An Investigation of the Relationship Among Parental Involvement, Socio-economic Factors of Parents and Students' Academic Achievement

Yeliz Erdoğan

Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the Degree of

Master of Education
in
Educational Sciences

Eastern Mediterranean University
August 2011,
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

_____
Prof. Dr. Elvan Yılmaz
Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Education in Educational Sciences.

_____
Asst. Prof. Dr.Hüseyin Yaratan
Chair, Department of Educational Sciences

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Education in Educational Sciences.

_____
Asst. Prof. Dr. Hüseyin Yaratan
Supervisor

Examining Committee
_____

1. Asst. Prof. Dr. Hüseyin Yaratan   _____

2. Asst. Prof. Dr. Naciye Kunt   _____

3. Asst. Prof. Dr. Sıtkiye Kuter   _____

ABSTRACT

The aim of this study is to investigate the relationship of 8th grade students' academic achievement with parental involvement and socio-economic factors of parents. Data were collected from the state schools in the Famagusta district of the Turkish Republic of Northern Cyprus (TRNC). A total of 178 families (students and their parents) participated in the study.

A quantitative research method was used to collect data. The questionnaires were prepared in the participants' mother tongue which is Turkish. The students' questionnaire consisted of two parts. The first part asked student's gender, school's name and previous semester's average report grade. The second part included 34 items on students' perceptions of parental involvement and their attitudes towards their own education. The questionnaire prepared for the parents consisted of two parts. The first one included 13 questions about demographic factors and the second part included 32 questions about their involvement in their children's education.

The data were analyzed through SPSS. The findings of the study revealed that students' academic achievement is positively correlated with parental involvement and parents' education level. Also, there is a positive relationship between mother involvement and father involvement. Moreover, students' academic achievement is negatively correlated with the nationality of the mother and location of home. Finally, implications for encouraging more parental involvement and suggestions for further research were given.

Key words: Parental involvement, student's academic achievement, socio-economic factors

ÖZ

Bu çalışmanın amacı eğitime aile katılımı ve ebeveynlerin sosyo-ekonomik faktörlerinin 8. sınıf öğrencilerin akademik başarıları üzerindeki etkisini incelemektir. Veriler Kuzey Kıbrıs Türk Cumhuriyeti'nin (KKTC) Gazimağusa bölgesindeki devlet okullarından toplanmıştır. Bu çalışmaya 178 öğrenci ve onların velileri katılmıştır.

Veri toplamada nicel bir araştırma yöntemi kullanılmıştır. Anketler katılımcıların anadilinde, Türkçe olarak hazırlanmıştır. Öğrenci anketi 2 bölümden oluşmaktadır. İlk bölümde öğrencinin cinsiyeti, okulunun adı ve bir önceki dönem karne not ortalaması sorulmuştur. İkinci bölümde bulunan 34 soruda ise öğrencinin davranışları ve velilerinin onların akademik başarılarına olan katkısı sorgulanmıştır. Veliler için hazırlanan anket 2 bölümden oluşmaktadır. Ilk bölüm demografik faktörler hakkında 13 soru, ikinci bölüm ise eğitime veli katılımıyla ilgili 32 soru içermektedir.

Toplanan bilgiler SPSS programı yardımıyla analiz edilmiştir. Bu çalışmanın sonucunda öğrencilerin akademik başarısıyla eğitime veli katılımı ve anne babanın eğitim düzeyi arasında olumlu ilişki bulunmuştur. Ayrıca, eğitime anne katılımıyla baba katılımı arasında olumlu bir ilişki bulunmuştur. Buna ek olarak öğrencilerin akademik başarsıyla annenin uyruğu ve yaşadıkları yer arasında olumsuz bir ilişki olduğu ortaya çıkmıştır. Sonuç olarak, öğrencilerin eğitimine daha fazla aile katılımını teşvik edici öneriler ve bu alanda ileri araştırma için fikirler sunulmuştur.

Anahtar kelimeler: Eğitime veli katılımı, öğrenci akademik başarısı, sosyo-ekonomik faktörler

ACKNOWLEDGEMENTS

To my beloved husband, Mutlu

Thanks for your never-ending love and encouragement...

TABLE OF CONTENTS

LIST OF TABLES

Chapter 1

INTRODUCTION

This chapter aims to introduce the background of the study, context of the study, the problem statement, the purpose of the study, the research questions, the significance of the study and the organization of the study.

1.1 Background to the Study

Student achievement at middle school plays an important role in students' life since it is the last phase of compulsory education in TRNC and it forms the basis for students' future education. Also, the time spent at middle school takes place during adolescence period which is the final step before becoming an adult. Students learn to be responsible individuals in these years and start making their own decisions.

> "Adolescence are classified as those individuals in age bracket of 12 to 18 years old. They are called teenagers and this is the stage that is very crucial. It is during this time that your kids are trying to find their identity and listening to home or environment. Most likely to happen is that when the home's rein is not tightened, you may end up losing your teenager to the environment and you will have a hard time getting him back" (Adolescent Education http://adolescenteducation.com).

At this point, parental involvement has a great impact on students. Therefore, it is vital to provide them with necessary support and guidance for their academic and private life.

According to Dishion, Kavanagh and Kiesner (1999), antisocial behaviour in childhood and adolescence may be the result of poor parenting. They also claim that antisocial behaviour during chilhood and adolescence may lead to academic problems. Research show that parental involvement has a strong positive relationship with students' academic achievement (Anderson and Johnson, 1971; Andre, Whigham, Hendrickson and Chambers, 1999; Ascher, 1987; Funkhouser and Gonzales, 1997; Zdzinsky, 1996).

In TRNC, parental involvement is not at the desired level at state schools when compared to state schools in the USA and Great Britain (Hornby, 2011; Riley, 1999; Ward, 2009). In TRNC, in state schools, the only planned activities to enhance parental involvement is parent-teacher conferences which are usually organized only once in an academic year and parent-teacher association meetings which are usually organized once a month (www.mebnet.net). Administration of each school decides on the frequency and timing of these conferences and meetings. Therefore, the number of such events may be different at each school (www.mebnet.net). For parent-teacher conferences, since all the parents are invited at the same time on the same day, some parents do not have the opportunity to receive detailed information about their children. Also, since the meeting time is not negotiated with them, some parents cannot even attend the meetings as they clash with their working hours. This in turn may result in frustration on parents' side as they may feel alienated. On the

other hand, parent-teacher association meetings give parents the opportunity to take part in the decison making processes regarding the needs and budget of schools.

According to Funkhouser and Gonzales (1997), lack of parental involvement in schools derives from various sources. Some of these are related to limited contact with teachers and other school staff, some are related to the challenging conditions of life that families face, and the others are related to cultural and socio-economic differences between parents and school staff.

1.2 Context of the Study

Compulsory education in Turkish Republic of Northern Cyprus (TRNC) for male and female students starts at the age of 6 and continues until the age of 14. The education system is divided into three sections namely, Basic Education, Secondary Education and Higher Education.

There are two types of schools; private schools and public schools. A student can either attend a private school or a public school. All of the schools are under the control of the Ministry of National Education, Youth and Sports (General Structure of National Education System) and their educational objectives are the same. The educational system adopts principles parallel to the standards of European Union (EU) and Turkey.

Each academic year includes at least 175 days work days, divided into two terms. The first term is from September to January and the second one is from February to June. There is a two-week semester holiday between the two terms.

The current study was conducted in state secondary schools of Famagusta district, both in rural and urban areas.

1.3 Problem Statement

There is a major argument in the literature about the importance of parental involvement on students' academic achievement. There have been a lot of research conducted on this issue throughout the world (Adams & Christenson, 2000; Anderson & Johnson, 1971; Andre, et al, 1999; Ascher, 1987; Burke, Picus, and Picus, 2001; Coleman, 1987; Dishion, Kavanagh, & Kiesner, 1999; Edwards & Warin, 1999; Epstein & Dauber, 1991; Felson, 1990; Funkhouser and Gonzales, 1997; Gürşimşek, 2011; Hornby, 2011; Jeynes, 2005; Parsons, Adler, & Kaczala, 1982; Pianta & Walsh, 1996; Ryan, Casas, Kelly-Vance, & Ryalls, 2010; Sanders, 2001; Schneider & Lee, 1990; Sheldon, 2003; Van Voorhis, 2003; Zdzinsky, 1996). All kinds of parental involvement result in having socially and academically successful children (Anderson & Johnson, 1971; Andre, et al, 1999; Ascher, 1987; Epstein, 2001; Epstein and Dauber, 1991). On the other hand, lack of parental involvement may lead to demotivation of students resulting in failure in academic life (Adams & Christenson, 2000; Epstein, 2001).

Upon contacting the Ministry of Education, Youth and Sports, the researcher was unable to receive any kind of formal information regarding the previous studies conducted on the topic of the research as no records on research or projects carried out throughout TRNC have been kept by the Ministry. The only research found during this study releated to parental involvement was done by Gürşimşek (2011) which investigated parental involvement at pre-school education in TRNC. Therefore, this study will investigate the defectiveness regarding this issue to inform

the related people and institutions about the current situation and to suggest some possible solutions. To this aim, it is necessary to examine the fact thoroughly in middle schools operating under the Ministry of Education, Youth and Sports in TRNC.

1.4 Purpose of the Study

The main aim of the present study is to find out the relationship between parental involvement and students' academic achievement. To this reason, the students were administered a survey which aims to expose what they think about and how they perceive their parents' involvement on their academic achievement. Furthermore, the parents were administered a parallel survey to find out what they do and how they contribute to their children's academic achievement. Finally, all collected data were analyzed.

1.5 Research Questions

The present study was designed to provide answers to the following research questions.

1- How is the involvement of parents in their children's education?

2- How is the relationship between parental involvement and student achievement?

3- How does parental involvement differ with respect to;

   a) gender of parents?

   b) gender of students?

   c) type of family?

   d) age of parents?

e) nationality of parents?

f) education level of parents?

g) work status of parents?

h) income of family?

i) number of children in family?

j) location of home?

4- How is the relationship among the academic achievement of students and CGPA of students, gender of students, age of parents, nationality of parents, education level of parents, work status of parents, income of family, type of family, number of children in family and location of home?

5- How do parental involvement and demographic factors predict student achievement?

6- How is the difference between parental involvement perceptions of students and parents?

1.6 Significance of the Study

A research that provides information regarding the effect of parental involvement in schools in the TRNC is of value to parents, teachers and Ministry of National Education, Youth and Sports because studies show that parental involvement has positive effect on students' academic achievement (Ascher, 1987; Epstein, 2001; Villa-Boas, 1998). The present literature fails to provide sufficient research on the effects of parental involvement on students' academic achievement when Northern

Cyprus is considered. The results of this study will reveal the relationship among students' academic achievement, parental involvement and socio-economic factors in secondary schools. Therefore, it will contribute to the field and body of knowledge.

1.7 Definition of Terms

Related to some phrases and terms used in the current study, some clarifications are as follows:

1.7.1 Students' Academic Achievement

The term refers to students' general average performance at school.

1.7.2 Parental Involvement

The term is used for the facilities parents provide for their children and all kinds of contribution to their children's academic achievement.

Chapter 2

REVIEW OF LITERATURE

This review explores the literature regarding parental involvement. Specifically the topics discussed are parents supporting and supplementing school instruction at home, the connection between parent involvement and students' success, and effective home-school communication.

2.1 Parental Involvement

Parental involvement is defined as "... parental participation in educational processes and experiences of their children" (Jeynes, 2005, p. 245). Parental involvement has been a concern for many educators and researchers mainly because it is believed that parents can play an important role in helping their children with school (Ascher, 1987; Edwards and Warin, 1999; Hornby, 2011). Schools have always relied on the input of parents in the process of education. Schools and families do not only cooperate for educating children, but they also cooperate in the process of socializing children through support, nurturing, punishment, rewards, and evaluation. Failure of either part will surely lead to a disintegration of the process of successfully raising and educating children (Adams and Christenson, 2000). In fact, parents are their children's first and most influential teachers (Ascher, 1987 & Burke, et al, 2001), and we should have little doubt that schools and families share the common task of educating and socializing children and youth (Coleman, 1987; Pianta & Walsh, 1996).

Although it is mainly the school's job to educate children, it is the parents' responsibility to show their child that school is important and school work must be finished (Burke, et al, 2001). According to Litwak and Meyer (1974), school personnel are responsible for the formal part of education and families are responsible for the informal learning.

Educators have been working to encourage parents to be active and more active in order to achieve the best academic performance of students (Villa-Boas, 1998). US government has been trying to widespread parental involvement programs and supports research concerning parental involvement and education (Zdenski, 1996).

2.1.1 Views about the Dimensions of Parental Involvement

According to the European Report on the Quality of School Education (2000), parental participation is an indicator of education quality. According to this report, parental participation may take place through:

i)   Statutory advisory and decision making bodies (eg. school boards).

ii) Evaluation of the schools.

iii) Voluntary associations (eg. parent associations).

iv) Voluntary involvement in after school activities and clubs.

v)   Voluntary involvement in classroom activities.

vi) Communications with the school and support of their children's

      learning process.

Ascher (1987) and Sui-Chu and Willms (1996) put forth that the dimensions of parental involvement can be as:

i) Advocacy and/or volunteering-attending meetings: parents sitting on councils and committees, participating in the decisions and operation of schools,

ii) Aiding: parents serving as classroom aides, accompanying a class on a field trip, or assisting teachers in other ways,

iii) Volunteering: parents working as volunteers on charities for raising financial support for the school needs,

iv) Home supervision: parents initiating learning activities at home to improve their children's learning (reading to them, helping with homework, playing educational games, discussing current events, etc.).

In literature, Epstein (2001) has the most reffered types of parental involvement. For him, there are six types of parental involvement:

i) Parenting: setting basic rules at home including the amount of hours spent on watching TV or playing on the computer, etc.

ii) Communicating: making contact with school and teachers during the year, attending parent-teacher conferences/workshops,

iii) Volunteering: taking part with school based activities like concerts, athletic events, funfairs, etc.

iv) Learning at home: assisting with homework, setting rules for completing school-related duties,

v) Decision Making: active involvement in school based decision taking bodies, like school council, parent-teacher association, etc.

vi) Collaborating with the Community: involving students in community based activities like cultural events, athletic events, etc.

As indicated by Epstain and Dauber (1991), schools with programs including a variety of types of involvement help parents build home conditions for learning, understand comunications from the schools, become productive volunteers at school, share responsibilities in their children's education in learning activities related to curriculum at home, and also help parents raise their voices in the decision making process that affect the school and their children.

2.1.2 Advantages of Parental Involvement

Parental involvement in education contributes significantly to students' achievement. When parents are involved in their children's learning, everyone benefits. Schools work better, families have stronger ties, and academic achievement of children is fostered (Callison, 2004). Bastani (1995), lists the advantages of parental involvement as follows:

i) "practical co-operation brings important benefits to all involved (teachers, parents and pupils),

ii) Good home-school relations are a major feature of educational institutions that are effective, accountable, and responsive to the needs of those that use them,

iii) Effective school-family relations recognise the importance of parents' own learning and development,

iv) Strong home-school relations are a must in the educational life of communities" (p. 28).

Despite the importance of parental involvement, studies show that parental involvement needs to be enhanced because it is not at the desired level. Also, the

level of parental involvement is observed to decrease as children move to middle and high school when compared to the level of parental involvement in primary school (Riley, 1999).

2.2 Research on Parental Involvement and Students' Success

Concern with academic performance of students has always dominated research activities of scholars. In this respect, it is obvious that some factors are responsible for school failure. These factors include students' cognitive abilities, communication style, home environment, or socializing and academic influences of the school and society (Schneider & Lee, 1990).

Research show that home environment is one of the most powerful predictors of school achievement and educational development (Anderson & Johson, 1971; Ascher, 1987; Funkhouser & Gonzales, 1997; Riley, 1999; Zdzinski, 1996;). A study by Andre, et al, (1999) revealed the significant contribution of parental support to science achievement. Similarly, Zdzinski (1996) found out that parental involvement was significantly related to affective, cognitive, and performance outcomes of music students.

In their extended study, Anderson and Johnson (1971) found out a relationship between home environment and success in high school (Mathematics and English grades). Student participants in their study also reported that when they receive less pressure from their parents, they receive good grades in Mathematics and English. Moreover, parents' interest was reported to increase student motivation and this in turn has a positive influence on child's success in various areas of school work. To sum up, Anderson and Johnson found out that child's achievement in school,

achievement values, self concept of ability, post high school plans, participation in extra curricular school activities, and attitudes toward his/her teachers and the school are significantly related to home environment.

Studies by Sui-Chu and Willms (1996) and Young and Westernoff (1996) revealed that parents' expectation and general monitoring of their children's performance are positively related to children's achievement. Patrikaku and Weissberg (1999) found that the quality, not the frequency of family school interaction is related to students' achievement. Stendler (as cited in Anderson and Johnson, 1971) found out that students' achievement is related to parents' aspiration for the child and the amount of assistance given to the child in preparing for school.

In their study, Adams and Christenson (2000) investigated the effects of parent trust on students' achievement. They found out that parent trust between parents-teachers and parents-students is significantly correlated with four indicators of school performance for students:

a) Attendance

b) Credits earned towards graduation

c) GPA

d) Standardized achievement test scores

Funkhouser and Gonzalez (1997), and Riley (1999) found similar results like Adams and Christenson (2000). Their research revealed that when families are involved in their children's education, children earn higher grades and receive higher test scores on tests, attend school more regularly, complete more homework, demonstrate more

positive attitudes and behavior, graduate from high school at higher rates, and are more likely to enrol in higher education than students with less involved families.

According to Ward (2009), home environment and parental involvement in learning activities have significant influence on children's attainment. Parental involvement is closely linked to better cognitive attainment. Besides cognitive development, the quality of learning environment at home also has a strong influence on the social development of children.

Similar to other research, Desforges and Abouchaar (2003) found out that parental involvement in children's learning at home has significant effect on children's achievement, in fact a greater effect than the quality of the school. According to Desforges and Abouchar (2003), parents get involved more when their children achieve more. When parents see their children achieve, they become more motivated and encouraged to continue and increase their involvement in their children's learning and development. In addition to this motivational influence, parental participation has a positive effect on how teachers perceive a child. Parental participation increases the teachers' expectations for the children. This in turn encourages the child to perform better and increases his/her academic achievements (Ward, 2009).

Apart from school achievement and educational development, parents can also contribute to their children's attitudes and career aspirations (Steinberg, 1996). According to Epstain and Dauber (1991), there is enough evidence showing the importance of school family connections for increasing students' success in school and also school family connections is vital for strengthening school programs.

Felson (1990) tried to investigate the effect of parents' socioeconomic status on performance of students but found a negative correlation between them. Anderson and Johnson (1971) found that education level of the parents, in particular the father, appears to be related to child's mastery of subjects in school. However, studies found that not only parental involvement but also community involvement can positively influence students' academic success, regardless of a family's income or education (Funkhouser & Gonzalez, 1997; Burke, Picus, and Picus 2001).

According to Lamborn, Mounts, Steinberg, and Dornbusch (1991), parenting styles can be:

i)   Authoritative: where parents are both firm and supportive,

ii)   Authoritarian: where parents are firm and directive but less supportive,

iii) Indulgent: where parents are supportive but not directive enough,

iv)   Neglectful: where parents are low in supportive and firm control.

Despite the value of parental involvement, many parents remain uninvolved and teachers often complain about the lack of parental involvement (Riley, 1999).

2.3 Home-School Communication

Research suggest that school-family communication is vital for students' success (Anderson & Johnson, 1971; Ascher, 1987; Epstein & Dauber, 1991; Funkhouser & Gonzales, 1997; Riley, 1999; Zdzinski, 1996). According to Heller & Fatuzo (1993), parents' knowledge of their children's attendance, homework, and class behaviour improves monitoring and this in turn increases parental support which brings academic and social success. In order to enhance parental involvement, a good

communication between schools and families is required (Riley, 1999). However, in most occasions, parental involvement is not at the desired level. It is obvious that there are some reasons why there isn't enough communication between schools and families.

2.3.1 Reasons for Weak School-Family Communication

As mentioned before, there are various reasons why school-family communication is weak. According to Adams and Christenson (2000), the alliance between home and school has changed dramatically in the history of formal education because the roles and functions that parents and educators that are expected to be fulfilled have changed.

A study by Berger (1991) revealed that technological and cultural changes paired with professionalization of teaching resulted in less agreement between home and school.

According to Riley (1999), low income parents feel uncomfortable or intimidated by their children's school. Another reason Riley states is that some parents were low achieving students themselves and they remain unattendant to their child's learning process.

Although Clark (1983) claims that there is no correlation between parents' education level and family involvement, Baker and Stevenson (1986) found out just the opposite and they also claim that less educated parents cannot or do not want to be involved in their children's education.

Another reason for weak school-family communication is that many parents think that teachers are unwilling or uninterested in working together with them (Riley, 1999). In their study, Funkhouser and Gonzales (1997) state that some parents cannot put enough effort in helping their children because of time and resource constraints.

According to Burke, et. al (2001), when parents do not have the skills to support his/her child at home, it is the school's responsibility to support the parent in learning how to help his/her child.

It can be stated that there are three factors which affect parental involvement (Hornby, 2011):

i) Parents' beliefs about parental involvement is a very important factor affecting the level of parental involvement. In other terms, whether parents believe they have a role in their children's educational life or not is very crucial. Parents who believe that their only job is to take their children to school would not probably be much interested in any parental involvement at home or school.

ii) Parents' perception of invitations for involvement is another factor affecting the level of parental involvement. When parents think that parental involvement is not fully valued by the school staff, their involvement will be low. Parents like this will need school staff's encouragement so that they can actively be involved.

iii) Parents' current life contexts may act as barriers to parental involvement. Parents' social status, their education level, being a single parent, and their psychology will all affect their parental involvement.

2.3.2 Enhancing Family-School Communication

According to Epstein and Dauber (1991), parental involvement varies because of the fact that schools vary how much and how well they inform and involve families. Adams and Christenson (2000) state that trust between parents and teachers is a vital element in building and maintaining the family and school relationship. According to Vosler-Hunter (as cited in Adams and Chiristenson, 2000), shared understanding of goals by school and family is important and in that way they can jointly contribute to the educational process. In order to build strong partnerships, families and school staff members need time to get to know each other, learn from one another, and plan how they will work together to increase students' learning (Funkhouser and Gonzalez, 1997). In their study Adams and Christenson (2000) revealed that enhancing trust between parents and school can be fostered by improving parent-school communication and they found out trust to be positively correlated with school performance.

It is possible to increase parental involvement through several activities organized by schools (Burk, et. al 2001; Callison, 2004 & Epstein, 2001).

i) Parental education training workshops on how to support children for academic success can be offered to parents,

ii) Students and parents can be provided with academic tutorial support services after school hours,

iii) Cultural and community fairs or events can be organized,

iv) Parents can be encouraged to attend parental education classes on child development issues and at these classes parents can be informed about how to support their children adequately in school work.

Epstein and Salinas state that schools have a lot to do to enhance family-school communication (2004). Keeping in mind Epstein's six types of parental involvement namely, parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community, Epstein and Salinas suggest some practices to increase parent involvement.

i) Parenting: Schools can help families create home environments to support children as students. Schools can organize workshops, offer educational courses to parents, send telephone messages about parenting, organize family support programes to assist families with health and nutrition, organize home visits and meetings at transition points to pre-school, primary school, etc.,

ii) Communicating: Schools can help establish effective forms of school to home and home to school communications about school programes and their children's progress. At least once a year conferences with every parent can be organized with follow ups. Weekly and monthly folders containing students' school works for review and comments can be sent to parents, clear information notices on choosing schools or courses, programs, and activities within school can be sent to parents, etc.

iii) Volunteering: School and classroom voluntary programs to help teachers, administrators, students and parents can be developed, annual postcards can be sent to survey to identify all available talents, times, and locations of volunteers, class parent telephone tree to provide parents with needed information, etc.

iv) Learning at Home: Parents can be provided with information on skills required for students in all subjects at each grade, information can be provided on homework policies and how to monitor and discuss schoolwork

at home, calendars can be provided with activities for parents and students to do at home or in the community, etc.

v) Decision Making: Independent advocacy groups can be formed to lobby or work for school reform and improvements, information on school can be made available by school representatives through local election, network can be formed to link all families with parent representatives, etc.

vi) Collaborating with the Community: Information can be provided to students and families on community health, cultural, recreational, social support, and other programs, services can be offered to the community by students, parents, and schools, and so forth.

According to Vosler-Hunter, (as cited in Adams & Christenson, 2000), ideal parent school communication has five elements:

i) mutual respect for skills and knowledge,

ii) honest and clear communication,

iii) open and two way sharing information,

iv) agreeing upon goals

v) planning and decision making.

Even if schools try to encourage parental involvement, some parents may still complain from time and resource constraints. In order to overcome these complaints, Funkhouser and Gonzales (1997) suggest schools to provide early notices of meetings and activities, establish voice mail systems so that parents can have information about their children's school work even if they can not go out of their homes, and provide information to parents who could not attend a meeting or an

activity. In this way, parents will have up to date information about their children's school work.

According to Callison (2004), in order to enhance parental involvement, school staff should first try to find out the factors which may act as a barrier to school-family communication. Factors like family structures (dual career, single parent, teenage parent) and working hours (full-time, part time, night-shifts) should be documented. By looking at the above factors, more options can be offered to parents. For instance parent-teacher conferences can be organized before, during and after school, and they can be organized face-to-face, online or in small groups. Also parent-teacher conferences can be organized at the school, at a neighbourhood cafe, at parent's place of employment.

Epstein and Dauber (1991) claim that when school staff make parent involvement as part of their teaching practice, parent interaction with their children at home will be increased mainly because parents will feel more positive about their own abilities to help their children. Moreover, parents will rate teachers as better teachers and in the end, all these will improve students' attitudes and success.

In short, literature reveals the importance of parental involvement with respect to students' academic success. Also, effective home-school communication brings benefit to all parties, namely students, teachers and parents.

Chapter 3

METHOD

This chapter explains the research design, sampling procedures of the population, method of data collection, data collection instruments, data collection procedures and method of data analysis.

3.1 The Research Design

This was a quantitative study which employed cross-sectional surveys. The research instruments which were used to collect data in this study were quantitative in nature. Therefore, quantitative research method was used. Hopkins (2000) defines the aim of the quantitative research as "to determine the relationship between one independent variable and a dependent or outcome variable in a population" (p.1).

According to Fraenkel and Wallen (2006), a cross-sectional survey:

> "Collects information from a sample that has been drawn from a predetermined population. Furthermore, the information is collected at just one point in time, although the time it takes to collect all of the data may take anywhere from a day to a few weeks or more" (p.398).

A student questionnaire (see Appendix A1/A2) and a parent questionnaire (see Appendix A3/A4) were administered to students and their parents respectively. The focus was to collect and analyse data about the factors which affect students'

academic achievement. The study particularly tried to find out whether there is a relationship between parental involvement and students'academic achievement.

3.2 Research Context

This study was conducted during the fall semester of the 2008-2009 Academic Year, with a sample group of students from state schools and their parents in Gazimağusa district in TRNC. The schools were Beyarmudu Ortaokulu, Çanakkale Ortaokulu, Gazimağusa Türk Maarif Koleji and Polatpaşa Ortaokulu operating under the supervision of the Ministry of National Education, Youth and Sports (www.mebnet.net). The medium of instruction is in Turkish at these schools which is the mother-tongue of the students. The lessons start at 7:55 and finish at 13:05 and in this period of time there are six lessons and two breaks. Besides the compulsory courses like maths, history, geography, there are some elective ones such as art and language lessons. In one academic year, there are minimum of two final and midterm examinations (www.mebnet.net).

3.3 The Population and Sampling Procedures

The target population of the study was all the 8th grade students in TRNC. However, the accessible population was all the 8th grade students in and around Famagusta district of TRNC. The sample group was selected among the students at state schools using convenience sampling method. Convenience sampling method aims to choose the most available and most convenient sample in terms of accessibility (Cohen et al., 2000). The researcher was directed by the school administrations to administer the questionnaires to the students who were the most available at that time. The study was conducted with a sample group of 8th grade students at the middle schools and

their parents. Students at this grade are at the last stage of the middle school. Because they are 14 years old, they fully perceive and are ready to report their parents' support, encouragement, control and involvement related with their academic achievement.

The study was conducted in both urban and rural middle schools of Famagusta district. Distribution of student participants according to schools is shown in Table 3.1.

Table 3.1 Schools and student participants

School name	Number of students
Beyarmudu Ortaokulu	11
Çanakkale Ortaokulu	58
Gazimağusa Türk Maarif Koleji	53
Polatpaşa Ortaokulu	79
Total	201

The eighth grade students at the mentioned schools and their parents (both mother and father) were asked to participate in the study. However, not all parents agreed to participate in the study. Total number of questionnaires distributed was 201 sets (for child, mother and father) but only 178 families agreed to complete the questionnaire. A total number of 201 students (94 female and 107 male) and 354 parents (178 female and 176 male) participated in the study. The numbers of participants were shown in Table 3.2.

3.2 Numbers and percetages of participants

	Number of questionnaires distributed	Number of questionnaires returned	Percentage of questionnaires returned
Students	201	201	100%
Mothers	201	178	88.5%
Fathers	201	176	87.5%

3.4 Ethical Considerations

Anonymity: Participants were not asked to mention their names in order to ensure confidentiality. However, they were given special number codes to make sure that each student could be matched with his/her own parents.

Permission: Before collecting the data, the researcher applied for the permission of the Ministry of National Education, Youth and Sports. After an examination of relevant documents by the Ministry, on 23.09.2009, the researcher was granted permission to carry out the research .

3.5 Pilot Study for Preparation of the Data Collection Instrument

A pilot study was conducted before the actual research to be able to design valid and reliable questionnaires for students and parents. After reviewing the literature, the researcher prepared a questionaire for parents. The questionnaire consisted of three sections; the first section aimed to reveal demographic factors, the second section which consisted of specific items aimed to reveal how parents individually participate in their children's education, and the last section included open-ended

questions aiming to expose possible ways of involvement which the researcher had not thought of. Then the questionnaire was pilot tested.

After getting feedback in terms of comprehensibility and clarity from 15 parents from different educational backgrounds, the researcher revised the questionnaire and also added new questions to the second section by using the responses provided in the third section.

As a second step, the researcher prepared another instrument parallel to the parents' instrument aiming to investigate similar subjects but this time from the students' point of view. Both instruments were prepared in Turkish and then was proofread by a native Turkish language teacher. They were then translated into English and this time was proofread by an English teacher who was a native speaker of the English language. According to the feedback received from these teachers, necessary modifications were made in wording of the questionnaires.

Following the proofreading procedure, the researcher applied to Çanakkale Ortaokulu to obtain permission to administer another pilot study with the participation of randomly selected forty 8th grade students and their parents to determine appropriateness and efficiency of items in the questionnaires. The researcher went to the class with the class teacher and explained the aim of the research. The students were given the instructions and told to put a question mark next to the items which were unclear. After completing the questionnaire, each student was provided with an envelope, consisting of two sets of questionnaires for both parents. In the envelope there was a note requesting the parents to mark the unclear parts of the questionnaire. With the help of the school administration, the

parents' questionnaires were collected in about a week and were handed back to the researcher.

The piloted instruments were analyzed to see whether there were any ambiguity or inadequacies in the wording of the items. Piloting the questionnaires through this method helped the researcher to eliminate the ambiguous parts or questions. Some minor changes were made in the light of the taken feedback and the questionnaires were put in their final form.

In this study, the Parental Involvement Instrument was administered in order to find out the relationship between parental involvement and students' academic achievement. The instrument consisted two different versions; students' version and parents' version which included parallel items. Students' version of the instrument contained two sections. In section I, there were 3 items aiming to elicit information about the participants' gender, name of the school and the CGPA (Cumulative Grade Point Average) of the previous academic year. Section II included a 4-point Likert Type scale consisting of 34 items. The participants responded to these items by indicating their level of agreement as 'Never (=0), Sometimes (=1), Usually (=2) and Always (=3). This section of the instrument aimed to identify students' report of how much and in what ways their parents contribute to their academic achievement. Parents' version of the instrument consisted of two sections also. In section I, there were 13 items aiming to elicit information on the participants' gender, age, nationality, education background, work status, income, marital status and location of home. There were 32 items in section II which aimed to elicit how much and in what ways parents contribute to their child's academic achievement. Similar to students' instrument, Likert Type scale was used in parents' version.

According to Fraenkel and Wallen (2006), surveys aim to describe the characteristics of a population. In this study, respondents were surveyed to gather the data using convenience sampling method as mentioned in 3.3. In this way, characteristics of the population could be inferred from the analyses of the data obtained from the samples.

In this study, survey method was used in data collection. According to Fraenkel and Wallen (2006), most surveys possess three major characteristics:

> 1- "Information is collected from a group of people in order to describe some aspects of characteristics (such as abilities, opinions, attitudes, beliefs, and /or knowledge) of the population of which that group is a part.
>
> 2- The main way in which the information is collected is through asking questions; the answers to these questions by the members of the group constitute the data of the study.
>
> 3- Information is collected from a sample rather than from every member of the population" (p.397).

Among the two major types of surveys which are longitudinal and cross-sectional, cross-sectional survey method was used. Fraenkel and Wallen (2006) describe cross-sectional survey as a method of data collection which collects information from a sample drawn from a predetermined population. Also, they mention that the time of data collection may take up to just a few weeks or more. In this case, the population is all 8th grade middle school students and their parents in Famagusta district of TRNC, and the sample is drawn from this population and the data is collected at just one point in time.

3.6 Validity and Reliability

Since researchers use the instruments to collect data and to make conclusions, validity and reliability of an instrument are two very important aspects.

According to Fraenkel and Wallen (2006), validity is a term referring to "...the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes" (p.150).

The content validity of the questionnaires was checked by a number of people who were experts in the field and language teachers. Every single item in the questionnaires was also checked by the supervisor of the researcher. After the necessary changes were made, they were considered to be valid instruments.

On the other hand, "reliability refers to the consistency of scores or answers from one administration of an instrument of another, and from one set of items to another" (Fraenkel and Wallen, 2006: p.150).

A pilot study was carried out and Cronbach's Alpha test was computed to examine the reliability of the instruments. The Cronbach's Alpha value was .891 for the students' instrument and it was .895 for the for the parents' instrument. Since both values are higher than .8, the questionnaires are considered to have very high reliability.

Below, are the different rates of reliability which are defined by George and Mallery, (as cited in Gliem and Gliem, 2003)

α >.9   Excellent

α >.8   Good

α >.7   Acceptable

α >.6   Questionable

α >.5   Poor

α >.4   Unacceptable

3.7 Data Collection

Data for this study were collected from 178 students attending rural and urban state schools around Famagusta district of TRNC and from their parents by administering them the instruments entitled 'Demographic Factors' and 'Parental Involvement Scale (PIS)' (see Appendices A1/A2/A3/A4).

3.7.1 Application of the Data Collection Instruments

In order to arrange the convenient dates to administer the questionnaires, the researcher got into contact with the school administrators and submitted the permission letter of the Ministry of National Education, Youth and Sports and all the necessary plans were made accordingly.

Because of the ethical issues, participants were not asked to put their names on the instruments. Therefore, in order to be able to match the right student's instrument with the right parents' instruments, the booklets were numbered before the administration process. Also, since items were filled in anonymously, a responsible

teacher was present in class to check the accuracy of each student's CGPA from the report grade lists.

The students were administered the instruments during their regular class hours and it took about 30 minutes in each class. The researcher informed the students about the aim of the study and what they were expected to do. Also, they were reminded about the importance of their honest answers and were warned to be careful in marking their responses on the optic answer sheet using a pencil. Students were let to complete the instruments and the researcher provided the students with more explanations when necessary. After completing the instruments, each student was given a set of parents' questionnaire, one for mother and one for father, enclosed in an envelope to take to his/her parents. Since in a limited time participation would be less in order to obtain as much data as possible, the researcher allocated a period of one week for parents to complete the instruments and return them back to the school administration. Asking the families to participate was the most difficult stage of the survey and only 178 families accepted to take part in the study. The administration of the finalized instruments took place in January, 2010.

3.8 Data Analysis

After completing the data collection procedures, data were entered into the computer and were analyzed using the Statistical Package for Social Sciences (SPSS).

For research question number 1, frequency counts for each item were calculated to find out the distribution of parental involvement. To find out the relationship among mother involvement, father involvement, and students' academic achievement (research question number 2) and the relationship between parents' socio-economic

factors and students' academic achievement (research question number 4), Pearson product-moment correlation was used to analyze the data collected. In order to analyze the data for research question 3, independent samples t-test was employed to find the differences in parental involvement with respect to gender of students and differences in parental involvement with respect to type of family. Also, for this research question, paired–samples t-test was applied to evaluate the differences in the parental involvement with respect to gender of parents. Anova was conducted to find out if there were any differences in father involvement and mother involvement with respect to their age, nationality, education level, income, number of children in family and location of home. Because of the significance of one item in this analysis (education level of parents), Scheffe test was also conducted for further analysis. For research question number 5, regression analysis was conducted to predict student's academic achievement from education of father and involvement of mother. Finally, for research question number 6, paired samples t-test was used to analyze students' perceptions of parental involvement and parents' perceptions of parental involvement.

3.9 Limitations

As in any other study, this study also had some limitations which may have affected the findings.

First of all, because of lack of time and logistics, the research study was conducted only on 8th grade students of middle schools and second, the research was carried out in the Famagusta district in TRNC. If the researcher was able to administer the questionnaires in all grades of all middle schools in TRNC, it would have been possible to make generalizations on middle schools using a greater sample size but

now the findings can only be generalized for the 8th grade students in the Famagusta region.

Last but not the least, the researcher was unable to reach the complete data of the one and only private school in Famagusta district. Again, if the research could have been carried out in all districts of TRNC, a larger-sized sample could have been employed.

Chapter 4

RESULTS

This chapter presents the analyses of quantitative data which were obtained through the data collection instruments developed by the researcher. The results are presented in line with the research questions of the study.

4.1 Results Related to Research Question 1

How is the involvement of parents in their children's education?

The results concerning the frequency of parental involvement based on the data obtained from Parental Involvement Scale (PIS) are shown in Tables 4.1, 4.2, 4.3, and 4.4.

No fathers responded as 'never' to the first item 'I attend the parent-teacher conferences' whereas 11.8% of mothers (N=21) responded as 'never' to this item. Most of the fathers (71.9%, N=128) said that they 'sometimes' attend the parent-teacher conferences. A smaller percentage (33.1%) of mothers (N=59) 'sometimes' attend the parent-teacher conferences. More than half of the parents (52.5%, N=187) stated that they attend the parent-teacher conferences 'sometimes'. The responses of mothers to the first item were 8.4% (N=15) and 39.9% (N=71) as 'usually' and

Table 4.1: Numbers and percentages of parents who responded as NEVER to the PIS

		FATHER		MOTHER		TOTAL	
		N	%	N	%	N	%
1.	I attend the parent-teacher conferences.	0	0	21	11.8	21	5.9
2.	I attend the PTA (parent teacher association) meetings.	28	15.7	56	31.5	84	23.6
3.	I would attend a workshop on parenting organized by school or Ministry of National Education, Youth and Sports.	56	31.5	29	16.3	85	23.9
4.	I check whether my child attends the lessons regularly.	39	21.9	5	2.8	44	12.4
5.	I visit my child's school for cultural or academic events.	11	6.2	15	8.4	26	7.3
6.	I visit my child's school to learn about his/her academic progress.	23	12.9	19	10.7	42	11.8
7.	I visit my child's school for my child's discipline problems.	24	13.5	15	8.4	39	11
8.	I pay close attention to what my child is doing outside school.	13	7.3	8	4.5	21	5.9
9.	I check my child's homework.	7	3.9	17	9.6	24	6.7
10.	I have discussions with my child about what s/he is learning at school.	24	13.5	4	2.2	28	7.9
11.	I help my child with his/her homework.	8	4.5	26	14.6	34	9.6
12.	I guide my child for his/her educational choices.	29	16.3	8	4.5	37	10.4
13.	I talk to my child about the importance of education.	11	6.2	1	.6	12	3.4
14.	I encourage my child to talk about his/her school related problems with me.	2	1.1	4	2.2	6	1.7
15.	I appreciate what my child tries to do in his/her education.	8	4.5	5	2.8	13	3.7
16.	I keep calm and talk to my child when s/he misbehaves.	5	2.8	6	3.4	11	3.1
17.	I talk to other parents and share ideas/experiences about our children.	9	5.1	37	20.8	46	12.9
18.	I provide my child with a place to study.	46	25.8	2	1.1	48	13.5
19.	I know how to help my child for his/her lessons and homework.	7	3.9	22	12.4	29	8.1
20.	I help my child with his/her homework if s/he needs.	15	8.4	11	6.2	26	7.3
21.	I make my child do homework before s/he does anything else.	9	5.1	3	1.7	12	3.4
22.	I help my child whenever s/he needs while studying for the exams.	5	2.8	11	6.2	16	4.5
23.	I monitor the amount of time my child spends in front of the television.	8	4.5	15	8.4	23	6.5
24.	There is a computer at home for my child to use whenever s/he needs.	13	7.3	17	9.6	30	8.4
25.	I monitor the amount of time if my child spends playing computer games.	19	10.7	21	11.8	40	11.2
26.	Whenever my child needs, I provide him/her with the opportunity of having private lessons.	23	12.9	26	14.6	49	13.8
27.	I talk to my child's teachers to check what s/he does at school.	26	14.6	21	11.8	47	13.2
28.	I talk to my child about what s/he learns at school.	20	11.2	8	4.5	28	7.9
29.	I spend time and play games with my child.	10	5.6	28	15.7	38	10.7
30.	I show my affection with my attitudes.	27	15.2	4	2.2	31	8.7
31.	I show my affection with words.	6	3.4	3	1.7	9	2.5
32.	I share my child's problems regarding his/her life.	8	4.5	3	1.7	11	3.1

Table 4.2: Numbers and percentages of parents who responded as SOMETIMES to the PIS

		FATHER		MOTHER		TOTAL	
		N	%	N	%	N	%
1.	I attend the parent-teacher conferences.	128	71.9	59	33.1	187	52.5
2.	I attend the PTA (parent teacher association) meetings.	76	42.7	64	36	140	39.3
3.	I would attend a workshop on parenting organized by school or Ministry of National Education, Youth and Sports.	62	34.8	48	27	110	30.9
4.	I check whether my child attends the lessons regularly.	47	26.4	34	19.1	81	22.8
5.	I visit my child's school for cultural or academic events.	42	23.6	87	48.9	129	36.2
6.	I visit my child's school to learn about his/her academic progress.	76	42.7	82	46.1	158	44.4
7.	I visit my child's school for my child's discipline problems.	72	40.4	25	14	97	27.2
8.	I pay close attention to what my child is doing outside school.	26	14.6	20	11.2	46	12.9
9.	I check my child's homework.	18	10.1	64	36	82	23
10.	I have discussions with my child about what s/he is learning at school.	66	37.1	31	17.4	97	27.2
11.	I help my child with his/her homework.	36	20.2	87	48.9	123	34.6
12.	I guide my child for his/her educational choices.	82	46.1	32	18	114	32
13.	I talk to my child about the importance of education.	39	21.9	22	12.4	61	17.1
14.	I encourage my child to talk about his/her school related problems with me.	27	15.2	20	11.2	47	13.2
15.	I appreciate what my child tries to do in his/her education.	29	16.3	23	12.9	52	14.6
16.	I keep calm and talk to my child when s/he misbehaves.	23	12.9	34	19.1	57	16
17.	I talk to other parents and share ideas/experiences about our children.	21	11.8	77	43.3	98	27.5
18.	I provide my child with a place to study.	60	33.7	15	8.4	75	21.1
19.	I know how to help my child for his/her lessons and homework.	20	11.2	63	35.4	83	23.3
20.	I help my child with his/her homework if s/he needs.	54	30.3	35	19.7	89	25
21.	I make my child do homework before s/he does anything else.	33	18.5	32	18	65	18.3
22.	I help my child whenever s/he needs while studying for the exams.	26	14.6	27	15.2	53	14.9
23.	I monitor the amount of time my child spends in front of the television.	32	18	36	20.2	68	19.1
24.	There is a computer at home for my child to use whenever s/he needs.	46	25.8	11	6.2	57	16
25.	I monitor the amount of time if my child spends playing computer games.	7	3.9	34	19.1	41	11.5
26.	Whenever my child needs, I provide him/her with the opportunity of having private lessons.	40	22.5	43	24.2	83	23.3
27.	I talk to my child's teachers to check what s/he does at school.	38	21.3	90	50.6	128	36
28.	I talk to my child about what s/he learns at school.	85	47.8	60	33.7	145	40.7
29.	I spend time and play games with my child.	62	34.8	76	42.7	138	38.8
30.	I show my affection with my attitudes.	60	33.7	22	12.4	82	23
31.	I show my affection with words.	30	16.9	26	14.6	56	15.7
32.	I share my child's problems regarding his/her life.	33	18.5	15	8.4	48	13.5

Table 4.3: Numbers and percentages of parents who responded as USUALLY to the PIS

	FATHER		MOTHER		TOTAL	
	N	%	N	%	N	%
1. I attend the parent-teacher conferences.	0	0	15	8.4	15	4.2
2. I attend the PTA (parent teacher association) meetings.	11	6.2	13	7.3	24	6.7
3. I would attend a workshop on parenting organized by school or Ministry of National Education, Youth and Sports.	9	5.1	10	5.6	19	5.3
4. I check whether my child attends the lessons regularly.	11	6.2	34	19.1	45	12.6
5. I visit my child's school for cultural or academic events.	31	17.4	19	10.7	50	14
6. I visit my child's school to learn about his/her academic progress.	17	9.6	23	12.9	40	11.2
7. I visit my child's school for my child's discipline problems.	15	8.4	15	8.4	30	8.4
8. I pay close attention to what my child is doing outside school.	11	6.2	29	16.3	40	11.2
9. I check my child's homework.	32	18	30	16.9	62	17.4
10. I have discussions with my child about what s/he is learning at school.	31	17.4	39	21.9	70	19.7
11. I help my child with his/her homework.	31	17.4	18	10.1	49	13.8
12. I guide my child for his/her educational choices.	22	12.4	23	12.9	45	12.6
13. I talk to my child about the importance of education.	27	15.2	24	13.5	51	14.3
14. I encourage my child to talk about his/her school related problems with me.	18	10.1	39	21.9	57	16
15. I appreciate what my child tries to do in his/her education.	24	13.5	24	13.5	48	13.5
16. I keep calm and talk to my child when s/he misbehaves.	25	14	24	13.5	49	13.8
17. I talk to other parents and share ideas/experiences about our children.	27	15.2	15	8.4	42	11.8
18. I provide my child with a place to study.	21	11.8	18	10.1	39	11
19. I know how to help my child for his/her lessons and homework.	16	9	28	15.7	44	12.4
20. I help my child with his/her homework if s/he needs.	32	18	22	12.4	54	15.2
21. I make my child do homework before s/he does anything else.	22	12.4	23	12.9	45	12.6
22. I help my child whenever s/he needs while studying for the exams.	31	17.4	28	15.7	59	16.6
23. I monitor the amount of time my child spends in front of the television.	21	11.8	43	24.2	64	18
24. There is a computer at home for my child to use whenever s/he needs.	36	20.2	13	7.3	49	13.8
25. I monitor the amount of time if my child spends playing computer games.	9	5.1	38	21.3	47	13.2
26. Whenever my child needs, I provide him/her with the opportunity of having private lessons.	29	16.3	11	6.2	40	11.2
27. I talk to my child's teachers to check what s/he does at school.	12	6.7	21	11.8	33	9.3
28. I talk to my child about what s/he learns at school.	15	8.4	39	21.9	54	15.2
29. I spend time and play games with my child.	30	16.9	26	14.6	56	15.7
30. I show my affection with my attitudes.	29	16.3	30	16.9	59	16.6
31. I show my affection with words.	15	8.4	29	16.3	44	12.4
32. I share my child's problems regarding his/her life.	26	14.6	30	16.9	56	15.7

Table 4.4: Numbers and percentages of parents who responded as ALWAYS to the PIS

		FATHER		MOTHER		TOTAL	
		N	%	N	%	N	%
1.	I attend the parent-teacher conferences.	0	0	71	39.9	71	19.9
2.	I attend the PTA (parent teacher association) meetings.	41	23	34	19.1	75	21.1
3.	I would attend a workshop on parenting organized by school or Ministry of National Education, Youth and Sports.	22	12.4	58	32.6	80	22.5
4.	I check whether my child attends the lessons regularly.	33	18.5	101	56.7	134	37.6
5.	I visit my child's school for cultural or academic events.	80	44.9	48	27	128	36
6.	I visit my child's school to learn about his/her academic progress.	42	23.6	48	27	90	25.3
7.	I visit my child's school for my child's discipline problems.	47	26.4	113	63.5	160	44.9
8.	I pay close attention to what my child is doing outside school.	109	61.2	116	65.2	225	63.2
9.	I check my child's homework.	106	59.6	62	34.8	168	47.2
10.	I have discussions with my child about what s/he is learning at school.	38	21.3	102	57.3	140	39.3
11.	I help my child with his/her homework.	89	50	36	20.2	125	35.1
12.	I guide my child for his/her educational choices.	27	15.2	108	60.7	135	37.9
13.	I talk to my child about the importance of education.	86	48.3	126	70.8	212	59.6
14.	I encourage my child to talk about his/her school related problems with me.	116	65.2	111	62.4	227	63.8
15.	I appreciate what my child tries to do in his/her education.	100	56.2	121	68	221	62.1
16.	I keep calm and talk to my child when s/he misbehaves.	110	61.8	111	62.4	221	62.1
17.	I talk to other parents and share ideas/experiences about our children.	107	60.1	38	21.3	145	40.7
18.	I provide my child with a place to study.	29	16.3	138	77.5	167	46.9
19.	I know how to help my child for his/her lessons and homework.	117	65.7	56	31.5	173	48.6
20.	I help my child with his/her homework if s/he needs.	56	31.5	105	59	161	45.2
21.	I make my child do homework before s/he does anything else.	95	53.4	116	65.2	211	59.3
22.	I help my child whenever s/he needs while studying for the exams.	101	56.7	108	60.7	209	58.7
23.	I monitor the amount of time my child spends in front of the television.	98	55.1	82	46.1	180	50.6
24.	There is a computer at home for my child to use whenever s/he needs.	67	37.6	131	73.6	198	55.6
25.	I monitor the amount of time if my child spends playing computer games.	126	70.8	82	46.1	208	58.4
26.	Whenever my child needs, I provide him/her with the opportunity of having private lessons.	68	38.2	86	48.3	154	43.3
27.	I talk to my child's teachers to check what s/he does at school.	81	45.5	40	22.5	121	34
28.	I talk to my child about what s/he learns at school.	36	20.2	66	37.1	102	28.7
29.	I spend time and play games with my child.	60	33.7	41	23	101	28.4
30.	I show my affection with my attitudes.	42	23.6	119	66.9	161	45.2
31.	I show my affection with words.	112	62.9	117	65.7	229	64.3
32.	I share my child's problems regarding his/her life.	97	54.5	126	70.8	223	62.6

'always', respectively. The results revealed that about half of the parents 'sometimes' attend parent-teacher conferences and about 20% 'always' attend parent-teacher conferences.

As can be seen from Table 4.1, item 2 , interestingly, with respect to parents attending parent teacher association (PTA) meetings, a considerable number of parents (23.6%, N=84) stated that they 'never' attend the PTA meetings and 21.1% of parents (N=75) 'always' attend PTA meetings. However, the majority of fathers (42.7%, N=76) and the majority of mothers (36%, N=64) stated that they 'sometimes' attend the PTA meetings. On the other hand, a very small number of all parents (6.7%, N=24) claimed that they 'usually' attend the PTA meetings.

The results in Table 4.2 reveal that about one third of fathers (34.8%, N=62) stated that they would 'sometimes' attend a workshop on parenting organized by school or Ministry of National Education, Youth and Sports. On the other hand, most of the mothers (32.6%, N=58) stated that they would 'always' attend these workshops. The number of fathers who stated they would attend the parenting workshops 'usually' is (5.1%, N=9) and, similarly, almost an equal number of mothers would attend these workshops 'usually' (5.6%, N=10).

Based on the output results displayed in Table 4.4, the majority of mothers (56.7%, N=101) stated that they 'always' check whether their children attend the lessons

regularly. However, a very small number of mothers (2.8%, N=5) reported that they 'never' check their children's attendance. On the other hand, 26.4% of fathers (N=47) stated that they 'sometimes' check their children's attendance and a very small number of fathers (6.2%, N=11) responded that they 'usually' check it.

As can be seen from Table 4.2, nearly half of the mothers (48.9%, N=87) 'sometimes' visit their children's school for cultural or academic events. However, only 8.4% (N=15) of mothers stated that they 'never' visit their children's school for cultural or academic events. A considerable number of fathers (44.9%, N=80) stated that they 'always' visit their children's school for such events whereas 6.2% of fathers (N=11) responded to the same item as 'never'.

Nearly half of both mothers (46.1%, N=82) and fathers (42.7%, N=76) responded as 'sometimes' to the item 'I visit my child's school to learn about his/her academic progress'. Interestingly, 'always' responses of mothers (27%, N=48) and fathers (23.6%, N=42) for this item are quite similar in number, too.

The majority of mothers (63.5%, N=113) responded as 'always' to the seventh item which is 'I visit my child's school for my child's discipline problems' whereas a very small number of mothers responded as 'never' (8.4%, N=15) and as 'usually' (8.4%, N=15). On the other hand, a considerable number of fathers (40.4%, N=72) stated

that they 'sometimes' visit school for discipline problems and 8.4% (N=15) of them responded as 'usually' for the same item.

The majority of mothers (65.2%, N=116) and fathers (61.2%, N=109) stated that they 'always' pay close attention to what their children are doing outside school. The number of mothers who responded as 'never' to the same item is N=8 (4.5%). On the other hand, similar number of fathers (6.2%, N=11) responded to this item as 'usually'.

The number of fathers who stated they 'always' check their children's homework is N=106 (59.6%) whereas a very small number of fathers (3.9%, N=7) responded that they 'never' check homework. Mothers mostly stated that they 'sometimes' (36%, N=64) or 'always' (34.8%, N=62) check their children's homework.

Most of the mothers (57.3%, N=102) mentioned that they 'always' have discussions with their children about what they are learning at school whereas almost one fifth of fathers (21.3%, N=38) responded to this item in the same way. The number of mothers who chose 'never' for this item is N=4 (2.2%).

A large number of mothers (48.9%, N=87) stated that they 'sometimes' help their children with homework, however, a quite similar number of fathers (50%, N=89) said they 'always' help their children.

The number of mothers who 'always' guide their children for their educational choices is N=108 (60.7%) whereas 4.5% (N=8) of mothers responded as 'never' to the same item. Among fathers, 46.1% (N=82) of them stated that they 'sometimes' guide their children for their educational choices. Interestingly, the rest of the fathers responded as 'never' (16.3%, N=29), 'usually' (12.4%, N=22) and 'always' (15.2%, N=27) which all represent very parallel numbers.

Only N=1 (0.6%) mother 'never' talks to her child about the importance of education while N=126 (70.8%) mothers, which is a quite large number, stated that they 'always' talk to their children about it. On the other hand, nearly the half of fathers (48.3%, N=86) responded as 'always' to the same item.

Surprisingly, the response of mothers and fathers to the fourteenth item which says 'I encourage my child to talk about his/her school related problems with me' is quite parallel to each other. The majority of mothers (62.4%, N=111) and fathers (65.2%, N=116) stated that they 'always' encourage their children to talk about school related problems whereas 2.2% (N=4) of mothers and 1.1% (N=2) of fathers responded as 'never' to the same item.

Most of all parents (68%, N=121 of mothers and 56.2%, N=100 of fathers) responded as 'always' to the item 'I appreciate what my child tries to do in his/her education'. Also, their responses for 'never', 'sometimes' and 'usually' are pretty

similar to each other in number. Mothers and fathers responded equally (13.5%, N=24) as 'usually'. Their 'sometimes' replies are also very close which represent N=23 (12.9%) for mothers and N=29 (16.3%) for fathers.

The majority of mothers (62.4%, N=111) stated that they keep calm and they talk to their children when they misbehave. Like mothers, a similar number of fathers (61.8%, N=110) responded as 'always'. The amount of 'never' response is N=6 (3.4%) for mothers and N=5 (2.8%) for fathers which represent the minority among all respondents. About one fifth of mothers (19.1%, N=34) responded as 'usually' to this item whereas a smaller percentage of fathers (12.9%, N=23) reacted in the same way. On the other hand, the frequency of 'usually' responses of mothers (13.5%, N=24) and fathers (14%, N=25) are almost the same in number.

The majority of fathers (60.1%, N=107) stated that they 'always' talk to other parents and share ideas/experiences about their children while a smaller number of mothers (21.3%, N=38) gave the same response. On the other hand, N=21 (11.8%) fathers said they 'sometimes' talk to other parents whereas 43.3% (N=77) of the mothers responded in the same way.

As for 'I provide my child with a place to study' item, mothers mostly (77.5%, N=138) responded as 'always', however, only N=29 (16.3%) fathers said 'always' for it. A very small number of mothers (1.1%, N=2) responded as 'never' to this

item which is a much smaller number than the fathers' (25.8%, N=46) 'never' responses. There is another dissimilarity between the mother respondents' (8.4%, N=15) and father respondents' (33.7%, N=60) 'sometimes' responses.

The 'never' and 'sometimes' responses of fathers to the 'I know how to help my child for his/her lessons and homework' item are almost one third of mothers'. In contrast, 65.7% (N=117) of fathers responded as 'always' to the same item which is nearly twice as much the number of mothers (31.5%, N=56) who responded the same way.

The twentieth item is 'I help my child with his/her homework if s/he needs' and N=105 (59%) mothers responded as 'always' to it whereas N=56 (31.5) fathers responded in the same way. A small number of mothers (6.2%, N=11) and fathers (8.4%, N=15) said that they 'never' help their children with homework.

The majority of mothers (65.2%, N=116) and fathers (53.4%, N=95) stated that they 'always' make their children do homework before doing anything else. Mothers responded as 'sometimes' (18%, N=32) and as 'usually' (12.9%, N=23) to this item which seem quite parallel to the 'sometimes' (18.5%, N=33) and as 'usually' (12.4%, N=22) responses of fathers. Additionally, 'never' responses of mothers (1.7%, N=3) and fathers (5.1%, N=9) represent much smaller numbers.

The responses of mothers (60.7%, 108) and fathers (56.7%, N=101) given to the item 'I help my child whenever s/he needs while studying for the exams' represent the majority whereas their 'never' (6.2% of mothers and 2.8% of fathers) responses again represent the minority.

The responses of mothers given as 'sometimes' (20.2%, N=36) to the item 'I monitor the amount of time my child spends in front of the television' is quite similar to the number of fathers (18%, N=32) who gave the same response. Additionally, the percentage of their 'always' responses are quite close to each other, which is 46.1% (N=82) for mothers and 55.1% (N=98) for fathers. For 'never' and 'usually', mothers' responses are about twice of fathers' in number. Of all mothers, 8.4% (N=15) said 'never' whereas 4.5% (N=8) of fathers responded in this way and 24.2% (N=43) of mothers and 11.8% (N=21) of fathers said 'sometimes' to this item.

The results revealed that 73.6% (N=131) of mothers responded as 'always' to the item which is 'there is a computer at home for my child to use whenever s/he needs' whereas 37.6% (N=67) of fathers responded as 'never' to this item. A smaller percentage of fathers (25.8%, N=46) responded to the item 'there is a computer at home for the child's use' as 'sometimes'. The responses of fathers to this item were 7.3% (N=13) and 20.2% (N=36) as 'never' and 'usually' respectively. On the other hand, 6.2% (N=11) of the mothers responded as 'sometimes', 7.3% as 'usually' (N=13) and 9.6% as 'never' (N=17).

The majority of fathers (70.8%, N=126) said that they monitor the amount of time if their children spend playing computer games while 46.1% (N=82) of mothers responded in the same way. The responses of fathers for this item as 'sometimes' were 3.9% (N=7) and as 'usually' were 5.1% (N=9). As for 'never', the percentage of fathers was 10.7% (N=19). In contrast, 'sometimes' (19.1%, N=34) and 'usually' (21.3%, N=38) responses of mothers were much more than the fathers'. However, the percentage of 'never' (11.8%, N=21) responses of mothers was quite similar to the fathers'.

For the item 'Whenever my child needs, I provide him/her with the opportunity of having private lessons', fathers highly (38.2%, N=68) responded as 'always'. They also responded as 'never' (12.9%, N=23), as 'sometimes' (22.5%, N=40) and as 'usually' (16.3%, N=29). On the other hand, a larger number of mothers (48.3%, N=86) responded as 'always' to this item and a smaller percentage of mothers which equals to half of the responses given as 'always' said that they 'sometimes' provide their children with the opportunity of having private lessons. Besides, 6.2% (N=11) of mothers responded as 'usually' and 14.6% (N=26) of them responded as 'never'.

More than half of the mother respondents (50.6%, N=90) and 21.3% (N=38) of father respondents stated that they 'sometimes' talk to their children's teachers to check what they do at school. To the same item, nearly half of the father respondents

(45.5%, N=81) and more than one fifth of mothers (22.5%, N=40) responded as 'always'.

For the item 'I talk to my child about what s/he learns at school', nearly half of the fathers (47.8%, N=85) responded as 'sometimes' and 20.2% (N=36) of them responded as 'always'. On the other hand, most of the mother respondents (37.1%, N=66) stated that they 'always' talk to their children. Besides, 21.9% (N=39) and 33.7 N=60) of mothers responded as 'usually and 'sometimes', respectively.

A considerable number of fathers (33.7%, N=60) and mothers (23%, N=41) responded as 'always' to the item 'I spend time and play games with my child'. Also, nearly half of the mother respondents (42.7%, N=76) and 34.8% (N=62) of father respondents stated they 'sometimes' spend time with their children.

A large percentage of mothers (66.9%, N=119) said that they 'always' show their affection with their attitudes whereas a smaller number of fathers (23.6%, N=42) responded as 'always'. About one third of fathers (33.7%, N=60) responded to this item as 'sometimes'. Nearly the same number of mothers (16.9%, N=30) and fathers (16.3%, N=29) responded as 'usually'.

A considerable number of mothers (65.7%, N=117) and fathers (62.9%, N=112) stated that they 'always' show their affection with words whereas a very small number of mothers (1.7%, N=3) and fathers (3.4%, N=6) responded as 'never'.

Most of the mothers (70.8%, N=126) and more than half of the fathers (54.5%, N=97) responded as 'always' to the item 'I share my child's problems regarding his/her life'.

Due to some parents' failing to provide response to some items in the questionnaire, the evaluation of the questionnaires contains some missing data. In line with this, the responses emerged with varying percentages for different items. The missing data varies from item to item.

4.2 Results Related to Research Question 2

How is the relationship between parental involvement and student achievement?

Table 4.5 illustrates the correlation coefficients among father involvement, mother involvement and student achievement. As can be seen from Table 4.5, father involvement was found to be positively correlated with mother involvement (r =

Table 4.5 Correlations among mother involvement, father involvement, and student academic achievement

	1	2	3
1. Mother involvement	1		
2. Father involvement	.611**	1	
3. Students' academic achievement	.225**	.192*	1

.611). This signifies that when father involvement increases, mother involvement also tends to increase which means if fathers are involved in their children's education, mothers also are likely to be involved. Furthermore, father involvement was also positively correlated with students' academic achievement (r = .192) which indicates that, as father involvement increases the academic achievement of students also increases. On the other hand, mother involvement has a significant positive relationship with students' academic achievement (r = .225). This means that when mother involvement increases, students are more likely to be academically successful.

4.3 Results Related to Research Question 3

How does parental involvement differ with respect to; gender of parents / gender of students / type of family / age of parents / nationality of parents / education level of parents / job status of parents / income of family / number of children in family / location of home?

As can be seen in Table 4.6, independent samples t-test result, there is no significant difference in parental involvement with respect to gender of students. The Levene's Test result for parental involvement also revealed that there is no significant difference in the variances of male and female students on mother involvement ($p = .987 > .05$) and father involvement ($p = .453 > .05$).

Table 4.6 Independent samples t-test results for differences in parental involvement with respect to gender of students

	Levene's Test		t-test			
	F	Sig.	df	t	p	d
Mother involvement	.000	.987	174	-1.447	.150	-.217
Father involvement	.566	.453	174	-1.676	.095	-.251

Table 4.7 Independent samples t-test results for differences in parental involvement with respect to type of family (single parent/both parents)

	Levene's Test		t-test			
	F	Sig.	df	t	p	d
Mother involvement	.259	.611	161	.141	.888	.051
Father involvement	.911	.341	162	2.223	**.028**	.787

Based on the output of t-test results displayed in Table 4.7, a significant difference was found in father involvement with respect to type of family t (162) = 2.223, p = .028 < .05. The effect size d of .78 indicates a very large effect. When looking at the mother involvement, there is no significant difference. The Levene's test results also reveal that there is no significant difference in the variances of parental involvement hence, equal variances can be assumed for each type of family.

A paired samples t-test was conducted to find out if there is a significant difference in parental involvement according to the gender of parents (Table 4.8). The results indicated that mother involvement is significantly more than father involvement, t (173) = -5.506, p = .000 < .01. The effect size d is -.41.

Table 4.8 Paired samples t-test results for differences in the parental involvement with respect to gender of parents

	t-test			
	df	t	p	d
Father involvement vs mother involvement	173	-5.506	**.000**	-.417

Significant difference is in bold face

A one-way ANOVA analysis was conducted to identify whether the age of mother, nationality of mother, education level of mother, income of mother, number of children in family and location of home have an effect upon the mother involvement. According to the one-way ANOVA analysis results in Table 4.9, a significant difference was found when mother involvement is compared with respect to the

Table 4.9 Analysis of Variance (ANOVA) results for differences in mother involvement with respect to age of mother, nationality of mother, education level of mother, income of mother, number of children in family and location of home

		Sum of Squares	df	Mean Square	F	p
Age of mother	Between Groups	.948	3	.316	1.482	.221
	Within Groups	36.682	172	.213		
Nationality of mother	Between Groups	.059	3	.020	.090	.965
	Within Groups	37.571	172	.218		
Education level of mother	Between Groups	5.015	4	1.254	6.573	**.000**
	Within Groups	32.616	171	.191		
Job status of mother	Between Groups	.778	2	.389	1.837	.162
	Within Groups	36.427	172	.212		
Income of mother	Between Groups	1.080	3	.360	1.704	.168
	Within Groups	35.697	169	.211		
Number of children in family	Between Groups	1.528	3	.509	2.426	.067
	Within Groups	36.103	172	.210		
Location of home	Between Groups	.208	2	.104	.480	.620
	Within Groups	37.423	173	.216		

Significant difference is in bold face

education level of mother, F (4) = 6.573, p = .000 < .01. According to results for differences in mother involvement with respect to the age of mother, nationality of mother, income of mother, number of children in family and location of home, no significance was found.

Table 4.10 Scheffe Test results comparing mother involvement regarding their education level

Dependent variable	(I) Respondents	(J) Respondents	Mean Difference (I-J)	Std. error	p
Mother involvement	Primary school	Secondary school	-.21926	.09532	.263
	Primary school	High school	-.33634*	.07773	**.001**
	Primary school	Associate degree	-.70877	.25708	.113
	Primary school	BA	-.33797	.12702	.137
	Secondary school	High school	-.11708	.10054	.851
	Secondary school	Associate degree	-.48951	.26487	.493
	Secondary school	BA	-.11871	.14213	.951
	High school	Associate degree	-.37243	.25906	.724
	High school	BA	-.00163	.13098	1.000
	Associate degree	BA	.37080	.27785	.776

Significant difference is in bold face

Because of the significance of mother involvement with respect to the education level of mother, the Scheffe test was also conducted to evaluate pairwise differences among the means of different education levels; primary school, secondary school, high school, associate degree and BA. In Table 4.10, it can be seen that there is a significant difference between primary school level of education and high school level of education in relation to mother involvement. However, there is no significant difference among other levels of education.

Table 4.11 Analysis of Variance (ANOVA) results for differences in father involvement with respect to age of father, nationality of father, education level of father, income of father, number of children in family and location of home

		Sum of Squares	df	Mean Square	F	p
Age of father	Between Groups	.177	3	.059	.240	.869
	Within Groups	40.046	163	.246		
Nationality of father	Between Groups	.090	2	.045	.185	.831
	Within Groups	40.132	164	.245		
Education level of father	Between Groups	2.904	5	.581	2.505	**.032**
	Within Groups	37.319	161	.232		
Job status of father	Between Groups	.731	2	.365	1.518	.222
	Within Groups	39.492	164	.241		
Income of father	Between Groups	.852	3	.284	1.015	.388
	Within Groups	47.325	169	.280		
Number of children in family	Between Groups	.547	3	.182	.749	.524
	Within Groups	39.675	163	.243		
Location of home	Between Groups	1.339	2	.670	2.824	.062
	Within Groups	38.883	164	.237		

Significant difference is in bold face

A one-way ANOVA analysis was also conducted to discover if the age of father, nationality of father, education level of father, income of father, number of children in family and location of home affect father involvement. As can be seen from Table 4.11, a significant difference was found when father involvement is compared with respect to education level of father, F (5) = 2.505, p = .032 < .05. On the other hand, when considering other factors; age of father, nationality of father, income of father, number of children in family and location of home, there is no significant difference with respect to mother involvement.

Table 4.12 Scheffe Test results comparing father involvement regarding their education level

Dependent variable	(I) Respondents	(J) Respondents	Mean Difference (I-J)	Std. error	p
Father involvement	Primary school	Secondary school	.05159	.10433	.999
	Primary school	High school	-.21475	.09187	.366
	Primary school	Associate degree	-.01522	.20664	1.000
	Primary school	BA	-.31339	.14361	.449
	Primary school	MA/Phd	.17842	.28519	.995
	Secondary school	High school	-.26634	.10579	.280
	Secondary school	Associate degree	-.06681	.21319	1.000
	Secondary school	BA	-.36498	.15289	.342
	Secondary school	MA/Phd	.12682	.28997	.999
	High school	Associate degree	.19953	.20738	.968
	High school	BA	-.09864	.14467	.993
	High school	MA/Phd	.39316	.28572	.863
	Associate degree	BA	-.29817	.23492	.899
	Associate degree	MA/Phd	.19364	.34044	.997
	BA	MA/Phd	.49181	.30630	.764

Since there is a significant difference in father involvement with respect to the education level of father, Scheffe Test was conducted as a second step. As shown in Table 4.12, according to the Scheffe Test results, in regards to the father involvement, there is no significant difference among different levels of education.

4.4 Results Related to Research Question 4

How is the relationship among CGPA of students, gender of students, age of parents, nationality of parents, education level of parents, work status of parents, income of family, type of family, number of children in family and location of home?

As can be seen from table 4.13, CGPA of students was found to be positively correlated with the education of mother (r = .245) and the education of father (r = .304). This indicates that when parents' level of education is higher, the students are more likely to be academically successful. On the other hand, nationality of mother is negatively correlated with students' academic achievement (r = -.155) which means that children whose mothers are from TRNC are more likely to be more successful at school. Furthermore, location of home is also negatively correlated with students' academic achievement (r = -.152). This indicates that students are academically more successful when they live in city or near city. As it can be seen in Table 4.13, the age of mother was positively correlated with the age of father (r = .675) and the number of children in family (r = .248). However, age of mother is negatively correlated with family income (r = -.168) meaning younger mothers contribute financially more to the total family income. On the other hand, the age of father is also positively correlated with the number of children in family (r = .281). Nationality of mother is positively correlated with nationality of father (r = .728). This indicates that mothers from TRNC are more likely to be married to fathers from TRNC. On the other hand, nationality of mother is negatively correlated with

education of mother (r = -.192). Therefore, mothers with higher educational background are more likely to be from TRNC. On the other hand, the nationality of father is positively correlated with the number of children in family (r = .201) but negatively correlated with the education of mother (r = -.207). Fathers who are Turkish citizens are likely to have more children and they are married to mothers who have lower educational backgrounds. Moreover, a positive correlation was found between the education of mother and education of father (r = .680), work status of mother (r = .246), income of the family (r = .373). Furthermore, the education of mother is negatively correlated with number of children in family (r = -.313). This means that mothers who have higher educational background have fewer. Education of mother is also negatively correlated with location of home (r = -.250) which indicates that more educated mothers live in city or near city. Education of father is positively correlated with family income (r = .373). This means that fathers with higher education levels contribute more to the family income. However, education of father was found to be negatively correlated with number of children in the family (r = -.231), meaning more educated fathers have fewer children and location of home (r = -.285) meaning fathers with higher educational background live in city or near city. The work status of mother is positively correlated with the work status of father (r = .220). This indicates that full-time working mothers are likely to be married to full-time working fathers or both parents are likely to work part-time or neither of them works. Work status of mother is also positively correlated with family income (r = .468). However, work status of mother has a negative correlation with number of children in family (r = -.178). Mothers who

Table 4.13 Correlations among socio-economic factors and student's academic achievement

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. CGPA of student	1													
2. Gender of student	-.132	1												
3. Age of mother	-.043	.009	1											
4. Age of father	-.081	-.011	.675**	1										
5. Nationality of mother	-.155*	-.041	-.122	-.152	1									
6. Nationality of father	-.143	.057	-.133	-.125	.728**	1								
7. Education of mother	.245**	.045	-.016	-.113	-.192*	-.207**	1							
8. Education of father	.304**	-.029	-.024	-.037	-.136	-.142	.680**	1						
9. Work status of mother	-.073	.048	-.023	-.016	.089	-.002	.246**	.121	1					
10. Work status of father	.131	-.031	-.123	-.069	.048	.019	.145	.080	.220**	1				
11. Income of family	.035	-.043	-.168*	-.087	.043	-.043	.373**	.373**	.468**	.269**	1			
12. Type of family	-.107	.018	.034	.000	.076	-.126	-.032	.084	.140	-.080	-.068	1		
13. Number of children in family	.021	-.131	.248**	.281**	.115	.201**	-.313**	-.231**	-.178*	-.102	-.316**	-.057	1	
14. Location of home	-.152*	-.043	-.136	-.025	-.039	-.118	-.250**	-.285**	-.117	-.184*	-.102	-.056	.941**	1

work longer hours are likely to have fewer children. Furthermore, work status of the father is positively correlated with family income (r = .269) and negatively correlated with the location of home (r = -.184). This indicates that full-time working fathers have higher income and they are more likely to live in the city. Finally, the number of children in family is negatively correlated with the family income (r = -.316). and positively correlated with the location of home (r = . 941). This means that parents having more children in number have less family income and they tend to live in suburban areas. Therefore, these families are more likely to be less involved in their children's education.

4.5 Results Related to Research Question 5

How do parental involvement and demographic factors predict student achievement?

Predictors which have a significant correlation with the CGPA of the students are included in the regression analysis. Then, stepwise regression excluded income of father, location of home, nationality of mother and education of mother because they did not pose any significant contributions to the model.

As can be seen from Table 4.14, the results of the regression analysis revealed that the education of father and involvement of mother accounted for a significant level of student's academic achievement variability, R^2 = .123, F (2, 161) = 12.435, p = .00< .01. Therefore, the regression model is considered as significant. Regarding the multicollinearity problem, it can be seen from Table 4.14 that the VIF values for the independent variables are less than 5. For this reason, multicollinearity is not considered as a problem for the regression analysis. It can also be seen that,

education of father, $t(163) = 3.056$, $p = .003$ and mother involvement $t(163) = 2.907$, $p = .004$ have significant contributions to the regression equation for students' academic achievement.

Table 4.14 Regression analysis results for predicting student's academic achievement from education of father and involvement of mother

	Adjusted R^2	df	F	Coefficients (B)	t	p	VIF
Regression	.123	2	12.435			**.000**	
Residual		161					
Total		163					
Constant				5.347	11.450	**.000**	
Education of father				.229	3.056	**.003**	1.088
Involvement of mother				.653	2.907	**.004**	1.088

Significant difference is in bold face

Predictors: (Constant), education of father, and involvement of mother
Dependent variable: student's academic achievement

Since the magnitude of the Beta value for mother involvement is higher, it contributes more significantly to the students' academic achievement than the education level of father, which has a lower magnitude of Beta value.

From the regression alalysis result the following regression equation can be obtained:

Predicted CGPA = 5.347 + (.229) (Educ. of Father) + (.653) (Inv. of Mother)

The calculated coefficient of determination R^2 = .123 indicates that 12.3% of the variability in students' academic achievement can be explained by the relationships of students' academic achievement with education of father and mother involvement.

4.6 Results Related to Research Question 6

How is the difference between parental involvement perceptions of parents and parental involvement perceptions of students?

As can be seen in Table 4.15, a paired samples t-test was conducted to find if there is a significant difference between the parental involvement perceptions of mothers and parental involvement perceptions of students. The t-test results revealed that students feel that their parents are significantly more involved than their mothers' perceptions of parental involvement, t (175) = 6.051, p = .000 < 001. The effect size d of .45 indicates a moderate effect.

Table 4.15 Paired samples t-test results for differences between parental involvement perceptions of mothers and parental involvement perceptions of students

	t-test			
	df	T	p	d
Parental involvement perceptions of mothers vs. parental involvement perceptions of students	175	6.051	**.000**	0.456

Significant difference is in bold face

Paired samples t-test was conducted to analyze the differences between parental involvement perceptions of fathers and parental involvement perceptions of students (see Table 4.16). No significant difference was found between parental involvement perceptions of fathers and parental involvement perceptions of students.

Table 4.16 Paired samples t-test results for differences between parental involvement perceptions of fathers and parental involvement perceptions of students.

	t-test			
	df	t	p	d
Parental involvement perceptions of fathers vs. parental involvement perceptions of students	175	1041	.299	.078

To sum up, this chapter presented the findings about the relationship among parental involvement, socio-economic factors of parents, and students' academic achievement. Further discussions about the results will be provided in Chapter 5.

Chapter 5

CONCLUSION

This chapter discusses the results and presents conclusions about the research questions. The collected data reflect the relationship between parental involvement and eighth grade middle school students' academic achievement. It also explains some implications of the study and recommends further research.

5.1 Summary

The main aim of the study was to investigate the relationship of parental involvement and socio-economic factors of parents with eighth grade students' academic achievement at schools of Famagusta district, TRNC. The study was conducted in state schools with a total of 178 students and their parents, both mothers and fathers. There were two instruments; one for the student participants and the other for parent participants. Quantitative methods were used to collect data and the statistical analysis program SPSS was used to analyze the data.

5.2 Discussion

As it was stated in the previous chapters, eighth grade students' academic achievement at middle schools is very important since it is the last year of compulsory education in TRNC. In this period of time, students may listen to their parents more because they are not complete adults yet, so parental involvement and support mean a lot for them. Students of state schools spend nearly half of the day at

school and for the rest of the time, it is the parents' responsibility to deal with them. The research shows that parental involvement poses positive effect on students' academic achievement.

In the remaining part of this chapter, the research questions will be discussed in parallel with the literature.

In order to learn about a student's academic achievement, one of the most effective ways is to attend parent-teacher conferences. In the present study, the research revealed that 5.9% of parents 'never' attend these conferences. The mentioned amount seems as a small percentage but it is not. The reasons behind may be due to the inconvenient date or time of the meetings and parents' unawareness of the importance of such meetings (Funkhouser & Gonzales, 1997; Hornby, 2011). As stated in the literature review, when parents establish stronger relationships with schools, academic achievement of children is fostered. It is also said that communication of parents with school is not at the desired level (Hornby, 2011; Riley, 1999). To overcome this problem, parents may be provided with online information systems to learn about their children's academic achievements or early notices of the meetings so that they make arrangements accordingly to participate more. Here, the school administrations and other responsible bodies such as the Ministry of National Education, Youth and Sports can make necessary arrangements to work off the problem and to restructure the current system.

In TRNC, parenting workshops are not available but 58.7% of all parent participants stated that they would attend a workshop on parenting organized by the relevant school or the Ministry of National Education, Youth and Sports. In literature, it is

mentioned that one of the reasons for lack of involvement is due to the fact that the parents do not know how to be involved in (Hornby, 2011) and the percentage of the responses to this item justifies this claim.

Students of state schools spend half of the day out of school. Therefore, it is very important to monitor what they do and how they spend this time. The percentage of parents who believe they 'always' pay close attention to what their children do outside school is 63.2%. On the other hand, 5.9% of parents 'never' monitor this time and as a result, children remain unattended which can mostly be harmful due to their age.

Nearly half of the parents (47.2%) stated that they 'always' have discussions with their children about what they are learning at school and 59.6% of parents talk to their children about the importance of education. According to Burke et al. (2001), educating the children is mainly the school's job but it is the parents' responsibility to show their children the importance of education and guide them to finish schoolwork on time.

About 96% of parents stated that they share their children's problems regarding academic and private life. This shows that almost all of the respondents are somehow supportive of their children which positively correlates with students' academic achievement.

One type of parental involvement is home supervision (Ascher, 1987; Sui-Chu and Willms, 1996) which includes activities such as helping with homework, playing educational games and discussing current events. In the present study, the majority of

the parents (more than 60%) stated that they 'usually' or 'always' know how to help and they help their children when they do homework and study for the exams.

When looking at the process of raising and educating children, it can be seen that punishment and rewards are two important aspects (Adams and Christenson, 2000). Also, in Anderson and Johnson's study (1971), it was reported that receiving less parental pressure results in good grades at school. In this study, except about 3% of parents, all the others stated that they keep calm and talk to their children for misbehaviour and they appreciate what their children do for education. Therefore, this affects students' academic achievement positively.

Interestingly, there are a number of parents who 'never' provide their children with a place to study (13.5%), 'never' supply their children a computer to study on (8.4%) and 'never' give their children the oppurtunity of having private lessons (13.8%). These findings show that home conditions, which Epstein and Dauber (1991) set as a type of parental involvement, is not always at the desired level.

Finally, showing affection to children can be mainly in two ways, with attitudes and with words. Most of the parents (about 77%) said that they 'usually' or 'always' show their affection with words. On the other hand, the percentage of parents who 'usually' or 'always' prefer using attitudes instead is about 62%.

The present study also found a positive relationship between students' academic achievement and parental involvement. Therefore, it can be argued that when parental involvement increases, students are more likely to be successful. This finding can be supported with Callison's (2004) study which points out the strong

relationship of parental involvement with students' achievement. Moreover, mother involvement and father involvement were found to be positively correlated which means when mothers are involved in their children's education, fathers are also involved. In addition to this, in the current research, the paired samples t-test results revealed that mother involvement is significantly more than father involvement.

On the contrary, no significant difference was found between parental involvement with respect to gender of students. However, a significant difference was found between type of family (single parent and both parents) in father involvement.

Anderson and Johnson's (1971) finding pointed out that education level of parents contributes to the child's academic success. The results of the present study correspond with this finding. A significant difference was found between education level of mother and involvement of mother. Moreover, Scheffe test was used to compare mother involvement regarding their education level. A significant difference in involvement was found between mothers who graduated from primary school and high school.

Similarly, a significant difference was found in involvement of fathers according to their level of education. In contrast to mother involvement, there is no significant difference in father involvement for different levels of education of parents.

The correlation results were quite interesting. First, when parents' education level is higher, academic success of students tends to increase. Obviously the reason for this is that well-educated parents are aware of the importance of education and they may

guide their children better in the educational process which results in students' academic success.

More educated mothers and fathers live in cities, they are likely to have full-time jobs and have more income. Also, they have fewer children in number, they are Turkish Cypriots and their children are more successful at school. From these findings, it can be claimed that children of these families are provided with better opportunities. For example, it is more reachable for children to take private lessons when the family income is higher or when they live in urban areas. Also, when the number of children is fewer, parents have more time to deal with their children. As a result of all these, students can be more successful at school.

Fathers who have Turkish citizenship are likely to be married to low-educated mothers and have more children. In addition to this, the number of children in family also increases when mothers and fathers' ages, which were also found to be positively correlated, increase. Another interesting finding is that, younger mothers have more income.

The results revealed that education of father and involvement of mother accounted for a significant level of students' academic achievement variability. Another further analysis showed that mother involvement contributes more significantly to the students' academic achievement.

Perceptions of students and parents on parental involvement were also analyzed and the results revealed that students feel that their parents are more involved than the

amount of mothers think about their own involvement. In the contrary, no significant difference was found between the perceptions of fathers and students.

5.3 Implications for Education

Based on the findings of this research, it becomes obvious that more parental involvement on students' education should be encouraged. This may be achieved through a number of ways. First, the Ministry of National Education, Youth and Sports can provide the school staff with training on how to establish contacts with parents and work with them as partners for their childrens' education. Since most parents need guidance on how to be productively involved in their childrens' education, workshops aiming such training might be extremely useful. Also, parents can be encouraged to take part in the decision-making process of curriculum policies, school budget and reform initiatives. In this way, parents may feel more involved and more responsible for their childrens' education which may result in more contributions to their children's education.

5.4 Suggestions for Further Research

The present study examined the relationship of parental involvement and socio-economic factors of parents with eighth grade students' academic achievement in Famagusta district in TRNC. Depending on the results of the study, some recommendations can be made for further research. First of all, the study can be extended to cover all grades of all primary, secondary and high schools in Famagusta or even in TRNC. Moreover, in order to find out other possible predictors of academic achievement such as teacher effectiveness and school effectiveness, a more comprehensive study can be conducted under the supervision of the Ministry of

National Education, Youth and Sports. In this way, students, parents, teachers and school administrators can work cooperatively and it can be a more comprehensive study for educational policy makers since it would reflect all factors affecting students' academic achievement.

5.5 Conclusion

In conclusion, the study revealed that there is a positive relation between parental involvement and students' academic achievement. Also, it was found that socio-economic factors of parents and their involvement have a positive relationship. Although parent participants stated that they would attend parenting workshops on how to help their children with their school work, if organized by the Ministry of National Education, Youth and Sports, such workshops are not organized. In most secondary schools, the most preffered way to encourage parents to communicate with schools is parent-teacher conferences. However, the study revealed that quite a number of parents never attend these conferences. Considering all the findings, it can be said that, all stakeholders, the Ministry of National Education, Youth and Sports, administrative personnel in schools, teachers, and parents should be encouraged to increase school-parent communication which will result in effective parenting and which in turn will bring student success.

REFERENCES

Adams, K. S. & Christenson, S. L. (2000). Trust and the family-school relationship examination of parent-teacher differences in elementary and secondary grades. *Journal of School Psychology*, 38 (5), 477-497.

Adolescent education. Retrieved from http://adolescenteducation.com

Anderson, J. G. & Johnson, W. H. (1971). Stability and change among three generations of Mexican-Americans: Factors affecting achievement. *American Educational Research Journal*, 8 (2), 285-309.

Andre, T., Whigham, M., Hendrickson, A., & Chambers, S. (1999). Competency beliefs, positive affect, and gender stereotypes of elementary students and their parents about science versus other school subjects. *Journal of Research in Science Teaching*, 36 (6), 719-747.

Ascher, C. (1987). Improving the school-home connections for poor and minority urban students. Retrieved from ERIC database (ED300484)

Baker, D. P. & Stevenson, D. L. (1986). Mothers' strategies for chidren's school achievement: Managing the transition to high school. *Sociology of Education*, 59, 156-166.

Bastani, J. (1995). *Taking a few risks learning from each other- teachers parents and pupils*. London: Royal Society of Arts

Berger, E. H. (1991). Parent involvement: Yesterday and today. *Elementary School Journal*, 92 (3), 209-219.

Burke, M. A., Picus, L. O., & Picus, L. (2001). *Developing community empovered schools.* California: Corwin Press.

Callison, W. L. (2004*). Raising test scores using parent involvement*. Maryland: The

Rowman and Littlefield Publishing Group, Inc.

Clark, R. (1983). *Family life and school achievement: Why poor black children succeed and fail*. Chicago: University of Chicago Press

Cronbach's Alpha Reliability Coefficient for Likert-Type Scales. Paper presented at the Midwest Research to Practice Conference in Adult, Continuing, and Community Education of Ohio State University, Columbus.

Cohen, L., Manion, L., and Morrison, K. (2000). *Research methods in education*. London: Routledge Farmer.

Coleman, J. S. (1987). Families and Schools. *Educational Researcher*, 16 (6), 32-38.

Desforges, C. & Abouchaar, A. (2003). The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review (Research Report No: 433). Retrieved from Department for Education and Skills website: http://bgfl.org/bgfl/custom/files_uploaded/uploaded_resources/18617/Desforges.pdf

Dishon, T. J., Kavanagh, K., & Keisner, J. (1999). Preventation of early adolescent substance abuse among high-risk youth: A multiple gating approach to parental intervention. Retreived from http://www.scan.uk.net/docstore/208-228_Dishion.pdf

Edwards, A. & Warin, J. (1999). Parental involvement in raising the achievement of primary school pupils: Why bother?. *Oxford Review of Education*, 25 (3), 325-341.

Epstein, J. L. & Dauber, S. L. (1991). School programs and teacher practices of parent involvement in Inner-City Elementary and Middle Schools. *The Elementary School Journal*, 91 (3), 289-305.

Epstein, J. L. (2001). *School, family, and community partnership*. Boulder:, CO: Westview.

Epstein, J. L. & Salinas, K. C. (2004**).** Partnering with families and communities. *Educational Leadership*, 61 (8), 12-18.

European Report on the Quality of School Education (2000). Retrieved from European Commmission http://ec.europa.eu/education/policies/educ/indic/rapinen.pdf

Felson, R. B. (1990). Comparison processes in parent's and children's appraisals of academic performance. *Social Psychology Quarterly*, 53 (3), 264-273.

Fraenkel, J. R. & Wallen, N. E. (2006). *How to design and evaluate research in education*. (6th ed.). New York: McGraw-Hill.

Funkhouser, J. & Gonzales, M. R. (1997). *Family involvement in childrens' education: Successful local approaches*. Washington DC: US Government Printing Office.

Gliem, J. A. & Gliem, R. R. (2003). Calculating, Interpreting, and Reporting Cronbach's Alpha Reliability Coefficient for Likert-Type Scales. Midwest Research to Practice Conference in Adult, Continuing, and Community Education.

Gürşimşek, A. I., (2011). KKTC'de okulöncesi eğitime aile katkısı. Paper presented at the 3rd annual conference on educational sciences of Eastern Mediterranean University, Famagusta.

Heller, L. R. & Fantuzzo, J. W. (1993). Reciprocal peer tutoring and parent partnership: Does parent involvement make a difference? *School Psychology Review*, 22, 517-534.

Hornby, G. (2011). *Parental involvement in childhood education: Building effective*

school-family partnerships. Springer: New York.

Hopkins, W. G. (2000). Quantitative Research Design.

    http://sportsci.org/jour/0001/wghdesign.html

Jeynes, W. H. (2005). A Meta-Analysis of the Relation of Parental Involvement to

Urban Elementary School Student Academic Achievement. Urban

Education, 40(3), 237-269

Jeynes, W. H. (2005). Effects of parental involvement and family structure on the

    academic achievement of adolescents. *Marriage and Family Review*, 37(3),

    99-116.

Lamborn, S., Mounts, N., Steinberg, L., & Dornbush, S. (1991). Patterns of

    competence and adjustment among adolescents from authoritative,

    authoritarian, indulgent, and neglectful families. *Child Development*, 69,

    1049-1065.

Litwak, E., & Meyer, H. J. (1974). *School, family, and neighbourhood: The theory*

    and practice of school-community relations. New York: Columbia University

    Press.

Parsons, J., Adler, T. F., & Kaczala, C. M. (1982). Socialization of achievement

    attitudes and beliefs: Parental influences. *Child Development*, 53 (2), 310-

    321.

Patrikakou, E. N., & Weissberg, R. P. (1999). The seven Ps of school-family

    partnerships. *Education Week*, 18 (2), 34-36.

Pianta, R. C., & Walsh, D. J. (1996). *High-risk children in schools: Constructing*

    sustaining relationships. New York: Routledge.

Riley, R. W. (1999). *Taking Responsibility for ending social promotion: A quide for*

    educators and state and Local leaders. Minnesota: Diane Publishing.

Sanders, M. G. (2001). A study of the role of "community" in comprehensive school, family, and community partnership programs. *The Elementary School Journal,* 102, 19–34.

Schneider, B. & Lee, Y. (1990). A model for academic success: The school and home environment of East Asian students. *Anthropology and Education Quarterly*, 21 (4), 358-377.

Sheldon, S. B. (2003). Linking school-family-community partnerships in urban elementary schools to student achievement on state tests. *Urban Review,* 35(2), 149–165.

Steinberg, L. (1996). Adolescence. New York: McGraw Hill.

Sui-Chu, E. H., & Willms, J. D. (1996). Effects of parental involvement on eight-grade achievement. *Sociology of Education*, 69(2), 126-141.

The Cyprus Turkish Education System. Retrieved from http://www.mebnet.net/sites/default/files/CypTurEduSys.pdf

Van Voorhis, F. L. (2003). Interactive homework in middle school: Effects on family involvement and students' science achievement. *Journal of Educational Research,* 96(9), 323–339.

Villas-Boas, A. (1998) The effects of parental involvement in homework on student achievement in Portugal and Luxemburg. *Childhood Education*, 74(6), 367-371.

Ward, U. (2009). *Working with Parents in Early Years Settings.* Exeter UK: Learning Matters ltd.

Young T. & Westernoff, F. (1996). Overcoming barriers to effective parental partnerships: Implications for professionals in an educational setting. *The Journal of Educational Issues of Language Minority Students,* 16, 193-205.

Zdzinski, S. F. (1996). Parental involvement, selected student attributes, and learning

 outcomes in instrumental music. *Journal of Research in Music Education*, 44

 (1), 34-48.

APPENDICES

Appendix A1: Öğrenci Anket

Sevgili Öğrenci,

Eğitime aile katılımı ve sosyo-ekonomik faktörlerin öğrenci akademik başarısıyla olan ilişkini ortaya çıkarmayı amaçlayan bir araştırma yürütmekteyiz.

Anket iki bölümden oluşmaktadır. İlk bölüm kişisel bilgileriniz ile ilgilidir. İkinci bölüm ise velinizin size karşı sergilediği tavır, tutumlar, sağladığı imkanlar ve sizin davranışlarınızla ilgilidir.

İlk bölümün cevaplarını verilen boşluklara yazıp, gerekli bölümler için doğrulama işareti (√) kullanınız.

İkinci bölümde ise her numaranın yanındaki harfler yukarıdaki cevabı simgeler. Soruları dikkatle okuyup sizin için en doğru olan cevabın harfini optik cevap kağıdına işaretleyiniz.

ÖRNEK:

<div align="center">

BÖLÜM I

</div>

1. Cinsiyetiniz:　　　□ Kız　　　√ Erkek

<div align="center">

BÖLÜM II

</div>

Cevaplarınızı <u>**OPTİK CEVAP KAĞIDINA**</u> işaretleyiniz.	Hiçbir zaman	Bazen	Genellikle	Her zaman
1.　Velim eğitimimle ilgilenir.	●	b	c	d
2.　Velim okuldaki veli günlerine katılır.	a	b	●	d
3.　Velim öğretmenlerimle görüşür.	a	●	c	d

Bu bir sınav değildir. DOĞRU veya YANLIŞ cevap yoktur. Kişisel bilgileriniz kesinlikle gizli tutulacaktır. Lütfen ankette bulunan soruları size göre en doğru şekilde cevaplayınız. Ankete katılımınız bu çalışmanın tamamlanması açısından çok önemlidir.

Katılımınız için teşekkür ederiz.

Yüksek Lisans Öğrencisi　　　　　　　　　　　　　　Tez Yöneticisi

Yeliz Erdoğan　　　　　　　　　　　　　　Yrd.Doç.Dr.Hüseyin YARATAN

Cinsiyetiniz:　　□ Kız　　　　□ Erkek

Okulunuzun adı: _____

En son aldığınız karne not ortalamanız: _____

BÖLÜM II

Cevaplarınızı <u>OPTİK CEVAP KAĞIDINA</u> işaretleyiniz.	Hiçbir zaman	Bazen	Genellikle	Her zaman
1. Velim eğitimimle ilgilenir.	a	b	c	d
2. Velim okuldaki veli günlerine katılır.	a	b	c	d
3. Velim öğretmenlerimle görüşür.	a	b	c	d
4. Velim ödevim olup olmadığını sorar.	a	b	c	d
5. Velim ödevimin ne olduğunu bilir.	a	b	c	d
6. Velim yardıma ihtiyacım olduğunda yardım etmekte isteklidir.	a	b	c	d
7. Velim ödevime yardım eder.	a	b	c	d
8. Velim ödevimi kontrol eder.	a	b	c	d
9. Velim sınav notlarımı bilir.	a	b	c	d
10. Okuldan sonra özel ders alırım.	a	b	c	d
11. Evde ders çalışabileceğim kendime ait bir oda vardır.	a	b	c	d
12. Evde ders çalışabileceğim kendime ait bir masa vardır.	a	b	c	d
13. Evde kullanabileceğim bir bilgisayar vardır.	a	b	c	d
14. Bilgisayarı kardeş(ler)imle paylaşırım.	a	b	c	d
15. Ödevimi yapmak için bilgisayarı kullanırım.	a	b	c	d
16. Bilgisayar oyunları oynamayı severim.	a	b	c	d
17. Bilgisayar oyunları oynamak için velimden izin alırım.	a	b	c	d
18. Okulumla ilgili olan problemlerimi velimle paylaşırım.	a	b	c	d
19. Derslerimle ilgili problemim olduğunda, velim yardım etmek için hazırdır.	a	b	c	d
20. Velimi memnun etmek için ödevimi yaparım veya dersime çalışırım.	a	b	c	d
21. Eğitimimle ilgili yaptığım çalışmaları velim takdir eder.	a	b	c	d
22. Yanlış bir davranışım olduğu zaman velim kızmaz ama benimle konuşur.	a	b	c	d
23. Velim okul/sınıf arkadaşlarımın velileriyle derslerimiz hakkında konuşur.	a	b	c	d
24. Velim bana derslerim, öğretmenlerim veya okulumla ilgili sorular sorar.	a	b	c	d
25. Okulda yaptıklarımızı velim kontrol eder.	a	b	c	d
26. Televizyon izlemek için velimden izin alırım.	a	b	c	d
27. Velim sınavdan önce ders çalışmama yardım eder.	a	b	c	d
28. Okuldan gelince, velim ödev yapmadan veya ders çalışmadan önce dinlenmeme izin verir.	a	b	c	d
29. Eğitimimle ilgili tercihlerimde velim bana yol gösterir.	a	b	c	d
30. Velim bana eğitimin önemini anlatır.	a	b	c	d
31. Velim benimle oynar ve birlikte vakit geçiririz.	a	b	c	d
32. Velim bana olan sevgisini davranışları ile gösterir.	a	b	c	d
33. Velim bana olan sevgisini sözleri ile belirtir.	a	b	c	d
34. Hayatımla ilgili problemlerimi velimle paylaşırım.	a	b	c	d

Appendix A2: Students' Questionnaire

Dear Student,

We are carrying out a research to investigate the relationship of parental involvement and socio-economic factors of parents with student's academic achievement.

The questionnaire consists of two sections. The first section includes personal information. The second section asks you questions about your parents' attitudes, the facilities they provide you for and your behaviour.

In the first section, please write your answers in the blank spaces provided and put a tick (√) in the appropriate boxes.

In the second section, the letters represent the answers at the top. Choose the best answer and transfer your answers to the optic answer sheet.

EXAMPLE:

<div align="center">

SECTION I

</div>

2. Gender: ☐ Female ☑ √ Male

<div align="center">

SECTION II

</div>

Mark your answers on the <u>**OPTIC ANSWER SHEET**</u>.	Never	Sometimes	Usually	Always
1. My parent is interested in my education.	●	b	c	d
2. My parent attends the parent-teacher conferences.	a	b	●	d
3. My parent contacts my teachers.	a	●	c	d

This is not a test. There is no RIGHT or WRONG answer. The personal information provided in these questionnaires will be kept strictly confidential. Please answer all the questions honestly. Your participation means a great deal in the completion of my study.

Thank you for your participation.

Graduate student   Supervisor

 Yeliz Erdoğan   Assist. Prof. Dr.Hüseyin YARATAN

SECTION I

Gender: □ Female   □ Male

Your School: _____

Your last CGPA: _____

SECTION II

Mark your answers on the <u>**OPTIC ANSWER SHEET**</u>.	Never	Sometimes	Usually	Always
1. My parent is interested in my education.	a	b	c	d
2. My parent attends the parent-teacher conferences.	a	b	c	d
3. My parent contacts my teachers.	a	b	c	d
4. My parent asks me if I have homework.	a	b	c	d
5. My parent knows what my homework is.	a	b	c	d
6. My parent is willing to help me when I need.	a	b	c	d
7. My parent helps me with my homework.	a	b	c	d
8. My parent checks my homework .	a	b	c	d
9. My parent knows what my test grades are.	a	b	c	d
10. I take private lessons after school.	a	b	c	d
11. There is a room of my own at home where I can study.	a	b	c	d
12. There is a desk of my own at home where I can study.	a	b	c	d
13. There is a computer at home which I can use.	a	b	c	d
14. I share the computer with my sibling(s).	a	b	c	d
15. I use my computer to do my homework.	a	b	c	d
16. I like playing computer games.	a	b	c	d
17. I ask for my parent's permission before I play computer games.	a	b	c	d
18. I share my school-related problems with my parent.	a	b	c	d
19. My parent is ready to help me when I have a problem with lessons.	a	b	c	d
20. I do my homework and study because I want to please my parent.	a	b	c	d
21. My parent appreciates what I try to do in my education.	a	b	c	d
22. When I misbehave, my parent is not angry with me but s/he talks to me about my misbehaviour.	a	b	c	d
23. My parent talks to my class/schoolmates' parents about my lessons.	a	b	c	d
24. My parent asks me questions about my lessons, teachers and school.	a	b	c	d
25. My parent checks my schoolwork that I complete at school.	a	b	c	d
26. I ask for my parent's permission before I watch television.	a	b	c	d
27. When I have a test, my parent helps me while studying.	a	b	c	d
28. My parent lets me rest before I start doing my homework and /or study.	a	b	c	d
29. My parent guides me in my educational choices.	a	b	c	d
30. My parent talks to me about the importance of education.	a	b	c	d
31. My parent plays and spends time with me.	a	b	c	d
32. My parent shows his/her affection with attitudes.	a	b	c	d
33. My parent shows his/her love with words.	a	b	c	d
34. I share the problems about my life with my parent.	a	b	c	d

Appendix A3: Veli Anket

Sayın Veli,

Eğitime aile katılımı ve sosyo-ekonomik faktörlerin öğrenci akademik başarısıyla olan ilişkini ortaya çıkarmayı amaçlayan bir araştırma yürütmekteyiz.

Anket iki bölümden oluşmaktadır. İlk bölüm kişisel bilgileriniz ile ilgilidir. İkinci bölüm ise çocuğunuza karşı sergilediğiniz tavır, tutumlar ve sağladığınız imkanlarla ilgilidir.

İlk bölümün cevaplarını verilen boşluklara yazıp gerekli bölümler için doğrulama işareti (√) kullanınız.

İkinci bölümde ise her sorunun yanındaki harfler yukarıdaki cevabı simgeler. Soruları dikkatle okuyup sizin için en doğru olan cevabın harfini optik cevap kağıdına işaretleyiniz.

ÖRNEK:

<div align="center">

BÖLÜM I
</div>

Çalışıyormusunuz?

		√
Çalışmıyorum	Yarı zamanlı çalışıyorum	Tam zamanlı çalışıyorum

<div align="center">

BÖLÜM II
</div>

Cevaplarınızı **OPTİK CEVAP KAĞIDINA** işaretleyiniz.	Hiçbir zaman	Bazen	Genellikle	Her zaman
1. Veli günlerine katılırım.	●	b	c	d
2. Okul aile birliği günlerine katılırım.	a	b	●	d
3. Okul ya da eğitim bakanlığı tarafından düzenlenecek 'çocuk yetiştirme' konulu atölye çalışmaları olsa katılırdım.	a	●	c	d

Bu bir sınav değildir. DOĞRU veya YANLIŞ cevap yoktur. Kişisel bilgileriniz kesinlikle gizli tutulacaktır. Lütfen ankette bulunan soruları size göre en doğru şekilde cevaplayınız. Ankete katılımınız bu çalışmanın tamamlanması açısından çok önemlidir.

Katılımınız için teşekkür ederiz.

Yüksek Lisans Öğrencisi   Tez Yöneticisi

   Yeliz Erdoğan   Yrd.Doç.Dr.Hüseyin YARATAN

1. Cinsiyetiniz: □ Kadın □ Erkek

2. Doğum tarihiniz: 19____

3. Uyruğunuz: □ KKTC □ TC □ KKTC ve TC □ Diğer

4. Eğitim durumunuz: □ İlkokul □ Ortaokul □ Lise

□ 2 Yıllık Yüksek Okul □ Üniversite □ Yüksek Lisans/Doktora

5. Çalışıyormusunuz?

□ Çalışmıyorum □ Yarı zamanlı çalışıyorum □ Tam zamanlı çalışıyorum

(Çalışmıyorsanız 8 numaralı soruya geçiniz)

6. Günde kaç saat çalışıyorsunuz?

□ 1 - 4 saat □ 5 -7 saat □ 8 saat □ 8 saatden fazla

7. Çalışmakta olduğunuz kurum:

□ Özel Sektör □ Kamu □ Serbest □ Diğer _____

8. Aylık geliriniz (varsa):

□ 1200 TL'den az □ 1200-2000 TL □ 2001-3000 TL □3000 TL'den fazla

9. Medeniz durumunuz: □ Evli □ Boşanmış □ Dul

10. Ailedeki çocuk sayısı: _____

11. Evde ebeveyn(ler) haricinde çocuğa ödevleriyle ilgili yardım eden kimse var mı?

□ Evet □ Hayır

Cevabınız 'EVET' ise yardım edenin yakınlık derecesini belirtiniz:_____

12. Nerede yaşıyorsunuz?

□ Şehirde □ Şehire yakın □ Kırsal alanda (köyde)

13. Çocuğunuzun anne veya babası ile birlikte mi yaşıyorsunuz?

□ Evet □ Hayır

Cevabınız 'HAYIR' ise, çocuk kimle birlikte yaşıyor?

□ Benimle □ Eski eşimle □ Diğer (Belirtiniz) _____

BÖLÜM II

Cevaplarınızı <u>OPTİK CEVAP KAĞIDINA</u> işaretleyiniz.	Hiçbir zaman	Bazen	Genellikle	Her zaman
1. Veli günlerine katılırım.	a	b	c	d
2. Okul aile birliği günlerine katılırım.	a	b	c	d
3. Okul ya da eğitim bakanlığı tarafından düzenlenecek 'çocuk yetiştirme' konulu atölye çalışmaları olsa katılırdım.	a	b	c	d
4. Çocuğumun derslere düzenli katılıp katılmadığını kontrol ederim.	a	b	c	d
5. Kültürel ya da eğitimle ilgili olaylar için çocuğumun okulunu ziyaret ederim.	a	b	c	d
6. Çocuğumun ders durumunu öğrenmek için okulunu ziyaret ederim.	a	b	c	d
7. Çocuğumun disiplin problemleri varsa okulunu ziyaret ederim.	a	b	c	d
8. Çocuğumun okul dışında neler yaptığını yakından takip ederim.	a	b	c	d
9. Çocuğumun ödevlerini kontrol ederim.	a	b	c	d
10. Çocuğumun okulda neler yaptığını çocuğuma sorarak öğrenirim.	a	b	c	d
11. Çocuğumun ödevlerine yardım ederim.	a	b	c	d
12. Çocuğumu eğitimle ilgili tercihlerinde yönlendiririm.	a	b	c	d
13. Çocuğumla eğitimin önemi hakkında konuşurum.	a	b	c	d
14. Çocuğumu okulla ilgili problemlerini benimle konuşması için cesaretlendiririm.	a	b	c	d
15. Çocuğumun eğitimiyle ilgili çabalarını takdir ederim.	a	b	c	d
16. Çocuğum yanlış davranışlarda bulunduğu zaman sakin bir şekilde onunla konuşurum.	a	b	c	d
17. Diğer velilerle görüşür, çocuklarımızla ilgili fikir ve tecrübe paylaşımlarında bulunurum.	a	b	c	d
18. Çocuğuma ders çalışabileceği bir ortam sağlarım.	a	b	c	d
19. Çocuğuma dersleri ve ödevleriyle ilgili nasıl yardım edebileceğimi bilirim.	a	b	c	d
20. Çocuğum ödevlerini yaparken benim yardımıma ihtiyaç duyarsa yardım ederim.	a	b	c	d
21. Çocuğumun herşeyden önce ödevlerini bitirmesini sağlarım.	a	b	c	d
22. Çocuğum sınavı olduğu zaman yardıma ihtiyaç duyarsa, ona yardım ederim.	a	b	c	d
23. Çocuğumun televizyon karşısında geçirdiği vakti takip ederim.	a	b	c	d
24. Evde çocuğumun ihtiyaç duyduğu zaman kullanabileceği bir bilgisayar vardır.	a	b	c	d
25. Çocuğum bilgisayar oyunu oynarsa harcadığı zamanı takip ederim.	a	b	c	d
26. Çocuğum ihtiyaç duyduğu zaman ona özel ders alma imkanı sağlarım.	a	b	c	d
27. Çoğumun okulda yaptıklarını öğretmenleriyle konuşarak kontrol ederim.	a	b	c	d
28. Çocuğumla okulda öğrendikleriyle ilgili konuşurum.	a	b	c	d
29. Çocuğumla birlikte vakit geçirip, onunla oyunlar oynarım.	a	b	c	d
30. Çocuğuma olan sevgimi davranışlarımla gösteririm.	a	b	c	d
31. Çocuğuma olan sevgimi sözlerimle belirtirim.	a	b	c	d
32. Çocuğumun hayatıyla ilgili problemlerini paylaşırım.	a	b	c	d

Appendix A4: Parents' Questionnaire

Dear Parent,

We are carrying out a research to investigate the relationship of parental involvement and socio-economic factors of parents with student's academic achievement.

The questionnaire consists of two sections. The first section includes personal information. The second section asks you questions about your attitudes towards your child and the facilities you provide your child for.

In the first section, please write your answers in the blank spaces provided and put a tick (√) in the appropriate boxes.

In the second section, the letters represent the answers at the top. Choose the best answer and transfer your answers to the optic answer sheet.

EXAMPLE:

SECTION I

Do you work?

☐ I don't work   ☐ I work part-time   √ I work full-time

SECTION II

Mark your answers on the <u>OPTIC ANSWER SHEET</u>.	Never	Sometimes	Usually	Always
1. I attend parent-teacher conferences.	●	b	c	d
2. I attend the PTA (parent teacher association) meetings.	a	b	●	d
3. I would attend a workshop on parenting organized by school or Ministry of National Education, Youth and Sports.	a	●	c	d

This is not a test. There is no RIGHT or WRONG answer. The personal information provided in these questionnaires will be kept strictly confidential. Please answer all the questions honestly. Your participation means a great deal in the completion of my study.

Thank you for your participation.

Graduate student   Supervisor

Yeliz Erdoğan   Assist. Prof. Dr.Hüseyin YARATAN

1. Gender: □ Female □ Male

2. Date of birth: 19____

3. Nationality: □ TRNC □ TR □TRNC and TR □ Other _____

4. Education: □ Primary school □ Secondary school □ High School

□ Associate degree □ University (BA) □ MA/Phd

5. Do you work?

□ I don't work □ I work part-time □ I work full-time

(If you don't work, move to question number 8)

6. How many hours do you work a day?

□ 1 - 4 hrs □ 5 -7 hrs □ 8 hrs □ more than 8 hrs

7. Where do you work?

□ Private sector □ Public sector □ Self-employed □ Other _____

8. Your monthly income (if any):

□ less than 1200 TL □ 1200-2000 TL □ 2001-3000 TL □more than 3000 TL

9. Marital status: □ Married □ Divorced □ Widow/er

10. Number of children in family: _____

11. Is there another person at home who help your child with his/her homework?

□ Yes □ No

If your answer is 'YES', what is the relationship of that person:_____

12. Where do you live?

□ City □ Near city □ Suburb (Village)

13. Do live with your child's mother/father?

□ Yes □ No

If your answer is 'NO', who does your child live with?

□ Me □ My ex-husband/wife □ Other (Specify)_____

SECTION II

Mark your answers on the <u>**OPTIC ANSWER SHEET**</u>.	Never	Sometimes	Usually	Always
1. I attend the parent-teacher conferences.	a	b	c	d
2. I attend the PTA (parent teacher association) meetings.	a	b	c	d
3. I would attend a workshop on parenting organized by school or Ministry of National Education, Youth and Sports.	a	b	c	d
4. I check whether my child attends the lessons regularly.	a	b	c	d
5. I visit my child's school for cultural or academic events.	a	b	c	d
6. I visit my child's school to learn about his/her academic progress.	a	b	c	d
7. I visit my child's school for my child's discipline problems.	a	b	c	d
8. I pay close attention to what my child is doing outside school.	a	b	c	d
9. I check my child's homework.	a	b	c	d
10. I have discussions with my child about what s/he is learning at school.	a	b	c	d
11. I help my child with his/her homework.	a	b	c	d
12. I guide my child for his/her educational choices.	a	b	c	d
13. I talk to my child about the importance of education.	a	b	c	d
14. I encourage my child to talk about his/her school related problems with me.	a	b	c	d
15. I appreciate what my child tries to do in his/her education.	a	b	c	d
16. I keep calm and talk to my child when s/he misbehaves.	a	b	c	d
17. I talk to other parents and share ideas/experiences about our children.	a	b	c	d
18. I provide my child with a place to study.	a	b	c	d
19. I know how to help my child for his/her lessons and homework.	a	b	c	d
20. I help my child with his/her homework if s/he needs.	a	b	c	d
21. I make my child do homework before s/he does anything else.	a	b	c	d
22. I help my child whenever s/he needs while studying for the exams.	a	b	c	d
23. I monitor the amount of time my child spends in front of the television.	a	b	c	d
24. There is a computer at home for my child to use whenever s/he needs.	a	b	c	d
25. I monitor the amount of time if my child spends playing computer games.	a	b	c	d
26. Whenever my child needs, I provide him/her with the opportunity of having private lessons.	a	b	c	d
27. I talk to my child's techers to check what s/he does at school.	a	b	c	d
28. I talk to my child about what s/he learns at school.	a	b	c	d
29. I spend time and play games with my child.	a	b	c	d
30. I show my affection with my attitudes.	a	b	c	d
31. I show my affection with words.	a	b	c	d
32. I share my child's problems regarding his/her life.	a	b	c	d

86