Sage.
- Brown, T. A., & Moore, M. T. (2012). Confirmatory factor analysis. *Handbook of structural equation modeling*, 361-379.

- Carlisle, E., Stanley, L., & Kemple, K. M. (2005). Opening doors: Understanding school and Family influences on family involvement. *Early Childhood Educational Journal*, 33(3), 155-162.
- Christenson, S. L. (2004). The family-school partnership: An opportunity to promote the learning competence of all students. *School Psychology Review*, 33(1).
- Christenson, S.L. & Sheridan, S.M. (2001). School and families: Creating essential connections for learning. New York: The Guilford Press.
- Cole, D. A. (1987). Utility of confirmatory factor analysis in test validation research. *Journal of consulting and clinical psychology*, 55(4), 584.
- Comer, J. P. (2005). The rewards of parent participation. *Educational Leadership*, 62(6). Constantino, S. M. (2008). 101 ways to create real family engagement. Galax, VA:Engage Press.
- Constantino, S. M. (2008). *101 ways to create real family engagement*. Galax, VA: ENGAGE Press.
- Cooper, C. E. (2010). Family poverty, school-based parental involvement, and policyfocused protective factors in kindergarten. *Early Childhood Research Quarterly*, 25, 480-492.
- Cornille, T. A., Pestle, R. E., & Vanwy, R. W. (1999). Teachers' conflicts management styles with peers and students' parents. *International Journal of Conflict Management*, 10(1), 69-79.
- Crawford, P.A., & Zygourias-Coe, V. (2006). All in the family: Connecting home and school with family literacy. *Early Childhood Education Journal*, 33(4), 261-267.
- Crevland, J., Susman-Stillman, A. & Halle, T. (2013). Parental perceptions of quality in early care and education. *Child Trends Publication*, 44, 1-10.
- Çakmak, Ö. Ç. (2010). Okul öncesi eğitim kurumlarında aile katılımı. *Journal of Social Sciences*, 20(1).
- Çelenk, S. (2003). Okul başarısının ön koşulu: Okul-aile dayanışması. *İlköğretim Online E-Dergi*, 2(2), 23-34.

- Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children's literacy: Longitudinal associations between and within families. *Journal of Educational Psychology*, 98(4), 653.
- Decker, L. E., Gregg, G. A., & Decker, V. A. (1996). Teacher's manual for parent and community involvement. Fairfax, VA: National Community Education Association.
- Desimone, L. (1999). Linking parent involvement with student achievement: Do race and income matter?. *The journal of educational research*, 93(1), 11-30.
- Dickinson, D.K. & DeTemple, J. (1998). Putting parents in the picture: Maternal reports of preschoolers' literacy as a predictor of early reading. *Early Childhood Research Quarterly*, 13(2), 241-261.
- Dietz, M.J. (2005). *School, Family and Community, Techniques and Models for Successful Collaboration*. United States of America: Jones and Bartlett Publishers.
- Duff, R. E., & Swick, K. J. (1978). Parent-Teacher Interaction: A Developmental Process. *The Clearing House*, 51(6), 265-268.
- Eliason, C., & Jenkins, L. (2003). *A practical guide to early childhood curriculum*. 7 Prentice Hall Upper Saddle River.
- Elliott, S., & Davis, J. M. (2018). Challenging taken-for-granted ideas in early childhood education: A critique of Bronfenbrenner's Ecological Systems Theory in the age of post-humanism. *Research handbook on childhoodnature: Assemblages of childhood and nature research*, 1-36.
- Ensari, H., & Zembat, R. (1999). *Yönetim stillerinin ailenin okul öncesi eğitim programlarına katılımı üzerindeki etkileri*. Marmara Üniversitesi Anaokulu\Anasınıfı Öğretmeni El Kitabı. İstanbul: YA-PA Yayınları.
- Epstein, J. L. (1986). Parents' reactions to teacher practices of parent involvement. *The elementary school journal*, 86(3), 277-294.
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.

- Epstein, J. L. (2005). Attainable goals? The spirit and letter of no child left behind act on parental involvement. *Sociology of Education*, 78,179-182.
- Epstein, J. L. (2011). *School, family, and community partnerships: Preparing educators and improving schools* (2nd ed.). Boulder, CO: Westview Press.
- Epstein, J. L., & Salinas, K. C., (2004). A well-organized program of family and community partnerships yields many benefits for schools and their students. *Partnering with Families and Communities*, 61(8),12-18.
- Erdener, M.A., & Knoepfel, R.C. (2018). Parents' perceptions of their involvement in schooling. *International Journal of Research in Education and Science (IJRES)*, 4(1), 1-13.
- Feagans, L. V., & Manlove, E. E. (1994). Parents, infants, and day-care teachers: Interrelations and implications for better child care. *Journal of Applied Developmental Psychology*, 15(4), 585-602.
- Ferlazzo, L. (2011). Involvement or Engagement?. *Educational Leadership*, 68(8), 10-14.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education 8th ed.*. New York, NY: McGraw-Hill.
- Froliland, J. M., Peterson, A. & Davison, M.L. (2013). The long effects of early parent involvement and parent expectation in the USA. *School Psychology International*, 34(1), 33-50.
- Galindo, C., & Sheldon, S. B. (2012). School and home connections and children's kindergarten achievement gains: The mediating role of family involvement. *Early Childhood Research Quarterly*, 27(1), 90-103.
- Galinsky, J.L. (1990). Why are some parent/teacher partnerships clouded with difficulties?. *Young Children*, 45(5), 38-39.
- Garinger, J. G., & McBride, B. A. (1995). Successful parent involvement strategies in prekindergarten at-risk programs. *School Community Journal*, 5, 59-78.
- Gestwicki, C. (2014). *Home, school & community relations.(9.ed.)* United States of America: Cengage Learning.

- Göl-Güven, M. (2014). Back to basics: What do parents and teachers expect of early childhood education and care?. *Bogazici University Journal of Education*, 31(1), 19-43.
- Green, C. L., Walker, J. M., Hoover-Dempsey, K. V., & Sandler, H. M. (2007). Parents' motivations for involvement in children's education: An empirical test of a theoretical model of parental involvement. *Journal of educational psychology*, 99(3), 532.
- Grolnick, W.S., & Slowiaczek, M.L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivation model. *Child Development*, 65, 237–252.
- Härkönen, U. 2007. The impact of theories on the early childhood education culture – The impact of the new systems theory on the early childhood education culture.
- Hayes, R. L. (1987). The reconstruction of educational experience. *The parent conference. Education*, 107(3), 305-309.
- Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: National Center for Family & Community Connections with Schools Southwest Educational Development Laboratory.
- Henderson, A.T., & N. Berla. (1994). *A new generation of evidence: The family is critical to student achievement*. Washington, DC: Center for Law and Education.
- Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current Directions in Psychological Science*, 13, 161–164.
- Hollender, E. S. (2010). *Assessing Teacher Self-Efficacy in Implementing Family Centered Practices: Development of the Working with Families Self-Efficacy Scales*. Ann Arbor: ProQuest Dissertations Publishing.
- Hoover-Dempsey, K. ., & Sandler, H. M. (1995). Parental involvement in children's education: Why does it make a difference? *Teachers' College Record*, 97, 310-331.
- Hoover-Dempsey, K.V., Sandler, H.M. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67(1), 3-42.

- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational review*, 63(1), 37-52.
- Isenberg, J. P., & Jalongo, M. R. (2008). *Exploring Your Role an Introduction to Early Childhood Education (3rd ed.)*. New Jersey: Pearson.
- Işıkcı, G. (2018). Preservice early childhood educators' working with families self-efficacy in relation to taking a parent education course. (Master Thesis)
- Jeynes, W. H. (2005). The effects of parental involvement on the academic achievement of African American youth. *The Journal of Negro Education*, 260-274.
- Jones, I., White, C. S., Aeby, V., & Benson, B. (1997). Attitudes of early childhood teachers toward family and community involvement. *Early Education and Development*, 8(2), 153-168.
- Jones, L. D., Burts, D. C., Buchanan, T. K., & Jambunathan, S. (2000). Beginning prekindergarten and kindergarten teachers' beliefs and practices: Supports and barriers to developmentally appropriate practices. *Journal of Early Childhood Teacher Education*, 21, 397-410.
- Joshi, A. & Taylor, A. (2005). Perceptions of early childhood teachers and parents of teacher-parent interactions in an Indian context. *Early Child Development and Care*, 175(4), 343-359.
- Kağıtçıbaşı, Ç. (1991). The early enrichment project in Turkey. In S. Bekman (Ed.)
- Kağıtçıbaşı, C., & Sunar, D. (2002). Family and socialization in Turkey. *Parent Child Socialization in Diverse Cultures*, 75-87. Greenwich, CT: Ablex Publishing.
- Knisely, K. (2011). Literature review: How much does parental involvement really affect the student's success?
- Knopf, H. T. & Swick, K.J. (2007). How parents feel about their child's teacher/school: implications for early childhood professionals. *Early Childhood Education Journal*, 34(4).291-296.

- Kontos, S. (19X7). The attitudinal context of family-daycare relationships. In D.L. Peters & S.Kontoa (Eds.) *Continuity and Discontinuity of Experience in Child Care*. 91-113.
- Krishnan, V. (2010, May). Early child development: A conceptual model. *In Early Childhood Council Annual Conference*, 1-17.
- Kucukturan, G. (2011). What do parents expect from pre-school teachers in Turkey? *International Journal of Business and Social Sciences*, 2(19), 123-130.
- Lake, J. F., & Billingsley, B. S. (2000). An analysis of factors that contribute to parent— school conflict in special education. *Remedial and Special Education*, 21(4), 240-251.
- Lawson, M.A. (2003). School-family relations in context parent and teacher perceptions of parent involvement. *Urban Education*, 38(1), 77-133.
- Lehr, W., & Kantor, D. (1975). *Inside the family*. San Francisco: Jossey-Bass.
- Lippitt, R. (1967). Improving the socialization process. *University of Michigan*.30-50.
- Lopez, M.E., H. Kreider, & M. Caspe. 2004. Co-constructing family involvement. *Evaluation Exchange X (4)*,2–3.
- Manigo, C. &Allison, R. (2017). Does pre-school education matter? Understanding the lived experiences of parents and their perceptions of preschool education. *Teacher Educators' Journal*, 10. 5-42.
- Marshall, N. L. (2004). The quality of early child care and children's development. *Current Directions in Psychological Science*, 13(4), 165-168.
- McAdoo, H. P. (2000). *Black children second edition: Social, educational, and parental environments*. Thousands Oaks, CA: Sage Publications, Inc.
- MEB, (2013). Okul Öncesi Eğitim Programı İle Bütünleştirilmiş Aile Destek Eğitim Rehberi(OBADER). Ankara: MEB, UNICEF.
- Mensing, J. F., French, D., Fuller, B. & Kagan, S.L. (2010). Child care selection under welfare reform: How mothers balance work requirements and parenting. *Early Education&Development*, 11, 573-595.

- Ministry of National Education (2012). Early childhood education program.
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice, 31*(2), 132-141.
- Morrison, G. 1988. *Early childhood education today, 4th ed.*. Columbus, OH: Merrill.
- Morrison, G.S. (2013). *Fundamentals of Early Childhood Education* (7th ed.). Boston: Pearson.
- Morrow, G., & Malin, N. (2004). Parents and professionals working together: Turning the rhetoric into reality. *Early Years: An International Journal of Research and Development, 24*, 163-177.
- Olender, R. A., Elias, J., & Mastroleo, R. D. (2010). *The school-home connection: Forging positive relationships with parents*. Corwin Press.
- Pallant, J. (2007). *SPSS Survival Manual*. New York: Open University Press.
- Powell, D. (1998). Reweaving parents into the fabric of early childhood programs. *Young Children, 53*(5), 60-67.
- Powell, D.R. (1978). The interpersonal relationship between parents and caregivers in day setting. *Amer J. Orthopsychiat, 48*(4), 680-689.
- Pushor, D., & Ruitenberg, C. (2005). Parent engagement. *Teaching and Learning Research Exchange*.
- Rogoff, B. (2003). *The cultural nature of human development*. Oxford university press.
- Saracho, O. N. (1988). A study of the roles of early childhood teachers. *Early Child Development and Care, 38*(1), 43-56.
- Saracho, O.N. (1984). Perception of the teaching process in early childhood education through role analysis. *Journal of the Association for the Study of Perception, 19*(1), 26-39.

- Seplocha, H. (2004). Partnerships for learning - Conferencing with families. *Young Children*, 59(5), 96-99.
- Sheldon, S. B., & Epstein, J. L. (2004). Getting Students to School: Using Family and Community Involvement to Reduce Chronic Absenteeism. *School Community Journal*, 14(2), 39-56.
- Sohn, S., & Wang, C., (2006). Immigrant parents' involvement in American schools: Perspectives from Korean mothers. *Early Childhood Education Journal*, 34(2), 125-132.
- Souto-Manning, M. & Swick, K.J. (2006). Teachers' beliefs about parent and family involvement: Rethinking our family involvement paradigm. *Early Childhood Education Journal*, 34(2), 187-193.
- Soydemir, Ş. S. (2011). Okul öncesi öğretmen ve ebeveynlerinin birbirlerini ve okul öncesi çocuklarını nasıl algıladıklarının metaphorlar yoluyla incelenmesi. (Master Thesis).
- Spodek, B. (1988). The implicit theories of early childhood teachers. *Early Child Development and Care*, 38(1), 13-31.
- Suizzo, M. A., & Soon, K. (2006). Parental academic socialization: Effects of home-based parental involvement on locus of control across US ethnic groups. *Educational Psychology*, 26(6), 827-846.
- Sümer, N. (2000). *Yapısal Eşitlik Modelleri: Temel Kavramlar ve Örnek Uygulamalar*. Türk Psikoloji Yazıları.
- Swick, K. & Hooks, L. (2005). Parental experiences and beliefs regarding inclusive placements of their special needs children. *Early Childhood Education Journal*, 32(6), 1-6.
- Swick, K.(2004). What parents seek in relations with early childhood family helpers?. *Early Childhood Education Journal*, 31(3), 217-220.
- Tabachnick, B. G., and Fidell, L. S. (2007). *Using Multivariate Statistics*, 5th ed. Boston: Allyn and Bacon.
- Tavşancıl, E. (2005). *Tutumların Ölçülmesi ve SPSS ile Veri Analizi*. Ankara: Nobel Yayın Dağıtım.

Tekin, A. K. (2011). Parent involvement revisited: Background, theories, and models. *International Journal of Applied Educational Studies*, 11(1), 1-13.

Wahedi, M. O. K., Khanam, R. (2012). Ecological systems and its effects on early childhood development. *JMCWH*. 10(1). 23-30.

Weiss, H., M. Caspe, & M.E. Lopez. 2006. *Family involvement in early childhood education. Family Involvement Makes a Difference.*

Wolfendale, S., & Morgan, A. (1992). *Empowering parents and teachers: working for children.* Continuum Intl Pub Group.



APPENDICES

A: WORKING WITH FAMILIES SCALE FOR TEACHERS

Öğretmenler için aileler ile çalışma rolü hakkındaki ölçek

Bu ölçek, ailelerin ve okul öncesi eğitimcilerin, okul öncesi öğretmenlerinin aile ile çalışma rolüne dair görüşlerinizi almak amacıyla oluşturulmuştur. Çalışmamın bir parçası olan bu anket, 27 sorudan oluşup, okul öncesi öğretmenlerinin ailelerle çalışırken sahip olması beklenen rolleri inceleyebilmek için oluşturulmuştur. Çalışmaya katılım tamamıyla sizin gönüllülüğünüze bağlıdır. Ankete verdiğiniz cevaplar gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Elde edilecek bilgiler bilimsel yayınlarda kullanılacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederim.

1) Eğitim Durumunuz:

Lise Ön lisans Lisans Lisansüstü

2) Öğretmeni olduğunuz okulun çeşidi:

Özel Okul Devlet Okulu

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
Yönerge: <i>Sayın öğretmenim; bu ölçek, öğretmenlerin ailelerle çalışırken sahip olması beklenen rolleri inceleyebilmek için oluşturulmuştur. Lütfen öğretmenlerin aile ile çalışma rolleri hakkındaki fikirlerinizi belirteceğiniz, size uygun seçeneği işaretleyiniz. (1=Kesinlikle katılmıyorum, 2= Katılmıyorum, 3=Kararsızım, 4=Katılıyorum, 5= Kesinlikle katılıyorum)</i>					
1. Farklı sosyal yapılardan gelen ebeveynlerle çocuklarının gelişimini nasıl destekleyecekleri konusunda iletişim kurmak	1	2	3	4	5
2. Ailelerin içinde bulunabilecekleri zor durumları anlamak	1	2	3	4	5
3. Farklı kültürlerden ve sosyo-ekonomik koşullardan gelen ailelerle çalışma konusunda rahat hissetmek	1	2	3	4	5
4. Ailenin çocuğun öğrenimine ve günlük aktivitelerine katılımını sınırlandıran zorlu koşulları anlamak	1	2	3	4	5
5. Çok kuşaklı ailelerle (dede, torun, anne-baba bir arada yaşayan), tek ebeveynli aileler, evlat edilen/ koruyucu aileler, farklı cinsel tercihleri olan ailelerle çalışırken rahat hissetmek	1	2	3	4	5
6. Farklı aile türlerinden gelen çocuk bakımından sorumlu kişilerle, ılımlı ve anlayışlı bir etkileşim kurmak	1	2	3	4	5
7. Ebeveynlerin kendi çocuklarına olan bakış açısının, öğretmenin bakış açısından farklı olabileceğini anlamak	1	2	3	4	5
8. Çocuğun ailesinin sahip olduğu güçlü yanları ve onları biricik yapan bilgileri anlamak	1	2	3	4	5
9. Çocuklarının gelişim ve öğrenmelerine katkıda bulunabilmeleri için ebeveynlere, duruma özgü bilgi vermek	1	2	3	4	5
10. Katılım için sınırlı kaynakları ve/veya zamanı olan ebeveynlerin, çocuğun öğrenimine ve gelişimine katkıda bulunmasını sağlamak	1	2	3	4	5
11. Her çocuğun ebeveynleriyle/ çocuğun bakımından sorumlu kişiyle olumlu ve güven verici bir ilişki kurmak için fırsatlar yaratmak	1	2	3	4	5
12. Daha iyi bir aile olmak için, ebeveynleri istedikleri değişiklikleri yapmaları konusunda motive etmek	1	2	3	4	5
13. Daha iyi ebeveyn olabilmeleri için ebeveynlere destek olmak	1	2	3	4	5
14. Çocuklarının gelişimine ve öğrenimine katılabilmeleri için ailelere fırsatlar sunmak	1	2	3	4	5
15. Çocuklarının öğrenimini geliştirebilmeleri için ebeveynlerin çocuklarıyla beraber aktif olarak katılabilecekleri okul aktiviteleri düzenlemek	1	2	3	4	5
16. Ebeveynlerin aktif katılımını sağlayabilmek için, okul aktivitelerini onların katılabilecekleri şekilde planlamak	1	2	3	4	5
17. Çocuklarının gelişimi konusunda kararlar alırken, ebeveynleri en önemli karar vericilerden biri olarak sürece dâhil etmek	1	2	3	4	5
18. Eğer aile bir kriz içindeyse, yardım amaçlı müdahale etmek	1	2	3	4	5
19. İhtiyaç duyulan kamu kuruluşlarına ulaşabilmeleri için ailelere destek olmak	1	2	3	4	5
20. Çocuk ile ilgili gözlem ve fikirleri hakkında ebeveynlerle fikir alışverişi yapmak	1	2	3	4	5
21. Görüş ve önerilerini öğretmenlerle paylaşırken ebeveynleri rahat olmaları konusunda desteklemek	1	2	3	4	5
22. Çocuğun ihtiyaçları konusunda farklı fikirlere sahip ailelerle kendi fikirlerini dengelemek	1	2	3	4	5
23. Herhangi bir konuda ebeveyn ile tamamen zıt fikirde olduğunda, uzlaşmak için uğraşmak	1	2	3	4	5
24. Kendi yüzünden keyifsiz olduğunu hissettiği bir ebeveyne, etkili dönüt vermek	1	2	3	4	5
25. Ebeveynle yaşadığı bir çatışmayı etkili bir biçimde çözmek	1	2	3	4	5
26. Çocuğu hakkında tedirgin görünen ebeveyne desteklemek	1	2	3	4	5
27. Öğretmenin çocuğunu sevmiyormuş gibi tepki gösteren ebeveyne, çocuğu ile ilgilendiğini göstermek	1	2	3	4	5

B: WORKING WITH FAMILIES SCALE FOR PARENTS

Veliler için aileler ile çalışma rolü hakkındaki ölçek

Bu ölçek, ailelerin ve okul öncesi eğitimcilerin, okul öncesi öğretmenlerinin aile ile çalışma rolüne dair görüşlerinizi almak amacıyla oluşturulmuştur. Çalışmamın bir parçası olan bu anket, 27 sorudan oluşup, okul öncesi öğretmenlerinin ailelerle çalışırken sahip olması beklenen rolleri inceleyebilmek için oluşturulmuştur. Çalışmaya katılım tamamıyla sizin gönüllülüğünüze bağlıdır. Ankete verdiğiniz cevaplar gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Elde edilecek bilgiler bilimsel yayınlarda kullanılacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederim.

1) Eğitim Durumunuz:

Lise Ön lisans Lisans Lisansüstü

2) Velisi olduğunuz okulun çeşidi:

Özel Okul Devlet Okulu

<u>Yönerge:</u> <i>Sayın veli; bu ölçek, öğretmenlerin ailelerle çalışırken sahip olması beklenen rolleri inceleyebilmek için oluşturulmuştur. Lütfen öğretmenlerin aile ile çalışma rolleri hakkındaki fikirlerinizi belirteceğiniz, size uygun seçeneği işaretleyiniz. (1=Kesinlikle katılmıyorum, 2= Katılmıyorum, 3=Kararsızım, 4=Katılıyorum, 5= Kesinlikle katılmıyorum)</i>	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Farklı sosyal yapılardan gelen ebeveynlerle çocuklarının gelişimini nasıl destekleyecekleri konusunda iletişim kurmak	1	2	3	4	5
2. Ailelerin içinde bulunabilecekleri zor durumları anlamak	1	2	3	4	5
3. Farklı kültürlerden ve sosyo-ekonomik koşullardan gelen ailelerle çalışma konusunda rahat hissetmek	1	2	3	4	5
4. Ailenin çocuğun öğrenimine ve günlük aktivitelerine katılımını sınırlandıran zorlu koşulları anlamak	1	2	3	4	5
5. Çok kuşaklı ailelerle (dede, torun, anne-baba bir arada yaşayan), tek ebeveynli aileler, evlat edilen/ koruyucu aileler, farklı cinsel tercihleri olan ailelerle çalışırken rahat hissetmek	1	2	3	4	5

6. Farklı aile türlerinden gelen çocuk bakımından sorumlu kişilerle, ılımlı ve anlayışlı bir etkileşim kurmak	1	2	3	4	5
7. Ebeveynlerin kendi çocuklarına olan bakış açısının, öğretmenin bakış açısından farklı olabileceğini anlamak	1	2	3	4	5
8. Çocuğun ailesinin sahip olduğu güçlü yanları ve onları biricik yapan bilgileri anlamak	1	2	3	4	5
9. Çocuklarının gelişim ve öğrenmelerine katkıda bulunabilmeleri için ebeveynlere, duruma özgü bilgi vermek	1	2	3	4	5
10. Katılım için sınırlı kaynakları ve/veya zamanı olan ebeveynlerin, çocuğun öğrenimine ve gelişimine katkıda bulunmasını sağlamak	1	2	3	4	5
11. Her çocuğun ebeveynleriyle/ çocuğun bakımından sorumlu kişiyle olumlu ve güven verici bir ilişki kurmak için fırsatlar yaratmak	1	2	3	4	5
12. Daha iyi bir aile olmak için, ebeveynleri istedikleri değişiklikleri yapmaları konusunda motive etmek	1	2	3	4	5
13. Daha iyi ebeveyn olabilmeleri için ebeveynlere destek olmak	1	2	3	4	5
14. Çocuklarının gelişimine ve öğrenimine katılabilmeleri için ailelere fırsatlar sunmak	1	2	3	4	5
15. Çocuklarının öğrenimini geliştirebilmeleri için ebeveynlerin çocuklarıyla beraber aktif olarak katılabilecekleri okul aktiviteleri düzenlemek	1	2	3	4	5
16. Ebeveynlerin aktif katılımını sağlayabilmek için, okul aktivitelerini onların katılabilecekleri şekilde planlamak	1	2	3	4	5
17. Çocuklarının gelişimi konusunda kararlar alırken, ebeveynleri en önemli karar vericilerden biri olarak sürece dâhil etmek	1	2	3	4	5
18. Eğer aile bir kriz içindeyse, yardım amaçlı müdahale etmek	1	2	3	4	5
19. İhtiyaç duyulan kamu kuruluşlarına ulaşabilmeleri için ailelere destek olmak	1	2	3	4	5
20. Çocuk ile ilgili gözlem ve fikirleri hakkında ebeveynlerle fikir alışverişi yapmak	1	2	3	4	5
21. Görüş ve önerilerini öğretmenlerle paylaşırken ebeveynleri rahat olmaları konusunda desteklemek	1	2	3	4	5
22. Çocuğun ihtiyaçları konusunda farklı fikirlere sahip ailelerle kendi fikirlerini dengelemek	1	2	3	4	5
23. Herhangi bir konuda ebeveyn ile tamamen zıt fikirde olduğunda, uzlaşmak için uğraşmak	1	2	3	4	5
24. Kendi yüzünden keyifsiz olduğunu hissettiği bir ebeveyne, etkili dönüt vermek	1	2	3	4	5
25. Ebeveynle yaşadığı bir çatışmayı etkili bir biçimde çözmek	1	2	3	4	5
26. Çocuğu hakkında tedirgin görünen ebeveyne desteklemek	1	2	3	4	5
27. Öğretmenin çocuğunu sevmiyormuş gibi tepki gösteren ebeveyne, çocuğu ile ilgilendiğini göstermek	1	2	3	4	5

**C: WORKING WITH FAMILIES SELF-EFFICACY SCALES – ORIGINAL
FORM**

WORKING WITH FAMILIES SELF-EFFICACY SCALES

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

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

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

Working with Families Self-Efficacy Scales

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

Working with Families Self-Efficacy Scales
page 2

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

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

0	10	20	30	40	50	60	70	80	90	100	
0 - 31% Low Self-Efficacy			32 - 52% Fair Self-Efficacy			53 - 73% Moderate Self-Efficacy			74 - 94% High Self-Efficacy		95-100% Proficient Self-Efficacy
Cannot do at all			Moderately Can do						Highly certain can do		

D: METU HUMAN SUBJECTS ETHICS COMMITTEE PERMISSION

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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

Sayı: 28620816/574

11 ARALIK 2018

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu
(İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr.Öğretim Üyesi Hasibe Özlen DEMİRCAN

Danışmanlığını yaptığımız Yasemin ERMİŞ ATASEVER'in "Okul Öncesi Öğretmenlerinin aile ile çalışma rolü hakkında okul öncesi öğretmenlerinin ve okul öncesi velilerinin düşüncelerinin incelenmesi ve karşılaştırılması" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2018-EGT-176 protokol numarası ile araştırma yapması onaylanmıştır.

Saygılarımla bilgilerinize sunarım.

Prof. Dr. Tülin GENÇÖZ

Başkan

Prof. Dr. Ayhan SOL
Üye

Prof. Dr. Ayhan Gürbüz DEMİR
Üye

Prof. Dr. Yaşar KONDAKÇI (4.)
Üye

Prof. Dr. Ali Emre TURGUT
Üye

Doç. Dr. Emre SELÇUK
Üye

Doç. Dr. Üyesi Pınar KAYGAN
Üye

E: PERMISSION OF USING TURKISH VERSION OF THE SCALE

Türkçe uyarlaması tarafımızdan yapılan Ailelerle Çalışma Öz Yeterlilik Ölçeği'nin
Yasemin Ermiş Atasever tarafından kullanılmasına izin veriyorum.

Gözdenur Işiker Başkaya



F: TURKISH SUMMARY/ TÜRKÇE ÖZET

1.GİRİŞ

Uzun eğitim yolculuğu; çocuğun doğduğu andan itibaren başlar ve yaşamı boyunca devam eder. Her çocuk; içerisinde o kültüre ait fikirler, duygular, güçlü ve zayıf yönler barındıran bir kültürün içerisinde doğar. Bu düşünce gösteriyor ki; her çocuk temel davranışları kendi ailesinden alır (Dietz, 2005). Okul hayatı başlayana kadar, çocukların ilk öğretmenleri ve modelleri çoğu durumda öğretmenlerdir ve öğrenme her gün devam eder. Okul hayatı başladıktan sonra; öğretmenler çocukların eğitim hayatlarına daha resmi olarak katılmaktadır. Bu nedenle, çocukların eğitim yolculuğu boyunca, aileler ve eğitimciler çocuğun duygusal ve akademik yeterliliğini etkileyen iki önemli taraftır (Dietz, 2005). Özellikle çok hassas bir eğitim seviyesi olan okul öncesi eğitimde, ebeveynlerin okul öncesi eğitiminin etkisi konusundaki beklentileri çok büyük bir rol oynamaktadır. Yani; ebeveynlerin bir çocuğun eğitimine katılımının, eğitimde iyi sonuçlar için hayati önem taşıdığı söylenebilir (Froiland et. Al, 2013). Bununla birlikte, araştırmalar öğretmenler ve ebeveynler arasındaki işbirliğinin gerçekte bazı engeller nedeniyle etkili olmadığını göstermektedir (Christenson & Sheridan, 2001). Bir araştırma, bu engellerin üç bölüm altında sınıflandırıldığını öne sürmektedir: aileleri etkileyen engeller, eğitimcileri etkileyen engeller ve ebeveyn-öğretmen ilişkisini doğrudan etkileyen engeller (Christenson, 2004). Bir başka çalışma ise engelleri dört kategoriye ayırmaktadır: çocukla ilgili engeller, bireysel ebeveyn ve öğretmenle ilgili engeller, sosyal engeller ve ebeveyn-öğretmen ilişkisi engelleri (Hornby & Lafaele, 2011). İş birliği engellerinin nasıl kategorize edildiğine dair yaklaşımlar vardır; ancak, ebeveynler ile öğretmenler arasındaki iletişimde var olan sıkıntılar, genelde engel olarak adlandırılmaktadır. Konu ile ilgili literatür gösteriyor ki; temel olarak ebeveynler ve öğretmenler arasındaki etkili iletişim, iyi bir akademik performansın yanı sıra çocuğun sağlıklı bir duygusal gelişime sahip olmasına katkıda bulunduğu için bu engellerin anlaşılması ve üstesinden gelinmesi gerekir.

Bronfenbrenner'e (2005) göre, çocukların çevreleri göz önünde bulundurmadan onların gelişimi hakkında bilgi almak mümkün değildir. Çünkü çocuklar insanların davranışlarından, özelliklerinden ve çevresel bağlamından etkilenirler (Bronfenbrenner, 2005). Yetişkinler çocukların hayatlarını kendi becerilerini, kültürel ve tarihsel bilgilerini paylaşarak etkilerler. Buna bilgi kaynakları denilmektedir. Bu bilgi kaynaklarına ulaşmanın sonucunda ; her aile birbiri ile etkileşimde bulunabilmektedir (Moll et al., 1992).

Her çocuk okula kendi aile bakış açısını getirdiğinden, ebeveynler kültürel, sosyal ve duygusal sistem perspektifine dayanarak çocuklarının öğretmeninden bazı önemli özellikler beklerken, öğretmenlerin de bazı beklentileri oluşur (Bayrak & Köksal, 2017). Ebeveynlerin düşüncelerini ve beklentilerini tanımlayabilmek yöneticiler, öğretmenler ve politikacılar açısından çok önemlidir. Çünkü onlar ebeveynlerin çocuklarının eğitimleri hakkındaki düşüncelerini ve duygularını öğrendiklerinde ve ebeveynlerle işbirliği içinde olduklarında; erken çocukluk dönemi çocukları için kalite eğitim ve bakım ortamı oluşturabilirler (Cleveland, 2013). Swick (2004) bir çalışmada; ebeveynlerin eğitim açısından öğretmenlerden beklentilerini araştırmıştır. Bu çalışmada; ebeveynlere göre öğretmenler kendileri ve çocukları ile ilgilenmelidirler. Ebeveynlerin diğer bir beklentisi ise; çocuklarının eğitimlerinin bir parçası olarak görülmektir. Ayrıca, ebeveynlerin bakış açısına göre öğretmenler, çocukların eğitimi konusundaki gündemi şekillendirirken ebeveynleri de göz önünde bulundurmalı ve ebeveynlerin kaliteli eğitim oluşturma hakkındaki fikirlerini almalıdırlar. Bunlara ek olarak; okul öncesi öğretmenleri çocukların ihtiyaçlarını etkili bir şekilde gidermelidir. Ebeveynlerin beklentileri dikkate alındığında, öğretmenlerin onlarla işbirlikçi, iletişimsel ve yakın ilişkiler kurmaları gerektiği sonucuna varılabilir (Swick, 2004). Swick'in çalışmasına paralel (2004), Küçükturan (2011), mülakat yöntemini bir araç olarak kullanarak ebeveynlerin okul öncesi öğretmenleri hakkındaki görüşlerini araştırmıştır. Küçükturan(2011) bu beklentileri; kişisel yeterlilik ile ilgili beklentiler, profesyonel yeterlilik ile ilgili beklentiler ve öğretmen davranışları ile ilgili beklentiler olarak kategorilere ayırmıştır. 2017 yılında Manigo ve Allison, ebeveynlerin öğretmenlerden beklentileri hakkında bir röportaj yapmıştır. Aynı şekilde, bu çalışmalarında, ebeveyn ve öğretmen arasındaki güven ilişkisinin ebeveynlerin öğretmenlerin nitelikleri ile ilgili bakış açılarını etkilediğini vurgulamışlardır(Manigo & Allison,2017).

Erken çocukluk eğitimcilerine güvenmenin, ebeveynlerin çocuklarının eğitim kalitesi hakkındaki algılarını ve ebeveynlerin öğretmenlerle ilişkileri hakkındaki algılarını etkilediği bulunmuştur(Mensing et al., 2000). Ebeveynlerin öğretmen davranışları hakkındaki algıları öğretmen-veli ilişkisinin kalitesini etkilemektedir(Galinsky, 1990). Bu perspektiften bakıldığında; eğer ebeveynler öğretmenin yetersiz olduğunu düşünürlerse; öğretmenlerle daha az iletişim içerisinde bulunur ve çocuklarının eğitimlerine daha az katılırlar. Bu yüzden öğretmenler ve ebeveynler birbirlerinin birbirleri hakkındaki algılarının farkında olmalıdırlar. Birbirlerini daha iyi anlamaları için; birbirlerinin düşünce ve davranışlarını nasıl algıladıkları araştırılmalıdır. Böylece birbirlerine karşı olumlu olarak yaklaşım olası problemleri daha kolay çözebilirler (Soydemir, 2011).

Ekolojik Teoriye göre, bir çocuğun mikrosistemi, her biri birbiriyle ilişkili olan ebeveyni, öğretmeni, okulu ve akranlarını içerir. Mikrosistem bağlamındaki ilişki çocukların gelişimi için çok önemlidir. Özellikle öğretmen ebeveyn ilişkisi çok önemlidir (Bronfenbrenner, 1979). Joshi ve Taylor'a göre (2005) öğretmenler sadece çocuklarla değil ebeveynleriyle de ilişki kurmalıdır. Bunun nedeni, çocukların okullardaki deneyimlerinin ebeveyn ve öğretmen arasında kurulan olumlu veya olumsuz ilişkiden etkilenmesidir (Joshi & Taylor, 2005). Epstein (2001) aile, okul ve toplum arasındaki ilişkinin çocukların öğrenmesini ve büyümesini desteklemesinde önemli olduğunu söylemektedir.

Ekolojik teori tarafından desteklendiği gibi, ebeveynler öğretmenle pozitif ilişki kurduğunda, bu sadece ebeveynleri değil aynı zamanda öğretmenleri de güçlendirir (Powell, 1998). Örneğin, öğretmenler velilerde olumlu geribildirim aldıklarında, özgüvenleri artar ve bu da onların iş performansını etkiler (Gestwicki, 2014). Morrison'a (2002) göre, öğretmenler ve veliler arasındaki iletişim sonucunda; okul öncesi öğretmenleri çocukların ilgi ve ihtiyaçları, ebeveynlerin beklentileri, çocukların okulla ilgili tutum ve duyguları, ev koşulları ve ebeveynlerin tutumları hakkında daha fazla bilgi alabilir. Ayrıca, Morrison (2002) öğretmenlerin ebeveynlerle iş birliği yaptıkları ve iletişim kurdukları zaman iş tatminlerinin arttığını ve sorumluluklarını ebeveynlerle daha etkin şekilde paylaşabileceklerini belirtmiştir. Ayrıca; bu etkili

iletişim ile ebeveynler çocuklarının eğitimine aktif olarak katılabilir. Yani, etkili bir aile-okul iletişimi hem ebeveynler hem de öğretmenler için önemlidir (Morrison, 2002).

Aile-okul iletişimi gibi, aile-okul bağlılığı da hem ebeveynler hem de öğretmenler için önemlidir (Eipstein, 2001). Ferlazzo'ya göre (2011); aile bağlılığı çocuğun aile, okul ya da öğretmenden oluşan çevresinin aktif ve amaç odaklı olarak çocukların eğitimlerine katılımlarını sağlar. Aile-okul bağlılığına göre; öğretmen ve ebeveyn çocuğun eğitimine katıldıklarında, birlikte çalışmalı ve çocuğun eğitimi ile ilgili sorumluluklarını paylaşmalıdırlar. Bunlara ek olarak Ferlazzo (2011) aile-okul bağlılığını 'birlikte yapmak' olarak özetlemektedir. Yani Ferlazzo(2011) okul-aile bağlılığı için ailelerin düşüncelerinin, duygularının ve isteklerinin dinlenmesi gerektiğini vurgulamaktadır. Okul-aile bağlılığında; ebeveynler bilgi ve deneyimlerini öğretmenler ile paylaşır ve okul içi etkinliklerde gönüllü olurlar. Ayrıca; okul-aile bağlılığında öğretmenler çocukların ve ailelerinin eğitim süreci ile ilgili bilgilerini toplar (Weiss ve ark., 2006). Aile-okul bağlılığı sayesinde; ebeveynler çocuklarının eğitimine aktif olarak katılabilir ve bir karar verici olarak eğitim sürecine katılabilir ve öğretmenler ebeveynlerle eğitim süreci hakkındaki sorumluluklarını paylaşabilir (Henderson & Bella, 1994). Yani; aile-okul bağlılığı öğretmenler ve aileler arasında karşılıklı ve iş birliğine dayalı bir çalışmadır.

Aile-okul bağlılığında; aile çeşitliliğinin önemli bir rolü vardır. Yani, aile-okul bağlılığına göre; farklı kültürlerden aileler düşünülmeli ve aile katılımı etkinlikleri hazırlanmalı ve uygulanmalıdır (Sohn and Wang, 2006). Yani; Sohn ve Wang'a (2006) göre; etkili eğitim sürecinde; ebeveynlerin kültürel geçmişi, sosyoekonomik durumları ve aile yapıları, her tür aileyi çocuğun eğitim süreci ile ilgili ortak amaçlara dahil etmek için belirlenmelidir. Örneğin; bazı kültürlerde, büyükanne, büyükbaba veya yakın akraba gibi genişletilmiş aile bireyleri, çocuğun bakımı ve eğitiminde önemli rol oynamaktadır (McAdoo, 2000). Etkili eğitim süreci için; bu aile üyeleri ve akrabalar tanınmalı ve çocuğun eğitim ve gelişimine aktif olarak katılmalı (Henderson & Mapp, 2002).

Bazı araştırmalar okul öncesi öğretmenlerinin aileler ile çalışma hakkındaki rollerini tanımlamışlardır (Spodek, 1988; Saracho, 1984). Örneğin, Spodek (1988) "Ev ve

Ebeveynler” kategorisini kategorize edilmiş okul öncesi öğretmenlerinin rollerine yerleştirmiştir. Bu kategoride okul öncesi öğretmenlerinin aileler ile çalışma rolünü açıklar. Spodek’e (1988) göre, bu kategoriyi okul öncesi öğretmenlerinin rolüne sokmanın nedeni, çocukların evlerindeki durumların okul yaşamlarını etkilemesidir. Isenberg (2008)de aileler ve toplum ile çalışmayı okul öncesi öğretmenlerinin rolü olarak görüyordu. Isenberg (2008) ayrıca okul öncesi öğretmenlerine aileler ile çalışma rolleri hakkında bazı tavsiyeler vermektedir. Örneğin, temel farklılıklara saygı duymak, ailelerle çalışmak için standartlara uymak, ailelerin kültürel farklılıklarını öğrenmek, aileleri nesnel olarak düşünmek, okul kapsamı dışında bırakma konusunda ailelere yardımcı olmak, ailelerin okul ve çocuk eğitimi ile etkileşimini sağlamak, etkili bir şekilde ailelere ve topluma ulaşmak gibi önerilerde bulunmuştur(Isenberg & Jalongo, 2008).

Özetlemek gerekirse, erken çocukluk eğitimi kalitesinin artırılması ve okul öncesi öğretmenleri ile ebeveynler arasındaki ilişkinin artırılması için, ebeveynlerin ve öğretmenlerin okul öncesi öğretmenlerinin ailelerle çalışma konusundaki rolüne bakış açılarının bilinmesi çok önemlidir(Hollender, 2010). Bunun altında yatan temel sebep ebeveynler ve okul öncesi öğretmenlerinin çocukların eğitiminin iki temel bileşeni olmalarıdır (Dietz, 2005). Ailelerin aileden beklentileri hakkında birçok çalışma vardır (Swick, 2004; Kucukturan, 2011; Manigo & Allison, 2017). Creveland’a (2013) göre, ebeveynlerin bu beklentileri politikacıların, yöneticilerin veya öğretmenlerin düşüncelerini etkiler ve bu beklentiler, okul öncesi öğretmenlerinin ailelerle çalışırken oynadıkları rolün belirlenmesinde önemli rol oynamaktadır. Yukarıda, okul öncesi öğretmenlerinin ailelerle çalışma konusundaki rolleri bazı çalışmalarda açıklanmıştır(Isenberg, 2008; Saracho, 1984; Spodek, 1988). Bunlara ek olarak, Soydemir’e (2011) göre öğretmenler ve ebeveynler birbirlerinin düşüncelerini ve duygularını öğrendiklerinde, aralarındaki ilişki daha güçlü olacaktır. Her ne kadar okul öncesi öğretmenlerinden ebeveynlerin beklentileri hakkında birçok çalışma olsa da, okul öncesi öğretmenlerinin ailelerle çalışma konusundaki rolleri ve öğretmenlerin ve ebeveynlerin birbiriyle ilgili rolleri hakkındaki düşüncelerini bilmenin önemi hala araştırılmalıdır.

Araştırmanın Amacı

Bu araştırmanın amacı öğretmenlerin ve velilerin okul öncesi eğitimcilerinin aileler ile çalışma rolü hakkındaki bakış açılarını açıklamak ve karşılaştırmaktır.

Araştırma Soruları

1) Okul öncesi öğretmenlerinin ve velilerin öğretmenlerin aileler ile çalışma rolü hakkındaki bakış açıları nelerdir?

Okul öncesi öğretmenlerini, okul öncesi öğretmenlerinin aileler ile çalışma rolü hakkındaki bakış açıları nelerdir?

Velilerin okul öncesi öğretmenlerinin aile ile çalışma rolü hakkındaki bakış açıları nelerdir?

2) Okul öncesi öğretmenlerinin ve okul öncesi velilerinin bakış açıları; okul öncesi öğretmenlerinin aile ile çalışma rolü ile ilgili bakış açıları arasındaki benzerlik ve farklılıklar nelerdir?

1.4. Çalışmanın Önemi

Bu çalışmada; okul öncesi öğretmenlerinin ve velilerinin okul öncesi öğretmenlerinin ailelerle çalışma konusundaki rollerine ilişkin bakış açıları açıklanmıştır, çünkü velilerin katılım etkinliklerinin sürdürülmesi ve etkili ve uygun veli-öğretmen ilişkisinin sürdürülmesi için öğretmenlerin ailelerle çalışma konusundaki rolüne ilişkin bakış açılarının incelenmesi esastır. Velilerin erken çocukluk eğitiminden ve öğretmenlerden profesyonel veya kişisel geçmiş, öğretmen davranışı, öğretim yöntemleri gibi konular hakkında beklentileri ile ilgili birçok araştırma vardır(Swick & Knopf, 2007; Göl-Güven, 2014; Kucukturan, 2011; Eliason & Jenkins,2003). Ancak, bu araştırmalar, ailelerin ve öğretmenlerin, okul öncesi öğretmenlerinin aile ile çalışma rolü hakkındaki bakış açıları ve beklentilerine büyük örneklemeler kullanarak odaklanmamışlardır. Bu çalışma, sadece velilerin beklentilerini araştırmakla kalmayıp aynı zamanda öğretmenlerin ve velilerin de okul öncesi öğretmenlerinin aile ile çalışma rolü hakkındaki bakış açılarını niceliksel araştırma tekniği ile belirlemek ve karşılaştırmak açısından mevcut literatüre katkıda bulunmaktadır.

Bunlara ek olarak, bu çalışmada öğretmenler için veli-öğretmen iletişimi geliştirme stratejileri, veli katılımının önemi ve veli ve öğretmenlerin veli katılımına bakış açıları hakkında kapsamlı araştırmalar bulunmaktadır (Powell, 1978; Swick & Hooks, 2005; Decker & Decker, 2005). Ancak, bu çalışma mevcut literatürden daha spesifik bir çalışma olmuş ve her eğitim düzeyi için veli-öğretmen dinamiklerini incelemek yerine, okul öncesi eğitimde aile katılımı çalışmalarına ve öğretmenler ve ebeveynlerin birbirleri hakkındaki bakış açıları hakkındaki çalışmalara katkıda bulunmuştur.

Ailelerle Çalışma Öz Yeterlik ölçeği; 2010 yılında okul öncesi öğretmenlerinin aile ile çalışma rolü hakkındaki öz yeterliklerini ölçmek amacıyla Hollander tarafından geliştirilmiştir. Bu ölçek 3 alt başlıktan oluşmaktadır. Bu alt başlıklar okul öncesi öğretmenlerinin ailelerle nasıl iletişim kurdukları, öğretmenlerin aileler çalışma rolü ile ilgili nasıl hissettikleri ve aile çeşitliliği ile nasıl başa çıktıkları ile ilgilidir. Bu ölçek ebeveyn- okul öncesi öğretmeni iletişimini test edebilmek için çok önemlidir. Ayrıca, bu ölçekle birlikte okul öncesi öğretmenlerinin aile katılımını hakkındaki düşüncelerini öğrenmek kolaylaşmıştır. Bu ölçek Işıkçı tarafından 2018 de okul öncesi öğretmen adaylarını öz yeterliklerini ölçmek amacıyla Türkçe 'ye çevrilmiştir. Bu çalışma için ise; bu ölçek öğretmenlerin ve ebeveynlerin okul öncesi öğretmenlerinin aile ile çalışma rolü hakkındaki bakış açılarını ölçmek amacıyla adapte edilmiştir. Bu adaptasyon ile birlikte, bu önemli ölçek farklı bir örnekleme farklı amaçlarla kullanılmıştır.

Bu çalışmanın bir diğer önemi ise; politikacılar, yöneticiler ve okul öncesi eğitimcileri; öğretmenlerin ve ebeveynlerin okul öncesi öğretmenlerinin aile ile çalışma rolü hakkındaki bakış açılarını öğrendiklerinde okul öncesi eğitimin kalitesinin artmasıdır. Ayrıca; veliler ve öğretmenlerin bakış açılarındaki farklılıklar öğrenildiğinde; aile katılımındaki engeller en aza indirilebilir. Son olarak bu çalışma okul öncesi eğitimi literatürüne aile katılımı; aile-okul bağlılığı; öğretmenlerin aile ile çalışma rolü, ebeveynler ve öğretmenler arasındaki iletişim ve bu iletişim önündeki engeller hakkında katkıda bulunmuştur.

2. YÖNTEM

Bu çalışmada öğretmenlerin ve velilerin, okul öncesi öğretmenlerinin aile ile çalışma rolü hakkındaki bakış açılarının incelenmesi ve karşılaştırılması amaçlanmıştır. Bu nicel çalışmada; korelasyon araştırma yöntemi kullanılmıştır. Veri kaynağı olarak aile ve öğretmen ölçekleri kullanılmıştır.

Örneklem

Bu çalışmanın popülasyonu Türkiye’ de 36-72 ay yaş aralığında çocuğu bulunan aileler ve bütün okul öncesi öğretmenleri olmasının yanı sıra; örneklem grubu Ankara’nın 3 ilçesinden rastgele seçilmiştir. Örneklem hem özel okul öncesi kurumlarından hem de devlete bağlı okul öncesi kurumlarından seçilmiştir. Ölçek veli ve öğretmenlerin gönüllülük esaslarına dayanarak uygulanmıştır. Katılımcıların bütün bilgileri gizli tutulmuştur.

Veri Toplama Araçları

Bu çalışmada iki adet veri toplama aracı kullanılmıştır. Bunlardan biri ailelerin ve öğretmenlerin demografik bilgilerinin toplandığı demografik bilgi formu diğeri ise ‘Ailelerle Çalışma Ölçeği’ dir. Bu ölçek Hollender tarafından 2010 yılında ‘Ailelerle Çalışma Öz Yeterlik Ölçeği’ olarak okul öncesi öğretmenlerine yönelik geliştirilen ölçeğin adapte edilmiş versiyonudur. Kullanılan ölçek, Gözdenur Işıkcı tarafından 2018 yılında Türkçe ‘ye çevrilmiştir.

3. BULGULAR

Demografik Bilgiler

Çalışmada toplam 206 öğretmen ve 203 ebeveynden veri toplanmıştır. Çalışmada veri toplanan öğretmen ve ebeveynlerin demografik yapısını incelemek için eğitim düzeyleri ve devlet okulunda mı yoksa özel okulda mı veli ya da öğretmen oldukları sorulmuştur. Öğretmenlerin 9’u (% 4,4) lise mezunu, 18’i(%8,7) ön lisans mezunu, 156’sı (%75,7) üniversite mezunu ve 23’ü (%11,2) lisansüstü

mezunudur. Aynı şekilde öğretmenlerin 105'i (%51) özel okullarda, 101'i (%49) devlet okullarında öğretmenlik yapmaktadır. Öğretmenlerin çoğunluğunun üniversite mezunu olduğu anlaşılmıştır. Ebeveynlerin ise; 4'ü (%2) ilkokul mezunu, 79'u(% 38,9) lise mezunu, 21'i (%10,3) önlisans mezunu, 79'u(38,9) üniversite mezunu ve 20'si(%9,9) yüksek lisans mezunudur. Aynı şekilde, ebeveynlerin 110'u (% 54,2) özel okullarda, 93'ü (%45,8) devlet okullarında velilerdir. Ebeveynlerin ise çoğunluğunun lise ve üniversite mezunu oldukları görülmüştür.

Ailelerin Okul Öncesi Öğretmenlerinin Aile ile Çalışma Rolü ile ilgili Bakış Açıları

Ailelere uygulanan 'Aile ile Çalışma Ölçeği'nde bulunan ölçeğin alt boyutları betimleyici analiz ile açıklanmıştır. Ölçek 4 alt boyuttan oluşmaktadır. Bu alt boyutlar; Aile Çeşitliliği, Veli-Okul İletişimi, Aile- Öğretmen Bağlılığı ve Aile ile ilgili Öğretmen Rolü başlıklarıdır. Ailelere uygulanan anket incelendiğinde, Aile Çeşitliliği alt boyutunda en yüksek alınan puanın 35, en az puanın 14 ve ortalama puanın 29.10 (SD=4.12) olduğu belirlenmiştir. Veli-Okul İletişimi alt başlığında alınan en yüksek puan 35, en düşük puan 13 ve ortalama puanın 29.20 (SD=3.89) olduğu belirlenmiştir. Aile ile ilgili Öğretmen Rolü alt boyutunda alınan en yüksek puanın 30, en düşük puanın 9 ve ortalama puanın 25.96 (SD= 3.35) olduğu belirlenmiştir. Son olarak; Aile-Öğretmen Bağlılığı alt boyutu incelendiğinde öğretmenler tarafından alınan en yüksek puanın 25, en düşük puanın 11 ve ortalama puanın 22.01 (SD=2.40) olduğu belirlenmiştir.

Öğretmenlerin Okul Öncesi Öğretmenlerinin Aile ile Çalışma Rolü ile ilgili Bakış Açıları

Öğretmenlere uygulanan 'Aile ile Çalışma Ölçeği'nde bulunan ölçeğin alt boyutları betimleyici analiz ile açıklanmıştır. Ölçek 4 alt boyuttan oluşmaktadır. Bu alt boyutlar; Aile Çeşitliliği, Veli-Okul İletişimi, Aile- Öğretmen Bağlılığı ve Aile ile ilgili Öğretmen Rolü başlıklarıdır. Öğretmenlere uygulanan bu anket incelendiğinde; Aile Çeşitliliği alt boyutunda alınan en yüksek puan 35, en düşük

puan 11 ve ortalama puan 29.69 (SD=3.89) olarak belirlenmiştir. Aile ile ilgili Öğretmen Rolü alt başlığı incelendiğinde en yüksek puan 30, en düşük puan 10 ve ortalama puan 26.29 (SD= 3.34) olarak belirlenmiştir. Aynı şekilde Aile-Okul İletişimi alt boyutu incelendiğinde en yüksek puan 35, en düşük puan 13 ve ortalama puan 27.97 (SD= 4.46) olarak belirlenmiştir. Son olarak; Aile- Öğretmen Bağlılığı alt boyutu incelendiğinde en yüksek puan 25, en düşük puan 8 ve ortalama puan 21.72 (SD=2.76) olarak belirlenmiştir.

Mann-Whitney U Analizi Sonuçları

Mann-Whitney U Analizi öğretmenlerin ve ailelerin okul öncesi öğretmenlerinin aile ile çalışma rolleri hakkındaki bakış açılarını karşılaştırmak amacıyla uygulanmıştır. Ayrıca etki büyüklüğü, analiz sonucunun önemini belirtmek amacıyla hesaplanmıştır.

Yapılan Mann-Whitney U analizine göre; aile-okul iletişimi alt boyutunda aileler (Md=29.0, n=204) ve öğretmenler (Md=28.0, n=207) arasında önemli bir fark çıkmıştır (U=17731.5, z=-2.82, p=.005). Bu farklılık büyük bir etki büyüklüğüne sahiptir. Analize göre aile-öğretmen bağlılığı, aile çeşitliliği ve aile ile ilgili öğretmen rolü alt başlıklarında öğretmenler ve aileler arasında önemli bir fark çıkmamıştır.

4. SONUÇLAR VE TARTIŞMA

Öğretmenlerin Okul Öncesi Öğretmenlerinin Aile ile Çalışma Rolü

Hakkındaki Bakış Açıları

Bu çalışmada dört alt boyut bulunmaktadır. Bunlar aile-okul iletişimi, aile çeşitliliği, aile-öğretmen bağlılığı ve aile ile ilgili öğretmen rolüdür. Bu çalışmanın sonucunda öğretmenlerin; aile- okul iletişimi alt boyutundaki maddelerin diğer alt boyutlardaki maddelere göre daha çok okul öncesi öğretmenlerinin rolü olduğu belirtilmiştir. Bu alt başlıkta ‘ Eğer aile bir kriz içindeyse, yardım amaçlı müdahale etmek’, Çocuğun ihtiyaçları konusunda farklı fikirlere sahip ailelerle kendi fikirlerini dengelemek’, ‘ Herhangi bir konuda ebeveyn ile tamamen zıt fikirde

olduđuna, uzlaşmak için uğraşmak’, ‘Kendi yüzünden keyifsiz olduđunu hissettiđi bir ebeveyne, etkili dönüt vermek’, ‘Ebeveynle yaşadığı bir çatışmayı etkili bir şekilde çözmek’, ‘Çocuđu hakkında tedirgin görünen ebeveyne desteklemek’ ve ‘Öğretmenin çocuđunu sevmiyormuş gibi tepki gösteren ebeveyne, çocuđu ile ilgilendiđini göstermek’ maddeleri bulunmaktadır. Bu çalışmada; aile-okul iletişimi alt ölçeđi, Milli Eğitim Bakanlığı (MEB) ile öğretmenlerin iletişimdeki rolleri hakkında benzer bağlamlara sahiptir. Ayrıca MEB, okul öncesi öğretmenlerinin ebeveynlerle iletişimdeki rolüne odaklanmaktadır. MEB'e göre; okul öncesi öğretmenlerinin ebeveynlerle iletişim kurarken, bazı stratejilere dikkat etmeleri gerekir. Örneđin, öğretmenler ebeveynlerle iletişim kurarken kendilerini rahat hissetmeli ve ebeveynleri çocuklarının eğitimi ile ilgili düşüncelerini ve duygularını paylaşma konusunda rahatlatmalıdır. Ayrıca, bu çalışmanın sonuçlarına göre; öğretmenler aile-öğretmen bađlılıđı alt boyutuna daha az katılmaktadırlar. Bu alt boyutta; ‘Çocuklarının öğrenimini geliştirebilmeleri için ebeveynlerin çocuklarıyla beraber aktif olarak katılabilecekleri okul aktiviteleri düzenleme’, ‘Ebeveynlerin aktif katılımını sağlayabilmek için, okul aktivitelerini onların katılabilecekleri şekilde planlamak’, ‘Çocuklarının gelişimi konusunda kararlar alırken, ebeveynleri en önemli karar vericilerden biri olarak sürece dahil etmek’, ‘Çocuk ile ilgili gözlem ve fikirleri hakkında ebeveynlerle fikir alışverişı yapmak’ ve ‘Görüş ve önerilerini öğretmenlerle paylaşırken ebeveynleri rahat olmaları konusunda desteklemek’ maddeleri bulunmaktadır. Diđer bir yandan; literatür taraması bölümünde de incelendiđi gibi, aile-öğretmen bađlılıđı çocukların eğitimi ve gelişimi için şarttır (Eipstein, 2001). Eiptein'e (2001) göre, okul öncesi öğretmenleri, aileleri çocuklarının eğitimleri hakkında onlarla iletişim kurmaları için davet etmeli ve bu iletişim aile ve öğretmen arasındaki bađlılıđı arttırmalıdır. Üst düzey bir bađlılık ebeveynlerin ve öğretmenin sorumlulukları paylaşmasını, değerleri paylaşmasını, birbirlerine saygı duymasını ve birbirlerinin ihtiyaçlarına ve düşüncelerine daha derinden dikkat etmelerini sağlar (Lopez, Kreider, & Caspe, 2004). Özetlemek gerekirse, sonuçlara göre; öğretmenler, ebeveynlerle iletişimin ailelerle çalışma rolü olduđunu düşünmesine rağmen; aile-öğretmen bađlılıđın daha az okul öncesi öğretmenlerinin rolü olduđunu düşünmektedir. Bu göstermektedir ki; Seplocha'nın (2004) söylediđi gibi; öğretmenler ebeveynlerle, çocuklarının gelişimi ve eğitimi hakkında iletişim

kurmaları gerektiğinin farkındalardır. Ancak öğretmenler aile-öğretmen bağlılığının o kadar önemli olduğunu düşünmemektedir. Bu düşünce gösteriyor ki; öğretmenler ebeveynlerle sorumluluklarını paylaşmaya dikkat etmenin ya da ebeveynlerin ihtiyaçlarını ve düşüncelerini derinden tanımanın ebeveynlerle iletişim kurmak kadar önemli olmadığını düşünüyorlar.

Maddeler tek tek incelendiğinde; mevcut çalışmaya göre, okul öncesi öğretmenleri, farklı sosyal sınıflardan ebeveynlerle iletişim kurma, çocuklarının gelişimini nasıl destekleyebilecekleri ve ebeveynlere özel bilgi verme ile ilgili öğelerin, çocukların öğrenmelerini ve gelişimlerini etkilemek için neler yapabilecekleri konularındaki maddelerin okul öncesi öğretmenlerinin aile ile çalışma rolleri olduğunu yüksek oranda düşünmektedirler. Yani; öğretmenlerin bakış açısına göre; bu öğeler okul öncesi öğretmenlerinin ailelerle çalışmadaki rolleridir. Aynı şekilde, Seplocha (2004), okul öncesi öğretmenlerinin, ebeveynleriyle çocuklarının gelişimi ve öğrenme süreci hakkında iletişim kurmalarının, ebeveynlerle konferanslar düzenlemesi gerektiğini ve bunların okul öncesi öğretmenlerinin aileleriyle çalışma konusundaki rollerinden olduğunu belirtmektedir. Buna ek olarak; bu çalışmada, öğretmenler her çocuğun ebeveynleri / bakıcıları ile olumlu ve güven verici ilişkiler geliştirme fırsatları yaratmanın; daha iyi ebeveyn olabilmeleri için aileleri istedikleri değişiklikleri yapmaları konusunda motive etmenin ve ebeveynlerin çocuklarının gelişimine ve öğrenmelerine katılmak için fırsatlar sunmanın yüksek oranda okul öncesi öğretmenin rolleri olduğunu düşünmektedir. Literatürde; Spodek (1988) okul öncesi öğretmenlerinin, ebeveynleri çocuklarının eğitim sürecine katılmaları konusunda teşvik etmeleri gerektiğini belirtmiştir. Bu teşvik okul öncesi öğretmenlerinin ailelerle çalışma konusundaki rollerinden biridir. Öğretmenler, ebeveynleri çocuklarının eğitime katılmaları konusunda cesaretlendirdiklerinde, ebeveynleri eğitime nasıl katılmaları ve çocuklarıyla nasıl iletişim kurmaları ve ilişkilerini nasıl geliştirmeleri gerektiği konusunda yönlendirmelidirler (Spodek, 1988). Yani; mevcut çalışmanın sonuçları literatürle benzerlik göstermektedir.

Bunlara ek olarak; bu çalışmada; 'Aile krizdeyken yardım amaçlı müdahale etmek' öğretmenler tarafından düşük puan almıştır. Yani; daha az okul öncesi

öğretmeni bunun ailelerle çalışmadaki rolünün bu olduğunu düşünmektedir. Literatür bu konuda; çalışmanın sonuçlarını desteklememektedir. Örneğin; Christenson'a göre (2011); öğretmenler ailelerin özel hayatına katılabilirler. Benzer şekilde, Spodek (1988) okul öncesi öğretmenlerinin rolünü sınıflandırmıştır ve rollerden biri de “Ev ve Ebeveynler” dir. Bu kategoride, okul öncesi öğretmenlerinin çocukların aileleriyle yakından ilgilenmesi gerektiği söylenmektedir. Ayrıca, ailenin bir şey hakkında zorluk çekmesi durumunda, öğretmenlerin bu sorunu çözmenin bir yolunu araması ve aileyle sürekli iletişim kurması gerektiğini söylemektedir. Yani; bu çalışmada; öğretmenler bunların okul öncesi öğretmenlerinin rolü olmadığını düşünmektedirler, ancak literatürde araştırmacılar bu durumla ilgili bazı tavsiyelerde bulunurlar.

Ailelerin Okul Öncesi Öğretmenlerinin Aile ile Çalışma Rolü Hakkındaki Bakış Açıları

Alt boyutların sonuçları incelendiğinde aile-okul iletişimi alt boyutu ebeveynler için en yüksek ortalamaya sahiptir. Bu alt boyutta, çocuğun ihtiyaçlarıyla ilgili düşüncelerini dengelemek, çocuklarıyla ilgili konularda şiddetle karşı çıktıklarında ebeveynlerle uzlaşmak, ebeveynlerin krizleri etkili bir şekilde çözmelerini sağlamak, öğretmenin çocuğunu sevmiyormuş gibi tepki verdikleri zaman ebeveynlere çocuklarına önem verdiğini göstermek gibi maddeler vardır. Mevcut araştırmaya göre, ebeveynlerin aile-öğretmen bağlılığı, aile çeşitliliği ve aile ile ilgili öğretmen rolü alt boyutlarında daha fazla öğretmenle iletişim kurmaya özen gösterdiği bulunmuştur. Bu, sonuçların ilgili literatürle desteklendiği anlamına gelmektedir. Swick and Hooks (2005), ebeveynlerin çocuklarının gelişimi ve eğitimi ile ilgili düşüncelerini ve duygularını iletmesini ve paylaşmanın okul öncesi öğretmenlerin aileleriyle çalışmadaki rollerinden olduğunu belirtmiştir.

Bunlara ek olarak, ebeveynlerin sonuçlarına göre; aile-öğretmen bağlılığı alt boyutu en düşük ortalamaya sahiptir. Yani; ebeveynler aile-öğretmen bağlılığına, diğer alt boyutlardan daha az önem vermektedir. Diğer yandan; aile-öğretmen bağlılığı, öğretmenlerin yanı sıra ebeveynler için de çok önemlidir. Bunun nedeni ise; Aile-öğretmen bağlılığı ile ebeveynler çocuklarının eğitimine daha etkin bir

şekilde katılabilir (Crawford & Zygouris-Coe, 2006). Ferlazzo (2011) 'a göre; aile-öğretmen bağılılığında; ebeveynlerin düşünceleri, ihtiyaçları hayalleri önemlidir ve dinlenir. Ayrıca; aile-öğretmen alt boyutunda; çocukların eğitimi ile ilgili sorumluluk ve deneyimlerini öğretmenlerin ve ailelerin paylaştığını göstermektedir. (Ferlazzo, 2011). Buna ek olarak; Crawford ve Zygouris'e (2006) göre aile-öğretmen bağılılığı ve ebeveynler çocuklarının eğitim yaşamında karar verme konusunda daha fazla fırsat bulabilir. Buna ek olarak; Crawford ve Zygouris'e (2006) göre aile-öğretmen bağılılığı ile ebeveynler çocuklarının eğitim yaşamında karar verme konusunda daha fazla fırsat bulabilir. Bu sebeplerden dolayı; ebeveynler aile-öğretmen bağılılığına dikkat etmelidir.

Ailelerin ve Öğretmenlerin Okul Öncesi Öğretmenlerinin Aile ile Çalışma Rolü Hakkındaki Bakış Açılarının Karşılaştırılması

Bu çalışmanın sonuçları incelendiğinde; aile-okul iletişimi alt boyutunda öğretmenlerin ve ailelerin bakış açılarında anlamlı bir fark çıkmıştır. Aile çeşitliliği, aile-öğretmen bağılılığı ve aile ile ilgili öğretmen rolü alt boyutlarında, ailelerin ve öğretmenlerin bakış açılarında bir fark çıkmamıştır. Detaylı bir çalışma yapıldığında hem ailelerin anketinde hem de öğretmenlerin anketinde aile-okul iletişimi alt boyutu en yüksek ortalamaya sahiptir. Ancak; öğretmenlerin ve ailelerin bakış açılarına bütünleştirilmiş bir şekilde bakıldığında; aile-okul iletişimi alt boyutlarında anlamlı bir fark çıkmıştır. Ortalamalara bakıldığında; ailelerin aile-okul iletişimi alt boyutunun öğretmenlerden daha fazla okul öncesi öğretmenlerinin aile ile çalışma rolü ile ilgili olduğu belirtilmiştir. Yani, aileler öğretmenlerle olan iletişimlerine önem vermektedir. Çünkü Swick (2004)'e göre aileler öğretmenlerle çocuklarının gelişimi ve eğitimi hakkında sık sık iletişim halinde olmak istemektedirler.

Daha önce de belirtildiği üzere, aile-okul iletişimi hem ebeveynler hem de öğretmenler için çok önemlidir. Eipstein'a göre (2001); aileler ve öğretmenler arasında iletişim kurmak, okul programları ve çocukların ilerlemeleri hakkında birlikte konuşmak ve çalışmak anlamına gelmektedir. Eipstein (2001) öğretmenlerin ebeveynlerle eğitim planlama ve öğrenme ve öğretme süreci

hakkında iletişim kurmak için ortam ve zaman yaratması gerektiğini söylemektedir. Buna ek olarak; 2005 yılında Swick and Hooks (2005), ebeveynlerin çocuklarının öğretmenleri hakkında neler hissettiği hakkında bir araştırma yapmıştır. Bu araştırmada; ebeveynlerin okul öncesi öğretmenlerinden beklentilerini incelenmiştir. Bu beklentilere göre; aileler eğitim ekibinin etkin bir üyesi olmak ve öğretmenlerle işbirlikçi ve iletişimsel ilişkiler kurmak istemektedirler. Yani; öğretmenlerle etkili iletişim kurmak istemektedirler (Swick & Hooks, 2005). Ebeveynler ve öğretmenler arasındaki iletişim ve ilişki önemlidir; çünkü bu ilişki iki tarafın da algılarını şekillendirmektedir (Mensing, 2000). Swick'e göre (2004); bu iletişim ebeveynler ve öğretmenler için karşılıklı olarak destekleyici olmalı ve her ikisi de birbirlerine saygı göstermeli ve onları beslemelidir. Ayrıca Isenberg ve Jalongo (2008) tarafından desteklendiği gibi, iletişim kurmak, ebeveynlerle düşünceleri ve fikirleri paylaşmak okul öncesi öğretmenlerinin çok önemli bir rolüdür.

Froiland ve meslektaşlarına göre (2013); öğretmen ve ailelerin birbirlerinin aile katılım sürecine ilişkin beklentilerini ve düşüncelerini bilmek okul öncesi öğretmenin ailelerle çalışma konusundaki rollerine ilişkin bakış açılarını belirlemeye katkıda bulunur. Mevcut çalışmada olduğu gibi; ebeveynlerin ve öğretmenlerin bakış açıları arasındaki farkları belirlemek, aralarındaki işbirliğini ve iletişimi artırmak için önemlidir.

Bu çalışmada; aile-öğretmen bağlılığı alt ölçeği hem ebeveynlerin hem de öğretmenlerin bakış açısında en düşük ortalamaya sahiptir. Gelecekteki çalışmalarda; bunun nedeni araştırılabilir. Ayrıca; aile-öğretmen bağlılığının önündeki engeller aileler ve öğretmenlerin bakış açılarından ayrıntılı olarak incelenmelidir.

Son olarak, bu araştırma okul yöneticileri ve politikacıların bakış açılarından yapılabilir. Yani; bu çalışmada kullanılan ölçek farklı örneklemelere de gelecek çalışmalarda uygulanmalıdır.

G: TEZ İZİN FORMU / THESIS PERMISSION FORM

ENSTİTÜ / INSTITUTE

Fen Bilimleri Enstitüsü/ Graduate School of Natural and Applied Sciences

Sosyal Bilimler Enstitüsü/ Graduate School of Social Sciences

Uygulamalı Matematik Enstitüsü/ Graduate School of Applied Mathematics

Enformatik Enstitüsü/ Graduate School of Informatics

Deniz Bilimleri Enstitüsü/ Graduate School of Marine Sciences

YAZARIN / AUTHOR

Soyadı/ Surname : Ermiş Atasever

Adı / Name : Yasemin

Bölümü / Department : İlköğretim Bölümü

TEZİN ADI/ TITLE OF THE THESIS (İngilizce / English) : PARENTS' AND TEACHERS' PERSPECTIVES ON PRESCHOOL TEACHERS' ROLE ABOUT WORKING WITH FAMILIES

TEZİN TÜRÜ/ DEGREE: Yüksek Lisans/ Master

Doktora / PhD

1. **Tezin tamamı dünya çapında erişime açılacaktır.** /Release the entire work immediately for access worldwide.

2. **Tez iki yıl süreyle erişime kapalı olacaktır.** / Secure the entire work for patent and/or proprietary purposes for a period of **two years.** *

3. **Tez altı ay süreyle erişime kapalı olacaktır.** / Secure the entire work for period of **six months.** *

**Enstitü Yönetim Kurulu kararının basılı kopyası tezle birlikte kütüphaneye teslim edilecektir.
A copy of the decision of the Institute Administrative Committee will be delivered to the library together with the printed thesis.*

Yazarın imzası / Signature

Tarih/ Date