A STUDY OF ATTITUDES OF MOTHERS TOWARDS PARENT INVOLVEMENT IN PRESCHOOL CENTERS

by

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ABSTRACT

The present study aims to investigate the attitudes of mothers towards parent involvement in preschool education. This study attemps to answer the following two questions. Are there differences among mothers attitudes with respect to educational level of the mother, socioeconomic level of the school, age and sex of the child? What are the parent involvement activities in centers with different socioeconomic levels reported by the mothers and directors?

The sample of the study was composed of 94 mothers whose children were between the ages of 3 to 6 years and attend preschool centers with different socioeconomic levels. Socioeconomic level of prescool centers were determined with respect to the amount of monthly fee paid per child to the center. Mothers in the sample were chosen from three different educational levels; high, middle and low. Educational level of the mothers was determined according to the school from which they had graduated.

In addition to the mothers, 19 directors were chosen to find out the existing parent involvement activities in preschool centers with different socioeconomic levels.

An interview schedule was constructed by the researcher. It included six subscales which are parent's involvement in non-educational school activities, information giving, parent's

involvement in their child's education, parent involvement in school education process, parent's involvement in school management and policy making and social links.

The results for the total score which incorporated six subscales indicated no significant differences in the attitudes of mothers with respect to their educational level, sex and age of their children and to the socioeconomic level of the school. On the other hand the results obtained from the subscale scores indicated significant differences for two of the subscales which are refered to "Parents' involvement in non-educational school activities" and "Parents' involvement in school management and policy-making". Mothers in the low and middle education group gave more importance to the above mentioned activities than the high education group. Both the parents and the directors reported that "Information giving" activities as existing in their centers. "Involvement in school management and policy-making" activities were reported as non-existent both by the mothers and the directors.

ÖZET

Çalışma, çocuğu okul öncesi eğitim kurumuna giden annelerin okula katılımları konusunda düşüncelerini araştırmaktadır. Bu çalışma 2 soruya cevap aramaktadır. Bunlar, 1-annelerin okula katılımları ile ilgili düşüncelerinde annelerin eğitim seviyeleri, okulun sosyo ekonomik durumu, çocuğun yaşı ve çocuğun cinsiyeti gözönüne alındığında farklılıklar var mıdır ve 2-okul öncesi eğitim kurumlarında yer alan yöneticilerin ve bu okullarda veli olarak bulunuan annelerin rapor ettiği bu okullada uygulanan okula katılım faaliyetleri nelerdir?

Araştırma, çocuğu 3-6 yaşları arasında olan ve farklı sosyoekonomik yapıya sahip okul öncesi kurumuna giden 94 anneden oluşmaktadır. Kurumların sosyo ekonomik yapıları bir çocuk için kurumu ödenen aylık aidatlara göre belirlenmiştir. Anneler; yüksek,orta ve düşük olmak üzere 3 farklı eğitim seviyesinden gelmektedir. Annelerin eğitim seviyeleri mezun oldukları okullara göre belirlenmiştir. Yöneticilerin, annelerin okula katılımı konusunda düşüncelerini araştırmak için 3 farklı sosyoekonomik seviyede olan 19 okul öncesi eğitim kurumu seçilmiştir.

Araştırma için anket oluşturulmuş ve bu anket 6 adet alt gruptan oluşmuştur. Bunlar annelerin kurumdaki eğitimsel olmayan faaliyetlere katılımı,kurumun velilere bilgi vermesi,kurumun velilerle sosyal ilişkiler kurması,velilerin okulun eğitim işlemine katılımı, velilerin kendi çocuklarının eğitimine

katılımı, velilerin kurumun idare ve politikasına katılımıolmak üzere 6 alt grupta toplanmıştır.

Annelerin yaşı, çocuklarının cinsiyeti ve yaşı, okulun sosyoekonomik durumunun annelerin okula katılım faaliyetlerinde etkili olmadığı gözlemlenmiştir. Alt ölçek neticelerine bakıldığında sadece annelerin eğitimsel olmayan okul faaliyetlerine katılımı ve annelerin okul idare ve politikasına katılımı ölçeklerinde belirgin farklılıklar bulunmuştur. Orta ve düşük eğitim seviyelerinden gelen anneler bu ölçeklerin içerdiği faaliyetlere yüksek eğtitim seviyesinden gelen annelere göre daha fazla önem vermiştir. Anneler ve okul yöneticileri bilgi verme ölçeği adı altındaki faaliyetlerinin varolduğunu, annelerin okul idare ve politikasına katılım faaliyetlerinin ise varolmadığını rapor etmişlerdir.

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INTRODUCTION

From childhood through adulthood each individual is directly influenced by two social institutions; the family and school. The home environment or the family is the primary and the first social institution which the child experiences. The family is responsible for the overall development of the child including his/her physical, mental, emotional and social development. Further, teachers are among the first adults who play significant roles in the child's development and learning. Nowadays, many other caregivers such as relatives, baby sitters and day care staff are also involved in the development of the child. Adams (1976) suggested that a strong linkage among all the participants who are responsible for the education of young children is beneficial for the child's healthy development. Thus, close interaction between the home and the school is advisable.

Studies conducted on the importance of parent involvement in early childhood education show its positive effects on different participant groups such as children, parents, and teachers. Parent involvement has been linked to increased achievement and overall school success for children. As parents became better informed about the operation of the school, they became supportive of policies, procedures and activities in the school. After experiencing parent involvement, teachers' attitudes toward parent involvement

were found to be more positive and their teaching was found to be more enriched through contacts with parents. There was evidence for important and lasting effects of parent involvement in early childhood education which provided support for the inclusion of parents as active participants in early childhood programs (Olmsted, 1986).

There is a need for research in the area of parent involvement in early childhood education in Turkey, since no research has been carried out on this issue. The main aim of this study was to investigate differences among mothers' attitudes towards their own involvement in preschool education with respect to certain demographic characteristics, such as education level of the mother, socio-economic status of the school, age and sex of the child. The study also aimed to describe existing parent involvement activities in preschool centers.

BACKGROUND AND REVIEW OF LITERATURE

The purpose of this review was to illustrate the importance of the family and the school environments in the development of the child, and to examine effectiveness of the parent involvement. This review of literature is composed of four sections; the importance of the family environment in the lives of young children, preschool education as one of the services in early childhood education, parent involvement as a component of preschool education, and the effects of parent involvement.

The importance of the family environment in the lives of young children

A child's behavior is affected by many factors. Some are internal factors such as neurons and the brain, as well as memories, motivation and drive. Others are external factors such as parents, siblings, the socio-economic status of families, the school (teachers, peers, curriculum) neighborhood, television and many others (Minuchin, 1970).

As Salvador Minuchin indicated, "Particular emphasis has been put in theory on the importance of the family and the way the child as an organism with biological and psychological needs, negotiates those needs within the nurturing and socializing unit called family" (cited in Koupernick, 1970, p. 41).

The family is a fundamental social institution in almost every society, it serves as a basic unit of the larger social systems. Although there are several major institutions in a society, their importance and the clarity with which they are defined varies from one society to another. The family as a social institution is always a noticeable feature of social organizations (cited in Koupernick, 1970).

Family has been defined in various ways. One way of looking at the family is to see it as a social arrangement for the protection and rearing of children. Another is to take on board the three perspectives offered by Kagan (1987) which are parents', childs' and families' perspective (cited in Kagan, Powell, Weissbourd, Zigler). From the parents' perspective the family can be a locus of solace and psychic relief. It provides each adult with an opportunity to feel needed and useful and to validate the value system they have brought to adulthood. From the child's perspective, the family provides a model for identification, a source of protection and target of attachment, a setting wherein s/he will receive information and guidance, a place in which skills can be gradually acquired and competence achieved. If we look from the family's state perspective, we can see that many dramatic changes in family composition have taken place in contemporary society. There are different types of parent such as natural, step, foster, adoptive, single, as well as different types of family reconstituted via divorce, remarriage or cohabitation. Contemporary understanding of

the family within society, based on much research, is that of a system, which is nested within other systems and organizations within society (Wolfendale, 1993).

There will be earlier and stronger contact with the mother rather than the father during the early months of the young child. The mother usually assumes most of the responsibility for the physical care of the infant. Gradually, the father becomes involved in the training of the child. The training process is much more complex than physical care. This training process requires the combined efforts of both the mother and the father to prepare the child for each stage in life (Leslie, 1966).

Correlational studies of child development and parental care in normal families show that as early as six months of age the infant's abilities are related to the amount of stimulation provided by mothers' rocking, jiggling, talking and playing and that this relation grows stronger as the child gets older. The more the mother gives the child play materials that are appropriate for his/her age, the more she shares, expands and elaborates on his/her activities, entertains and talks to him/her, responds promptly and consistently to his/her signals, the better the child does in tests or behavioral assessments (Clarke-Stewart, 1980). This observational research on child development in normal families may also be a basis for the assumption of parent educators that the mother is the most important influence on the child's development.

Dunn (1989) also raised the importance of the familiar world of the family, and conversation with an affectionate parent, on the intellectual development of young children. Moreover, Tizard and Hughes (1984) stated the importance of the family environment in the development of children's understandings of feelings, motives and social roles.

Three sets of family factors have been found to be related to the intellectual and personality development of children (Gordon, 1969). The first set of factors are demographic factors including variables such as family organization, family income, ethnic background, quality of housing and social class membership. Other sets of factors include process variables related to family interaction. Process variables refer to the intellectual expectations and facilitations of parents. Process variables are composed of two sets of factors, one set being cognitive factors and the other emotional factors.

The cognitive set includes the amount of academic guidance families provide for their children, the level and style of thought in the home, the cultural level of home discussions, the use of the community as an educational resource, parents' perception that they are indeed teachers of their own children, the educational aspirations of parents for their children, the existence and use of external resources such as day care centers, museums, nurseries and kindergartens, the encouragement of reading in the home, the

amount and quality of opportunities for the child to learn new words through verbal interaction.

The emotional factors are represented by variables including consistency in the management procedures used with the child, parental expectations, the emotional security and self esteem of parents, their sense of control over their own lives and environment, their protective attitude towards the young child and the amount of time devoted to the child (Gordon, 1969). An infant well attached to a nurturant parent who is sensitive to infant cues and signals tends to be developmentally advanced (Ainsworth,1979). Securely attached babies, when tested in toddlerhood, proved to be more persistent problem solvers. They had fewer temper tantrums and did not give up as readily as poorly attached toddlers (Sroufe, 1985). Similarly, Wolf (1964) and Dale (1963) made a distinction between process and status variables. They defined process variables as the intellectual expectations of parents for a child and described status variables as demographic factors such as income and educational level. They related family process variables to child achievement.

Lidz (1970) identified various functions of families that foster and direct the child's whole development : 1- Parental nurturant function: These are the functions which recognize the needs of the child and supplement his/her immature abilities in a different way at each stage of his/her development. These functions are concerned with more

than fulfilling the child's physical needs, they involve his/her emotional needs for love, affection and a sense of security. Parental nurturant functions are primary functions which influence the personality development of the child. 2- Dynamic organization of the family: This forms the framework for structuring the child's personality. In order to foster an integrated development of their children, the family must form a coalition as parents, and maintain boundaries between the two generations. 3- The family as the primary social system: Children learn both basic social roles and the value of social institutions as they live in society. Children learn the roles of parents and child, of boy and girl, of husband and wife and learn about basic institutions such as the institution of the family, marriage systems and others and their values 4- Parents should transmit the fundamental instrumental techniques of their culture including its language to the child. There are other cultural techniques such as agricultural techniques, food preferences, styles of dress and housing and arts, games and religious beliefs.

Another description of the functions of the family comes from Wolfendale (1993). According to Wolfendale, the family provides: 1- the means of survival, 2- emotional support and endorsement, 3- the setting in which personal development takes place, 4- an environment in which exploration and hypothesis testing take place, 5- a frame of reference against and in which exploration outside the home take place, 6- a protective environment, 7- opportunities and direction for the growth of independent functioning and self

organization, 8- a model for language, social and emotional behavior, and also the family acts as 9- decision-makers, minute by minute and over the long term and 10- possessors and transmitters of knowledge and information about the world.

In summary, the family is seen as a primary social institution that the child is exposed to and it has several functions to improve the whole development of the child. Studies on child development show that the more the parents interact with their child, the better s/he performs on tests and behavioral assessments.

Preschool services as one of the services in early childhood education.

In modern societies development of the child occurs within an institutional context. In the final decade of the twentieth century the importance given to early childhood care and development has grown in many communities and nations. Day care and preschool are regular and important parts of a typical child's environment from infancy to late childhood (Fein, 1980).

Services provided within the scope of early childhood development and care display great variety. As Myers (1990) indicated, these services cater for children between the ages of zero to six years and their goal is to enhance child development by attending to the immediate needs of the

children. Objectives of these services can be summarized as survival, comprehensive development, socialization, rehabilitation and improvement of child care. These aims can be reached through many different approaches including delivering services in centers, strengthening institutions, community development, educating caregivers and strengthening awareness and demand in the community. There are many variations of delivering services in centers such as home day care, workplace centers, integrated child development centers, add-on centers and preschools.

Headley (1965) suggested that the function of preschool education is to assist the child towards the following objectives: greater power to solve problems based on individual activities and group relationships, respect for rights, property for the contributions of other children, responsiveness to intellectual challenge, achievement of good sensory-motor coordination, understanding of concepts for the continued pursuit of learning, responsiveness to beauty in all forms, friendliness and helpfulness in relationships with other children and the realization of individuality and creative insights.

Evans (1971) and Finn (1972) believed that preschool education should facilitate and promote the whole development of the child encompassing their emotional, intellectual, social and physical development.

There are studies which were conducted to assess the effects of preschool education on the overall development of the child. One of them was conducted by Westinghouse Learning Cooperation and Ohio State University in 1980. It indicated that children who participated in Head Start performed better in school than did members of the control group who had not had preschool training (Clarke-Stewart, 1980). Another study compared the social development of home reared children versus those having day care experiences. The results showed that day care experiences enhanced the social responsiveness of young children toward other children (Wynn,1982).

An example of the long lasting effects of preschool education comes from the Perry Preschool Project (Myers, 1990). The results showed that attendance to a preschool program improved cognitive competence during early childhood and scholastic placement and achievement during the school years and decreased delinquency and crime rates, the use of welfare assistance and the incidence of teenage pregnancy.

In conclusion, the preschool institution is the first institution that the child is exposed to and studies done on preschool education show that young children's whole development benefits from the preschool institution.

Components of preschool education.

The components of preschool education are categorized as curriculum, teacher characteristics, physical characteristics, health, safety and nutrition and the parent- teacher relationship .

Without ensuring high quality in all of the above components, the uptmost benefits of preschool education cannot be reached. In high quality programs, the person supervising the program displays sensitive dynamic leadership. Teaching staff work as a team to plan and evaluate their work daily. They receive in-service training and employ a well-defined curriculum based on consistent principles of learning and development. Parents become involved in the child's education and development, in partnership with the teachers and caregivers. Children are actively involved in what they are supposed to be learning, and they receive feedback about their learning from others (Epstein, 1985).

In order to reach high quality all the components must be considered together since each one affects the another simultaneously. A brief look at each of these components will enable one to understand their importance in obtaining high quality education for young children.

The curriculum component.

The curriculum component deals with the issues of what is to be implemented into the program, how it should be presented to the children and when is the most appropriate time to present it.

Teaching methods applied in preschool education vary and these methods should be in line with the objectives that are set (Robinson and Robinson, 1968).

An effective curriculum should be based on principle related to the child's development. Curriculum should be grounded in theory, research and practice. Such a curriculum must also be in accordance with the readiness of the children to learn. Activities chosen must meet the unique developmental needs of the children. Having such a developmental framework, also allows for curriculum diversity. That is, the relative emphasis on academic, socioemotional and cultural components can all be handled in ways appropriate to young children (Epstein, 1985).

Evaluation is an important aspect of the curriculum component. It can even be considered as a separate component which contributes to the attainment of quality in services. Since research raveals the importance of evaluation in early childhood services, all programs need some means of evaluation. There are many variations in evaluation

strategy, such as quantitative or qualitative, depending on the programs interests and resources.

Much research exists investigating the effectiveness of different curriculum models. One such research was run by Weikart (1972), which compared three basic curriculum models for preschool education. The first of these models was the programmed curriculum model in which the role of the teacher was to initiate learning activities; whereas the role of the child is to respond to what the teacher starts. In the second model, both the teacher and the child initiate the learning activities and this was called the open framework model. The third was called the child-centered model, in which the child initiates learning while the teacher responds to the child's particular interests and activities. Each of these three models have different assumptions and objectives and each assigns different roles to both the child and the teacher.

It was found that all models can only have positive outcomes only if they are applied correctly. These positive effects were basically in the area of cognitive development. Accordingly, correct application is related to establishing quality. Without quality, the effect of positive outcomes will decrease. Comparison of the three models with respect to long-lasting effects indicated that structured learning environments did not enhance positive life experiences for the children. On the contrary, the children attending

structured environments were less succesful in life compared to the children in unstructured environments.

Prescott (1978) categorized centers where teachers make most of the decisions as "close structured" and the centers where children were encouraged to choose as "open structured" centers. In his comparison of these two types, he reported that in open structured centers the amount of adult presence time was less compared to that in close structured centers. Prescott also reported that children in close structured settings spent significantly more time in meeting expectations (such as obeying, answering questions) and that they were markedly lower on all types of thrusting behavior (such as being physically active, giving orders, selecting, choosing, asking for help).

Dreyer and Rigler (1969), compared the achievement of children in close structured and open structured centers and found that children in highly structured centers were more task oriented and did less well on a verbal test of creative thinking.

The teacher component.

This component basically deals with the issue of who will conduct the programs of early childhood education. Personal qualities of a teacher mainly tap to physical, mental and emotional characteristics and attitudes.

Epstein (1985) argued that when one defining high quality in early childhood education, one should incorporate the importance of staff, training and supervision. Staff working in the classroom must have knowledge in child development and know how to implement a curriculum that enhances that development. Supervisors and administrators must be knowledgeable about all aspects of program management.

Research results in the area of teacher effectiveness follows a diversified path. Changes in teacher's behavior were observed with respect to the socio-economic status, sex and race of the children the place they serve and the type of center they work in.

A study done by Lorene and Jarette (1986) investigated the effects of the children's socioeconomic status level on teacher behavior. They compared teachers in lower SES and middle SES preschool classrooms on two types of interactive behavior; verbal communication with children and interaction with other adults in the classroom. They also examined specific teacher-child interactive behavior according to the SES and sex of the children.

The results indicated that the teachers of middle SES children interacted more with other children compared to the teachers of lower SES children; whereas the teachers of lower SES interacted more with adults compared to the teachers of middle SES children. The teachers of lower SES children neither initiated interactions with the children

nor received any approach from the children as compared to the teachers of middle SES children. However, when the teachers of lower SES children did interact, the quality of verbal communication was the same as that of the teachers of middle SES children. This indicated that though they had the capacity and knowledge, the teachers preferred not to practice it. Low level expectations of the teachers from these children might have affected their interaction.

The physical characteristic component.

The physical characteristic component is related to the issue of where to conduct early childhood education programs. It contributes to the quality of services given to children. Different aspects of the environment, such as the materials available in that environment, may produce different skills and learning experiences, affecting some particular social interactions.

The environment of a high quality center reflects the philosophy of the teachers, since they are the ones who make the decisions about room arrangement, selection of materials, and programming. A program with high quality has rooms arranged for the convenience, visibility and accessibility of the children. Areas are well defined so that ongoing play does not get disrupted and children can pursue their individual and group interests without unnecessary interruption. Materials are selected to appeal

to specific ages and to lend themselves to the symbolization of the children's experience (Curry and Arnaud, 1984).

Quality in the physical characteristics of a preschool center can be defined within the following concepts: space available for adults and children, density of materials and children, staff-child ratio, color, arrangement and the shape of the materials in the environment.

The concept of space is an important determinant of a structure in an environment. Kritchevsky (1972) demonstrated that the organization of space affects the behavior of both children and teachers. While preparing such learning environments the arrangement of space would be a major feature. However, there are some factors that influence the arrangement of space. One such factor is the size of a center. Medium size centers had the highest quality space. Another factor is the center's sponsorship. Public centers had more interesting and less crowded space than did private centers. A third factor is the socio-economic level of the families served. Space was more well better used in centers in which the parents belonged to a higher socio-economic group. Hall (1968) argued that the way the space is organized can reflect the program goals or, in various ways negate them.

As Werner (1957) noted, to plan space adequately for children requires knowledge of a child's perspective. Also the functional meaning of the setting depends on the age of

the child. In dealing with the questions of how a particular space arrangement affects the behavior of children, it is clear that it is not space alone, but other factors such as the number of children, the kinds of objects in space and the kind of adult control that have an effect.

Some studies have reported that increases in density lead to increased difficulties in social interaction (Hutt & Vaizey, 1960; Loo, 1972). Smith and Connolly (1976) showed that increased spatial density (dividing a room in half) significantly reduces preschoolers' cooperative behavior but increases aggression. Moreover, they found that providing more play equipment decreases the number of parallel and cooperative groups.

The child-teacher ratio is an important index of the program's potential value, and variations of teacher-child ratios may affect teacher-child contact, and children's behavior in the preschool center.

Smith and Connoly (1976), reported that when the child staff ratio was high, children made more demands to communicate without receiving a reply. They also found that when the number of staff per child was increased the number and the length of conversations between staff and children also increased.

O'Connor (1975) investigated the effect of the adult-child ratio on the frequency of social interaction. He found that

in settings with more adults present per child, children interacted more with adults and less with peers.

Children's play behavior is also seen to be effected by the selection of materials and other cues coming from the environment. It was found that much rough and tumble play occurred when a slide was available. Pulaski (1970) showed that less structured toys elicited a greater variety of fantasy themes in play. From many studies it is known that over-crowded, messy classrooms with too few adults lead to disorganized and aimless play (Curry, 1985).

Bruner's (1980) finding also favored the above conclusion. He reviewed and evaluated services for children under age five in Britain. He concluded from his research that smaller, well-staffed centers encourage more conversation and promote more dramatic play than larger, shorter-staffed centers.

Sinofsky and Knirk (1981) found that the color of learning materials and of the learning space affect the attitudes, creative behavior and memory of children. They discovered that young children between two and four years of age preferred red above all colors, while the three to six years age group chose orange, pink and red as their preferred colors. When providing color guidelines for the preschool environment, Philips (1965) recommended the use of red, blue and yellow.

The health, nutrition and safety component.

One of the important components of early childhood education is health, nutrition and safety. Issues like safety rules that should be established in a center, the kinds of food that should be served and the health condition of adults and entities within a center are related to the health, safety and nutrition component. Safe conditions must be provided in order for any service to be of high quality. Children must be protected from hazards, but the range of such protection runs from none to precautions that completely inhibit the child's freedom and initiation.

Heinicke (1973) argued that there must be a good balance between dangerous and challenging activities. Educators must think twice while making such decisions as whether or not to have these activities and should consider the danger of decreasing the independence and autonomy of the child. In addition to these activities, entities in the physical environment must be also safe. That is for example, radiators and plugs must be covered.

Myers (1990) argued that the relationship between nutrition and health and psycho-social well being is ordinarily seen as a one-way relationship. That is, nutrition and health are seen to affect the psycho-social well-being of the child. However, based on various research evidence, he claimed that this relationship is actually a two-way relationship. Accordingly, the health and nutrition of the child affect

the psycho-social well being of the child, which in turns affects the health and nutrition of the child. High quality services must pay attention to the nutritional needs of the children they serve. The center should assume responsibility for knowing the health services that are used by the parents, for ongoing observation of the child, and for providing emergency care when necessry (Evans,1971).

The parent involvement component.

During the preschool years, the life of the child is entirely in the control of his/her parents. Although the family may delegate the care of the child to a preschool center for all or any part of the day, the responsibility still rests on the shoulders of the parents . Schools are environments that establish a series of developmental tasks for children. The nature of these tasks varies from a set of new interpersonal relationships to cognitive performances. In all these developmental tasks, the family is seen as an important resource for the child. The development of the child is viewed as a project of both the child's parents and the educational institution (Stevenson & Baker, 1987).

There should be a close relationship between the teachers and the parents in the early educational years of the child. When schools and other community agencies learn to share power they often come to understand that the institution gains much more than it relinquishes. Schools may find that the cognitive development of the child is better fostered

through parent involvement. Educators must be willing to share their knowledge with parents and adopt school policy to fit their needs and input in order to obtain continuity. Traditional boundaries separating the school and the family must be diminished. Schools must learn to accept outside influences and disseminate power and information rather than keeping them in the hands of a few (Gordon & Breivogel, 1976).

Gordon (1970) identified three models of parent involvement in preschool education. These are the Parent Impact Model, the School Impact Model, and the Community Impact Model (cited in Leler, 1980).

In the Parent Impact Model the influence goes from the school to the home. The effort in this model is to "improve the capabilities of the families to provide the type of learning environment in the home that accentuates the positive elements of cognitive and emotional factors" (p. 142). The Parent Impact model assumes that parent educators can influence roles within the family. In this model the right way to rear children can be learned from books and experts. It is assumed that the parent who uses this learning can be successful in child rearering.

In the School Impact Model the influence goes from the home to the school. This model attempts to make schools more responsible to parents who, in turn, can try to change the schools. According to Gordon, parent involvement means

involvement in the classroom and the school and aims to change the teacher and the school system. Parents serve on policy or advisory councils, committees and boards. Gordon believes that the School Impact Model can lead to conflict unless both parents and teachers recognize their mutual needs to learn from each other.

In the Community Impact Model the influence goes to and from home, school and the larger community. In this model it is assumed that factors in the home, school and community are all interrelated. Parents play six roles including those of volunteers, paid employees, teachers at home, audience, decision-makers and adult learners.

Volunteers: Parents are actively recruited to volunteer in their children's classrooms. When parents function in this role it indicates to their children that what is going on in the classroom is important. Parents are welcome as visitors at all times in the classroom. Parents and other family members are encouraged to be involved in the program.

Paid employees or paraprofessionals: Hiring of parents as paraprofessionals has three purposes: First, these parent educators serve as home visitors and since they are from the same neighborhoods as the parents, rapport between the parent and the parent educator is quickly established. Second, this employment of parents ensures the reflection of the community culture in the classroom and helps the teachers and other school personnel develop a better

understanding of the children. Finally, employment as a paraprofessional is often a first step for many parents on the career ladder.

Teacher at home: Parents are the first and the most effective teachers of their children. A major goal is to help parents realize this fact and to assist them in developing new and improved strategies for teaching their children.

Audience: In the role of audience parents receive much of the information necessary for effective functioning in the other roles including volunteer, decision-maker, teacher of his/her own child, learner and paraprofessional. Parents receive important information related to many other aspects of their lives such as information about community resources and community activities.

Decision-maker: Parents function as decision-makers through Policy Advisory Committees (P.A.C.). P.A.C.s are composed mainly of parents who serve as the governing body for the program and participate in making decisions about such matters as personnel selection, budget and evaluation.

Learner: The parent as learner involves parent self-enhancement. Personal satisfaction derived from this role helps to increase the parents' self esteem and may result in more positive parent-child interactions.

Another classification of levels of parent involvement comes from Shickedanz (1977). He described three levels of parent involvement in the schools. Level one or low parent involvement is characterized by parental activities that do not challenge the expertise of the teacher and decision making power of the school. Activities on this level include the distribution of newsletters which are produced by teachers to inform parents about school life and activities, the calling of parent meetings to inform parents, holding individual parent conferences and the provision of items provided by parents, such as snacks or waste items.

Level two according to Shickedanz (1977) is characterized by parental presence and participation in the educational setting. Activities on this level include parent visitation and observation in the classroom and using parents as aids under the supervision of a teacher. In such roles parents perform clerical or housekeeping tasks, supervise playground activities, art and other classroom activities or help in planning field trips. Assistance from parents can free teachers to perform more of the educational tasks.

At level three both teachers and parents are seen as having expertise and as being decision-makers. This level, according to Shickedanz, is characterized by activities that involve parents in teaching their own children and making decisions concerning educational policy. Parents at this level may serve as volunteers in the classroom. They may also be involved in workshops and meetings designed to help

them learn about teaching their children. At this level parents are members of school policy councils or governing boards. Such membership involves them in a decision-making role with school personnel making decisions about curriculum, budget, staff and other administrative areas (cited in Leler, 1983).

Galvin et. al (1991) presented a long checklist of activities which involve parents in schools under five headings. These are support in noneducational school activities, information giving and social links, parents' involvement in their own child's education, involvement in the school's education process and, finally, involvement in school management and policy making (cited in Wolfendale, 1992).

In summary, description of parent involvement and the ways to involve parents in early childhood education vary depending on the level of involvement in preschool centers.

How to set up a succesful parent involvement program ?

In order to be succesful, a parent involvement program must follow a number of steps during planning and implementing parent involvement activities. These steps include providing coordination for parent involvement activities, assessing needs and resources, specifying and communicating parent roles, recruiting, selecting and assigning parent participants, training parents and staff, establishing

communication channels and supporting ongoing activities (Lyons, Robbins and Smith, 1982).

Providing coordination for activities.

A major contributing factor to a succesful parent involvement program is the presence of a person who has direct responsibility for developing and coordinating parent involvement activities. These people, who are called parent coordinators, home-school liason officers and/or parent involvement specialists, tend to play four kinds of roles in the schools. As facilitators they perform duties that support the participation of parents in many activities. As providers of information they play an important role in communication between home and school and among parents. School staff and parents rely on coordinators to act as a liason between the community and the school. They also function as administrators of parental involvement activities and maintain records of participation and of a participating parents and catalogue of resources. They finally serve as trainers of participating parents both in workshops and on a one-to-one basis

In summary, the individuals who are assigned to coordinate responsibilities play a key role in making certain that all of the other steps for a succesful parent involvement program are met.

Assessing needs and resources.

The needs and desires of parents and school staff and the availability of resources must be kept in mind before setting up a parent involvement program. Needs assessment ensures that a parent involvement activity serves a real purpose. Since most parents and staff have limited time, an activity must be seen by them as critical to the functioning of the school's educational program. On the other hand, assessment of resources ensures that there are enough parents and staff to carry out a parent involvement activity. It also helps to determine whether the appropriate facilities, training and support services can be provided. Two types of assessment can be conducted to determine what needs to be done and who can do it. Informal assessment requires that the person who is doing the assessment has an honest relationship with parents and certain knowledge of school operations. Informal assessment involves observation over time. During home visits parent coordinators often talk with parents about what parents want to learn in parent education classes. Parent contributions are significant to informal assessments.

Another assessment method is formal assessment. In formal assessment parents and staff are surveyed to learn their opinions about what parent involvement activities are needed and what skills they may have to offer. Most formal assessments are conducted with a questionnaire.

Either an informal or a formal assessment can be effective depending on the desired level of information. More important than the method is the tapping of both the needs and resources of parents and professional staff. In summary, the assessment process helps to make decisions about the general shape of parent involvement activities

Specifying and communicating parent roles.

There is a need to define as clearly as possible the actual roles that parents are expected to take when specific plans for parent involvement activities are fashioned. There are several aspects of setting up meaningful roles for parents. In defining parent roles (volunteers, paid employees or paraprofessionals, teachers at home, audience, decision-makers, learners) parents, teachers and administrators should be involved right from the beginning. Examples of specific tasks and responsibilities should be included in parents' role statements.

Recruiting, selecting and assigning parent participants.

Parents cannot get involved in programs about which they know nothing. Parents need encouragement to participate even when they are familiar with the activities. Parents should be informed about the opportunities that exist for them in parent involvement programs. Schools need to conduct active recruitment efforts to stimulate participation. They must reach out to create interest among potential participants

instead of assuming that parents will come to them. Extensive personal contact with parents seems to be the most common method of effective recruitment. Not every activity requires the participation of all candidate parents. After candidate parents have been identified, selection decisions may be carried out. In order to foster the maximum involvement of interested parents, selection procedures should be devised to evaluate the availability, enthusiasm and probable skill levels of parents. Specific parent interests, free time and probable skills are matched to the specific openings in the parent involvement program. After parents have been screened for a program, they will have to be assigned to particular classrooms on the basis of personal characteristics as well as on the needs of each classroom.

Training parents and staff.

Training tends to include sessions held before participation in an activity (pre-service) and sessions held during participation (in-service). In order to be succesful, training sessions should be provided to both parents and staff. Training sessions serve a variety of purposes for parents and staff participants. Training provides general information on overall responsibilities and duties. The activities proceed more efficiently when the the respective roles of the parents and the staff are clearly defined. On the other hand, training provides participants with specific skills, techniques and strategies that will enhance their

ability to perform designated duties. By providing a basic set of common experiences and skills, a training program assures staff that parents will be prepared to take on significant school related tasks. Similarly, staff training on how to communicate with parents makes parents feel more comfortable about working with staff.

Establishing communication channels.

This vital ingredient focuses narrowly on the communication channels needed to sustain specific parent involvement activities.

There are three areas of communication vital to the success of parent involvement. These are encouraging communication between the school and the participating parents, encouraging communication between participating staff and parents and encouraging communication among participating parents.

Encouraging communication between the school and participating parents.

Districts and schools which have successful parent involvement programs make sure that participants do not feel as if they are functioning in a vacuum. Schools are careful about informing involved parents about district policies and events. Being informed about district operations shows

parents that they are valued and it helps parents in performing designated duties.

Encouraging communication between participating staff and parents.

This type of communication basically centers on the duties and responsibilities associated with involvement in an activity area. Sometimes this communication is one-way, with parents receiving information from staff that might assist them in carrying out certain duties. Mostly, this communication is two-way, in other words, information sharing goes on between staff and parents.

The initial aim here is to build rapport between staff and parents. Parent-staff communication can focus on real problem-solving with a free exchange of ideas.

Encouraging communication among participating parents.

Since participating parents are peers, they can share their problems and concerns with one another. Participating parents can share valuable experiences since they are working under similar conditions. Parents' morale is boosted by understanding that other parents are facing the same problems.

Supporting ongoing activities.

Recognizing that parents are usually busy people, whose participation in an area forces them to make sacrificies, schools should try to make parents' involvement easier by maintaining a variety of special services such as establishing meetings on weekends and etc.

In summary, a number of steps should be taken in planning and implementing parent involvement activities. For a parent involvement program to be successful these key elements should be established.

The Effects Of Parent Involvement

An early childhood education program with a parent involvement component has three major participant groups including children, parents and program personnel. The effects of parent involvement should therefore be assessed separately for these three participant groups (Olmsted & Szegda, 1986).

Effects on children.

There are studies which analyzed the effects of parent involvement with respect to the academic functioning of the child. Smith (1968),cited in Leler, 1983) conducted a study including a parental support program focusing upon the reading achievement of elementary school children from low income, inner city families. Parents of children in the experimental group attended group meetings at school in which they were instructed to establish routines at home which would model learning and facilitate homework completion. Experimental group children made significantly greater gains in reading vocabulary over the five-month period than the control group. Contrary to the above findings Crosset (1970), in a different parent involvement program, found no significant differences between reading achievement scores of first grade children who participated in the study and those who did not. In Crosset's parent participation program parents observed their children at school in reading groups and received instruction and

materials for home tutoring (cited in Leler, 1980). In line with Crosset's findings Hirst's research (1972) showed no significant differences between experimental and control group on reading and achievement tests. The experimental group was composed of 24 boys and 24 girls with parents of different socio-economic backgrounds. The parents were instructed at an orientation meeting to help the child read over the story he/she had learned at school. The parent-tutor kept a record of oral word errors and gave specific verbal reinforcement to the student to improve performance.

Another kind of study (Olmsted,Rubin,True&Revicki,1980) which investigated the effects of parent involvement on the developmental progress of children indicated positive changes in their cognitive and language performances. This study was designed to improve the intellectual functioning of infants during the first year. The intervention consisted of having paraprofessional parent educators who made home visits once a week for 39 weeks, during which they demonstrated selected "Home Learning Activities" (HLAs) to the parent with the assumption that the parent would in turn perform these activities with the child during the week. Results indicated that materials were effective in enhancing the cognitive and language performance of the infants at age one (Olmsted, et. al, 1980). After nine months of weekly home visits, infants whose mothers were involved in the program were superior to control group children on the Griffith Mental Development Scale.

Studies which examine parent involvement at a decision-making level indicate positive gains for the children of parents who participated in the study. In Ira Gordon's Parent Education Head Start Planned Variation Programs (PEHSPV) the program staff encouraged parents to become more involved in the actual operation and activities of the PEHSPV program, by for example, attending meetings of the Policy Advisory Committees (PAC), where they were free to voice their concerns about the program. They were also encouraged to participate by volunteering in the classroom. The results indicated that children of the mothers who participated in the program appeared to show cognitive gains on the Caldwell Preschool Inventory beyond that of a comparison group (Olmsted, et. al, 1980).

In another comprehensive educational program James Comer and his associates worked with school personnel and parents to improve the levels of social and academic achievement in two inner city schools in Next Haven. In his report on the project Comer (1980) stated that the parent participation program, especially in participation in school governance and management, improved the quality of living and the level of learning in the Baldwin-King schools (cited in Day, 1986).

In summary, although there are some contradictory results, from the child's perspective parent involvement has positive effects on the overall development of the child.

Effects on parents.

Effects of parent involvement on parents have been investigated through comparing those parents who participated in a parent involvement program and those who did not.

Robinson and Choper (1979) stated the effects of parent involvement in Head Start as being improvement in parenting ability as well as in parents' satisfaction with the educational gains of their children.

In a study in 1979 parents were videotaped while teaching their children a standard task. These tapes incorporated one set of parents who had been in the Parent Education Follow Through Program (PEFTP) for at least one year and another set of parents who had never been in the program (non-PEFTP), and compared the parents on the number of Desirable Teacher Behaviors used. Results indicated that PEFTP parents used significantly more Desirable Teaching Behaviors than non-PEFTP parents.

In a recent investigation of the relationship between parent involvement and parent attitudes, Fuller (1978) found that parent participation in the PEFTP was directly related to positive change in parent self concept and locus of control (Olmsted, et. al, 1980).

Another major area of impact is career development for the PEFTP parents, which is accomplished through employment as a parent educator. By providing jobs and training for low income parents, the program helped families become self sufficient. In Houston, Texas, 51 of 61 parent educators raised their level of education.

In Richmond, Virginia, one impact of the PEFTP was in its attempt to improve home-school relationships. That is parents who were in the program visited the school to observe, discuss general educational concerns and worked as volunteers. PEFTP as a whole served as a catalytic agent in the communication process, establishing links among divergent groups (Olmsted, Rubin 1980) .

Pelkey (1976) examined the attitudinal changes in both parents and teachers who participated in Parent Teacher Effectiveness Training. The subjects were divided into two equal groups; those parents who had participated in the program, and those who had not. Parent effectiveness training showed significant changes in attitudes towards children.

In summary, parent involvement has positive effects on parents attitudes towards their children. Moreover, parents who participated in parent involvement programs were more likely to enrich their parenting abilities.

Effects on personnel.

Berren (1976) sought to compare the perceptions of parents and principals in relation to involvement in Catholic elementary schools in two New York counties. Data were gathered from 37 principals and 402 parents. Some of the conclusions of the study are as follows: First, there was little or no opportunity for parents to be involved in decision-making. This was seen as an area of conflict between parents and principals. Second, both parents and principals believed that parents ought to become more involved in those areas other than the decision-making role, such as audience, volunteer, learner, etc. Finally, it was found that the more administrative experience a principal had, the more likely it was that he perceived the decision-making role one to be kept primarily in the hands of professional educators.

Nir-Janiv (1982) (cited in Day,1986) investigated the effect of participation in an early childhood/parent involvement program on teacher attitudes towards parents, towards their profession and towards their work. The findings showed that teachers' attitudes towards parents were enriched and enhanced; teachers' educational attitudes took a plurastic-realistivistic approach to norms and values; and teachers' didactic methods and teaching strategies were enriched after they experienced parent involvement activities.

In conclusion, the parent involvement component in preschool education is effective for its participants including parents, children, and personnel. From the studies carried out in parent involvement it has been stated that children whose parents were involved in a preschool center, performed better in tests and behavioral assessments compared to children whose parents were not involved. Furthermore, studies which looked at the effects of parent involvement showed that mothers who participated in a preschool center had positive attitudes towards their children and also mothers' self concept and general competencies were enriched. School personnel who had parent involvement in their schedules had more support from the parents.

The Current Situation Of Preschool Education In Turkey

In the 1960's, due to technological changes in economic conditions, people started to migrate from rural to urban settings.This technological development caused a change in the family structure. Financial problems experienced by the nuclear family forced mothers to participate in the work force in urban settings. This increased the demand for child care centers. Thus there was a consequent increase over a short period in the number of child care centers. (Bekman,1982)

Such a rapid increase in the number of centers in a short time and inadequate supervision and control by government institutions led to a growing gap between the quality of the

services available to the children of the more economically deprived compared to the economically advantaged. Not only the quality, but also the quantity of the services failed to meet the demand. The percentage of Turkish preschool age children attending to any sort of preschool education is extremely low. Only about seven per cent of preschool age children attend any sort of child care center in Turkey. Majority of these children are living in economically and socially deprived areas and education level of parents of these children are quite low (Bekman,1982).

It must be added that the shortage is even more critical for children coming from deprived socio-economic backgrounds. Most of the preschool facilities available in Turkey are privately owned and charge a fee. Most of the children coming from low socio-economic areas do not attend any sort of preschool institution, as mentioned above, but even among those who do, the majority receive custodial care in an unstimulating environment (Bekman,1982).

The quality of preschool centers also shows a variation with respect to the orientation it follows: custodial or educational.

In the custodial centers, management is found institutionally oriented and individual differences are disregarded in favor of following the routines of the center (Bekman, 1982). In these centers, physical properties, materials and activities available are found to be of poor

quality. There is low staff child ratio in custodial centers; whereas, the situation is reverse in the educationally oriented centers. Children in educational centers are found to be superior in terms of social and cognitive behaviors compared to children in custodial centers. The frequency of complex behaviors, in free play situations, the level of social participation and the autonomy scores were significantly higher for children in educationally oriented centers than the children of custodial centers. Staff exhibit more cognitively oriented behavior in educationally oriented centers (Bekman,1982).

METHOD

Research Questions

The present study aims to investigate the attitudes of mothers towards parent involvement in preschool centers and attempts to answer the following two questions:

1. Are there differences among mother's attitudes towards parent involvement with respect to educational level of the mother, socio-economic level of the school, age of the child and sex of the child?

2. What parent involvement activities are present in centers with different socio-economic levels, as reported by mothers and directors?

Sample

Mothers.

The sample of the study was composed of mothers whose children were between the ages of 3 to 6 years and who attended preschool centers. Mothers in the sample were chosen from three different educational levels; high, middle, and low (See Table 1). The total number of mothers was 94. Thirty-four mothers were chosen, from the high educational level, 32 mothers from the middle educational level, and 28 mothers from the low educational level.

The educational level of the mothers was determined according to the schools which they had graduated from. The mothers who graduated from primary schools were categorized as the low education group. The mothers with either a secondary or a high school degree were grouped as the middle education group. The mothers who were either university graduates or had master's degree formed the high education group.

Mothers were chosen from preschool centers with different socio-economic levels. The socio-economic level of preschool centers was determined with respect to the amount of the fee paid per child/month to the center. Centers which charge a fee up to 2.000.000 TL were grouped as being of a low socio-economic level, those centers which charge a fee between 2.000.000 TL to 6.000.000 TL were grouped as being of a middle socio-economic level and finally the centers which charge a fee from 6.000.001 TL to 10.000.000 TL were grouped as being of a high socio-economic level. Each of the three preschool centers were chosen from different socio-economic areas. All together twelve centers were visited to investigate the attitudes of mothers towards parent involvement. Preschool centers were under the supervision of the Directory of Social Services and The child Protection Agency and were private. Visits were made to preschool centers with different socio-economic levels and a list of the parents was obtained from the center. Mothers who fulfilled the requirements of the different education levels were chosen randomly from this list.

In the process of choosing mothers the age and the sex of the child were also considered. An attempt was made to include an equal number of mothers who had boys and girls and have children between 36 - 54 months (3 - 4.5 years) and 55 - 72 months old (4.6 - 6 years) (See Table 1).

Table 1

Distribution of mothers with respect to their educational level, and the age and sex of their children.

Age	36-54 months		55-72 months		TOTAL	
Sex	Boys	Girls	Boys	Girls	Boys	Girls
Education						
High	9	8	8	9	17	17
Middle	9	5	9	9	18	14
Low	13	7	5	3	18	10
TOTAL	31	20	22	21	53	41

Directors.

In addition to the mothers, nineteen preschool directors were taken to establish the existing parent involvement activities in preschool centers with different socio-economic levels. Out of 18 directors, 9 directors were taken from high socio-economic level centers, 7 from middle socio-economic level centers, 3 from low socio-economic level centers. The socio-economic level of the centers was determined by the same method that was applied during the selection of mothers.

Instrument

The aim of the research was achieved using a structured interview schedule developed by the researcher. It aimed to collect data on the attitudes of respondents towards parent involvement in a preschool center.

As Kerlinger (1973) suggested, the best instrument for sounding people's behavior, feelings, attitudes, future intentions and reason for behavior is a structured interview schedule including open ended, close ended and scale items.

The interview schedule which was used in this study was composed of two parts. The first part collected demographic information about the parents, more specifically, the educational and occupational level of the mother, the

educational and occupational levels of the father, the age of the child and the sex of the child.

The second part of the interview schedule aimed to assess how mothers value different parent involvement activities in a preschool center. This second part was composed of items which describe different parent involvement activities based on Galvin et. al's (1991) classification. Parent involvement activities were grouped under six subcategories. These subcategories were; "support in noneducational school activities", "information giving", "parent's involvement in their own child's education", "involvement in the school education process", "involvement in management and policy making" and "social links". The first sub category contained 5 items, the second subcategory contained 6 different items, the third category contained 5 items, the fourth category contained 9 items, the fifth category contained 8 items and, finally, the sixth subcategory contained 7 items. The grouping of items with respect to the six subcategories can be found in Appendix 1. The subjects were asked to state the importance they assigned to each of the items constructed by the researcher using a four-point Likert scale. Accordingly, the "very important" option had the weight value of four, the "important" option had the weight value of three, the "little importance" option had the weight value of two, and "not important" option had the weight of one.

Internal consistency of the scale was computed. The total alpha coefficient was found to be .8902. Alpha coefficients

for subscales of support in noneducational school activities was .7227, for information giving was .5543, for parents' involvement in their own child's education was .6388, for involvement in school education process was .7039, for involvement in management and policy making was .4303.

Procedure

Different classifications and various definitions of parent involvement were examined using these definitions and classifications. The items of the interview schedule were derived. Five experts including four university lectureres and one director of a preschool center were chosen. They were asked to put each of the items into one of the six subcategories of parent involvement activities. The agreement percentages between the five experts were then computed for each item. The items were grouped under six parent involvement categories with respect to the agreement percentages. The experts were also asked to add other items which are related with parent involvement activities if they felt the need. Structured interview was modified with the feedback obtained from the experts.

After the modification of the interview schedule a pilot study was conducted. For the pilot study fourteen mothers with different education levels were chosen by convenience sampling. The interview was applied to fourteen mothers by the researcher herself. With the feedback obtained from the

pilot study all the modifications were made, and wording of some items were revised.

First, the three centers from the high socio-economic level were chosen, then centers from the middle socio-economic level and finally centers from the low- socioeconomic level. These classifications were determined by the fee paid per month to the center. Visits were made to these centers and a list of parents with respect to their educational level was obtained, taking into account their educational level. The order of parents to be interviewed was determined by the date of appointments; whoever gave the earliest appointment was the one first within that area. Each time the interviewer gave a short summary about the purpose of the study and the instructions to be followed. All the mothers accepted to be interviewed. Interviews were made either at schools or at houses of the mothers. An interview lasted nearly 20 minutes. Mothers first gave value to the activities expressed in items and then reported whether these activities were existing or nonexistent in their centers.

The directors of preschool centers were asked to name and describe the parent involvement activities which they apply in their schools using the same interview schedule applied to mothers. The interview was applied in the offices of the directors

Analyses of the data

Differences in the attitudes of mothers towards parent involvement with respect to different educational levels and age and sex of their children were analyzed through t-tests and analyses of variance(ANOVA). Analyses were carried out on total and sub scores of the each six subscales.

A general profile of parent involvement activities was described by frequencies and percentages of the common activities as reported by the mothers and the directors in centers with different socio-economic levels. Differences among the mothers and the directors were also analysed by chi-square analyses.

RESULTS

In this section first the demographic characteristics of the sample are presented. Then, the results of the analyses which display the differences in values given by mothers to parent involvement activities in preschool centers are reported. This is followed by the report of the mothers and the directors about the common parent involvement activities which exist in preschool centers. And last, a comparison of parent involvement activities in the preschool centers with different socio-economic levels is given.

Demographic Characteristics Of The Sample

Education level of the mother.

In table 2 the education levels of the mothers are presented.

Table 2

Distribution of education levels of mothers

Education level	f	%
High	35	37.2
Middle	31	33
Low	28	29.8

As can be seen in Table 2, 37.2 per cent of the sample were either university graduates or had masters and doctorates degrees, 33 per cent of the respondents were secondary or high school graduates and the remaining 29.8 per cent of the sample were primary school graduates. As the table indicates high, low and middle educational levels were quite equally distributed in the sample.

Age of the child.

Table 3

Distribution of age of the children

Child's Age	f	%
36-54 months	52	55.3
55-72 months	42	44.7

Fifty-five per cent of the children were between 36-54 months of age and the remaining 45 per cent were between 55-72 months of age (see Table 3). Thus, the target mothers were nearly equally distributed with respect to the different age groups of their children

Sex of the children

Table 4 indicates the distribution of the children with respect to their gender. In general, there were more boys than girls. That is, 57 per cent of the sample had sons and 43 per cent had daughters.

Table 4

The sex distribution of the children

Sex of the child	f	%
Girls	40	42.6
Boys	54	57.4

Socio-economic level of the school.

Table 5 shows the number of mothers in schools with different socio-economic levels. The number of mothers both in different educational levels and in schools with different socio-economic levels were the same, since the mothers with high educational levels had children at centers of a high socio-economic level, the mothers with middle educational levels had children at middle socio-economic level, and mothers with low educational levels had children at centers of a low socio-economic level.

Table 5

Distribution of mothers with respect to socioeconomic level of the schools

Socioeconomic level of school	f	%
High	35	37.2
Middle	31	33
Low	28	29.8

Attitudes Of The Mothers Towards Parent Involvement Activities In Preschool Education With Respect To Demographic Characteristics

Total Score.

The results of the ANOVA for the total score which incorporated six subscales indicated no significant differences in the attitudes of the mothers with respect to their educational level, the sex and age of their children and to the socio-economic level of the school. (See Appendix 5, 6)

Subscales.

The results of the ANOVA for the six subscale scores indicated significant differences for only two of the

subscales with respect to educational level of the mother and the socioeconomic level of the school. (see Tables 6 and 7.) No significant differences were found for the other subscales which are information giving, involvement in their own child's education, involvement in school education process and social links with respect to educational level of the mother, socioeconomic level of the school, age and sex of the children (see Appendix 5).

Mothers who were in the low and middle education level group and who sent their children to low and middle socio-economic level centers responded significantly differently at .00001 level to the items of Parents' involvement in noneducational school activities scale (Scale 1)(See Table 6). That is, mothers from low and middle education group and who sent their children to low and middle socioeconomic level centers had higher mean scores for the involvement of parents in non-educational school activities than the high education group and who sent children to high socioeconomic level centers.

Table 6

Means, standard deviations, and F test results for Scale 1 with respect to educational level of the mother and socio-economic level of the school

Education level of mother and Socioeconomic level of school	M	SD	F	p
High	9.08	2.33		
Middle	10.1	2.65	24.54	.0000
Low	13.14	1.96		

Significant differences were also found with respect to mother's education level and socio-economic level of the school for Scale 5 which is referred as " involvement in school management and policy making (see Table 7). Mothers from the low education group and who sent their children to low socio-economic level centers had higher mean scores than the mothers from the high education group who sent their children to high socioeconomic level centers. The analyses yielded a significant difference at .0023 level.

Thus, the mothers from the low and middle education group and who sent their children to low and middle socio-economic level centers tended to gave more importance to involvement in school management and policy making activities than the mothers from the high education group who sent their children to high socio-economic level centers.

The results of the analyses revealed significant differences only for the two subscales which are parents' involvement in non-educational school activities and parents' involvement in management and policy-making . Significant differences were not found for the other four scales (See Appendix 5).

Table 7

Means, standard deviations and F test results for Scale 5 with respect to educational level of mothers

Education level of mother and socioeconomic level of school	M	SD	F	p
High	18.63	3.51		
Middle	19.26	3.41	6.50	.0023
Low	21.75	3.74		

Parent Involvement Activities Which are Present In Preschool Centers As Reported By The Mothers And The Directors

Mothers.

There were 40 items in the interview schedule which ocould exist in preschool centers (See Appendix 4).

From forty items, mothers responded to 31 items as nonexistent in their preschool centers with percentages varying from 58% up to 100%. Eight items were responded to as existing from 64.9% up to 99%. Almost half of the mothers responded to one item as existing and the other half responded to the same item as nonexistent in preschool centers (See Appendix 2).

Parent involvement activities which exist in preschool centers as reported by the mothers are presented in Appendix 2.

As can be seen in Appendix 2 at least 80 per cent of the mothers reported that the activities below exist in their preschool centers.

(V7) to enable parents to discuss some matters and exchange some ideas individually with the teacher,

(V13) to give information about the weekly food menu,

(V17) to give information about school services such as catering, transportation,

(V24) to have records of telephone numbers and addresses for social relations

(V27) to hold parent meetings to exchange some ideas and to develop closer social relationships,

(V28) to welcome parents who come to see the staff,

(V34) to invite parents to help with reading stories during nap time.

These items can be categorized under two subscales which are referred as "information giving" and "social links".

On the other hand, out of 40 items 31 items were reported as nonexistent. Twenty items which were reported as nonexistent by 90.4% of the mothers are : (See Appendix 2)

(V1) support in maintaining the equipment,

(V2) support in fund-rasing events,

(V3) involving parents in the decision-making process of educational activities,

(V5) support in managerial duties such as collecting the fee, filling in the attendance sheet,

(V6) support in choosing the educational materials with the teacher,

(V10) finding out when/where teachers need parents' support,

(V11) support in decision-making in hiring new personnel for the center,

(V15) finding out when/where parents can give support to the staff,

(V16) consulting parents about the school expenses,

(V18) finding out which subjects parents want to know about concerning child education and development,

(V19) helping with the clearing up and painting the school,

(V23) arranging home visits to talk about the school and the program,

(V30) helping with the educational outings,

(V31) arranging home visits to give information about the class events,

(V32) inviting parents to work with the children under the supervision of the teacher,

(V33) inviting parents to the class to inform children about their jobs and hobbies,

(V36) arranging home visits to show parents activities that can be applied at home,

(V37) preparing a booklet which incorporates activities that can be applied at home,

(V39) consult with parents about assigning the personnel to their jobs such as change of a teacher

(V40) helping with outings such as picnics.

It is seen that the items which were reported as nonexistent in preschool centers are grouped under two subscales which are refered to as "involvement in school management and policy making" and "school education process". In such roles parents perform managerial tasks and supervise the educational curriculum, and are seen as having expertise and as being decision-makers.

Directors.

Out of 40 items in the interview schedule at least 58% of the directors reported 27 items as nonexisting, 63% of the directors reported 10 items as existing and 3 items were reported by some as existing and by others as nonexistent in preschool centers (See Appendix 3).

At least 94.7 % of the directors reported the following items :

(V7), enabling parents to discuss some matters and exchange some ideas individually with the teacher

(V17), giving information about school services such as catering, transportation

(V24), having the records of telephone numbers and addresses for social relations

(V27), holding parent meetings to exchange some ideas and to develop closer social relations

(V28), welcoming parents who come to see the staff

as existing in their preschool centers.

Four of the above items can be grouped under Scale 6 which is called "Social Links". Only one item is categorized under Scale 2 which incorporates items reflecting "Information giving".

On the other hand at least 94.7 per cent of directors reported the following activities as nonexistent in their centers. These are:

(V1) support in maintaining the equipment,

(V2) support in fund-raising events,

(V5) support in managerial duties such as collecting the fee, filling in the attendance sheet,

(V11) support in decision-making in hiring new personnel,

(V16) consulting parents about the school expenses,

(V19) helping with the clearing up and painting the school,

(V23) arranging home visits to talk about the school and the program,

(V31) arranging home visits to give information about the class events,

(V34) inviting parents to help with reading stories during nap time,

(V36) arranging home visits to show parents activities that can be applied at home.

The above items can be categorized into two subscales which are refered to as "involvement in non-educational school activities" and "involvement in school management and policy making".

In summary, directors reported activities under the scales of "involvement in non-educational school activities" and "involvement in school management and policy making" as nonexistent and the activities under the scales of social links and information giving as existing in their centers.

On the other hand mothers reported those activities which are grouped under "information giving" and "social links" as existing, and the activities under "involvement in school education process" and "involvement in school management and policy making" as nonexistent in preschool centers.

Differences Obtained in the Parent Involvement Activities Among Mothers and Among Directors

From the mothers point of view.

Significant differences were found among mothers in their responses only to the items which can be grouped under "Support in non-educational school activities" scale (See Table 8). For the other items no significant differences were obtained (See Appendix 6).

Significant differences with respect to the SES level of the mother were obtained for the items of V1(support in maintaining the equipment) and V19 (helping with the clearing up and painting the school) at p.0259 level. For these items, while 3.2% of the mothers from the low socio-economic level responded as existing in their preschool centers, none of the mothers from the high and middle socio-economic level centers responded to the above-mentioned items as existing in their centers. For item V20 (helping with cooking cookies) of the same scale mothers from low and middle socio-economic level centers responded as existing in their centers whereas none of the mothers from high socio-economic level centers responded to this item as existing. These differences were significant at .0008 level.

A significant difference was obtained for the scale of "Information giving". That is, while 22.3% of the mothers

from high socio-economic level centers and 24.5% of the mothers from middle socioeconomic level centers responded to V8 (giving information about developmental progress of the children) as existing in their centers, only 2.1% of the mothers from low socio-economic level centers responded to this item as existing. This is a significant difference obtained at .00001 level. Similarly, for V25 (preparing a newsletter to inform parents about the school activities), while 36.2% of the mothers from high socio-economic level centers and 26.6% of the mothers from middle socioeconomic level centers only 2.1% of the mothers from low socio-economic centers responded to this item as existing in their preschool centers. This yielded a significant difference at .00001 level. While 37.2% of the mothers from high socio-economic level centers and 28.7% of the mothers from middle socioeconomic level centers responded to V13 (giving information about the weekly food menu) as existing, only 23.4% of the mothers from low socio-economic level centers responded to it in the same way. This illustrated a significant difference at .0206 level.

Similarly, significant differences with respect to SES level of the mother were found for V14 (holding seminars for parents about child education and development) at .00001 level. While 22.3% of the mothers from the high socio-economic level responded to this item as existing. Only 1% of the mothers from the low socio-economic level responded to this item as existing. For V35 (educational programs for parents about child education and development) none of the

mothers from the low socio-economic level centers responded to this item as existing in their centers, whereas 15.9% of the mothers from the high socio-economic level centers responded to V35 as existing. This indicated a significant difference at .0002 level. Similarly, none of the mothers from the low socio-economic level centers responded to V38 (holding seminars about behavior disorder problems) as existing, but 10.6% of the mothers from the high socio-economic level centers responded to this item as existing in their centers . This yielded a significant difference at . 0088 level.

	HIGH				MIDDLE				LOW				Total				Chi Square	Significance
	n		%		n		%		n		%		n		%			
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO		
V1	0.0	35.0	0.0	37.2	0.0	31.0	0.0	33.0	3.0	25.0	3.2	26.6	3.0	91.0	3.2	96.8	7.30	0.02590
V4	10.0	25.0	10.6	26.6	6.0	25.0	6.4	26.6	23.0	5.0	24.2	5.3	39.0	55.0	41.5	58.5	27.72	0.00000
V6	0.0	35.0	0.0	37.2	0.0	31.0	0.0	33.0	4.0	24.0	43.0	25.0	4.0	90.0	4.3	95.7	9.85	0.00730
V7	34.0	1.0	36.2	1.1	31.0	0.0	33.0	0.0	11.0	17.0	11.7	18.1	76.0	18.0	80.9	19.1	4.59	0.00000
V8	21.0	14.0	22.3	4.9	23.0	8.0	24.5	8.5	2.0	26.0	2.1	27.7	46.0	48.0	48.9	51.1	29.20	0.00000
V12	0.0	35.0	0.0	37.2	1.0	30.0	1.0	32.0	11.0	17.0	11.8	18.0	12.0	82.0	12.8	87.2	25.34	0.00000
V13	35.0	0.0	37.2	0.0	27.0	4.0	28.7	4.3	22.0	6.0	23.4	6.4	84.0	10.0	89.4	10.6	7.76	0.02060
V14	21.0	14.0	22.3	4.9	7.0	24.0	7.4	25.6	1.0	27.0	1.0	28.8	29.0	65.0	30.9	69.1	24.70	0.00000
V16	1.0	34.0	1.0	36.2	1.0	30.0	1.0	32.0	7.0	21.0	7.4	22.4	9.0	85.0	9.6	90.4	10.96	0.00420
V19	0.0	35.0	0.0	37.2	0.0	31.0	0.0	33.0	3.0	25.0	3.2	22.3	3.0	91.0	3.2	96.8	7.30	0.02590
V20	0.0	35.0	0.0	37.2	6.0	25.0	6.4	26.6	10.0	18.0	10.6	19.2	16.0	78.0	17.0	83.0	14.22	0.00080
V25	34.0	1.0	36.2	1.0	25.0	6.0	26.6	6.4	2.0	26.0	2.1	27.6	61.0	33.0	64.9	35.1	60.34	0.00000
V27	34.0	1.0	36.2	1.0	20.0	11.0	21.2	11.8	27.0	1.0	28.7	1.0	81.0	13.0	86.2	13.8	18.21	0.00010
V28	35.0	0.0	37.2	0.0	31.0	0.0	33.0	0.0	12.0	16.0	12.7	17.0	78.0	16.0	83.0	17.0	45.45	0.00000
V32	7.0	28.0	7.4	29.8	1.0	30.0	1.0	32.0	1.0	27.0	1.0	28.7	9.0	85.0	9.6	90.4	7.00	0.03020
V33	6.0	29.0	6.4	30.8	0.0	31.0	0.0	33.0	0.0	28.0	0.0	29.8	6.0	88.0	6.4	93.6	10.80	0.00450
V35	15.0	20.0	15.9	21.3	6.0	25.0	6.4	26.6	0.0	28.0	0.0	29.8	21.0	73.0	22.3	77.7	16.70	0.00020
V38	10.0	25.0	10.6	26.6	5.0	26.0	5.3	27.7	0.0	28.0	0.0	29.8	15.0	79.0	16.0	84.0	9.47	0.00880
V40	5.0	30.0	5.2	32.0	0.0	31.0	0.0	33.0	0.0	28.0	0.0	29.8	5.0	89.0	5.3	94.7	8.90	0.01170

From the directors point of view.

Directors coming from different socioeconomic level centers responded differently to the following items (See Table 9).
(V8) giving information about developmental progress of children,
(V25) preparing a newsletter to inform parents about the school activities,
(V14) holding seminars for parents about child education and development,
(V33) inviting parents to class to inform children about their jobs and hobbies.

For V8 (giving information about developmental progress of children) while 47.4 % of the directors from high socio-economic level centers and 21% of the mothers from middle socioeconomic level centers responded to this item as existing only 5.3% of the directors from low socio-economic centers responded to this items as existing in their centers. This yielded a significant diffrence at .0347 level. While at least 31.6% of the directors coming from high socio-economic level centers and at least 10.5% of the mothers from middle socioeconomic level centers responded to V14 (holding seminars for parents about child education and development), V25 (preparing a newsletter to inform parents about school activities) and V33 (inviting parents to class to inform children about their jobs and hobbies) as existing in their centers, none of the directors from low

socio-economic level centers responded to the above mentioned items as existing in their centers. These results showed a significant difference at .0297, .0160, and .0077 level respectively. On the other hand nonsignificant differences were found among directors in their responses to 36 items in the interview schedule (See Appendix 6). When the overall results are considered the following comes forth.

In summary, significant differences were found with respect to the educational level of the mother and socio-economic level of the school only for the scales of "involvement in non-educational school activities" and "involvement in management and policy making". Significant differences were not found with respect to the educational level of the mother and socioeconomic level of the schools for Scale2 ("information giving"), for Scale 3 ("parents' involvemen in their own child's education"), for Scale 4 ("parents involvement in school education process") and for Scale 6 ("social links") (See Appendix 5). Mothers reported those activities which are grouped under "information giving and social links" as existing, activities under "involvement in school education process" and "involvement in school management and policy making" as nonexistent in preschool centers. On the other hand, directors reported that activities under "social links and information giving" as existing, "involvement in non-educational school activities" and "involvement in school management and policy making" as nonexistent in their centers.

	HIGH				MIDDLE				LOW				Total				Chi Square	Significance
	n		%		n		%		n		%		n		%			
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO		
V8	9.0	0.0	47.4	0.0	4.0	3.0	21.0	15.8	1.0	2.0	5.3	10.5	14.0	5.0	73.7	26.3	8.72	0.03470
V14	7.0	2.0	36.8	10.5	2.0	5.0	10.5	26.3	0.0	3.0	0.0	15.8	9.0	10.0	47.4	52.6	7.03	0.02970
V25	8.0	1.0	42.1	5.3	5.0	2.0	26.3	10.5	0.0	3.0	0.0	15.8	13.0	6.0	68.4	31.6	8.27	0.01600
V33	6.0	3.0	31.6	15.8	0.0	7.0	0.0	36.8	0.0	3.0	0.0	15.8	6.0	13.0	31.6	68.4	9.74	0.00770

DISCUSSION

The critical role of parents in the overall development of their children brought parent involvement into focus.

Studies conducted on the importance of parent involvement in early childhood education show its positive effects on children, parents and teachers. Parent involvement was linked to increased achievement and overall school success for children (Olmsted, Rubin, True, Revicki & Comer, 1980). As parents become better informed about the operation of the school, they become supportive of the policies, procedures and activities in the schools (Robinson and Choper 1979, Fuller 1978, Olmsted et al, 1980). After experiencing parent involvement, teachers attitudes toward parent involvement and their teaching were found to be more enriched (Berren, 1976, Nir-Janiv, 1982). There was evidence for important and lasting effects of parent involvement in early childhood education which provided support for the inclusion of parents as active participants in early childhood programs.

Since parent involvement is very important in the whole development of the child there is a need for research in the area of parent involvement in Turkey.

Attitudes of mothers toward parent involvement activities in preschool education with respect to educational level of the mother and socioeconomic level of the school.

The results of the study indicated that among the different parent involvement activities studied, only non-educational school activities and school management and policy making activities illustrated significant differences.

Mothers in the low and middle education group gave more importance to the involvement of parents in non-educational school activities than those in the high education group. Non-educational school activities in preschool centers are those activities in which parents support maintaining the equipment, helping with the clearing up, painting the school and baking cookies and cakes for the children.

Similarly, mothers coming from the low and middle education group gave more importance to involvement in school management and policy making than those in the high education group.

In general, mothers coming from the low education group gave more importance to parent involvement than those in the high education group, however the literature illustrates something different from the above findings. Stevenson and Baker (1987) found a relationship between the educational status of the mother and the degree of parental involvement

in schooling. They noted that the higher the educational status of the mother, the greater the degree of parental involvement in the school. Parents with a high level of education are found to be more involved in the school activities, such as attending parent teacher conferences. They also found that educated mothers tend to have more information about the school and were more likely to take action to address their child's school problems than less educated mothers.

Although the findings of Stevenson and Baker's study reflect the actual behavior of the parents and the findings of the present study reflect the attitudes of mothers toward parent involvement activities, the results indicate contradictory findings.

A possible interpretation of the above findings would be that the mothers coming from the high education group see themselves as teachers of their own children. They think that there is no need to take on the other roles in their children's preschools which are explained by Gordon (1970). Mothers coming from the high education group take the role as teacher only at home. They do not think the other five roles of volunteers, paid employees, audience, decision-makers and learners are necessary for the whole development of their children. Another reason why highly educated mothers don't give as much importance as the less educated mothers could be that, highly educated mothers fail to make

school involvement a priority. Some highly educated mothers may not become involved because of extensive professional commitments and some because they value making money more than making time for involvement in their children's schools.

Moreover, since high socio-economic level centers charge a high fee these mothers may think that further involvement in school activities is not necessary.

On the other hand, less educated mothers may have had such unfortunate experiences with schools earlier in their lives that they may not want their children to experience the same. Thus, less educated mothers may tend to be involved more than highly educated mothers.

Parent involvement activities which are present in preschool centers as reported by mothers and directors.

Mothers.

By looking into the activities which exist in preschool centers mothers reported only those activites which are categorized under "information giving" and "social links" scales.

The items in the above-mentioned subscales can be categorized under low- level parent involvement, acccording

to Shickedanz (1977). Level one or low parent involvement is characterized by parental activities that do not challenge the expertise of the teacher and the decision making power of the school.

Furthermore, twenty activities which mothers report as non-existent in preschool centers, are grouped under "involvement in school management and policy making" and "involvement in school education process" scales.

According to Shickedanz (1977) and Galvin et al (1991), these activities are middle and high-level parent involvement activities. They require parental presence and participation in the educational setting and the mothers are seen as having expertise and as being decision makers in those activities.

According to mothers, activities under "involvement in school management and policy making" and "involvement in school education process" are not applied in the preschool centers. Instead, activities of "information giving" and "social links" scales are applied the most in preschool centers. The above results indicated that there are very few activities of parent involvement present in preschool centers. Moreover those that exist are low level of parent involvement and do not neccessiate intense involvement of the mothers.

Directors.

Most of the items directors reported as existing in preschool centers can be grouped under Scale 6 which is refered to as "Social Links". This finding indicated the fact that the directors have reported in the same direction as the mothers of the same socioeconomic level for the activities under the "social links". According to Shickedanz, activities under social links are categorized as low -level parent involvement.

There are many reasons why school system/directors neglect to make an effort to involve parents. Some reasons revolve around the rivalry, tension some teachers or directors feel toward parents. Some teachers' and directors' reactions are socio-economic in nature. They resent parents with higher education or economic levels and feel inadequate when faced with them or, convesely, they look down on the parents lower education and economic status discounting what these parents do for their children.

School systems have certain priorities. In very few schools parent involvement is a priority. Grade school or even kindergarten teachers are rewarded for ensuring that their children have high test scores. That is why directors might have reported low- level parent involvement.

On the other hand, directors reported some activities as non-existent in preschool centers. Most of the non-existent

items are categorized under two subscales which are "Involvement in non educational school activities" and "involvement in school management and policy making".

The "Involvement in school management and policy making" scale includes activities in which parents are seen as decision- makers.

Directors have the same view as the mothers that activities under the "Involvement in school management and policy making" scale do not exist in preschool centers.

Unlike mothers, directors reported noneducational school activities as non-existent in preschool centers. However, a few mothers reported that noneducational school activities existed in centers. Although this was the case it made a significant difference. Non-educational school activities include painting the school, washing the dishes, preparing the meals.

Differences among mothers and among directors.

From the mothers point of view.

Mothers coming from different socio-economic level centers responded differently to the items of the "Parents involvement in non-educational school activities" scale.

While only 3.2% of the mothers coming from low socio-economic centers reported that non-educational school activities exist in their centers, none of the mothers from middle and high socio-economic centers reported that these activities exist in their centers. Although only a few mothers 3.2% responded to non-educational school activities as being existent in their centers, it made a significant difference.

Mothers coming from high socio-economic level centers responded to the items which can be grouped under the scale of "Information giving" and " Parents' involvement in their own child's education" as being existent in their centers.

According to Shickedanz (1977), activities grouped under the "Information giving" scale can be explained as low-level parent involvement. On the other hand, activities under the "Parents' involvement in their own child's education" scale can be refered to as level three of parent involvement, in which parents are seen as having expertise and as being decision-makers. This level according to Shickedanz is characterized by activities that involve parents in teaching their own children.

The mothers who sent children to high socio-economic level centers share the same idea with the directors of the high socio-economic level centers. Both the directors and the mothers from high socio-economic level centers responded to the activities grouped under the "Information giving" scale

and "Parents involvement in their own child's education" scale as being existent in their centers.

From the directors point of view.

Directors of the high and middle socio-economic level centers reported that the items which can be grouped under the "Information giving", the "Parents' involvement in their own child's education" and the "Involvement in school education process" scales exist in this centers more than directors of the low socio-economic level centers.

A possible interpretation of the above findings would be that the directors as the high socio-economic level centers actually apply the activities expressed in items grouped under the above mentioned scales in their schools.

In conclusion, the activities under the scales of "Information giving" and "School management and policy making" do not exist in preschool centers.

The reported activities, both by the mothers and directors, which exist in preschool centers are the activities that can be grouped under low-level parent involvement, according to Shickedanz (1977).

Implications

Family and school represent the primary environments in which young children grow and develop. Thus, strong linkages between parents and schools are helpful in many ways. Such linkages can help the child make smooth transitions from one setting to another. Further, parents understand the types of activities that occur in the preschool setting.

When a member of a child's family takes part in his/her school life in a positive manner, the child's self-esteem appears to soar. Such positive participation sends a signal to the child: The family endorses this other world, the one where s/he spends all the school-year weekdays of his/her childhood (Greenberg,1989).

Most educationalists believe that parent involvement does matter and is important.

In this study both parents and directors reported that the activities under social links and information giving scale as existing in their centers. The activities in those scales are grouped as low level of parent involvement according to Shickedanz and Galvin et. al. In order to reach higher level of parent involvement both parent and program staff should be trained on the importance of parent involvement and how to facilitate parent involvement activities in their school.

Also, it is important to have training aimed at parents and program staff to foster respect of their mutually assumed roles in family-school relations.

Limitations of the study

It would have been better if a larger number of centers and teachers had been included in the study.(19 centers and 19 directors). Increasing the number of centers/directors would have given an expanded representation of the centers that this study aims at.

Increasing the number of centers/directors would also have been helpful for the use of advanced statistical methods.

It might have been better if factor analyses would be done for the instrument.

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APPENDIX 1

SUBCATEGORIES OF THE INTERVIEW

1- PARENTS INVOLVEMENT IN NON-EDUCATIONAL SCHOOL ACTIVITIES

Parents help the teachers and the staff with cleaning up, maintenance, washing dishes, preparing meals, maintaining the equipment in school.

Helping the staff with the non-educational school activities shows of the children

Item numbers : 1,9,19,20,34

2- INFORMATION GIVING

Giving information to parents by newsletters or by phone about the aim of the program, the activities, responsibilities and duties of the personnel in the program, developmental progress of the children, weekly food menu.

Item numbers : 8,13,17,22,25,26

3- PARENT'S INVOLVEMENT IN THEIR CHILD'S EDUCATION

Holding up seminars about child education and development. Showing a booklet about activities which can be applied at home during home visits to parents.

Item numbers : 14,35,36,37,38

4- PARENT'S INVOLVEMENT IN SCHOOL EDUCATION PROCESS

To have active role in the application of the program. Enable parents to contribute to the curriculum. To invite parents to work with the children under the supervision of the teacher. To invite parents to inform children about their hobbies and jobs. Helping with the educational outings. Support in choosing and creating educational materials and toys together with the teacher.

Item numbers: 3,4,6,12,29,30,32,33,40

5- PARENT'S INVOLVEMENT IN SCHOOL MANAGEMENT AND POLICY MAKING

Support in fund raising events,managerial duties such as collecting the fee, filling in the attendance sheet. Support in decision making process of hiring new personnel for the school. To prepare questionnaires aimed to find out which issues do parents want to know about child education and development.

Item numbers: 2,5,10,11,15,16,18,39

6- SOCIAL LINKS

To hold parent meetings to exchange some ideas and develop close social relationships. To welcome parents who come to see the staff during the day. Organizing home visits to talk about the school and the program and to give information about class events.

Item numbers: 7,21,23,24,27,28,31

ANKETTE YER ALAN ALT GRUPLAR

1-VELİNİN EĞİTİMLE İLGİLİ OLMAYAN OKUL FAALİYETLERİNE KATILIMI:

Velilerin öğretmenlere veya personele okulun temizliği ve bakımı, bulaşık ve çamaşırlarının yıkanması, öğle yemeği ve ikindi kahvaltısının hazırlanması, okulda yer alan demirbaşların tamiri, v.b. konularda yardım etmesi. Velilerin, eğitim programı haricinde çocukların düzenlediği gösteri ve müsamerelere katılması.

Madde numaraları: 1, 9, 19, 20, 34

2- VELİLERE BİLGİ VERME

Velilere, program başlamadan önce ve işleyişi sırasında programın amacı, programda uygulanan faaliyetler,programın uygulanmasında görev alan kişilerin beceri ve sorumlulukları, özel günler (grup gezileri v.b.) ve çocukların okuldaki durumları ve beslenme düzenleri hakkında düzenli olarak bülten göndermek ve/veya telefon aracılığı ile bilgi vermek.

Madde numaraları : 8, 13, 17, 22, 25, 26

3- VELİLERİN KENDİ ÇOCUKLARININ EĞİTİMİNDEKİ ROLÜ

Kurumun okul öncesi eğitim konusunda yetkili uzmanlardan yararlanarak sürekli ve/veya bir defaya mahsus olmak üzere velilere eğitim seminerleri düzenlemesi.

Veliler, bu seminerler aracılığı ile çocuk gelişimi ve eğitimi, davranış bozuklukları konularında bilgi sahibi olup,birtakım beceriler kazanırlar. Öğretmenlerin, velilerin çocuklarının eğitiminde evde de uygulayabilecekleri faaliyetleri içeren bir kitapçık geliştirmesi ve ev ziyaretleri sırasında öğretmenlerin bu faaliyetleri velilere göstermeleri.

Madde numaraları : 14, 35, 36, 37, 38

4- VELİLERİN OKULDAKİ EĞİTİM FAALİYETLERİNE KATILIMI

Velilerin kurumda programın uygulanmasında etkin rol almaları. Programın amacına ve işleyişine yönelik kararlarda öğretmenlerle birlikte söz sahibi olmaları. Velilerin okulda öğretmenlerin kontrolü altında programa yönelik faaliyetler yaratıp çocuklara uygulamaları, meslekleri ve hobileri hakkında grupta konuşmalar yapmaları, okul dışında düzenlenen eğitim gezilerinde öğretmenlere ve/veya personele yardım etmeleri. Okulda çocukların ilgileneceği eğitim materyallerini öğretmenler ve velilerin birlikte alması veya geliştirmesi.

Madde numaraları : 3, 4, 6, 12, 29, 30, 32, 33, 40

5- VELİLERİN OKUL İDARE VE POLİTİKASINA KATILIMI

Velilerin, okulun faaliyetlerini sürdürebilmesi için idari konularda okula yardım etmesi ve bu konularda söz sahibi olabilmesi. Velilerin okulda birtakım faaliyetler için para

toplaması, okul kayıtlarının tutulmasında kuruma yardım etmeleri.

Personel seçimi, maddi kaynakların kullanımı ve aktarımı konularında söz sahibi olabilmeleri. Okul idaresinin velileri hangi konularda ve ne şekilde etkin olarak kullanacağını ve velilerin kendi çocuklarının eğitimi konusundaki ilgi alanlarını anketler aracılığı ile araştırması.

Madde numaraları : 2, 5, 10, 11, 15, 16, 18, 39

6- VELİLERLE KURULAN SOSYAL İLİŞKİLER

Öğretmenlerin veya diğer okul personelinin velilerle daha yakın ilişkiler kurmak ve birtakım konularda fikir alışverişinde bulunmak amacı ile veli toplantıları düzenlemeleri. Velilerin bireysel olarak da randevulu veya randevusuz öğretmenlerden görüşme talebinde bulunmaları. Öğretmenlerin programı tanıtmak aracılığı ile okul başlamadan önce velilerin ev ziyaretlerine gitmeleri v.b. faaliyetler düzenlemeleri. Program süresince de öğretmenlerin velilere yapacağı ev ziyaretlerinde çocukların grupta yaptıkları faaliyetleri anlatmaları

Madde numaraları : 7, 21, 23, 24, 27, 28, 31

APPENDIX 2

Frequencies and percentages of items reported by mothers.

	f		%	
	Yes	No	Yes	No
V1	3	91	3.2	96.8
V2	1	93	1.1	98.9
V3	6	88	6.4	93.6
V4	39	55	41.5	58.5
V5	1	93	1.1	98.9
V6	4	90	4.3	95.7
V7	76	18	80.9	19.1
V8	46	48	48.9	51.1
V9	26	68	27.7	72.3
V10	1	93	1.1	98.9
V11	-	94	-	100
V12	12	82	12.8	87.2
V13	84	10	89.4	10.6
V14	29	65	30.9	69.1
V15	8	86	8.5	91.5
V16	9	85	9.6	90.4
V17	83	11	88.3	11.7
V18	9	85	9.6	90.4
V19	3	91	3.2	96.8
V20	16	78	17	83
V21	33	61	35.1	64.9

Cont. Appendix 2

V22	28	66	29.8	70.2
V23	–	94	–	100
V24	93	1	98.9	1.1
V25	61	33	64.9	35.1
V26	38	56	40.4	59.6
V27	81	13	86.2	13.8
V28	78	16	83	17
V29	10	84	10.6	89.4
V30	5	89	5.3	94.7
V31	–	94	–	100
V32	9	85	9.6	90.4
V33	6	88	6.4	93.6
V34	92	2	97.9	2.1
V35	21	73	22.3	77.7
V36	–	94	–	100
V37	2	92	2.1	97.9
V38	15	79	16	84
V39	2	92	2.1	97.9
V40	5	89	5.3	94.7

APPENDIX 3

Frequencies and percentages of items reported by directors

	f		%	
	Yes	No	Yes	No
V1	1	18	5.3	94.7
V2	1	18	5.3	94.7
V3	3	16	15.8	84.2
V4	12	7	63.2	36.8
V5	-	19	-	100
V6	5	14	26.3	73.7
V7	18	1	94.7	5.3
V8	14	5	73.7	26.3
V9	8	11	42.1	57.9
V10	6	13	31.6	68.4
V11	1	18	5.3	94.7
V12	2	17	10.5	89.5
V13	17	2	89.5	10.5
V14	9	10	47.4	52.6
V15	5	14	26.3	73.7
V16	1	18	5.3	94.7
V17	19	-	100	-
V18	8	11	42.1	57.9
V19	1	18	5.3	94.7
V20	7	12	36.8	63.2
V21	10	9	52.6	47.4

Cont. Appendix 3

V22	9	10	47.4	52.67
V23	1	18	5.3	94.7
V24	18	1	94.7	5.3
V25	13	6	68.4	31.6
V26	13	6	68.4	31.6
V27	18	1	94.7	5.3
V28	19	-	100	-
V29	6	13	31.6	68.4
V30	4	15	21.1	78.9
V31	-	19	-	100
V32	7	12	36.8	63.2
V33	6	13	31.6	68.4
V34	1	18	5.3	94.7
V35	6	13	31.6	68.4
V36	1	18	5.3	94.7
V37	3	16	15.8	84.2
V38	6	13	31.6	68.4
V39	4	15	21.1	78.9
V40	6	13	31.6	68

APPENDIX 4

PARENT INVOLVEMENT ACTIVITIES

V1 : Support in maintaining the equipment

V2 : Support in fund-raising events

V3 : Enable parents to contribute to the curriculum

V4 : Support in creating new materials, toys

V5 : Support in managerial duties such as collecting the fee filling in the attendance sheet

V6 : Support in choosing the educational materials together with the teacher

V7 : Enable parents to discuss some matters and to air some complaints with the teacher

V8 : Giving information about the developmental progress of the children

V9 : Helping the staff with non-educational activities of the children

V10: A research aimed to find out when/where teachers need parents' support

V11: Support in decision making process of hiring new personnel to the school

V12: Enable parents to choose educational books, magazines together with the teacher

V13: Giving information about weekly menu

V14: Helding up seminars about child education and development

V15: Research aimed to find out when/where parents can give support to staff

V16: Consulting parents about the school expenses

V17: To give information about school services such as transportation

V18: To find out which subjects do parents want to know about child education and development

V19: Helping with the clearing up and painting the school

V20: Helping with cooking cookies and cakes

V21: To held up an orientation day to talk about the program and the school before the school starts

V22: To prepare a written school prospectus

V23: Home visits to talk about the school and the program

V24: To have the records of telephone numbersand adressess for social relations

V25: To prepare a newsletter to inform parents about school activities

V26: To have noticeboards to give information about school events

V27: To held parent meetings to exchange some ideas and to develop closer social relationships

V28: To welcome parents to see the staff during the day

V29: To accompany classes on picnics

V30: Helping with the educational outings

V31: Home visits to give information about the class events

V32: To invite parents work with the children under the supervision of the teacher

V33: To invite parents to the class inorder to inform children about their hobbies and jobs

V34: Helping the staff during nap and lunch times (serving the food and reading books to children)

V35: Educational programs for parents about child education and development

V36: Home visits to show parents the activities that can be applied at home

V37: To prepare a booklet about activities which can be applied at home

V38: Helding educational seminars about children with behavior disorders

V39: Consult with parents about assigning the personnel to their jobs such as change of a teacher

V40: Helping with outings (picnics)

APPENDIX 5

The Significant Results for the Subscales

Table 10

Means, standard deviations and F test results for Scale 2 with respect to educational level of the mother and socioeconomic level of the school

Education level of mother and socioeconomic level of school	M	SD	F	P
High	19.28	2.11		
Middle	18.61	2.44	.8198	.4438
Low	18.71	2.39		

Table 11

Means, standard deviations and F test results for Scale 3 with respect to educational level of the mother and socioeconomic level of the school

Education level of mother and socioeconomic level of school	M	SD	F	P
High	16.86	2.20		
Middle	15.80	2.75	2.68	.0742
Low	15.60	2.01		

Table 12

Means, standard deviations and F test results for Scale 4 with respect to educational level of the mother and socioeconomic level of the school

Education level of mother and socioeconomic level of school	M	SD	F	P
High	23.23	4.07		
Middle	22.68	4.31	3.01	.0542
Low	25.14	3.63		

Table 13

Means, standard deviations and F test results for Scale 6 with respect to educational level of the mother and socioeconomic level of the school

Education level of mother and socioeconomic level of school	M	SD	F	P
High	22.71	2.16		
Middle	22.03	2.56	1.15	.3204
Low	21.89	2.82		

Frequencies and percentages of items reported by mothers with respect to educational level of the mother and the socioeconomic level of the school

	HIGH				MIDDLE				LOW				Total				Chi Square	Significance
	n		%		n		%		n		%		n		%			
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO		
V2	1.0	34.0	1.1	36.2	0.0	31.0	0.0	33.0	0.0	28.0	0.0	29.8	1.0	93.0	1.1	98.9	1.70	0.42660
V3	1.0	34.0	1.1	36.2	4.0	27.0	4.3	28.7	1.0	27.0	1.0	28.8	6.0	88.0	6.4	93.6	3.30	0.19170
V5	1.0	34.0	1.1	36.2	0.0	31.0	0.0	33.0	0.0	28.0	0.0	29.8	1.0	93.0	1.1	98.9	1.70	0.42660
V9	5.0	30.0	5.2	32.0	11.0	20.0	11.8	21.2	0.0	18.0	10.6	19.1	26.0	68.0	27.7	72.3	4.98	0.08270
V10	1.0	34.0	1.0	36.2	0.0	31.0	0.0	33.0	0.0	28.0	0.0	29.8	1.0	93.0	1.1	98.9	1.70	0.42660
V11	0.0	35.0	0.0	37.2	0.0	31.0	0.0	33.0	0.0	28.0	0.0	29.8	0.0	94.0	0.0	100.0		
V15	6.0	29.0	6.4	30.8	1.0	30.0	7.0	32.0	1.0	27.0	1.0	28.8	8.0	86.0	8.5	91.5	5.34	0.06930
V17	32.0	3.0	34.0	3.2	29.0	2.0	30.9	2.1	22.0	6.0	23.4	6.4	83.0	11.0	88.3	11.7	3.72	0.15550
V18	4.0	31.0	4.3	33.0	4.0	27.0	7.4	25.6	1.0	27.0	1.0	28.8	9.0	85.0	9.6	90.4	1.70	0.42720
V21	10.0	25.0	10.6	26.6	10.0	21.0	10.6	22.3	13.0	15.0	13.8	16.0	33.0	61.0	35.1	64.9	2.34	0.31010
V22	11.0	24.0	11.7	25.5	10.0	21.0	10.6	22.3	7.0	21.0	7.4	22.4	28.0	66.0	29.8	70.2	0.44	0.80160
V23	0.0	35.0	0.0	37.2	0.0	31.0	0.0	33.0	0.0	28.0	0.0	29.8	0.0	94.0	0.0	100.0		
V24	35.0	0.0	37.2	0.0	31.0	0.0	33.0	0.0	27.0	1.0	28.8	1.0	0.0	94.0	0.0	100.0		0.30380
V26	19.0	16.0	20.2	17.0	10.0	21.0	10.6	22.3	9.0	19.0	9.6	20.2	38.0	56.0	40.4	59.6	4.44	0.10820
V29	6.0	29.0	6.4	30.8	4.0	27.0	7.4	25.6	0.0	28.0	0.0	29.8	10.0	84.0	10.6	89.4	5.06	0.07970
V30	1.0	34.0	1.1	36.2	4.0	27.0	4.3	28.7	0.0	28.0	0.0	29.8	5.0	89.0	5.3	94.7	5.53	0.06280
V31	0.0	35.0	0.0	37.2	0.0	31.0	0.0	33.0	0.0	28.0	0.0	29.8	0.0	94.0	0.0	100.0		
V34	35.0	0.0	37.2	0.0	29.0	2.0			28.0	0.0	29.8	0.0	92.0	2.0	97.9	2.1	4.15	0.12540
V36	0.0	35.0	0.0	37.2	0.0	31.0	0.0	33.0	0.0	28.0	0.0	29.8	0.0	94.0	0.0	100.0		
V37	2.0	33.0			-	31.0	-	33.0	-	28.0	-	29.8	2.0	3.4	97.9	2.1	3.44	0.17860
V39	1.0	34.0	1.0	36.2	0.0	31.0	0.0	33.0	1.0	27.0	1.0	28.8	2.0	1.0	97.9	2.1	1.00	0.42660

Frequencies and percentages of items reported by directors from schools with different socioeconomic levels

	HIGH				MIDDLE				LOW				Total				Chi Square	Significance
	n		%		n		%		n		%		n		%			
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO		
V1	9.00	0.00	47.40	0.00	0.00	7.00	0.00	36.80	1.00	2.00	5.30	10.50	10.00	9.00	52.70	47.30	5.63	0.06
V2	1.00	8.00	5.30	42.10	0.00	7.00	0.00	36.80	0.00	3.00	0.00	15.80	1.00	18.00	5.30	94.70	1.17	0.56
V3	2.00	7.00	10.50	36.80	1.00	6.00	5.30	31.60	0.00	3.00	0.00	15.80	3.00	16.00	15.80	84.20	0.85	0.65
V4	7.00	2.00	36.80	10.50	3.00	4.00	15.80	21.00	2.00	1.00	10.50	5.30	12.00	7.00	63.10	36.90	2.08	0.35
V5	0.00	9.00	0.00	47.40	0.00	7.00	0.00	36.80	0.00	3.00	0.00	15.80	0.00	19.00	0.00	100.00		.
V6	3.00	6.00	15.80	31.60	2.00	5.00	10.50	26.30	0.00	3.00	0.00	15.80	5.00	14.00	26.30	73.70	1.31	0.52
V7	9.00	0.00	47.40	0.00	6.00	1.00	31.60	5.30	3.00	0.00	15.80	0.00	18.00	1.00	94.30	5.70	1.81	0.40
V9	2.00	7.00	10.50	36.80	4.00	3.00	21.00	15.80	2.00	1.00	10.50	5.30	8.00	11.00	42.00	58.00	2.85	0.24
V10	3.00	6.00	15.80	31.60	3.00	4.00	15.80	21.00	0.00	3.00	0.00	15.80	6.00	13.00	31.60	68.40	1.81	0.40
V11	1.00	8.00	5.30	42.10	0.00	7.00	0.00	36.80	0.00	3.00	0.00	15.80	1.00	18.00	5.30	94.70	1.17	0.56
V12	0.00	9.00	0.00	47.40	2.00	5.00	10.50	26.30	0.00	3.00	0.00	15.80	2.00	17.00	10.50	89.50	3.83	0.15
V13	8.00	1.00	42.10	5.30	6.00	1.00	31.60	5.30	3.00	0.00	15.80	0.00	17.00	2.00	89.50	10.50	0.46	0.79
V15	4.00	5.00	21.10	26.30	1.00	6.00	5.30	31.60	0.00	3.00	0.00	15.80	5.00	14.00	26.30	73.70	3.11	0.21
V16	0.00	9.00	0.00	47.40	1.00	6.00	5.30	31.60	0.00	3.00	0.00	15.80	1.00	18.00	5.70	94.30	1.81	0.40
V17	0.00	9.00	0.00	47.40	0.00	7.00	0.00	36.80	0.00	3.00	0.00	15.80	0.00	19.00	0.00	100.00	4.93	0.08
V18	6.00	3.00	31.60	15.80	2.00	5.00	10.50	26.30	0.00	3.00	0.00	15.80	8.00	11.00	42.10	57.90	5.63	0.06
V19	0.00	9.00	0.00	47.40	0.00	7.00	0.00	36.80	1.00	2.00	5.30	10.50	1.00	18.00	5.30	94.70		.
V20	3.00	6.00	15.80	31.60	2.00	5.00	10.50	26.30	2.00	1.00	10.50	5.30	7.00	12.00	36.80	63.20	1.4.	0.50
V21	4.00	5.00	21.10	26.30	4.00	3.00	21.00	15.80	2.00	1.00	10.50	5.30	10.00	9.00	52.70	47.30	0.54	0.76
V22	5.00	4.00	26.30	21.10	4.00	3.00	21.00	15.80	0.00	3.00	0.00	15.80	9.00	10.00	47.30	52.70	3.21	0.20
V23	0.00	9.00	0.00	47.40	1.00	6.00	5.30	31.60	0.00	3.00	0.00	15.80	1.00	18.00	5.70	94.30	1.81	0.40
V24	9.00	0.00	47.40	0.00	6.00	1.00	31.60	5.30	3.00	0.00	15.80	0.00	18.00	1.00	94.30	5.70	1.81	0.40
V26	7.00	2.00	36.80	10.50	3.00	4.00	15.80	21.00	3.00	0.00	15.80	0.00	13.00	6.00	31.60	68.40	3.87	0.14
V27	9.00	0.00	47.40	0.00	6.00	1.00	31.60	5.30	3.00	0.00	15.80	0.00	18.00	1.00	94.70	5.30	1.81	0.40
V28	9.00	0.00	47.40	0.00	7.00	0.00	36.80	1.00	3.00	0.00	15.80	0.00	19.00	0.00	100.00	0.00		
V29	3.00	6.00	15.80	31.60	2.00	5.00	10.50	26.30	1.00	2.00	5.30	10.50	6.00	13.00	68.40	31.60	0.05	0.98
V30	2.00	7.00	10.50	36.80	1.00	6.00	5.30	31.60	1.00	2.00	5.30	10.50	4.00	15.00	21.10	78.90	0.47	0.79
V31	0.00	9.00	0.00	47.40	0.00	7.00	0.00	36.80	0.00	3.00	0.00	15.80	0.00	19.00	0.00	100.00		
V32	5.00	4.00	26.30	21.10	2.00	5.00	10.50	26.30	0.00	3.00	0.00	15.80	7.00	12.00	36.80	63.20	3.31	0.19
V34	1.00	8.00	5.30	42.10	0.00	7.00	0.00	36.80	0.00	3.00	0.00	15.80	1.00	18.00	5.30	94.70	1.17	0.56
V35	4.00	5.00	21.10	26.30	2.00	5.00	10.50	26.30	0.00	3.00	0.00	15.80	6.00	13.00	31.60	68.40	2.10	0.35
V36	1.00	8.00	5.30	42.10	0.00	7.00	0.00	36.80	0.00	3.00	0.00	15.80	1.00	18.00	94.70	5.30	1.17	0.56
V37	3.00	6.00	15.80	31.60	0.00	7.00	0.00	36.80	0.00	3.00	0.00	15.80	3.00	16.00	15.80	84.20	3.96	0.14
V38	3.00	6.00	15.80	31.60	2.00	5.00	10.50	26.30	1.00	2.00	5.30	10.50	6.00	13.00	68.50	31.50	0.05	0.98
V39	2.00	7.00	10.50	36.80	2.00	5.00	10.50	26.30	0.00	3.00	0.00	15.80	4.00	15.00	21.00	79.00	1.04	0.59
V40	2.00	7.00	10.50	36.80	2.00	5.00	10.50	26.30	2.00	1.00	10.50	5.30	6.00	13.00	68.50	31.50	2.10	0.34

Table 16

Means, Standard Deviations and F test results for Total Score with respect to education level of mother and socio economic level of the school

Education level of the mother and socio-economic level of school	SD	M	F	p
High	12.42	109.80		
Middle	14.78	108.48	2.743	.0698
Low	13.58	116.25		

Table 17

Means, standard deviations and t-test results for total score with respect ot sex of the child

Sex of the child	SD	M	F	t
Group 1	12.90	109.5	1.25	- 1.08
Group 2	14.45	112.61		

Table 18

Means, standard deviations and t-test results for total score with respect to age of the child.

Age of the child	SD	M	F	t
Group 1	13.66	111.75	1.08	.36
Group 2	14.18	110.71		

APPENDIX 7

INTERVIEW FORM (PARENTS)

Name of the interviewer :

Name of the respondent :

Home adress of respondent :

Telephone number :

Name of the school :

Educational level of the mother :

Vocational status of the mother :

(the name of the last school she graduated from)

Educational level of father :

Vocational status of father :

Date of birth of the child :

(Year, month, day)

Sex of the child :

Interview date :

Starting time of the interview :

Finishing time of the interview :

Notes of the interviewer :

INTERVIEW FORM (DIRECTORS)

Name of the director :

Home Adress :

Name of the school :

Educational status of the director :

Name of the schools which s/he graduated from :

Sex and age of the diretor :

The jobs s/he worked for (duration) :

How many years s/he is working as a director :

I am working on my masters thesis in Boğaziçi University. I would like to have your opinions/ideas on parent involvement activities in preschool centers. In that respect I will also meet with several mothers whose children attend a preschool center. If there will be any points in my questionnaire which are not clear to you please let me know. None of the questions has a wrong or right reply. You are expected to indicate the closest choice. Everybody might have different points of views on questions. The main issue is what your responses are. I will use your responses in my research. Neither the directors nor the teachers of the preschool centers will see your replies. It is important that I will have your own ideas.

Herebelow you will find items that reflect different parent involvement activities. Kindly respond to below questions taking into consideration their values (4 very important, 3 important, 2 less important, 1 not important) and whether they are existing in preschool centers. (E : existent, N : nonexistent)

	E	N	1	2	3	4
1- Support in maintaining the equipment			---	---	---	---
	E	N	1	2	3	4
2- Support in fund-raising events			---	---	---	---
	E	N	1	2	3	4
3- Enable parents to contribute to the curriculum			---	---	---	---
	E	N	1	2	3	4
4- Support in creating new materials, toys			---	---	---	---
5- Support in managerial duties such as collecting the fee filling in the attendance sheet	E	N	1 --	2 ---	3 ---	4 ---

6- Support in choosing the educational materials together with the teacher E N 1 2 3 4 -- --- --- ---

7- Enable parents to discuss some matters and to air some complaints with the teacher E N 1 2 3 4 --- --- --- ---

8- Giving information about the developmental progress of the children E N 1 2 3 4 --- --- --- ---

9- Helping the staff with non-educational activities of the children E N 1 2 3 4 --- --- --- ---

10- A research aimed to find out when/where teacher need parents' support E N 1 2 3 4 --- --- --- ---

11- Support in decision making process of hiring new personnel to the school E N 1 2 3 4 --- --- --- ---

12- Enable parents to choose educational books, magazines together with the teacher E N 1 2 3 4 --- --- --- ---

13- Giving information about weekly food menu E N 1 2 3 4 --- --- --- ---

14- Helding up seminars about child education and development E N 1 2 3 4 --- --- --- ---

15- Research aimed to find out when/where parents can give support to staff E N 1 2 3 4 --- --- --- ---

E N 1 2 3 4

16- Consulting parents about the school expenses --- --- --- ---

17- To give information about school services E N 1 2 3 4
such as transportation --- --- --- ---

18- To find out which subjects do parents want E N 1 2 3 4
to know about child education and development --- --- --- ---

E N 1 2 3 4

19- Helping with the clearing up and painting the school --- --- --- ---

E N 1 2 3 4

20- Helping with cooking cookies and cakes --- --- --- ---

21- To held up an orientation day to talk about E N 1 2 3 4
the program and the school before the school
starts --- --- --- ---

E N 1 2 3 4

22- To prepare a written school prospectus --- --- --- ---

E N 1 2 3 4

23- Home visits to talk about the school and the
program --- --- --- ---

24- To have the records of telephone numbers E N 1 2 3 4
and adresses for social relations --- --- --- ---

25- To prepare a newsletter to inform parents E N 1 2 3 4
about school activities --- --- --- ---

26- To have noticeboards to give information about school events E N 1 2 3 4 --- --- --- ---

27- To held parent meetings to exchange some ideas and to develop closer social relationships E N 1 2 3 4 --- --- --- ---

28- To welcome parents to see the staff during the day E N 1 2 3 4 --- --- --- ---

29- To accompany classes on picnics E N 1 2 3 4 --- --- --- ---

30- Helping with the educational outings E N 1 2 3 4 --- --- --- ---

31- Home visits to give information about the class events E N 1 2 3 4 --- --- --- ---

32- To invite parents work with the children under the supervision of the teacher E N 1 2 3 4 --- --- --- ---

33- To invite parents to the class inorder to inform children about their hobbies and jobs E N 1 2 3 4 --- --- --- ---

34- Helping the staff during nap and lunch times (serving the food and reading books to children) E N 1 2 3 4 --- --- --- ---

35- Educational programs for parents about child education and development E N 1 2 3 4 --- --- --- ---

36- Home visits to show parents the activities that can be applied at home E N 1 2 3 4

--- --- --- ---

37- To prepare a booklet about activities which can be applied at home E N 1 2 3 4

--- --- --- ---

38- Helding educational seminars about children with behavior disorders E N 1 2 3 4

--- --- --- ---

39- Consult with parents about assigning the personnel to their jobs such as change of a teacher E N 1 2 3 4

--- --- --- ---

40- Helping with outings (picnics) E N 1 2 3 4

--- --- --- ---

GÖRÜŞME FORMU (VELİ)

Görüşmeyi Yapanın Adı : .....

Görüşme Yapılanın Adı : .....

Ev Adresi : .....

.....

.....

Telefon No : .....

Okulun Adı : .....

Çocuğun Annesinin Eğitim Durumu : .....

(En son bitirdiği okulun adı) : .....

Çocuğun Annesinin Mesleki Durumu : .....

(Çalıştığı pozisyon) : .....

Çocuğun Babasının Eğitim Durumu : .....

Çocuğun Babasının Mesleki Durumu : .....

Çocuğun Doğum Tarihi : .....

(Yıl, ay, gün)

Çocuğun Cinsiyeti : .....

Görüşme Tarihi : .....

Görüşme Başlama Saati : .....

Görüşme Bitiş Saati : .....

Görüşmecinin belirtmek istediği notlar :

MÜLAKAT FORMU (YÖNETİCİ)

Mülakat Yapılanın Adı : .....

Ev Adresi : .....

: .....

: .....

Okulun Adı : .....

Yöneticinin Eğitim Durumu : .....

Mezun olduğu okulların adları : .....

.....

Yöneticinin Cinsiyeti / Yaşı : .....

Yöneticinin daha önce çalıştığı
işler ve süreleri : .....

: .....

Yöneticinin kaç senedir bu işle
meşgul olduğu : .....

Ben Boğaziçi Üniversitesinde tez çalışmamı yapmaktayım. Tezimle ilgili olarak bir okul öncesi eğitim kurumunun velilerle hangi konularda ne gibi bir işbirliği yapması gerektiği konusunda fikirlerinizi almak istiyorum. Bunun için, sizin gibi, çocuğu okul öncesi eğitim kurumunu giden başka annelerle de görüşeceğim.

Size yönetilecek sorulan içerisinde açık olmayan, anlaşılmayan noktalar varsa bana danışmanızı istiyorum. Bu soruların kesin olan doğru veya yanlış cevabı yoküur. Siz hangi şıkka kendinizi yakın hissediyorsanız öyle cevap vermeniz beklenecektir. Bu sorular hakkında herkesin farklı düşünceleri olabilir. Benim önem verdiğim sizin nasıl düşündüğünüzdür.

Bana söyleyeceklerinizi sadece kendi araştırmam için kullanacağım. Hiçbir okul idarecisi veya öğretmen sizin cevaplarınızı görmeyecektir. Cevaplarınızın kendi samimi fikirleriniz olması araştırmam açısından çok önemlidir.

Aşağıda kurum aile işbirliğini yansıtan farklı davranışlar yer almaktadır. Zamanınız ve imkanınızın olduğunu varsayarak bu davranışların ne kadar önemli olduğunu (4 çok önemli, 3 önemli, 2 az önemli, 1 önemsiz) ve kurumda uygulanıp uygulanmadığını (V: var, Y: yok) belirtmenizi istiyorum.

1- Kurumun, mobilyaların onarımında velilerin işgücüne dayalı yardıma başvurması V Y 1 2 3 4 --- --- --- ---

2- Kurumun, bütçesine katkı amacı ile velilerin kermes gibi faaliyetler düzenlemesine izin vermesi V Y 1 2 3 4 --- --- --- ---

3- Kurumda, uygulanacak eğitim faaliyetlerine öğretmenlerle velilerin birlikte karar vermeleri V Y 1 2 3 4 --- --- --- ---

4- Kurumun, çocuklarının oynayacağı materyallerin ve oyuncakların geliştirilmesinde velilerden yardım istemesi V Y 1 2 3 4 --- --- --- ---

5- Kurumun, çocukların devam (yoklama) durumunu kaydetme, aidatları toplama v.b. gibi idari işlerde velilere görev vermesi V Y 1 2 3 4

6- Kurumun, programda kullanacağı eğitim materyallerinin seçiminde velilerin görüşüne yer vermesi V Y 1 2 3 4

7- Kurumun, velilerin fikir alışverişinde bulunmak , veya varsa şikayetlerini dile getirmek amacı ile öğretmenlerle özel görüşmelerine açık olması V Y 1 2 3 4

8- Kurumun, velilere çocuklarının gelişimi hakkında düzenli olarak bilgi göndermesi V Y 1 2 3 4

9- Kurumun, eğitim faaliyetleri dışında çocukların düzenlediği gösterilerde velilerden yardım istemesi V Y 1 2 3 4

10-Kurumun, öğretmenlerden velilerin yardımına nerede ve ne zaman ihtiyaç duyduklarını öğrenmek için araştırma yapması V Y 1 2 3 4

11-Kurumun, okula alınacak personel için velilerin görüşüne yer vermesi V Y 1 2 3 4

12-Kurumun, çocuklar için alacağı eğitici kitap ve dergilerin seçiminde velilerin görüşünü alması V Y 1 2 3 4

13-Kurumun, velilere haftalık yemek listesi hakkında bilgi vermesi V Y 1 2 3 4

14-Kurumun, velilere çocuk gelişimi ve eğitimi konusunda aydınlatıcı seminerler düzenlemesi V Y 1 2 3 4

15-Kurumun, velilerin okulda öğretmenlere ve personele hangi konularda yardım edebileceğini araştırması V Y 1 2 3 4

16-Kurumun, okul ile ilgilil harcamaların nerelere ayrılacağı konusunda velilerin fikirlerini alması V Y 1 2 3 4

17-Kurum personelinin velilere düzenli olarak okulun taşıma servisi, yemek servisi v.b. gibi okul hizmetleri konusunda bilgi vermesi V Y 1 2 3 4

18- Kurumun, velilerin kendi çocuklarının eğitimi ve gelişimi konusunda merak ettiği konuları araştırması V Y 1 2 3 4

19-Kurumun boyanması ve temizliği gibi işlerde velilerin işgücüne dayalı yardıma başvurması V Y 1 2 3 4

20-Kurumun pasta, kek v.b. yiyeceklerin yapımında velilerin yardımına başvurması V Y 1 2 3 4

21-Kurumun, çocuk okula başlamadan önce okulu ve programı tanıtmak amacı ile, bilgi veren faaliyetler düzenlemesi V Y 1 2 3 4

22-Kurumun çocuğu okula yeni başlayan veliler için okulu tanıtıcı bir broşür (yazılı bilgi) hazırlaması V Y 1 2 3 4

23-Okul başlamadan önce okulu ve uygulanacak programı tanıtmak amacı ile öğretmenlerin velilere ev ziyaretlerine gitmeye zaman ayırmaları V Y 1 2 3 4

24-Velilerle sosyal ilişkiler kurmak amacı ile velilerin telefon numaraları, adresleri v.b. kayıtların kurumda bulunması V Y 1 2 3 4

25-Kurumun, velilere okulda yapılan faaliyetler ile ilgili bilgi vermek amacı ile sürekli bülten (haber) göndermesi V Y 1 2 3 4

--- --- --- ---

26-Kurumda velilere bilgi vermek amacı ile ilan tahtalarının bulunması V Y 1 2 3 4

--- --- --- ---

27-Kurumun velilerle çeşitli konularda fikir alışverişinde bulunmak ve daha yakın ilişkiler kurmak amacı ile veli toplantıları düzenlemesi V Y 1 2 3 4

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28-Velilerin gerek duyduklarında öğretmenlerle veya idari personel ile görüşebilmek için okula girebilmeleri V Y 1 2 3 4

--- --- --- ---

29-Kurumun, park ve piknik gezilerinde çocukların film ve fotoğraflarını çekmeleri için velilerden yardım istemeleri V Y 1 2 3 4

--- --- --- ---

30-Kurumun, okul dışı eğitimsel gezilerin gerçekleşebilmesi için (hayvanat bahçesi, müze, itfaiye, matbaa v.b.), velilerin yardımına başvurması V Y 1 2 3 4

--- --- --- ---

31-Öğretmenlerin ev ziyaretleri sırasında velilere çocukların sınıfta yaptığı faaliyetler hakkında bilgi vermesi V Y 1 2 3 4

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32-Kurumun, velilerin gönüllü olarak sınfta öğretmenlerin kontrolü altında, çocuklarla eğitici faaliyetler gerçekleştirmesi V Y 1 2 3 4

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33-Kurumun velileri, meslekleri ve yan uğraşları konusunda çocuklara bilgi vermek amacı ile, grup toplantılarına katılmaya davet etmesi V Y 1 2 3 4

--- --- --- ---

34-Kurumun çocukların uyku veya yemek zamanlarında velilerden yardım istemesi (yemek sırasında servis yapmak ve uyku zamanında kitap okumak gibi) V Y 1 2 3 4
--- --- --- ---

35-Kurumun veliler için, çocuk gelişimi ve eğitimini içeren konularda, sürekli eğitim programları düzenlemesi V Y 1 2 3 4
--- --- --- ---

36-Öğretmenlerin ev ziyaretleri yaparak velilere evde uygulanabilecek bir takım eğitim faaliyetlerini göstermeleri V Y 1 2 3 4
--- --- --- ---

37-Kurumun evde uygulanabilecek eğitim faaliyetlerini içeren bir kitapçık geliştirmesi ve velilere dağıtması V Y 1 2 3 4
--- --- --- ---

38-Kurumun, velilerden gelecek istek üzerine, evdeki problemleri ve davranış bozukluklarını velilerin bilinçli olarak çözmesine yönelik, eğitim seminerleri düzenlemesi V Y 1 2 3 4
--- --- --- ---

39-Kurumun personel ile ilgili görev dağıtımı yaparken, örneğin öğretmen değişimi gibi konularda, velilerin görüşünü alması V Y 1 2 3 4
--- --- --- ---

40-Kurumun açık hava gezileri için (parklar, piknik) velilerden yardım istemesi V Y 1 2 3 4
--- --- --- ---