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THE INVESTIGATION OF PARENTAL INVOLVEMENT IN PRACTICES OF ENGLISH
LANGUAGE LEARNING FOR YOUNG ADOLESCENT LEARNERS

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GENÇ ERGEN ÖĞRENCİLER YÖNÜNDEN İNGİLİZCE ÖĞRENME
UYGULAMALARINDA EBEVEYN KATILIMININ İNCELENMESİ

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ABSTRACT

THE INVESTIGATION OF PARENTAL INVOLVEMENT IN PRACTICES OF ENGLISH LANGUAGE LEARNING FOR YOUNG ADOLESCENT LEARNERS

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The aim of this study was to investigate the extent to which parents of secondary school students (5th to 8th) participate in their children's home-based learning activities in English courses with regard to some variables. The study was designed based on descriptive survey model and comparative and correlational associative models. The sample of the research comprised 343 parents whose children studied at 5th to 8th classes of secondary schools in Muğla province. The Parent Involvement in Students' Home Based Learning Activities Scale (PI-SHBLAS) was used to collect data. In the first part of parents' form, questions on demographic characteristics and in the second part family participation opinions were evaluated with a 30-item Likert-type scale with 5 responses ("5=Always", "4=Often", "3=Sometimes", "2=Rarely", "1=Never"). The data showed that the frequency of parents' participation was not found significant according to gender. The father participants were observed more eager and enthusiastic than the mother participants for parental involvement process in terms of participating their children's home-based English language learning activities. Moreover, it was observed that as the class level of the children increase, the active participation of the parents decrease. The parents with children, who study in the 8th grade, do not participate actively and sufficiently in their children's English education process. Furthermore, except for the dimension of 'Parents' Willingness and Being Open to Improvement', all dimensions do not differentiate significantly towards the parents' marital status. Besides, in the dimension of parents' willingness and being open to improvement, while married and never married parents have the lowest degree of being open to developments, which means that they sometimes eager and feel ready to developments, separate parents and widow share the highest level of willingness to ready for improvements, which means that they are often in need of being open to developments. Also, when it comes to parents' age factors, it was revealed that the parents, who are 31-36 years old and 43-48

years old, highly believe in self-development for assisting to their children's English lessons and they show effort to fulfill insufficient requirement. However, the parents, who are 18 years old and under, rarely consider self-improvement for their children home-based learning activities. On the other hand, the study revealed that as the parents' education levels increase, they become more aware the importance of the involvement process in their children English language education, they genuinely try to be a part of active involvement process and their realizations of inadequacy for the process of their children's English education increase. In addition, it was revealed that housewives and civil servants differentiate from each other significantly. Although housewives participate less actively than civil servants in their children's English education process, both parents indicate that they sometimes get involved to their children's home-based learning activities of English language actively. It is also surprising to revealed that while most of parents participate at sometimes level, the parents, who are soldiers (other(s)), show that they often participate in their children's English language learning activities. For parents' monthly income level factor, it was observed that as the monthly income levels of the parents increase, their active involvement levels increase, the inadequacy perception of the parents increase and the parents communicate and express themselves better with their children in terms of assisting in English language learning process of children as well. While the parents, who earn between 1.301TL and 1.999TL, indicate that they rarely have communication or self-expression problems when they assist their children in home-based English learning activities, the parents, who earn between 7.501 TL and over, sometimes have trouble when they supervise their children in home environment in terms of both knowledge and expressions of English language. Finally, in analysis performed to find out difference between the dimensions of PI-SHBScienceLAS and whether the parents' children take private courses or attend private institutions or get tutoring for English language, there is not observed any difference among the dimensions. All parents stated that they sometimes get involved in their children English education. They emphasized that they rarely communicate with their children's teachers and they stated that they believe in self-development. Besides, they are willing to improve themselves. The variables studied on parental involvement in home-based learning activities for English courses make us give these suggestions: To remove parents' insufficiency in parental involvement process, educational politics should be developed, family education programs should be organized and the bound between school and parents should be strengthened

Keywords: Parental Involvement, English Education, Home-Based Learning

ÖZET

GENÇ ERGEN ÖĞRENCİLER YÖNÜNDEN İNGİLİZCE ÖĞRENME UYGULAMALARINDA EBEVEYN KATILIMININ İNCELENMESİ

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Bu araştırmada ortaokulda öğrenim gören çocukların ailelerinin, çocuklarının İngilizce derslerinde ev temelli öğrenme etkinliklerine ne ölçüde katıldıklarının belirlenmesi ve aile katılımının çeşitli değişkenler açısından incelenmesi amaçlanmıştır. Araştırma betimsel tarama ile ilişkisel tarama modellerinde tasarlanmıştır. Araştırmanın örneklemini, Muğla ilinde bulunan devlete bağlı ortaokullarda çocukları 5.-8. sınıfa devam eden 343 öğrenci velisi oluşturmuştur. Araştırmanın verileri araştırmacılar tarafından oluşturulan velilere yönelik “Öğrencilerin Ev Temelli Öğrenme Etkinliklerine Aile Katılımı Ölçeği (ÖETÖE-AKÖ)” kullanılarak toplanmıştır. ÖETÖE-AKÖ’nün veli formunun birinci kısımda demografik özelliklere ilişkin bilgileri içeren sorular, ikinci kısımda ise aile katılımına ilişkin görüşleri içeren 5’li likert tipi (Her zaman, Sık sık, Bazen, Nadiren, Hiçbir zaman) 30 ifade yer almaktadır. Elde edilen bulgulardan velilerin katılım düzeylerinin cinsiyete göre anlamlı düzeyde farklılaşmadığı görülmüştür. Baba olan katılımcılar, çocuklarının ev temelli İngilizce dili öğrenme aktiviteleri katılımları açısından anne olan katılımcılardan daha istekli ve hevesli olduğu gözlemlenmiştir. Dahası, çocukların sınıf düzeyleri arttıkça, ebeveynlerin aktif katılımlarının düştüğü gözlemlenmiştir. Çocukları 8. Sınıfta okuyan ebeveynler, çocuklarının İngilizce eğitim süreçlerine aktif ve yeterli bir şekilde katılım sağlamamaktadır. Buna ek olarak, 'Ebeveynlerin İstekliliği ve Gelişime Açık Olma' boyutu hariç olmak üzere, tüm boyutlar ebeveynlerin medeni durumlarına göre bir şekilde değişmemektedir. Ebeveynlerin istekliliği ve gelişimine açık olma boyutlarında, evli ve hiç evlenmemiş ebeveynler, onların gelişmelere ‘bazen’ istekli ve hazır olduklarını gösteren en düşük dereceye sahipken, ayrı ebeveynler ve dul ebeveynler, onların ‘sık sık’ bu gelişimlere açık olma ihtiyacını gösteren en yüksek payı paylaşmaktadır. Ayrıca, ebeveynlerin yaş faktörleri söz konusu olduğunda, 31-36 yaş ve 43-48 yaşlarındaki ebeveynlerin, çocuklarının İngilizce derslerine yardımcı olmak için çaba gösterdikleri için kişisel gelişimlerine oldukça inandıkları ve eksik olan

gereklilikleri yerine getirmek için efor sarf ettikleri ortaya çıkarılmıştır. Yine de, 18 yaş ve altı ebeveynler, çocuklarının ev temelli öğrenme faaliyetleri için kişisel gelişimlerini nadiren göz önüne alır. Öte yandan, bu çalışma, ebeveynlerin eğitim düzeyleri arttıkça, onların çocuklarının İngilizce dil eğitimine katılım süreçlerinin önemini daha fazla farkına varmakta olduğunu, onların gerçekten aktif katılım sürecinin bir parçası olmaya çalıştığının ve çocuklarının İngilizce eğitim süreci için yetersizlik farkındalıklarının arttığını ortaya çıkarmıştır. Buna ek olarak, ev hanımlarının ve memurların birbirlerinden önemli derecede farklılaştığı ortaya çıkmıştır. Her ne kadar ev kadınları çocuklarının İngilizce eğitim sürecinde devlet memurlarından daha az aktif olarak katılıyorsa da, her iki ebeveyn de çocuklarının evde yaptıkları İngilizce dil öğrenme etkinliklerine ‘bazen’ aktif olarak katılmakta olduklarını göstermektedir. Çoğu ebeveynin bazen boyutunda katıldığı halde, asker olan veliler, çocuklarının İngilizce dil öğrenme faaliyetlerine sıkça katıldıklarının ortaya çıkması şaşırtıcıdır. Ebeveynlerin aylık gelir düzeyi faktörü açısından, anne-babaların aylık gelir düzeyleri arttıkça, aktif katılım düzeyi artmakta, yetersiz algıları artmakta ve ebeveynler, çocuklarıyla onların İngilizce dili öğrenme sürecine yardım etme açısından daha iyi iletişim kurmakta ve kendilerini daha iyi ifade etmektedir. 1.301TL ile 1.999TL arasında para kazanan ebeveynler, çocuklarına ev temelli İngilizce öğrenme etkinliklerinde yardım ederken, nadiren iletişim veya kendi kendini ifade etme sorunlarına yaşadıklarını belirtirken, 7.501 TL ve üzeri kazanan ebeveynler, hem bilgi hem kendini ifade etmeleri açısından, çocuklarına ev ortamında denetlerken, ‘bazen’ bu sorunları yaşamaktadırlar. Son olarak, PI-ÖETÖE-AKÖ’ın boyutları ile ebeveynlerin çocuklarının özel kurumlara girip girmediklerini veya özel İngilizce dersi alıp almadıklarını araştırmak için yapılan analizlerde boyutlar arasında herhangi bir fark gözlemlenmemiştir. Bütün ebeveynler, çocuklarının İngilizce eğitimine ‘bazen’ dahil olduklarını belirttiler. Çocuklarının öğretmenleriyle nadiren iletişim kurduğunu ve kendilerini geliştirmeye inandıklarını vurguladılar. Ayrıca, kendilerini geliştirmeye isteklidirler. İngilizce dersleri için evde öğrenim faaliyetlerinde ebeveyn katılımı üzerinde araştırılan değişkenler bize şu önerilerde bulunur: Ebeveynlerin eğitim sürecinde yetersizliklerini gidermek için eğitim politikaları geliştirilmeli, aile eğitimi programları düzenlenmeli ve okul ile anne-baba arasındaki ilişki güçlendirilmelidir.

Anahtar Kelimeler: Aile Katılımı, İngilizce Eğitimi, Ev Temelli Öğrenme

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TABLE OF CONTENTS

ABSTRACT	i
ÖZET	iii
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vi
ABBREVIATIONS	ix
LIST OF TABLES	x
LIST OF FIGURES	xii
1- INTRODUCTION	1-5
1.1- Background of the study.....	1
1.2- Statement of the research problem.....	3
1.3- The aim of the study.....	3
1.3.1- Research questions.....	4
1.4- The significance of the study.....	4
1.5- The limitations of the study.....	4
2- LITERATURE REVIEW	6-26
2.1- Parental Involvement.....	6
2.2- Factors Influencing Parental Involvement.....	10
2.2.1- Parent Related Factors.....	10
2.2.2- School Related Factors.....	11
2.2.3- Student Related Factors.....	12
2.3- Theories of Parental Involvement.....	13
2.3.1- Parental Empowerment.....	13
2.3.2- Equity.....	14
2.3.3. Cultural Capital.....	14

2.4- Effects of the Parental Involvement on Academic Success.....	15
2.5- Parental Involvement and Secondary School Achievement.....	17
2.6- Parental Involvement in English Language Learning.....	19
2.7- Home-based Parental Involvement in English Language.....	22
2.7.1- Parental Involvement in Assignment.....	23
2.8- Developing Partnerships Between Home and School.....	24
2.9- Development of School-Family Cooperation in Turkey.....	25
3- METHODOLOGY.....	27-38
3.1- The Overall Design of the Study.....	27
3.2- Participants.....	27
3.3- Research Context.....	34
3.4- Data Collection Instrument.....	35
3.4.1- Parent Involvement in Students’ Home Based Science Learning Activities Scale (PI-SHBSscienceLAS).....	36
3.4.1.1- Adaptation of the Questionnaire into English Language Lessons.....	36
3.4.1.2- Pilot Testing.....	36
3.5- Data Collection Procedures.....	38
4- DATA ANALYSIS.....	39-98
4.1- The Parent Involvement in Students’ Home Based Science Learning Activities Scale (PI-SHBSscienceLAS) in English lesson.....	39
4.2- The Findings of parental involvement levels in their children home-based learning activities.....	43
4.3- Findings of participation of parents in their children’s home-based learning activities according to some variables.....	47
4.3.1- Analysis results of independent T-Test on the scores obtained from the dimensions of PI-SHBSscienceLAS and parents’ genders.....	48
4.3.2- Analysis results of One-Way ANOVA on the scores obtained from the dimensions of PI-SHBSscienceLAS and parents’ children’s grade level.....	49

4.3.3- Analysis results of One-Way ANOVA on the scores obtained from the dimensions of PI-SHBScienceLAS and parents' marital status.....	57
4.3.4- Analysis results of Independent T-Test on the scores obtained from the dimensions of PI-SHBScienceLAS and parents' relationship levels to their children.....	61
4.3.5- Analysis results of One-Way ANOVA on the scores obtained from the dimensions of PI-SHBScienceLAS and parents' ages.....	62
4.3.6- Analysis results of One-Way ANOVA on the scores obtained from the dimensions of PI-SHBScienceLAS and parents' education levels.....	67
4.3.7- Analysis results of One-Way ANOVA on the scores obtained from the dimensions of PI-SHBScienceLAS and parents' occupations.....	80
4.3.8- Analysis results of One-Way ANOVA on the scores obtained from the dimensions of PI-SHBScienceLAS and parents' monthly income levels.....	91
4.3.9- Analysis results of One-Way ANOVA on the scores obtained from the dimensions of PI-SHBScienceLAS and children having tutoring or private lessons.....	97
5- CONCLUSION AND DISCUSSION.....	100-109
5.1- The Findings of Research Question 1.....	108
5.2- The Findings of Research Question 2.....	108
5.3- The Findings of Research Question 3.....	109
6- OVERALL CONCLUSION AND IMPLICATIONS.....	111-114
6.1- The concluding remarks regarding the study's variables and the parental involvement process.....	111
6.2- Implications.....	113
6.2.1- Implications for Teachers and Schools Administrations.....	113
6.2.2- Implications for Further Researches.....	114
REFERENCES.....	115-125
APPENDICES.....	126-135
APPENDIX 1: The permission for the use of the questionnaire.....	126
APPENDIX 2: The adapted version of the questionnaire.....	127
APPENDIX 3: The English version of the adapted version of the questionnaire.....	131
APPENDIX 4: The Ministry of Education permission to conduct the research.....	135

ABBREVIATIONS

ELL	English Language Learning
EPA	European Parents' Association
OECD	Organisation for Economic Co-operation and Development
PTO	Parent and Teacher Organization
SES	Socio-Economic Status
SPSS	Statistical Package for the Social Sciences
ZPD	Zone of Proximal Development
Q	Question
F	Frequency
N	Number
Df	Degrees of Freedom
Sig.	Significance

LIST OF TABLES

Table 1- Traditional and Non-Traditional Approaches to ELL Parental Involvement.....	21
Table 2- The results of suitability examination of PI-SHBScienceLAS for factor analysis....	37
Table 3- EFA result, the variance explanation ratios and Cronbach's Alpha values for PI-SHBScienceLAS form.....	37
Table 4- The results of validity test for factor analysis.....	40
Table 5- The factor analysis results of PI-SHBScienceLAS.....	40
Table 6- The dimensions of PI-SHBScienceLAS and the items in each dimension.....	41
Table 7- The descriptive Statistics for Active involvement of parents.....	43
Table 8- The descriptive Statistics for parents' communication with teachers.....	44
Table 9- The descriptive Statistics for self-development efforts of parents.....	45
Table 10- The descriptive Statistics for parents' perception of psychological sense of comfort.....	45
Table 11- The descriptive Statistics for parents' willingness and being open to improvements.....	46
Table 12- The descriptive Statistics for parents' perception of inadequacy.....	47
Table 13- The results of T-Test on the scores of the dimensions of PI-SHBScienceLAS by the genders of the parents.....	48
Table 14- The results of One-Way ANOVA test on the scores of the dimensions of PI-SHBScienceLAS by the children's grade levels.....	49
Table 15- The results of multiple comparison Tukey HSD test between parents' active involvement and children's grade levels.....	51
Table 16- The results of multiple comparison Tukey HSD test between parents' self-development efforts and children's grade levels.....	53
Table 17- The results of multiple comparison Tukey HSD test between parents' perception of psychological sense of comfort and children's grade levels.....	54
Table 18- The results of multiple comparison Tamhane test between parents' willingness and being open to improvement and children's grade levels.....	56
Table 19- The results of One-Way ANOVA test on the scores of the dimensions of PI-SHBScienceLAS by the marital status of the parents.....	58

Table 20- The results of multiple comparison LSD test between parents’ willingness and being Open to Improvement and marital status of the parents.....	59
Table 21- The results of T-Test on the scores of the dimensions of PI-SHBScienceLAS by relationship levels of the parents.....	61
Table 22- The results of One-Way ANOVA test on the scores of the dimensions of PI-SHBScienceLAS by parents’ ages.....	62
Table 23- The results of multiple comparison Tukey HSD between parents’ self-development efforts and parents’ ages.....	64
Table 24- The results of One-Way ANOVA test on the scores of the dimensions of PI-SHBScienceLAS by parents’ education levels.....	67
Table 25- The results of multiple comparison Tukey HSD test between parents’ active involvement and parents’ education levels.....	68
Table 26- The results of multiple comparison Tamhane test between parents’ communication with teachers and parents’ education levels.....	72
Table 27- The results of multiple comparison Tukey HSD test between parents’ willingness and being open to improvement and parents’ education levels.....	75
Table 28- The results of multiple comparison Tamhane test between parents’ perception of inadequacy and parents’ education levels.....	78
Table 29- The results of One-Way ANOVA test on the scores of the dimensions of PI-SHBScienceLAS by parents’ occupations.....	81
Table 30- The results of multiple comparison Tukey HSD test between parents’ active involvement and parents’ occupations.....	82
Table 31- The results of multiple comparison LSD test between parents’ self-development efforts and parents’ occupations.....	85
Table 32- The results of multiple comparison Tamhane test between parents’ perception of inadequacy and parents’ occupations.....	88
Table 33- The results of One-Way ANOVA test on the scores of the dimensions of PI-SHBScienceLAS by parents’ monthly income levels.....	92
Table 34- The results of multiple comparison LSD test between parents’ active involvement and parents’ monthly income levels.....	93
Table 35- The results of multiple comparison Tukey HSD test between parents’ perception of inadequacy and parents’ monthly income levels.....	95
Table 36- The results of One-Way ANOVA test on the scores of the dimensions of PI-SHBScienceLAS by children having tutoring, help or private lessons.....	98

LISTS OF FIGURES

Figure 1- Participants' percentage according to gender.....	28
Figure 2- The percentages of grade levels of parents' children.....	28
Figure 3- The participants' percentages according to their marital status.....	29
Figure 4- The participants' percentages according to their relationship status to students.....	30
Figure 5- The participants' percentages according to their age gaps.....	31
Figure 6- The participants' percentages according to their educational levels.....	32
Figure 7- The participants' percentages according to their occupations.....	32
Figure 8- The participants' percentages according to their monthly income levels.....	33
Figure 9- The percentage of children having tutoring, help or private lessons.....	34
Figure 10- The mean scores of active involvement of parents' and their distributions to children's grades.....	52
Figure 11- The mean scores of self-development efforts dimension of parents and their distributions to parents' children's grades.....	54
Figure 12- The mean scores of perception of psychological sense of comfort of parents and their distributions to parents' children's grades.....	55
Figure 13- The mean scores of willingness and being open to improvements of parents' and their distributions to parents' children's grades.....	57
Figure 14- The mean scores of willingness and being open to development of parents' and their distributions to parents' marital status.....	60
Figure 15- The mean scores of self-development efforts of parents' and their distributions to parents' ages.....	66
Figure 16- The mean scores of active involvement of parents' and their distributions to parents' ages.....	71
Figure 17- The mean scores of communication with teacher of parents' and their distributions to parents' educational levels.....	74
Figure 18- The mean scores of parents' willingness and being open to development and their distributions to parents' educational levels.....	77
Figure 19- The mean scores of parents' perception of inadequacy and their distributions to parents' educational levels.....	80

Figure 20- The mean scores of active involvement of parents’ and their distributions to parents’ occupations.....85

Figure 21- The mean scores of self-development efforts of parents’ and their distributions to parents’ occupations.....88

Figure 22- The mean scores of inadequacy perception of parents’ and their distributions to parents’ occupations.....91

Figure 23- The mean scores of active involvement of parents’ and their distributions to parents’ monthly incomes.....95

Figure 24- The mean scores of perception of inadequacy of parents’ and their distributions to parents’ monthly incomes.....97



1. INTRODUCTION

The first part of this study involves the presentation of background of the study, the aim of the study including research questions, the significance of the study and the limitations

1.1. Background of the Study

The parental involvement is certainly one of the most crucial elements for the education of children, particularly for the efficiency of English language education in this study. In other words, the parental involvement has great impact on students' English language education. In order to take advantage of the power of parental involvement, well-balanced relationship between school and parent is required as the initial step.

To begin with, it is important to define terms of 'school' and 'parent' as the elements of students' education and then, it is also crucial to define 'parental involvement'. The school is not only a place of instruction but also it can be considered as a custodial caregiver, an arena in which values are cultivated, acquired and exchanged. The school is also an accrediting agent, a place where young people spend most of their life span. Furthermore, it is the single social institution most likely to influence the development of most of children (Bennet, 1988). On the other hand, 'parent' is considered as teachers of children at home because they educate children directly and indirectly (Hollingsworth & Hoover, 1974).

'Parental involvement' does not have an accurate definition yet involves a perceptive meaning. There are many various practical definitions of parental involvement, which have been widely used by educators and researchers. Bloom (1980) defined parental involvement as the desire that parents have for their children's academic success and the transfer of that desire to their children. Stevenson & Baker (1987) also referred parental involvement as the participation of parents in school activities. In addition, Keith, Keith, et.al. (1993) stated that parental involvement includes the school-related rules that are appointed at home by parents. In this study, family involvement is defined as the relationship between parents and teachers in order to increase the academic achievement of children, and parents' contribution to the academic achievement of their children in the level of English language competence.

A study conducted by Clark (1993) proved that academically competent children, who perform great success at school, have chance of taking advantage for a home environment where learning is provided by their parents and also they have parents, who are very interested in their children's academic activities. That study also showed that the more parents involve in home learning activities by spending more time with their children, the more

successful children become. Another research study conducted by Shaver and Walls (1998) reported that when parents involve in certain programs whose main goal is to encourage participation: their children's overall academic success improves. Similarly, Henderson and Berla's (1994) research remarked that when children's academic achievement is considered, the contribution and involvement of their parents in their academic process has great impact. Parents' values toward teaching and learning, schools and schooling help shape and thus determine children's attitudes. Also parents' attitudes are related to their prior school experiences. Therefore, when parents are active in their children's school experiences either as home teachers or as supporters of their children's school efforts, the benefits continue to influence progress. Through their involvement, parents' behavior can change, especially if this involvement includes the children's learning experiences. Parents are known to become supportive and their attitudes seem to shape their children's school performance (Beane & Lipker, 1977; Topping, 1986). Since parental involvement in practically any form appears to develop student achievement, it should be benefited in education. Therefore, it can be expressed that parental involvement concept have positive effects on children (Carrasquillo & London, 1993, p. 131)

Regarding the effects of parental contribution on children's academic success, parental involvement becomes an important issue that needs to be analyzed in terms of second language learning. Therefore, by means of sufficient explorations of parental involvement concerning second language learning, it can be available to take advantage the positive impact of parental involvement to children's second language learning process. Although there are a few researches about the relationship between parental involvement and second language learning, performed researches indicate a positive bond between the terms.

Bartram (2006) stated that when we talk about the impact of the parents' approach on children's foreign language learning is not straightforward and simple. According to Young (1994), there are many diverse ways of attitudes that have impact on children's foreign language learning: strengthening participation in foreign language exchange programs, helping the child with homework or travelling to different countries for a family holiday, in short, creating opportunities for children to develop and improve the target language is one of the ways of parental involvement. In the results of Hewitt's (2009) research, which is based on the investigation of 8-year-old Spanish learners who practice English there are significant impact and factors on their listening and writing skills in English language lessons. These

factors in Hewitt's research are: parents' perceived knowledge of English, parents' perceived support in practicing English and perceived number of times of parental support. Furthermore, in the study, conducted with Japanese female high-school students of English, Yoshitomi (1990) stated that parents' proficiency in English and their approach towards English education were accepted as having a positive impact on students' learning achievement. Another study conducted by Chambers (1999), reveals that there is a tendency of students who feel encouraged when they obtain parental support and involvement was reported.

When the literature is examined carefully, we see that previous studies which focused on the parental involvement in terms of children's competence in language learning have indicated a significant positive impact on children in terms of academic success. Exposure and interaction have important roles of parents that provide their children opportunities to maintain language competence.

1.2.Statement of the Research Problem

Parental involvement in education is undoubtedly one of the vital components of great success for students in terms of a more qualified education. Well-organized cooperation between school and parents has a great deal of effect on students' success. Understanding and profiling this cooperation has considerable importance, in emphasizing the parental involvement on academic achievement of students both in and out of school. In Turkey, it has been observed that some researches on parental involvement in English learning process have proved the necessity of cooperation between parents and school. Parents are accepted as the first recourse about language learning and they have primary responsibilities to fulfill these requirements for the success of students, particularly in the early stages of education. Despite the fact that parental involvement is an indispensable step in education of children in terms of language learning, there aren't enough and solid data about to what extent parents involve in their children's English language courses. Therefore, the current study aims to seek the answer of the question, which is to what extent parents involve in their children's English language courses.

1.3.Aim of the Study

The research reported here represents an attempt to investigate the extent to which parents of secondary school students (5th to 8th) participate in their children's home-based learning activities of English courses in accordance with certain variables.

1.3.1. Research Questions

The research highlights following research questions:

1. To what extent parents involve in their children's home-based learning activities for English practices?
2. Is there a relation between parental involvement in students' assignment process and students' academic success in language learning?
3. Which variables indicate difference during parental involvement process in children's home-based English language learning practices?

1.4. Significance of the Study

The researches about the effect of parents on foreign language learning have been studied by researchers all over the world. In Turkey, the effect of parental involvement on foreign language learning is an issue which required more studies to profile the level of parental involvement impact, therefore, the overall quality of learning or teaching foreign language and relationship between parents and schools needs to be analyzed in detail.

Factors such as the level of development of Muğla city in terms of socio-cultural development, features that makes Muğla one of the touristic cities that attracts many tourists and the rate of high literacy level in Muğla are decisive for choosing Muğla province for the planned study. English language has a widespread use in the region and people are exposed to this language during certain periods of their life. The participation of parents to children's education, particularly about English language competence is decisive for this research

1.5. Limitations of the Study

-The study reported here is limited in terms of data which will be gathered from parents, whose children study in particular secondary schools (Merkez 75. Yıl, Cumhuriyet, Türdü 100. Yıl and Şehbal Baydur) in Muğla / Menteşe.

-The data obtained in the research are limited to the scores obtained from The Parent Involvement in Students' Home Based Science Learning Activities Scale (PI-SHBSscienceLAS).

-This research is limited to the views of the parents on their involvement in home-based learning activities in English classes.

-It is not possible for all parents to participate in English learning applications for children because it is expected that at least one parent in the family will have the minimum knowledge and relevant level of education that can help them practice English at home. In our country, we can define this education level as at least graduated from secondary school level.



2. LITERATURE REVIEW

2.1. Parental Involvement

The issue of parental involvement in children's academic life has a long distinguished history which is not a new case. The puritans, who were one of America's earliest European settlers, were particularly strong believers in the priority of parental involvement in children's education. They, indeed, did not use the word 'parental involvement' but for the Puritans, a high level of parental involvement was demonstrated by family orientation, reading sessions and their emphasis on teaching parental roles (Gangel & Benson, 1983; Hiner, 1998; McClellan & Reese, 1988). Although time has changed due to the changes in society, there are distinct needs in close parent-child relationship which are essential for parental involvement to enhance the lives of children (Jeynes, 2011). For centuries, in order to ensure their children's academic and psychological success, parents have made sacrifices from their lives. Unfortunately, the role of parent in education has been replaced due to the impacts of industrialization, educational and socio-logical changes, during last several decades, it has been progressively challenging for parents to participate in their children's lives compared to past. Parental involvement can be enriched to show its fullest potential only if one learns from these historical events that reflect previous mistakes or trues (Jeynes, 2011)

The concept of parental involvement has been a subject of study for many years. Therefore, there are several definitions of parental involvement. Hill, et al (2004) defines parental involvement as the totality of interactions which occur between parents and schools in order to boost their children's academic success. Morgan et al. (1992) characterizes parental involvement as a complex interaction between parents and teachers which facilitates their exclusive vision and background knowledge to involve in children's education tasks. Redding (1992) states that parental involvement is related to parental engagement in learning and that engagement is neither restricted only within home environment nor is limited to certain learning exercise. It consists of the 'curriculum of the home' – 'patterns of habit formation and attitude development that prepare a child for academic learning and (that sustain) the child through the years of schooling'. According to Grolnick and Slowiaczek (1994), parental involvement, in general, is a dedication which all the resources that parents have is transferred to their children. Ule et al. (2015) also conceptualize the parental involvement as a multi-dimensional structure, consisting of parental educational desires, plans and decisions for their children, and indeed, parental participation at school. Lastly, Sheldon

and Epstein (2005) define parental involvement as a great deal of varied activities and co-operations among schools, families and communities.

Barge and Loges (2003) studied the meaning of the parental involvement in the eyes of teachers, students and parents and they concluded that for parents parental involvement refers to:

- Proper and daily supervision of students' assignment by parents. Parents pointed that helping, assisting and checking their children in terms of assignment are vital.
- Having close personal relations with teachers. Parents assumed that if they had sufficient relationships with teachers, who consider this as a positive attitude would help the treatment of teachers towards children.
- Taking advantage of extra-curricular school programs. Especially, parents who do not have adequate capability to assist their children with their assignment or other curriculum related duties report the importance of this involvement.
- Developing supportive cooperation within the community. According to the parents' statements, improving cooperation within the community perform a substantially role in students' academic success (p. 140-163).

For students, parental involvement means:

- Parental assistance with homework
- Stimulation from parents
- Communication between parents and school

Eventually, for teachers, a supportive form of parental involvement is related to:

- Immediate contact
- Part taking
- Parental monitoring
- Discipline

Besides, there are negative forms of parental involvement such as:

- Negative contact
- Lack of encouragement
- Lack of parenting abilities (p. 140- 163)

Ultimately, as is seen, parental involvement can be an inexplicit term which means rather peculiar things to different people (Crouter, et al, 1999).

In classroom environment, in fact, there are three actors ever present: the teacher, the student and the parents (the assumptions, approaches and habits of the mind of the parents take shape in the mind of the child completely). Students' eagerness and readiness to learn are shaped through the interactions amongst these three actors (Coleman, 1998). It is a known fact that the child's education starts in family gets shape at school and continues to develop in social environment. A proper education depends on the coordinated interactions between these features, especially, the bond between school and parents (Vural, 2004). Generally, parents are child's first teachers who are supposed to be kind-hearted and effective in many ways. So, it would be appropriate to say that a child's success in school relies on a great degree on the interaction of home and school. Both of them should cooperate with each other for the sake of wellness of the child. Besides, both of them should correspond each other in terms of values and efforts that they provide. Therefore, a child can grow in environment where parents and schools share similar purposes as well as consistent expectations (Sonnier 1982; Carrasquillo & London 1993). Strengthening bonds between family, home and school is important. Attaining to parents in an authentic way is crucial (Cochran, 1987). Parental involvement enhances the quality of education. Quality education foster the opportunities given to students to improve problem-solving skills, inquiry skills, individual and social responsibility, self-respect and respect for others (Contreras 1988; Stallings, 1986).

Parental involvement is probably the most fundamental form among many other forms of assistance on which parents can contribute to (Hara, 1998). It is also essential to take cultural variety into consideration when we talk about the concept of parental involvement. Especially, the relative effect may vary because of the behavior of the cultural context (Parker, 2008). Relying on that cultural context, with the nature of the schools, the types of parental involvement and activities may vary from one country to another (Sowald et al., 1988). Even the relationship between parental involvement and children's school performance can be affected due to the context of the parents themselves or in other words differences in family structure (Park, 2008).

According to Ho and Willms (1996), there are four distinct elements that parental involvement includes: 1) home discussions, 2) home supervision, 3) school communication and 4) school participation. However, Epstein (1992) states about six forms of parental involvement: 1) a positive home learning environment that is provided by parents, 2) parents and school communication, 3) assistance of parent and eagerness of participation at schools, 4) parent and school contact about home learning activities, 5) the process of decision-making that parents involve in within the school, and 6) educational resources that parents can reach in community. Furthermore, Epstein (1992) claims that these forms of parental involvement can differ, relying on family, parental, school and community features of the child. Hester (1989) suggested five types of parental involvement, which show wide variety: 1) conversation with parents (Encourage direct and face-to-face communication between school employees and parents), 2) parents as teacher (give parents chance to work with their children), 3) parents as promoters of activities (give parents chance to get involved in school events), 4) parents as learners (provide parents education curriculums that are improved with parents and school employees) and 5) parents as advocates (provide a group of parents , who are educational defenders eager to assist schools) (p. 23-27).

School factors and their relationship to parental involvement were explored by Feuerstein' (2000) research. The findings were gathered from the National Educational Longitudinal Study and applied to eight-grade students, their parents, two of their teacher and their principals. As a result, Feuerstein reported the following kinds of parental involvement:

- a) Students talk with parents about school
- b) Parent contact with school
- c) Parent volunteerism
- d) Parent expectations
- e) Parent participation in PTO
- f) Parents talk with student about school
- g) Parent visits school
- h) Structure of home-learning environment
- i) Parents involved in score allocation decisions. (p. 29-39)

2.2.Factors Influencing Parental Involvement

When literature is examined, three major factors that affect the parental involvement are foregrounded:

- Parent related factors
- School related factors
- Student related factors

2.2.1. Parent Related Factors

Various socio-political factors (i.e. socioeconomic situation, parents' negative school experience) can change the way of parental involvement (LaRocque et al, 2011). Parents, who have 2-year or higher college degree, participate more in gathering organizations at school, communicate more frequently about educational matters with their children and hope that their children will become more successful in their education . On the other hand, parents with low level education level are less involved in their children's education since they feel that they do not have enough self-confidence to communicate with school staff. Namely, parents' educational background or level is considerably significant factor in parental involvement (Lee & Bowen, 2006). Hoover-Dempsey et al. (1992) stated that parents' level of involvement is also affected by parents' beliefs about whether the results of involvement influence to children's school success or not. In addition, parents' income levels are also a matter of issue that affects parental involvement (Delgado-Gaitan, 1991). According to Domina's (2005) study, parents with high income levels have more attendance in school activities than those with low in-come levels. In addition, parents with high socio-economic level attempt more actively to participate in school organizations than parents with low socio-economic level (Jafarov, 2015; Domina, 2005). Besides, family structure is also important issue in parental involvement. For example, children who have single parent or step parents are less supported and controlled when compared to the children who have two-parent families (Astone & McLanahan, 1991). Marital deterioration in the family can cause low levels of involvement due to the decline in the amount of time that parents spend with children (Astone & Mclanahan, 1991). In addition, parenting style is another matter that influences the level of involvement (Jafarov, 2015; Cooper et al., 2000). Impressively, Mapp (2002) stated that parents' own experience of parental involvement when they were students also is a decisive factor on their own reflections. Parents' gender is another issue that should be regarded in parental involvement (Feuerstein, 2000). For instance, on the contrary to

fathers, mothers spend more time supervising their children's assignment (Jordan et al., 2001). Also, some parents think that it is the school's duty to educate their children and they do not consider have responsibility in their children's education (Carrasquilo & London, 1993). Cultural differences are, of course, one of the major factors in parental involvement (Aronson, 1996). The paths that parents follow to support their children are culturally specific (Forey, Besser & Sampson, 2016). Sternberg (1985) stated that ideas of intelligence are culturally varied, therefore different parenting styles are observed in different cultures .For instance, when a compare is made between Asian heritage parenting style and European or American styles, Asian heritage parenting style is more authoritative than others (Chao, 2000)

2.2.2. School Related Factors

The language that schools use can be very challenging and academic for parents therefore, school staff may have difficulty in contacting parents due to this complex structure (Aronson, 1996). Teachers' behaviors also affect the level of involvement even if there occurs no specific problem parents and teachers (Deal & Peterson, 2009, p. 189). Besides, teacher efficacy is important issue in the eyes of researchers as being a critical variable influencing teachers' conception of parental involvement and it reflects teachers' belief and behavior about the performance of their teaching. In addition, it can be defined as 'the extent to which the teacher believes he or she has the capacity to affect student performance' (Berman et al., 1977, p. 137). In the study, conducted by Hoover-Dempsey et al. (1987), it was found out that perceptions of parental support are distinctly connected with teacher efficacy and this study also described four types of parental involvement practices , which are related to teacher efficacy: 'a) conferences, b) parent volunteers, c) parents as tutors and d) teacher perception regarding support of parents' (p. 429). Sometimes, parents hesitate about getting involved in their children's education process and at this point they may need a clarification from teachers about their tasks that should fulfill for the benefit of their children such as supervising their children's assignment, setting rules, following and interfering (when it is needed) the educational process that their children go through and evaluating the educational outcomes that their children confront with again their children since parents may not comprehend their children's educational needs because of the children's arbitrary statements which do not reflect the truth (LaRocque et al., 2011). Teachers' offerings also have great effect on parents' involvement decision (Comer & Haynes, 1991). Furthermore, the complexity of academic curriculum sometimes causes confusion among parents about their children's learning process (Crozier, 1999, p228).

Eventually, National Committee for Citizens in Education (1982) suggested following recommendations and reported that parental involvement can be promoted if schools are able to apply these recommendations:

- 1) Schools must show a genuine desire to involve parents and not consider the concept of parental involvement as pointless process.
- 2) Effective planning for parental involvement must include honest dialogue that allows parents to have significant input into how best to handle agendas, provide assistance and identify needed staff.
- 3) A reciprocal or two-way outreach between the school and the community of parents must be created with the community at large being a visible and viable partner as well.
- 4) Simultaneously, the school must serve both as a focal point for the repository of many community services and activities, as well as the central of a massive, meaningful outreach base which funnels educational leadership and programmatic packages to off-site centers in other nearby locations within the community (p. 37-47)

2.2.3. Student Related Factors

Besides teachers, who ask parents to get involved, students also hope and appreciate their parents' involvement in their education (Hoover-Dempsey et al., 2001). Interestingly, Crozer (1999) stated that even though children ask their parents not to get involved in their academic life for the sake of freedom, many students appreciate their parents support and involvement.

Students' age is a subject that affects the level of involvement. There is an inverse relationship between age and parental involvement. Namely, involvement declines in upper grades (Hornby & Lafaele, 2011). Students' gender is also significant factor when parental involvement is a subject since Deslandes and Potvin (1999) revealed that mothers, who have male child or children, keep in touch with school more frequently than mothers, who have female child or children. Students' achievement level is also a matter of issue because parents, whose children are successful at school, are more eager to participate in the school activities than those whose children are not (Eccles & Harold, 1996).

Eventually and briefly, as examined the literature above, it is not inappropriate to say that the factors that influence the level of parental involvement can be listed as:

- Parents' educational experience
- Parents' belief about their skill to improve learning
- Parents' income level
- Parents' gender
- Parents' belief about parental duty
- Culture
- Language
- Family structure
- Parental style
- Children's invitation
- Children's craving for freedom
- Attitudes of school staff
- School demand
- Teachers invitation
- Students' age
- Students' gender
- Students' achievement level

2.3.Theories of Parental Involvement

2.3.1. Parental Empowerment

The idea of ecologies of parental involvement, which was supported by Barton et al. (2004), is seen as a new conceptualization of parental involvement and also this idea considers parents as important figures of the school experience with their children. This model claimed that schools maintain unfortunate ideals of a capitalist culture that places poor, minority, and foreigner parents into less important situation. Nachshen (2004) studied the Family Empowerment Scale to test the issue. This scale consists of two perspectives. The second perspective is essential for this study. The second scale purposes three expressions: a) attitudes (mirroring parents' notion and intra-personal constituent of empowerment, b) knowledge (mirroring parent's comprehension of their surrounding and interactional constituent of empowerment), and c) attitudes (mirroring the behavioral constituent of empowerment (p. 67-75). When literature is examined, it is seen that an empowered parent has the capability to get over problems, investigate the educational system, and inclusively defend for the needs of their children.

2.3.2. Equity

The factors, which are cultural and historical, in educational structure maintain to support educational inequalities. These inequities, which are about parental involvement, address the issues of social class, race and culture as a result of substantial predictors of parental involvement, investigation of equity of parent involvement policies and methods (Wiggan, 2007).

Acker (2006) stated that all systems have inequality administration, which was described as poorly interrelated systems, procedures, activities and meanings. These systems, procedures and activities cause unnatural and useless participation. If schools want to reach more equitable and authentic structure, they should remove the obstacles like concerning of different social class, race or cultural background then all have opportunity to get involved in the ways that conclude in educational accomplishment of their children. Gardner (1984) pointed that American society has craving for two issues, first one is individual achievement and second one is equality and although programs, which were designed in the 1960s, was for highlighting inequities in U.S. educational system, those inequalities are still matters of fact and can be traced in the cases that schools interact with parents (Jafarov, 2015; Gardner, 1984). In the study conducted by DeCastro-Ambrosetti and Cho (2005), the teachers answered a survey assessing their behaviors towards matters of diversity, equity and admittance. Their findings revealed that taking lessons, which had cultural variety view inserted in the curriculum developed their behaviors about variety view. Even though, data of the study pointed out that teachers maintain to charge parents for inadequate knowledge about merits toward education and other aspects such as matters of basic and societal racism.

2.3.3. Cultural Capital

Lee and Bowen (2006) defined the term of capital as bringing together knowledge, influence and power. Besides, Bourdieu (1986) defined three types of capital: 'economic, cultural and social' (p. 241-258). The social capital is the processes of social interactions causing constructive outcomes, according to Kao and Rutherford (2007). Lin (1986) also claimed that social capital is an intentional process and concept, which can be considered as establishing relationships, and benefits of this concept could be 'social, psychological, emotional and economical' (p. 17-30). Three constituent of social capital were claimed by Coleman (1988): a) duty and expectation of interrelation in social relationship, b) norms and social controls and c) information routes (p. 95-121). In the study managed by Horvat et al. (2003) for investigating the social class characteristics between families and schools, besides

how social capital acts in the family-school interplays when problems occur. The findings showed that low-income parents provided interaction at an individual level and that did not contribute to problem yet, middle-class parents generally provided network to behave altogether and they contributed to the problem positively. According to findings of Kao and Rutherford's study (2007), there is a favorable relationship between social capital and educational outcomes. Namely, their data suggested that by cooperating with other parents in school events and activities, immigrant and minority parents could promote academic achievement of their children. Thus, the networks, information channels and interactions which parents are brought together under the same roof influence parents' relationship with schools. Parents, who give importance to the social capital, are more desired and seen as a crucial factor by the educational system (Lareau, 1987).

'Histories, traditions, customs and norms' of a specific group form cultural capital and to parents, this cultural capital is seen in four different forms in educational system: personal nature, behavior and understanding, connections to education-related tools and connections to education-related establishments (Washington, 2011, p. 24-25; Lee & Bowen, 2006). The ruling class characteristics reflect their powerful positions within society and impose its perception of reality upon all other classes (Bourdieu, 1976). Some have powerful inherited capital in society and as a result of that, it induces them to become more successful than others in the educational system. Furthermore, most parent involvement programs put forward an involvement, which does not consider other notions such as parents' education status, socioeconomic status, culture and language (Grenfell & James, 1998). In Symeou's (2008) study, it was recommended that more radical socio-cultural context should be created and supported and child should be the center issue in the context of the family while this radical socio-cultural context is promoted.

2.4. Effects of the Parental Involvement on Academic Success

It is a widely accepted issue that parents are children's first and most important teachers regardless of culture or socio-economic status (Leung, Lau & Lam, 1998). It is true that parental involvement provides many benefits. In fact, Sanders and Epstein (1998) stated that the most certain predictor of school success is parent involvement. Riblatt et al. (2002) also stated that there is an expending body of study that supports when parents and school staff cooperate, student academic achievement tends to increase. Parental involvement in any form (as teacher, tutor, encourager or supporter) seems to develop student academic success and that success can be realized among students whose parent tends to participate in their

academic life. Besides, parent-as- teacher/tutor approach is even more beneficial with children since the gains in the parental supportive role foster learning (Carrasquillo & London, 1993, p.131)

The responsibility of education of children lies on the attitudes and manners of parents, teachers and administrators equally. If schools want students to achieve academic success, schools need to fulfill that all educational programs go through parents first (Patrikakou & Weissberg, 2007; Seeley, 1992).

Parental involvement plays an important role in children's academic success as well as educational environment, educational tools, teaching methods, etc.. In 'Family Involvement in Children's Education' study, which was published by R&D of America Ministry of Education in 1998, the emphasis was the fact that parental involvement has crucial impact on students' academic achievement and also parental involvement by its own may not be the central role but one of the effects of other dynamics which are stimulated by parental involvement boosting students' success (Funkhouser, Gonzales & Moles, 1998). Çelenk (2003) stated that it is not possible to achieve success in school education unless the implementations performed at school are supported by parents at home.

Children's academic success has increased by parental participations such as spending time with their children, spending time with teachers and school staff and assisting the school willingly (Kim, 2002). Even number of discussion that parents have about school issues (e.g., homework, teacher-student relations) with their children affect children's academic performance crucially (Jeynes, 2005). Fan (2001) pointed out that parental involvement can cause positive long-term effects upon children's performance and even students whose performances are poor can be influenced positively in terms of level of educational attainment. Hara (1998) stated that as the time goes on, higher levels of parental involvement can provide great development in children's education. Furthermore, Carrasquillo and London (1993) claimed that parental involvement in children's efforts to learn in schools besides in the broader society can influence positively on students' academic success (p. 215)

By assisting them with their academic work at home, parents can get involved in their children's education positively. Children, whose parents help children with their homework and supervise the resources provided by teachers, tend to achieve better success than other children (Ball & Blachman, 1991; Izzo et al., 1999). In addition, if parents participate in teacher conferences, respond to phone calls from the school and set a proper communication

with school, their children academically will be affected more than other children. Children tend to achieve great success when they are assisted by their parents at home in terms of their homework and when their parents attend school events (Suizzo, 2007; Weisz, 1990).

2.5. Parental Involvement and Secondary School Achievement

It is obvious that parents have been nominated as a crucial factor of support by adolescents (Branwhite, 2000). In addition, it was proven that both sexes regard their parents as the fundamental source of practical wisdom available to them (Kandel & Lesser 1969a; Kon & Losenkov, 1978). Siann's et al. (1982) research also reported that British adolescents mention parents commonly as available sources of assistance. Furthermore, Whitney and Smith (1992) stated that secondary school students are substantially more likely to tell someone at home that they have been bullied than someone at school. Similarly, Keys and Fernandes (1993) found out that in the study applied to 2,140 secondary students, it was revealed many adolescents indicated that they had consulted parents for career choice.

Secondary schools have distinctive atmosphere than elementary schools (McGill et al, 2012) as elementary schools foster less opportunities to gain autonomy for adolescents (Holcomb-McCoy 2007). Therefore, when youngsters finish elementary school and proceed to secondary school, parents change the way that they interfere to their adolescents' education. Izzo et al (1999) claimed that after elementary schools, a decrease in parents' home and school-based involvement is seen in cross-sectional studies. In the process of time, parents provide more space for youth to develop their own autonomy instead of interfering every step that their adolescents take that action may frustrate the process of their children's autonomy (Bhargava and Witherspoon, 2015; Wang et al, 2014).

Throughout secondary school, parents presumably become a part of 'home-based involvement' such as producing structure at home and controlling adolescents' assignment (Hill & Tyson, 2009, p.740-763). Although parents are likely to contribute to financial support and other managerial tasks with teachers (school-based involvement), these efforts do not enable an opportunity for warm relationship between teachers and parents at any time because of the arising number of teachers and less appreciated atmosphere of middle school (Hill & Tyson, 2009). In secondary school, by getting knowledge about their academic desire and their expectations to stimulate and encourage them in the educational fields, parents can be included in 'academic socialization' which is the most progressively proper strategy (Fan and Chen, 2001). Besides, parents also can be included in 'academic socialization' by

remaining involvement in youth's education and concurrently giving youth autonomy and the power of taking decision (Hill & Tyson, 2009, p.740-763). To make up for reduced involvement at home which is because of the fear of interfering youth's developmental autonomy, parents may get into close contact with teachers (school-based involvement). Several studies revealed that close contact between parents and teachers and school staff positively affect adolescents' college entrance exam (Catsambis & Garland, 1997). Deplanty et al. (2007) stated that in literature, investigators have revealed that adolescents are influenced positively when there is a solid relationship occurs between both home and school environment (p.361-368).

Parental involvement in education is essential during adolescence because grades become worse and youth autonomy increases (Bhargava & Witherspoon, 2015). During this period, parental involvement appears in a significant and important place as many youth experience falls in academic field and they are at risk of dropping out of school (Bhargava & Witherspoon, 2015; Simmons & Blyth 1987; Wang & Eccles 2012). In this stage of development, parental involvement may alter as parent-youth relationship and adolescents look for more autonomy from their parents (Gutman & Midgley 2000; Hill & Chao 2009). However, not all styles of parental involvement decrease during adolescence because parents may think not to avoid adolescents' autonomy so parents may diminish involvement yet increasing involvement provide parents to scaffold independence and bolster youth's decision making skill (Bhargava & Witherspoon, 2015).

Few studies have empirically investigated the route of different forms of parental involvement during various adolescent improvement periods (i.e., early and middle adolescence) (Eccles & Harold, 1996). Besides, Garcia Coll et al (1996) claimed that one's social position may affect the changes that parental involvement experiences (race, socioeconomic status (SES), and adolescents' gender). For instance, high SES parents may participate more in parental involvement that low SES parents because High SES parents may contribute more academic resources for youth (Wang & Sheikh-Khalil, 2014). However, various studies have investigated neighborhood effects on parenting styles, not much is known about how neighborhood characteristics may influence parental involvement (Bhargava & Witherspoon, 2015)

2.6. Parental Involvement in English Language Learning

Although there are small quantities of studies about parental involvement in foreign language learning, a number of important issues stand out when we talk about the parental involvement in English language learning.

The first issue is the responsibility for English language learning. This issue depends on parents' view which is, indeed, related to their cultural beliefs. For instance, in Chi and Rao's (2003) study, parents stated that responsibility lies on totally teacher's shoulder in terms of teaching English. Parents rarely take the responsibility in their children's learning activities. This participation role may be as a result of traditional values. On the other hand, the study conducted a group of high-class students from urban China by Xuesong (2006), revealed that parents played a strong role in students' English learning. Students stated that they were exposed to English language by different strategies, such as encouraging their attitudes towards learning English, providing English TV program and monetary support for English learning which were provided by their parents. Some students even describe how their parents were able to help them although they didn't know any English (Xuesong, 2006).

The second important issue is the motivation of children in learning English language in terms of parental involvement. It is usual to find out that motivation alters across contexts. For example, in Hong Kong, the situation that English proficiency is attached to material success and prosperity' in society is well-known by parents (Choi, 2003). Therefore, strong motivation is provided by parents to help their children while they acquire English. Hong Kong parents mostly provide that by enrolling their children afterschool English courses and hiring tutors (Bray & Kwok, 2003). Foreign language learning takes place in many different contexts and not much is known about parental involvement in supporting child's foreign language learning (Forey et al., 2015)

The third issue is to consider the type of parental involvement. In some cases, parental pressure on children to learn a foreign language can be regarded as a type of involvement (Sung and Padilla, 1998) , in others, involvement can be described as teaching learning strategies (Xuesong, 2006). Others, on the other hand, describe parental involvement as teaching children non-academic form of a language such as traditions (Lawton and Logio, 2009). Senechal (2006) and Senechal and Lefevre (2002) contributed by making an important difference between parents undertaking direct teaching to back up their children's education

and indirect exposure to back up language and literacy in their longitudinal studies on the impact on parents reading aloud to children in Canada.

Parents' attitudes and selections of literacy practices with their children show their personal beliefs, merits, and behaviors. For instance, in the matter of second language learners, these parental features towards a particular language affect not only their children's belief, merits and behavior towards the learning of that language but also the learning outcomes (Lee, 2008). Li's (1999) study, which was a case study about interplay between the researcher and her own daughter, who immigrated to USA from China when her daughter was twelve years old, investigated parental behaviors towards second languages and the parent-child interaction. Besides, how these matters can have impact on children's language and literacy development were investigated as well. It was found out that as the parents' attitudes towards the new languages and cultures alter, it would affect and be reflected in children's behavior towards the target language and culture. Furthermore, in order to support and strengthen English language learning (ELL), Arias and Morillo-Campbell (2008) claimed that parents need to understand the school community which is situated in the mainstream culture dominated by middle class, English-speaking norms. Integration of community into schools can occur as schools start to support ELL parental involvement opportunities by considering the cultural capital and 'funds of knowledge'. Moll et al, (1992) described funds of knowledge as the essential bodies of knowledge seen in local households used to thrive. Studies on funds of knowledge has improved as teachers, schools and researchers collaborated to create a school curriculum based on parental input (Moll & Gonzalez, 1994)

In the study conducted by Arias and Morillo-Campbell (2008), they distinguished English language learning parental involvement into two models because of considering diversity in parents in ELL and their communities. They are traditional and non-traditional models. Traditional models of parental involvement in ELL offer advice for parents on how to support student academic success within different context. One of the most-cited typologies is Epstein's six areas which were emphasized in Chapter I in this study.

Non-traditional models of parental involvement in ELL mean a mutual understanding of schools and families. These models also include parental empowerment as well as integration of community into school curriculum. Improving parental involvement in ELL includes supporting families (Delgado-Gaitan, 2001), enhancing communication (Epstein, 2001) and advocacy empowerment (Freire, 2002).

Table 1

Traditional and Non-Traditional Approaches to ELL Parental Involvement

Traditional Approaches	Non-Traditional Approaches
-Assist families with parenting and childrearing skills, and with supporting learning by creating home conditions.	-Improve mutual understanding of schools and families
-Getting touch with families about school programs and student progress.	-Indicate cultural structures of family and community in the school curriculum.
-Try to recruit families as volunteers and audiences.	-Provide parental education which is about parent literacy and understanding school community.
-Involve families with their children in learning activities at home.	-Try to enhance parental advocacy that informs parents how to advocate for their children.
-Provide space for parents as participants in school decision, governance and advocacy.	-Teachers parental empowerment through parent-initiated efforts at the school.
-Coordinate all kinds of agencies, colleges and groups to strengthen school programs.	-Apply practices in all aspects of communication which are suitable culturally and linguistically.

(Arias & Morillo-Champbell, 2008, p.13)

2.7.Home-based Parental Involvement in English Language

Perhaps, the most common and agreeable form of cooperation between school and home is the exercise of parents, who promote their children at home environment. This support can be either directly through assisting to them with tasks or indirectly through suggesting a rich cultural environment in the home (Centre for Educational Research and Innovation, 1997). Home-based parental involvement is the issue seen in the literature that finds out ways through which parents find opportunity to contribute to their children's academic success. Literature also showed that activities (applied at home environment such as parents-child debates about schools, assisting the child with their assignment, imposing school-related orders at home, and sharing school-related aspirations with child) are crucial factors in children social and emotional achievement (McKay et al., 2005). Factors such as parents' background, networks and beliefs are predictors of parental involvement at home as far as Sheldon (2002) was concerned.

Izzo et al. (1999) revealed that teachers observed a decrease in parent-teacher interplays, yet there was not a sign of important change in home-based involvement as the child grows old. Therefore, the relationship between parents and children at home become more of an issue. Furthermore, the home-based parental involvement affects academic success considerably stronger than any other involvement types. According to the study conducted by Cooper (1989), home-based involvement activities such as monitoring and supervising assignment were indicated to help children's success. Moreover, Hill and Taylor (2003) stated that several studies revealed that discussion and supporting about their child's academic aspirations, which can be considered as parents' home-based activities, may lead to academic success of adolescents. According to the study managed by Dubois et al. (1994), it was recommended that home-based parental involvement precisely has substantial effects on students' success.

Vygotsky (1978) also emphasized the social nature of learning in which children learn by getting in touch with more capable individuals. He also developed a theory called 'zone of proximal development' (p. 32). This theory is the distance between actual level of development that children can reach and the highest level that children can reach with the help from others. Furthermore, the theory suggests that any context providing social interaction contributes to children's learning. Therefore, parental practices and home activities lead the way to children's academic success. For instance, according to Brannon and Dauksas's (2012)

research, it has been revealed that literacy related activities at home such as dialog reading also known as shared reading have been shown to be beneficial to English language learning

2.7.1. Parental Involvement in Assignment

Most parents are aware of the responsibility towards their children and are eager to be involved in all aspects of their development including assignments (Epstein & Sanders, 1998). Thus, these parents create home environment that affects the way children complete their assignment. According to the study, which was about the parental involvement with children's schooling, roughly fifty percent of parents addressed their daily involvement with assignments (Smock & McCormick, 1995). Besides, in most countries, assisting children at home especially with assignments is an important aspect of good parenting. Parents in Japan and France, for example, give great importance to this issue (OECD, 1997).

Homework involvement is a multidimensional issue including both quantitative and qualitative aspects. Therefore, if somebody wants to find out what parents perform when they involve in their children's homework, Hoover-Dempsey et al. (2001) described eight homework involvement forms which are a) interaction with the students' school or teacher about homework b) establishing physical and psychological structures for the child's homework performance c) providing general oversight of the homework process d) responding to the student's homework performance e) engaging in homework processes and tasks with the students f) engaging in meta-strategies designed to create a fit between the task and student knowledge, skills and abilities g) engaging in interactive processes supporting student's understanding of homework h) engaging in meta-strategies helping the student learn processes conducive to achievement. Regarding the types of involvement, parents may also differ about how to perform and why. For instance, parents may let their children find solutions by scaffolding them, set strict rules for their children, or participate in by giving correct answers to an assignment (Grolnick & Ryan, 1989; Joussement et al, 2005; Karbach et al, 2013; Pomerantz et al, 2005).

Parental involvement can encourage adolescent's success in many ways at home and one way is to fulfill that parents can contribute to their children's education by assisting them with their academic work at home. In other words, children, whose parents read and help them with their assignments tend to perform greater than other children (Ball and Blachman, 1991; Izzo et al., 1999). In the study conducted by DePlanty et al. (2007), the findings indicated that teachers' perception about parental involvement focused on home involvement

by stating the need for parents to assure that students fulfilled their assignments was one of the vital issues and when teachers were questioned what kind of involvement was essential, they answered parent involvement at home is more vital than school or community involvement (p.361-368)

2.8.Developing Partnerships Between Home and School

‘Partnership’ is an important subject matter in the analysis of relations between home and school. The word suggests a constant relationship but in fact, partnership is more of a process such as learning work cooperatively and appreciating what partner can bring to the relationship (Wolfendale, 1992). In the study of investigating the partnership issue, the community in all the 12 countries surveyed indicated that home and school should share equally the responsibility for individual and social development of young people (OECD, 1995). When partnerships become a matter of an issue between parents and teachers, it is crucial to understand that each concept recognizes the special skills of other. Pugh (1989) defines partnership as ‘working relationship that is characterized by a shared sense of purpose, mutual respect and the willingness to negotiate. This implies a sharing of information, responsibility, skills, decision-making and accountability’ (p.1-18). Teachers, who become a part of partnership, tend to find that parents are highly valuable and an extra source for education process. Principals’ qualities are also crucial in developing that partnership between teachers and parents. Schools, too, can take the beginning in building good working partnership where each side trusts the other. Furthermore, parents cannot be depended on to fulfill all the running. Thus, governments should put into practice policies, which promote the partnership between home and school. As an important factor, both teachers and parents should overcome obstacles which prevent communication, so that they together can identify areas where can work efficiently for the benefit of the children (OECD, 1997, p.53).

Support for more parental involvement in the schools is prevalent among OECD countries, however, there is still a long process to go through (OECD, 1997). In OECD’s (1995) survey, it was reported that community considered that ‘keeping parents informed and involved’ is regarded as one of the most important tasks for schools. In fact, public in United States placed this task at the top of the list of seven possible priorities. In addition, seven other countries put that issue at the second most important task of the school. Meantime, the governments of all the developed countries are now improving policies for involving parents in their children’s education and parents are looking for new forms of partnership. The

National Parent-Teacher Association in the U.S now states an increase in membership and activities after years of decreasing. The European Parents' Association (EPA) reports 100 million parents in the European Union. The association promotes parental participation in education by collecting and spreading information throughout Europe, supporting training courses for parents and encouraging research on parental involvement and partnership (OECD, 1997).

Ultimately, promoting the partnership is considered as an important aspect of lifelong learning and associates the school more to its community. A key concept of educational reform is to achieve a learning society where parents not only give importance to their own development but also they support and encourage their children's education. Besides it is obvious that the most successful approaches are those which give importance on enabling parents to promote their children's learning. Many case studies indicated that parents, even those with poor background level, can enhance educational skills and can become highly committed to the school when certain opportunities are given. Effective techniques have been designed for supporting parents, making schools more accessible and teachers more communicating and finally proving to parents that their power to promote their children's life (OECD, 1997, p.57-58).

2.9. Development of School-Family Cooperation in Turkey

The first example, which was about establishing the cooperation of school-family cooperation in Turkey, was 'Himaye Heyetleri Yönetmeliği' with 10 subjects in 1931. Yet, it could not reach its success for implementing this instruction. (Dalar, 1982). One of the oldest institutions on school-family cooperation was 'Köy Okulları Yardım Kurulları' according to law of village institutions and village schools (MEB, 1991). In the school-family commission in the national education committee, the school-family business association was dealt with. Until then, the necessity of taking some precautions to provide school-family business cooperation, which is incomplete and inadequate in our country, had been expressed. It was emphasized the need to increase the success of children by increasing the number cooperation between their parents and schools (III. Milli Eğitim Şurası, 1946). In 1947, the first school-family instruction was published. According to this instruction:

- 1) School-family cooperation will be established in primary, secondary and high schools.

2) The aim of the cooperation is to develop the connection between family and school and to create the collaboration to grow children in a better way.

3) The association is a committee of school and is not an arbiter out of school.

In 1965, under the school-family cooperation instruction, the second objective of school-family association was reorganized as:

a) To prevent conflicts of opposing forces in the child's education

b) Enlighten the family about the needs of the child in developmental process and the duties, responsibilities of the school and the family in terms of fulfilling these needs.

c) To benefit from the skills and professions of the parents at the school for education.

d) To try to meet the social needs of the student and the parents in a framework that help develop social cohesion and solidarity, understanding and habits.

Finally, in 1983, the school-family association regulation and the association board were abolished. Nevertheless, with the amendments to the primary education and education law abolished and the parents' participation in the school administration was prevented. (Oğan,2000)

3. METHODOLOGY

This section deals with the overall design of the case study and briefly includes research design, participants, research context, data collection instrument, pilot testing and data collection process.

3.1. The Overall Design of the Study

This study was conducted initially to investigate the extent to which parents of secondary school students (5th to 8th) participate in their children's home-based learning activities of English courses in accordance with certain variables. The study was administered to the parents whose children study in secondary education in Muğla/Menteşe. Qualified or unqualified parental discrimination has not been taken into consideration in the study since the fundamental purpose of this study is to investigate their participation levels in their children's home-based English education process, not to examine specifically whether parents have good quality of English education or not. The participants have been informed about the purpose of the study beforehand. The questionnaire was the main collection instrument. The questionnaires have been delivered to parents by their children and parents have answered the questions at home individually. Each parent has had one questionnaire and only one parent has answered the questionnaire. 343 parents were participated in the study. During the study, one questionnaire was used as the data collection instrument since it has all components which are essential to carry out the study reported here. Quantitative instruments were used to collect data in order to give answers to the research questions. As it is well known, survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population (Babbie, 1990 cited in Creswell, 2009). All findings were examined by SPSS program in the study.

3.2. Participants

The participants of the study were 343 parents (F: 230, M: 113) whose children study at four different secondary schools (Merkez 75. Yıl, Cumhuriyet, Türdü 100. Yıl and Şehbal Baydur) in Muğla/Menteşe.

Female parents comprised 67, 1 percentage of the population while male parents comprised 32, 9 per cent as it is seen in Figure 1. The large number of the participants allowed the researcher to gain quantitative data through the data collection instrument. As is seen below, substantial proportion of the participants was composed of females in the study

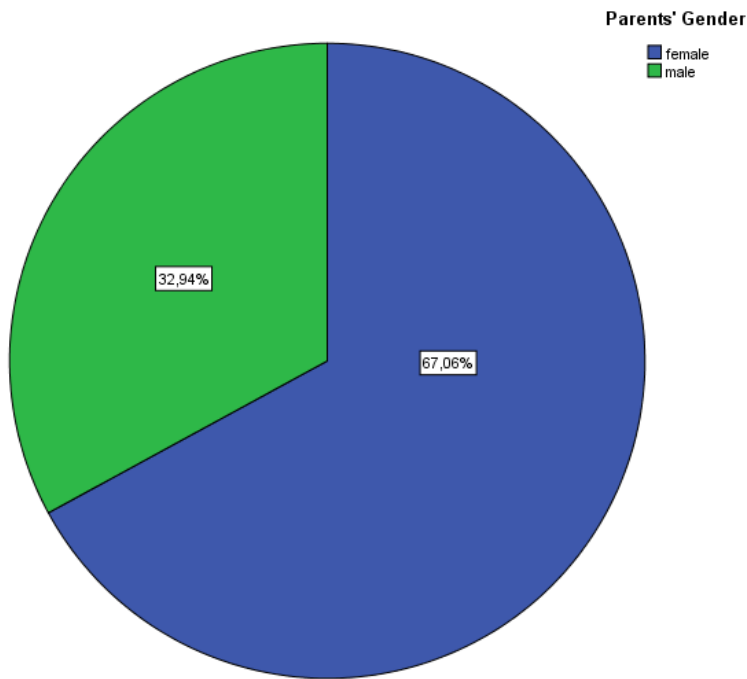


Figure 1. Participants' percentage according to gender

37, 90 % of the participants' children (130) study in the 5th Grade, 24, 20 % of participants' children (83) study in the 6th grade, 20, 12 % of the participants' children (69) study in the 7th grade and 17, 78 % of the participants' children (61) study in the 8th Grade (see Figure 2).

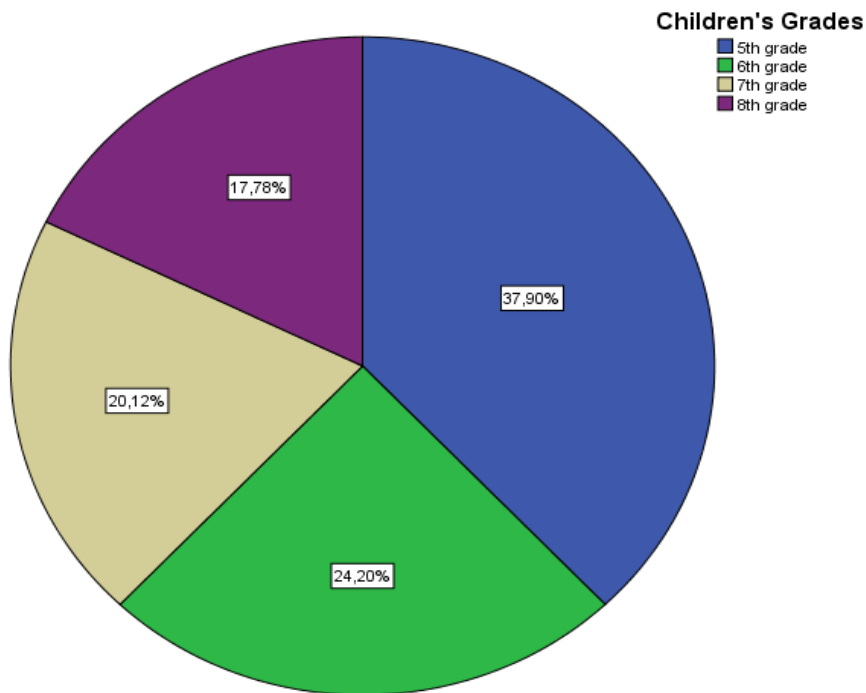


Figure 2. The percentages of grade levels of parents' children

Another researched data about the participants' demographic indicators was the participants' marital status. According to the analysis, married parents comprised 89, 8 percentage (308), divorced parents comprised 4, 7 percentage (16), parents who never married comprised 3, 2 percentage (11), separated parents comprised 2, 0 percentage (7) and parents who were widow or widower comprised 0, 3 percentage (1). Huge amount of the participants are married according to the frequency analysis in the study (see Figure 3).

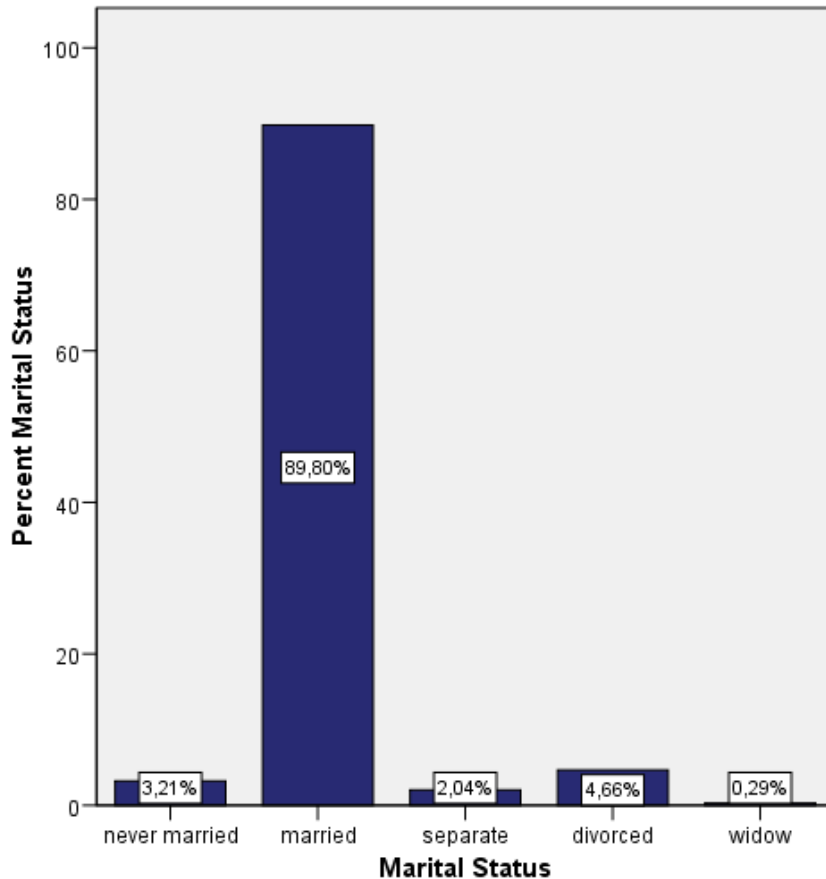


Figure 3. The participants' percentages according to their marital status

The relationship status between the participants and the students was studied in the study. 66,2 % of the participants (227) were mothers, 31,8 % of the participants (109) were fathers, 1,5 % of the participants (5) were children's sisters, 0,6 % of the participants (2) were other(s) (both of participants are aunts). Except for mother and father participants, other relationship statuses were excluded in data analysis due to the fact that the main objective of this study is to investigate parental involvement and the term of 'parent' refers to a meaning included only mother or father (Oxford learner's pocket dictionary, 2008) (see Figure 4).

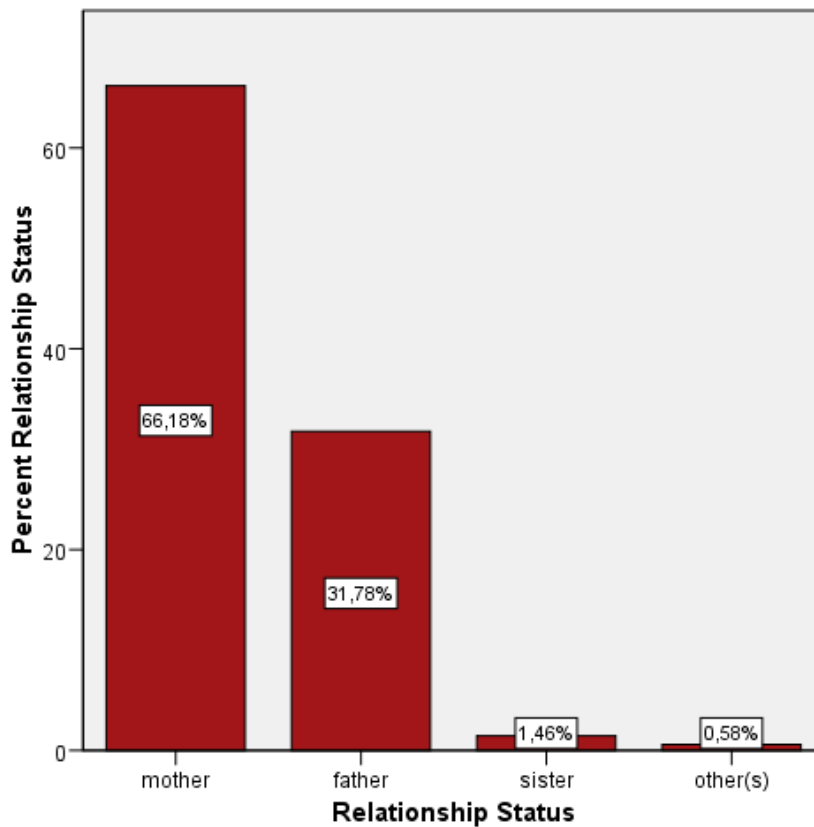


Figure 4. The participants' percentages according to their relationship status to students

The ages of the participants were another matter of subject in the study in terms of examining the common attitudes to questions. As a result, 43,1 % of the participants (148) are aged between 37-42 years old, 27,1 % of the participants (93) are aged between 31-36 years old, 22,4 % of the participants (77) are aged between 43-48 years old, 2,6 % of the participants (9) are aged between 25-30 years old, 2,0 % of the participants (7) are aged between 49-54 years old, 1,5 % of the participants (5) are aged between 18 years old and under, 0,9 % of the participants (3) are aged between 19-24 years old and 0,3 % of the participants (1) is aged between 55 years old and over. Important amount of the participants are aged between 31 and 48 years old (see Figure 5).

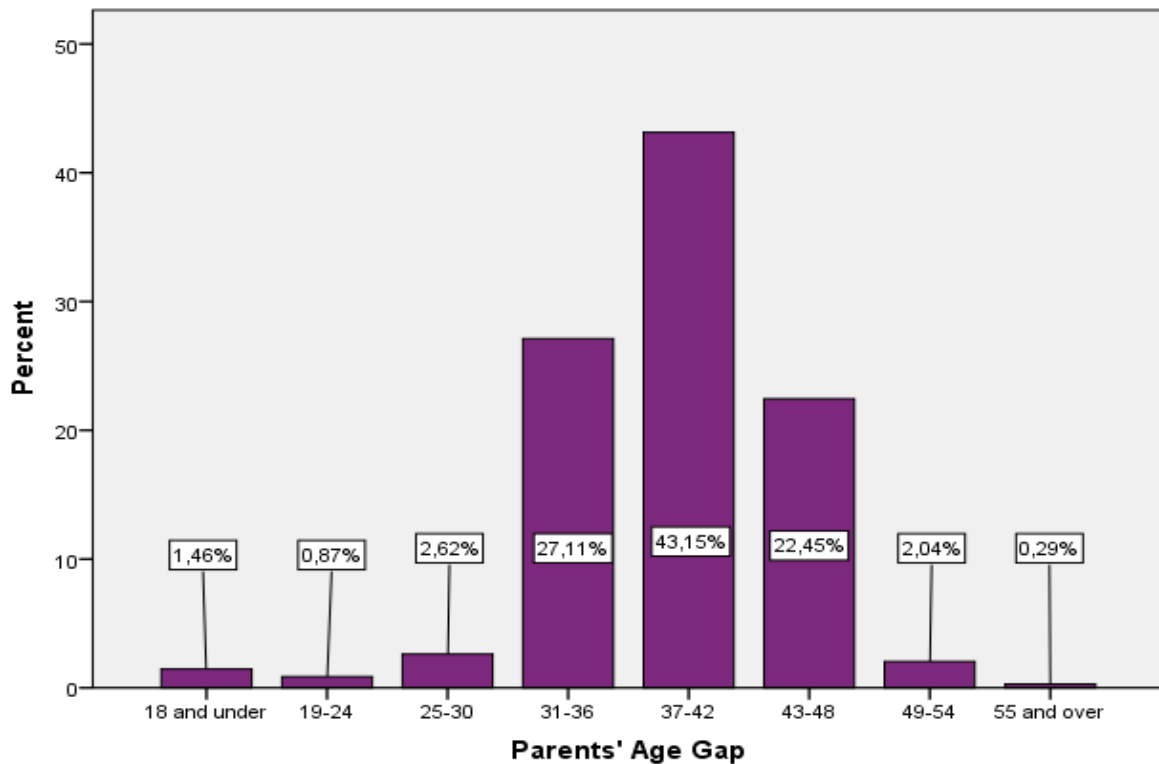


Figure 5. The participants' percentages according to their age gaps

The participants' educational level was studied and the results show that: the participants who graduated from primary school comprised 28,0 percentage (96), the participants who have high school diploma comprised 26,5 percentage (91), the participants who have faculty degree comprised 16,0 percentage (55), the participants who graduated from secondary school comprised 13,1 percentage (45), the participants who graduated from junior college comprised 10,8 percentage (37), the participants who have post-graduate diploma comprised 4,7 percentage (16), the participants who are illiterate comprised 0,6 percentage (2) and the participant who is just literate comprised 0,3 percentage (1) (see Figure 6).

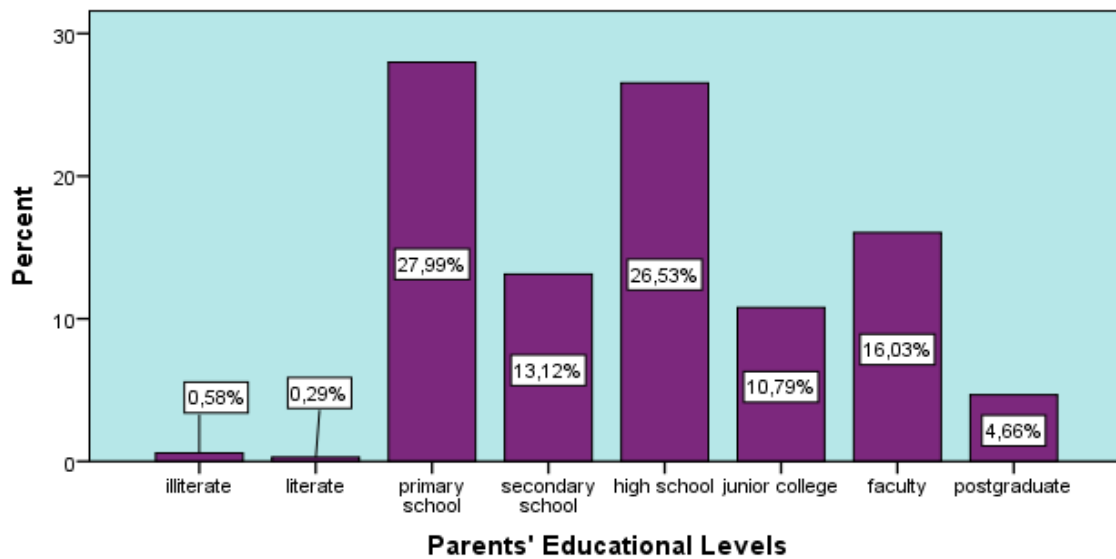


Figure 6. The participants' percentages according to their educational levels

The distributions of participants' occupational status were also examined in the study and the findings are: 28,0 % of the participants (96) are housewives, 28,0 % of the participants (96) are civil servants, 17,2 % of the participants (59) are employees, 7,3 % of the participants (25) are farmer, 6,4 % of the participants (22) are self-employment, 4,4 % of the participants (15) are unemployed, 4,4 % of the participants (15) are artisans, 1,7 % of the participants (6) selected 'other(s)' option. Housewives, civil servants and employees were more in number than others in the study according to the percentages (see Figure 7).

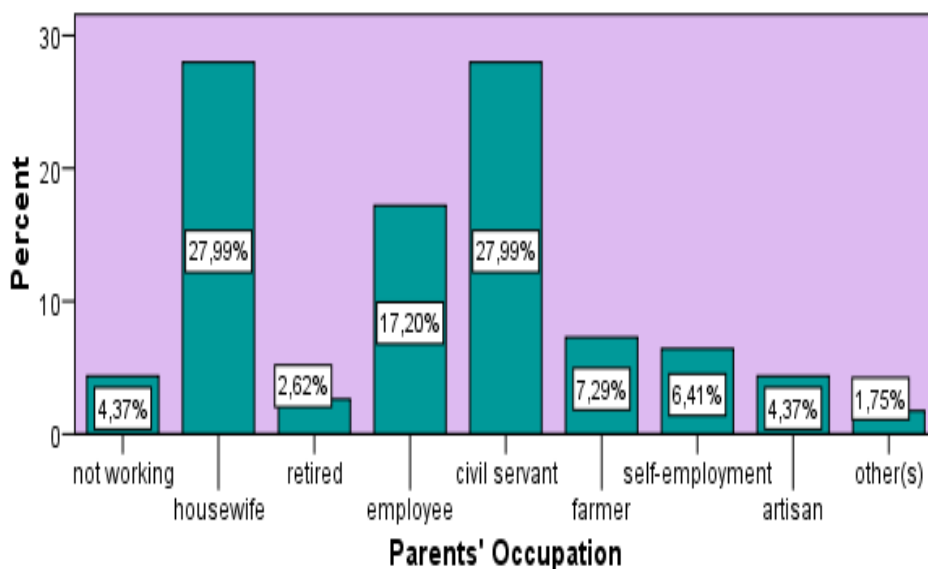


Figure 7. The participants' percentages according to their occupations

The participants' monthly incomes were also investigated by the questionnaire and the results show that: the incomes of 32,9 % of the participants(113) are between 2000tl and 3500tl, the incomes of 22,2 % of the participants(76) are between 1300tl and under, the incomes of 16,0 % of the participants (55) are between 1301tl and 1999tl, the incomes of 15,7 % of the participants (54) are between 3501tl and 5000tl, the incomes of 10,5 % of the participants (36) are between 5001tl and 7500tl and the incomes of 2,6 % of the participants (9) are between 7501tl and over. (see Figure 8)

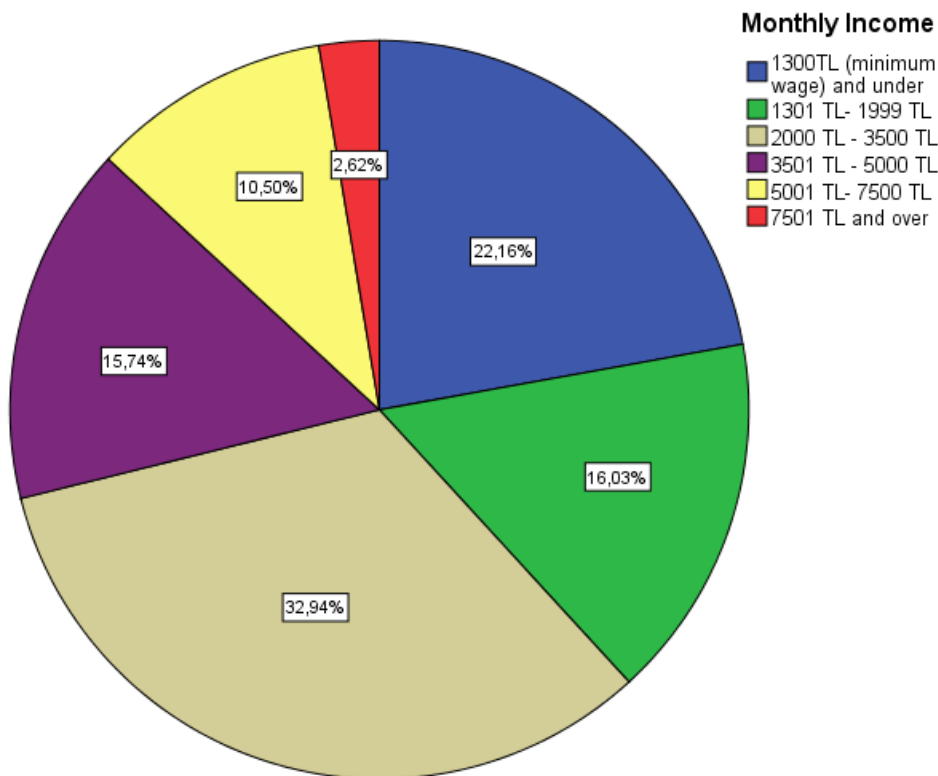


Figure 8. The participants' percentages according to their monthly income levels

Finally, the study investigated whether the participants' children have private lesson(s) or not. The findings are: 31,5 % of the children (108) attend to study hall, 28,3 % of the children attend other private activities, 15,5 % of the children take tutoring from relatives or acquaintances, 13,4 % of the children attend to private teaching institution, 6,4 % of the children have private lesson alone, 5,0 % of the children have private lesson with group (see Figure 9).

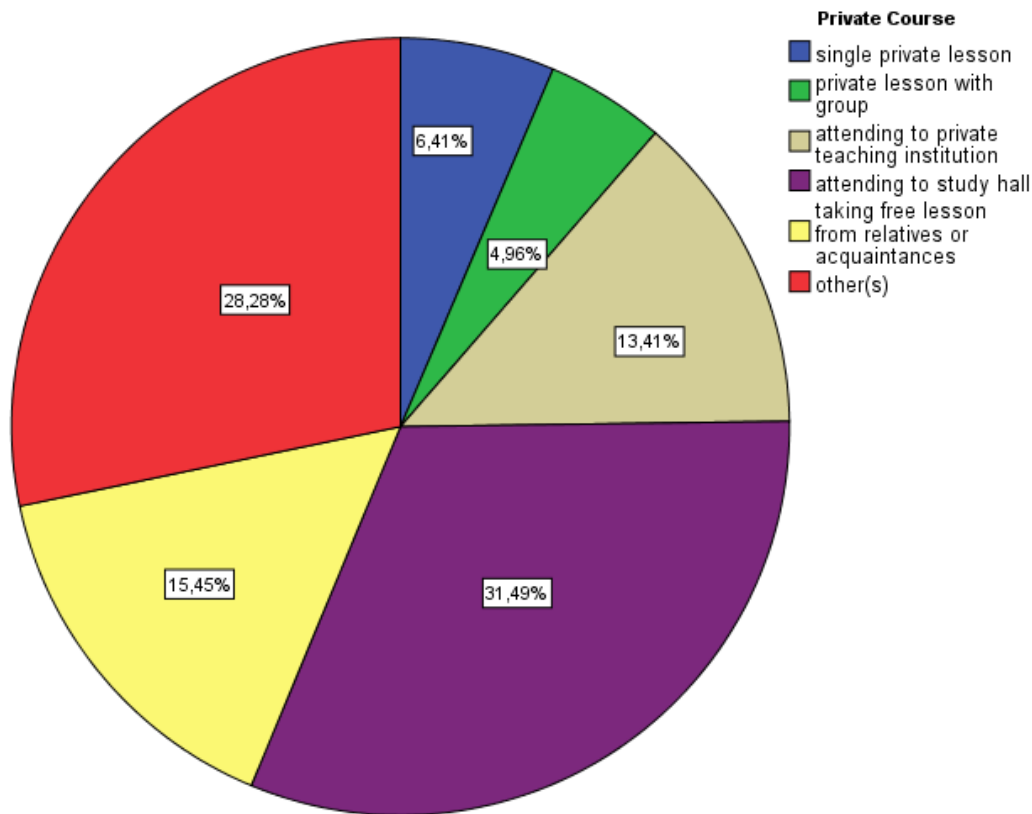


Figure 9. The percentage of children having tutoring, help or private lessons

3.3. Research Context

The study reported here was conducted in the context of parents of secondary school students graded among 5th to 8th in Muğla. The schools were Merkez 75. Yıl, Cumhuriyet, Türdü 100. Yıl and Şehbal Baydur Secondary schools located in the main county town in Muğla.

The research emphasizes the concept of ‘Parental Involvement’ to show the importance of relationship between parents and children. ‘Parental involvement’ does not have an accurate definition yet involves a perceptive meaning. There are many various practical definitions of parental involvement, which have been widely used by educators and researchers. Bloom (1980) defined parental involvement as the desire that parents have for their children’s academic success and the transfer of that desire to their children. Stevenson & Baker (1987) also referred parental involvement as the participation of parents in school activities. Moreover, Keith, Keith et.al. (1993) stated that parental involvement includes the school-related rules that are appointed at home by parents. In this study, family involvement is defined as the relationship between parents and teachers in order to increase the academic achievement of children, and their contribution to the academic achievement of their children

in the level of English language knowledge of the parents. Previous researches have revealed that parents and the home environment influence their children's academic achievement (Davis-Kean, 2005). Fan and Chen (2001) stated that overall parental involvement has positive effect on students' academic success and the most solid data across studies is the importance of parents' educational expectations for their child. Sui and Willms (1996) found that parental involvement made a substantial contribution to explaining variation in children's academic success.

English has always been the most preferred foreign language in Turkish educational system since it is considered as the major language of international communication as being the language of science as well as business. Furthermore, English is considered as having better education and more prestigious job with more opportunities in Turkey because of the close communication in the worldwide in terms of social, economic, scientific, technological and business relations (Kirkgoz, 2009). Nowadays, as a results of scientific, social and international developments, in our country, the importance of foreign language education has increased one more time and foreign language teaching has started in the primary school (Karcı and Akar-Vural, 2011). With the educational system which has been reconstructed, foreign language teaching has begun to be taught beginning from second grade and thus it has become difficult to learn a second language and correspondingly learners have demanded support, patience and guidance at home from their parents (Merter et al., 2014).

The research content is determined as second stage of 4+4+4, which was introduced by the law numbered 6287 (Resmi Gazete, 2012), in Turkish educational system. The research of the choice of research content is due to the fact that in this stage, adolescence period begins and students experience cognitive, psychosocial and biological changes. During adolescence process, not only students have difficult but also parents have hard times with their children's transition from middle school to high school. Some parents have complained about not being able to help their children with secondary level of education (Ogbu, 1991). In order to investigate the interactions and relationships between children and parents during this period, this study sheds light on the importance of parental involvement process.

3.4. Data Collection Instrument

This quantitative research data was collected through the questionnaire 'The Parent Involvement in Students' Home Based Science Learning Activities Scale (PI-SHBSscienceLAS) by Karaçöp, Akıllı, Aksu (2015).

3.4.1. Parent Involvement in Students' Home Based Science Learning Activities Scale (PI-SHBScienceLAS)

In this study, PI-SHBScienceLAS was administered to describe parents' involvement level both with the direction of parents' English knowledge and with the direction of participation in home activities.

The questionnaire contains 30 items which are rated on the likert scale (5-point likert type scale) (1=never, 2=rarely, 3=sometimes, 4=often, 5=always). Before the questionnaire, 9 demographic questions (about their children's grade, parents' gender, marital status of parents, parents' level of relation, parents' age, education level of parents, occupation, salary of parents and whether children get private lesson or not) was asked to parents.

3.4.1.1. Adaptation of the Questionnaire into English Language Lessons

Firstly, the questionnaire was conducted for science lessons but for this study, it was adapted and conducted to students in English courses. Since the parents might not be competent at English language in advanced levels and might fail to understand the questions completely, the questionnaire was implemented to the parents in Turkish language. While both English and Turkish versions of questionnaire were available, the translation procedures of the questionnaire were examined by two experts who know both of the languages and cultures well, yet the English version of the questionnaire was not required to make changes by the experts because the experts stated that the English questionnaire, which was translated version from Turkish, was seen suitable enough to apply in terms of considering the requirements of educational sciences.

3.4.1.2. Pilot Testing

The questionnaire was developed by Karaçöp, Akıllı and Aksu in 2015. Karaçöp, Akıllı and Aksu (2015) used the questionnaire for piloting with 580 parents from 10 schools located in different districts of province of Samsun. The scale consists of two parts. In the first part there are 23 questions containing information on the demographic peculiarities. In this part of the scale, questions aiming to gather information regarding the parent's gender, proximity level to the student, age, occupation, income level, education level, marital status, the grade level of the child and tutoring-course taking situation of the child take place. In the second part, 40 expressions of 5 point likert type (5 Always, 4 Often, 3 Sometimes, 2 Rarely, 1 Never) containing the opinions of the parents regarding the parent involvement take place.

Karaçöp, Akıllı and Aksu (2015) measured the reliability of the questionnaire with Kaiser-Meyer-Olkin (KMO) test and Bartlett Sphericity test. KMO value was found as 0, 83 (minimum value = 0, 60) and Bartlett value was found as significant ($\chi^2=1770, 812$; $sd=435$; $p<.001$). (Table 1)

Table 2

The results of suitability examination of PI-SHBScienceLAS for factor analysis

KMO test	Bartlett's test		
	χ^2	df	p
0.832	1770.812	435	0.0001

Source: Karaçöp, Akıllı and Aksu (2015). *The Parent Involvement in Students' Home Based Science Learning*, P. 61

As a result of the pilot research result, from 40 items present in the questionnaire, some of the 10 items (Q.7, Q.9, Q.8, Q.10, Q.11, Q.14, Q.16, Q.23, Q.27, Q.29) were excluded due to taking place in more than one sub-scale, not taking place in any of the sub-scale or that their loads are low. Finally, PI-SHBScienceLAS is composed of 30 items in 4 dimensions which Table 2 displays below. The dimensions are: 1) The active involvement of the Parent (AIP), 2) Parent's perception of inadequacy (PPI), 3) Parent's Perception of Responsibility (PPR) and 4) Self- development effort (SDE).

Table 3

EFA result, the variance explanation ratios and Cronbach's Alpha values for PI-SHBScienceLAS form

Item codes	Factor 1	Factor 2	Factor 3	Factor 4	Variance explained for (%)	Cronbach's Alpha (α)
item4	.749					
item2	.734					
item1	.708					
item18	.664				18.703	.816
item20	.645					
item36	.597					
item5	.567					
item3	.332					
item33		.643				
item19		.568				
item28		.567				
item21		.543			9.010	.674
item26		.536				
item22		.487				
item35		.464				

item38	.457			
item30		.664		
item17		.625		
item37		.527		
item32		.491	8.151	.752
item34		.435		
item6		.380		
item31		.367		
item25			.542	
item39			.491	
item15			.460	
item13			.456	6.770
item12			.450	.686
item40			.341	
item24			.311	
The Parent Involvement in Students' Home Based Science Learning Activities Scale (PI-SHBScienceLAS) - parent form			42.634	0.85

Source: Karaçöp, Akıllı and Aksu (2015). *The Parent Involvement in Students' Home Based Science Learning*, P. 62

3.5. Data Collection Procedures

Before the questionnaire was administered to secondary schools, required permission was obtained by Menteşe District Director of National Education (see Appendix 1). The participants were informed about the purpose of the study before the questionnaire was implemented and participation of the study was voluntary. They were also acknowledged that all the data will be used only for the study purposes and the result would be confidential. The study was conducted during 2016-2017 academic year. The questionnaires were delivered to parents by their children and parents answered the questions at home individually. Each parent had one questionnaire. In case parents of children might be divorced or separate, children were informed for the issue that they can give the questionnaire one of their parents no matter whether their fathers or their mothers. First, answered questionnaires were collected by teachers then the teachers delivered the questionnaires to assistant principals. Finally, the questionnaires were collected from assistant principals by researcher.

4. DATA ANALYSIS

In this section, for the resolution of research problems, which are: To what extent parents involve in their children's home-based learning activities for English practices?, is there a relation between parental involvement in students' assignment process and students' academic success in language learning? and which variables indicate difference during parental involvement process in children's home-based English language learning practices?, the findings were obtained as a result of analysis of collected data with PI-SHBSscienceLAS. Further detailed explanations and interpretations of findings between research questions and data were made based on the findings obtained in conclusion and implication section of the study. It is also important to emphasize that only the opinions of mothers and fathers were taken consider and analyzed throughout the current study because the main objective is to investigate parental (mother and father) involvement.

4.1. The Parent Involvement in Students' Home Based Science Learning Activities Scale (PI-SHBSscienceLAS) in English lesson

Firstly, factor analysis was performed to determine the construct validity of PI-SHBSscienceLAS and then One-Way ANOVA test was used to test whether the difference between the mean of more than two groups is significant and T-Test was used to test whether the difference between the averages is meaningful (significant) at a certain level of confidence by comparing the averages of a group or sample with two dependent variables. Finally, Post-Hoc tests (Tukey HSD, LSD, Tamhane) were applied to determine from which groups the difference originates when there was a difference between groups.

One of the prerequisites for doing factor analysis is that the sample needs to be sufficient number. There are different opinions on the inadequacy of sampling in the literature. For the application of factor analysis, the sample size should be five or ten times the number of items (Çokluk, Şekercioğlu and Büyüköztürk, 2010). In this study, the necessary number of samples is provided.

In order to determine the construct validity of the PI-SHBSscienceLAS, Kaiser-Meyer-Olkin (KMO) coefficient and Bartlett Sphericity test were used to determine whether the data set was suitable for factor analysis before applying the exploratory factor analysis data set. KMO, which is higher than 0,60, show that the data is suitable for factor analysis (Çokluk, Şekercioğlu and Büyüköztürk, 2010). The results of validity testing for factor analysis are given in Table 3.

Table 4

The results of validity test for factor analysis

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,863
Bartlett's Test of Sphericity	Approx. Chi-Square	2586,982
	df	300
	Sig.	,000

As is seen in table 4, KMO was found as 0,863 which was quite higher than minimum required value (0,60). The result of the Bartlett' test was found as significant (Approx. Chi-Square= 2586,982; df=300; Sig.=0,000). These results show that data are suitable for exploratory factor analysis.

The construct validity of the PI-SHBScienceLAS was examined by exploratory factor analysis in order to investigate variable relationships for complex concepts of parents such as socio-economic status of parents, children's grades or parents' educational backgrounds. In the explanatory factor analysis, when the items to be included in the questionnaire were determined, the load values of the items were at least 0.40 and the items were included in a single factor; if there are two factors, it should be noted that there will be at least 0.10 difference between the factors.

Table 5

The factor analysis results of PI-SHBScienceLAS

Questions	Component					
	Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	Dimension 6
question13	,810					
question26	,771					
question21	,741					
question1	,696					
question15	,650					
question2	,586					
question22	,541					
question30	,505					
question17		,751				
question16		,747				
question28		,641				

question18	,450
question11	,647
question10	,625
question12	,599
question6	,438
question25	,575
question19	,541
question20	,488
question29	,468
question4	,731
question5	,688
question3	,473
question14	,717
question23	,650

Explained Variance= 55,817 %

As a result of factor analysis, 5 questions out of 30 questions were excluded, therefore, 4 of them appeared in more than one dimension and one of them did not appear in any dimension. These excluded questions, which appeared in more than 1 dimension, are 9, 8, 27 and 24 and the excluded question, which did not appear in any dimension, is 7. There were 25 questions on the scale and factor analysis revealed that the scale had 6 dimensions in the study. Total explained variance was calculated as 55,817 %, which is supposed to be expected 50 % and above in social science studies.

Table 6

The dimesions of PI-SHBScienceLAS and the items in each dimension

DIMENSIONS	ITEMS
Dimension 1: Active Involvement of Parents	1, 2, 13, 15, 21, 22, 26, 30
Dimension 2: Parents' Communication with Teacher	16, 17, 18, 28

Dimension 3: Parents' Self-Development Efforts	6, 10, 11,12
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Dimension 4: Parents' Perception of Psychological Sense of Comfort	19, 20, 25, 29
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Dimension 5: Parents' Willingness and Being Open to Improvement	3, 4, 5
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Dimension 6: Parents' Perception of Inadequacy	14, 23
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The questions were about parents' active involvement and their knowledges and abilities during the involvement process, when the items were examined in dimension 1. Therefore, this dimension was named 'Active involvement of parents'. The items in dimension 2 were about parents' relationships and communication with teacher during involvement process and this dimension was called 'Parents' communication with teacher'. The items in the dimension 3 was named as 'Parents' self-development effort' because it includes items that reflect the parents' efforts to improve effective conscious participation in home based learning activities. The dimension 4 was called as 'Parents' Perception of Psychological Sense of Comfort' since the items reflect parents' psychological perceptions during their involvement in their children English language learning process by depending on some rules and attitudes to feel more psychologically comfortable in the parenting process. The dimension 5 was named as 'Parents' Willingness and Being Open to Improvement' because these items in dimension 5 ask parents whether they are willing to consider new and supportive ideas that encourage their children in English language learning. Finally, the dimension 6 was called as 'Parents' Perception of Inadequacy', for it was determined by the items in the dimension 6, which reflect insufficient knowledge and ability of parents in their children home-based learning activities of English.

4.2. The Findings of parental involvement levels in their children home-based learning activities

In this section, in order to elicit the answers of the first and second research questions in the current study, descriptive analyses (mean and standard deviation) of the dimension of PI-SHBScienceLAS were performed in the direction of the participants' answers without taking into account any variables.

Research question 1: To what extent parents involve in their children's home-based learning activities for English practices?

Research question 2: Is there a relation between parental involvement in students' assignment process and students' academic success in language learning?

The parents' answers in the first dimension named 'active involvement of parents' was analyzed as descriptive analysis (mean and standard deviation) and the data were elicited in the following table.

Table 7

The descriptive Statistics for Active involvement of parents

Item No.	Questions	Mean	df
1	I allocate time to make studies with my child improving his/her English Language skills.	2,57	1,184
2	I am telling my child that I like to learn new things about English language.	2,72	1,305
13	I have enough knowledge to help my child with his/her assignment of English language.	2,44	1,309
15	I know how to help my child at home to enable him /her succeed in English language lesson.	3,02	1,401
21	I enjoy helping my child with his/her assignment of English language lesson.	2,25	1,500
22	Although my knowledge in English language subjects is not enough to answer all the questions asked by my child, I am willing to help him/her.	3,72	1,448
26	While helping my child with his/her assignment of English language lesson, I can make explanations by giving examples apart from the ones given in the book.	2,60	1,357
30	By helping my child with his/her assignment of English language lesson I think that I make a difference in his/her school performance.	3,20	1,462

As is seen in the table, parents stated that allocation time to help to their children (2,57) and support their children by encouraging their children to learn new things (2,72) were fulfilled *rarely*. Parents' sufficiency in their children English assignment (2,44) were *rarely* and their joy of assisting their children English assignment (2,25) were also rare. Besides, it was seen that parents rarely give examples apart from their children books (2,69) during assignment helping process. On the other hand, it was deduced that parents are *sometimes* willing to assist their children regardless of their knowledge in English language (3,72) and parents think that they *sometimes* make a difference by assisting their children's assignment (3,20)

The descriptive analyses of the answers of 'Parents' communication with teacher', which is second dimension of PI-SHBScienceLAS, were given table 8.

Table 8

The descriptive Statistics for parents' communication with teachers

Item No.	QUESTIONS	Mean	df
16	The teacher wants me to help my child in her/his assignment of English language lesson.	2,24	1,469
17	The teacher wants me only to observe and check my child's assignment of English language.	2,01	1,403
18	Because that my child fails to succeed in English lesson, I think that I have to help my child with his/her assignment.	2,81	1,615
28	My child's teacher gives me information about the adequateness or inadequateness of my contribution to my child's assignment of English language lesson.	2,28	1,456

According to Table 8, parents reported that they are *rarely* asked to assist their children's assignment of English language lesson (2,24) and to supervise their children's assignment activities (2,01) by teacher. Furthermore, parents *rarely* consider to help their children in English language assignment as a result of their children's failure in English

lesson (2,81). Parents also declared that the opinion that obtaining information from teachers in any way and participating in home based learning activities are *rarely* done (2,28).

The descriptive analyses of the answers of ‘Parents’ Self-Development Effort’, which is third dimension of PI-SHBSscienceLAS, were given table 9.

Table 9

The descriptive Statistics for self-development effort of parents

Item No.	QUESTIONS	Mean	df
6	I believe that there should be training materials for parents in order to help in doing the assignment of English language lesson	3,90	1,377
10	I am in the need of improving myself to help my child with his/her assignment of English language lesson.	3,36	1,390
11	I need the help of others in order to help my child with his/her assignment of English language lesson.	3,01	1,417
12	I believe that it would be useful if the teachers inform the parents (letters, e-mails, notes, phone etc.) about the assignment of English language lesson.	4,08	1,272

In Table 9, parents *sometimes* believe in training materials to assist their children in English language assignment (3,90) and it was expressed that parents are *sometimes* in need of developing themselves in English language to help their children (3,36) and they *sometimes* look for someone’s assistance in their children’s assignment process (3,01). Moreover, parents *often* advocate beneficial effects of giving information to parents by teachers (4,08).

The descriptive analyses of the answers of ‘Parents’ Perception of Psychological Sense of Comfort’, which is fourth dimension of PI-SHBSscienceLAS, were given in table 10.

Table 10

The descriptive Statistics for parents’ perception of psychological sense of comfort

Item No.	QUESTIONS	Mean	df
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19	While trying to help my child with his/her assignment of English language, he/she is telling me that the information given by me differs from the ones given by the teacher.	2,08	1,319
20	I establish clear rules for my child to do his/her assignment at home.	3,44	1,417
25	As I am worried about giving misinformation, I think that it would be right for my child to do his/her English language lesson assignment with the knowledge acquired at school.	3,83	1,390
29	As I involve in my child's learning process by helping him/her with his/her assignment, I believe that I understand the importance of education much better.	3,40	1,401

As is seen in Table 10, it was found out that parents *rarely* give misinformation to their children in English language assignment process thus, this factor give psychological sense of comfort to the parents (2,08). 20th and 25th questions which are about avoiding misinformation in assisting their children assignment (3,83) and providing rules, by which their children follow to fulfill educational duties at home (3,44) were answered as *sometimes* by the parents. Parents also indicated that they *sometimes* understand the importance of education when they involve in children's learning process (3,40).

The descriptive analyses of the answers of 'Parents' Willingness and Being Open to Improvement', which is fifth dimension of PI-SHBScienceLAS, were given in table 11

Table 11

The descriptive Statistics for parents' willingness and being open to improvements

Item No.	QUESTIONS	Mean	df
3	I provide materials at home that may be helpful for child's English language assignment	3,38	1,468
4	I allocate time for my child to have him/her make creative activities (to produce something new, to develop different solutions ... etc.).	3,22	1,201
5	I take my child to different places (a trip, language festivals, etc.) to enable him/her see the usage of English in daily life.	2,57	1,225

When Table 11 was examined, it was seen that parents *sometimes* involve in home-based activities by providing materials in home environment (3,38) and allocating time for their children to have them produce new things or improve different solutions to different problems (3,22). Besides, parents stated that they *rarely* participate in different events and places with their children to produce some opportunities for their children, which support the children in their education (2,57).

The descriptive analyses of the answers of ‘Parents’ Perception of Inadequacy’, which is sixth and final dimension of PI-SHBSscienceLAS, were given table 12.

Table 12

The descriptive Statistics for parents’ perception of inadequacy

Item No.	QUESTIONS	Mean	df
14	While helping my child with his/her assignment of English language lesson, I cannot express myself well.	2,39	1,218
23	As my knowledge regarding the English language subjects is not compatible with the ones that my child is instructed, my contributions remain insufficient.	2,48	1,270

Sixth dimension deals with the inadequacy perceptions of parents with regard to their children English language lesson. As is seen in Table 12, parents *rarely* have difficulty to express themselves to their children while they assist their children in assignment process (2,39). Furthermore, parents stated that their contributions are *rarely* considered as insufficient and their knowledge are rarely incompatible with the ones given to child in school (2,48).

4.3. Findings of participation of parents in their children’s home-based learning activities according to some variables

For giving answer to the final research question of the study, this section dealt with the analyses (One-Way ANOVA (analysis of variance (ANOVA) is used to determine whether there are any statistically significant differences between the means of three or more independent (unrelated) groups), T-Test (is used to determine whether a sample comes from a population with a specific mean) and Post-Hoc Test) performed to investigate the relationships between the some variables and the dimensions of PI-SHBSscienceLAS.

Research question 3: Which variables indicate difference during parental involvement process in children’s home-based English language learning practices?

4.3.1. Analysis results of T-Test on the scores obtained from the dimensions of PI-SHBSscienceLAS and parents’ genders

The participants’ involvement in their children’s home-based learning activities were analyzed by independent t-test to find out whether they show differences on account of ‘Active Involvement of Parents’, ‘Parents’ Communication with Teacher’, ‘Parents’ Self-Development Effort’, ‘Parents’ Perception of Psychological Sense of Comfort’, ‘Parents’ Willingness and Being Open to Improvement’ and ‘Parents’ Perception of Inadequacy’ and gender or not.

Table 13

The results of T-Test on the scores of the dimensions of PI-SHBSscienceLAS by the genders of the parents

Dimensions	Gender	N	Mean	df	t	Sig.																																					
Dimension 1: Active Involvement of Parents	Female	225	2,92	0,95	0,672	0,50																																					
	Male	111	2,99	0,99			Dimension 2: Parents’ Communication with Teacher	Female	225	2,28	1,03	1,236	0,21	Male	111	2,43	1,03	Dimension 3: Parents’ Self-Development Effort	Female	225	3,45	0,99	0,753	0,45	Male	111	3,54	1,01	Dimension 4: Parents’ Perception of Psychological Sense of Comfort	Female	225	3,24	0,87	1,510	0,13	Male	111	3,39	0,84	Dimension 5: Parents’ Willingness	Female	225	3,05
Dimension 2: Parents’ Communication with Teacher	Female	225	2,28	1,03	1,236	0,21																																					
	Male	111	2,43	1,03			Dimension 3: Parents’ Self-Development Effort	Female	225	3,45	0,99	0,753	0,45	Male	111	3,54	1,01	Dimension 4: Parents’ Perception of Psychological Sense of Comfort	Female	225	3,24	0,87	1,510	0,13	Male	111	3,39	0,84	Dimension 5: Parents’ Willingness	Female	225	3,05	0,98										
Dimension 3: Parents’ Self-Development Effort	Female	225	3,45	0,99	0,753	0,45																																					
	Male	111	3,54	1,01			Dimension 4: Parents’ Perception of Psychological Sense of Comfort	Female	225	3,24	0,87	1,510	0,13	Male	111	3,39	0,84	Dimension 5: Parents’ Willingness	Female	225	3,05	0,98																					
Dimension 4: Parents’ Perception of Psychological Sense of Comfort	Female	225	3,24	0,87	1,510	0,13																																					
	Male	111	3,39	0,84			Dimension 5: Parents’ Willingness	Female	225	3,05	0,98																																
Dimension 5: Parents’ Willingness	Female	225	3,05	0,98																																							

and Being Open to Improvement	Male	111	3,08	0,98	0,333	0,73
Dimension 6: Parents' Perception of Inadequacy	Female	225	2,38	0,93	1,05	0,29
	Male	111	2,49	0,98		

As a result of T-Test analysis in Table 13 , it was observed that the level of involvement of the parents did not significantly differ according to whether they were female or male in all dimensions because significance value (Sig.) is more than 0,05 in all dimensions. When the means were examined, both female and male parents' perceptions of Parents' Communication with Teacher and Parents' Perception of Inadequacy were on *rarely* level, on the other hand, their perceptions of, Active Involvement of Parents, Parents' Self-Development Effort , Parents' Perception of Psychological Sense of Comfort and Parents' Willingness and Being Open to Improvement were revealed as *sometimes* level. Although there are not many differences between female and male participants and all female and male parents share same opinions in all dimensions, it is substantially surprising to find out that in all dimensions, male parents are a little ahead.

4.3.2. Analysis results of One-Way ANOVA on the scores obtained from the dimensions of PI-SHBScienceLAS and parents' children's grade level

The parents', who participated in the study, involvement in their children's home-based learning activities were analyzed by one way ANOVA test to find out whether they show differences on account of study dimensions, which are 'Active Involvement of Parents', 'Parents' Communication with Teacher', 'Parents' Self-Development Effort', 'Parents' Perception of Psychological Sense of Comfort', 'Parents' Willingness and Being Open to Improvement' and 'Parents' Perception of Inadequacy', and the parents' children's grade levels or not.

Table 14

The results of One-Way ANOVA test on the scores of the dimensions of PI-SHBScienceLAS by the children's grade levels of the parents

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
Dimension 1: Active Involvement of Parents	Between Groups	26,640	3	8,880	10,210	0,000
	Within Groups	294,835	339	0,870		
	Total	321,475	342			
Dimension 2: Parents' Communication with Teacher	Between Groups	3,108	3	1,036	0,969	0,407
	Within Groups	362,393	339	1,069		
	Total	365,501	342			
Dimension 3: Parents' Self-Development Effort	Between Groups	16,612	3	5,537	5,810	0,001
	Within Groups	323,087	339	0,953		
	Total	339,699	342			
Dimension 4: Parents' Perception of Psychological Sense of Comfort	Between Groups	10,406	3	3,469	4,756	0,003
	Within Groups	247,272	339	0,729		
	Total	257,678	342			

Dimension 5: Parents' Willingness and Being Open to Improvement	Between Groups	22,343	3	4,448	8,163	0,000
	Within Groups	309,288	339	0,912		
	Total	331,631	342			
Dimension 6: Parents' Perception of Inadequacy	Between Groups	6,357	3	2,119	2,364	0,071
	Within Groups	303,857	339	0,896		
	Total	310,214	342			

According to one way ANOVA results in Table 14, it was examined that there is statistically significant difference between the parents' children's grade level and the mean scores, which belong to active involvement of parents ($F=10,210$; $Sig.<0,05$), parents' self-development effort ($F=5,810$; $Sig.<0,05$), Parents' Perception of Psychological Sense of Comfort ($F=4,756$; $Sig.<0,05$) and Parents' Willingness and Being Open to Improvement ($F=8,163$; $Sig.<0,05$). On the other hand, there is not seen significant difference between parents' children's grade levels and both Parents' Perception of Inadequacy ($F=2,364$; $Sig.>0,05$) and Parents' Communication with Teacher ($F=0,969$; $Sig.>0,05$). Multiple comparisons (Tukey and Tamhane) tests were performed to determine which groups differed in all dimensions.

Table 15

The results of multiple comparison Tukey HSD test between parents' active involvement and children's grade levels

Multiple Comparisons						
Dependent Variable: parents' active involvement						
Tukey HSD						
(I) children's grades	(J) children's grades	Mean Difference			95% Confidence Interval	
		(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
5th grade	6th grade	,18221	,13103	,506	-,1561	,5205
	7th grade	,14693	,13891	,715	-,2117	,5056
	8th grade	,79076*	,14473	,000	,4171	1,1644
6th grade	5th grade	-,18221	,13103	,506	-,5205	,1561

	7th grade		-,03527	,15193	,996	-,4275	,3570
	8th grade		,60856*	,15728	,001	,2025	1,0146
7th grade	5th grade		-,14693	,13891	,715	-,5056	,2117
	6th grade		,03527	,15193	,996	-,3570	,4275
	8th grade		,64383*	,16390	,001	,2207	1,0670
8th grade	5th grade		-,79076*	,14473	,000	-1,1644	-,4171
	6th grade		-,60856*	,15728	,001	-1,0146	-,2025
	7th grade		-,64383*	,16390	,001	-1,0670	-,2207

*. The mean difference is significant at the 0.05 level.

The results of multiple comparison tests showed that the level of active participation of the parents, whose children study in the 8th grade, in the home-based learning activities was significantly different from the parents whose children study in the 5th, the 6th and the 7th grade. The difference found between the levels of active participation of the parents is in favor of parents whose children study in the 5th, the 6th and the 7th grade. Furthermore, it was found that there was no statistically significant difference between the active participation of parents whose children continue in the 5th, the 6th and the 7th grade.

**Report
Mean
Parents' Active Involvement**

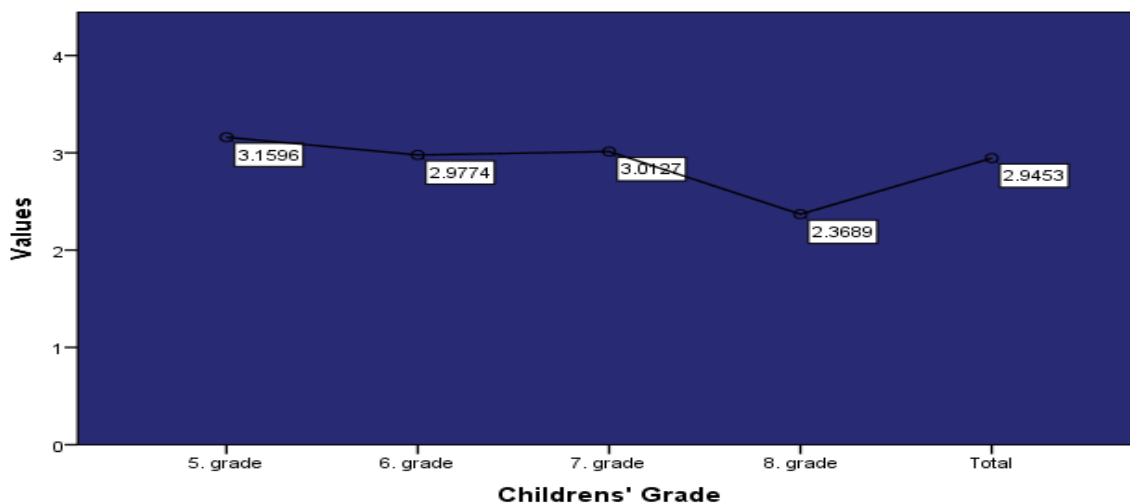


Figure 10. The mean scores of active involvement of parents' and their distributions to children's grades

According to Figure 10, on the one hand, the parents, whose children continue to the 5th, the 6th and the 7th grade, are *sometimes* considered themselves adequate in terms of active involvement (3,15, 2,97, 3,01), on the other hand, the parents, whose children continue

to the 8th grade, are *rarely* seen themselves as adequate (2,36). Findings show that as the class level increases, the active participation levels of the families decrease.

Table 16

The results of multiple comparison Tukey HSD test between parents' self-development efforts and children's grade

Multiple Comparisons						
Dependent Variable: parents' self-development efforts						
Tukey HSD						
(I) children's grades	(J) children's grades	Mean Difference			95% Confidence Interval	
		(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
5th grade	6th grade	-,00992	,13716	1,000	-,3640	,3442
	7th grade	,33471	,14541	,100	-,0407	,7101
	8th grade	,53943*	,15151	,002	,1483	,9306
6th grade	5th grade	,00992	,13716	1,000	-,3442	,3640
	7th grade	,34462	,15904	,135	-,0660	,7552
	8th grade	,54934*	,16464	,005	,1243	,9744
7th grade	5th grade	-,33471	,14541	,100	-,7101	,0407
	6th grade	-,34462	,15904	,135	-,7552	,0660
	8th grade	,20472	,17157	,632	-,2382	,6477
8th grade	5th grade	-,53943*	,15151	,002	-,9306	-,1483
	6th grade	-,54934*	,16464	,005	-,9744	-,1243
	7th grade	-,20472	,17157	,632	-,6477	,2382

*. The mean difference is significant at the 0.05 level.

The results of multiple comparison tests showed that the level of self-development effort of the parents, whose children study in the 5th and the 6th grade, in the home-based learning activities was significantly different from the parents whose children study in the 8th grade. There was not seen particular difference between parents whose children study in the 8th and the 7th grades. In addition, the parents with children, whose grades are 7, did not have difference in other grade factors.

**Report
Mean
parents' self-development efforts**

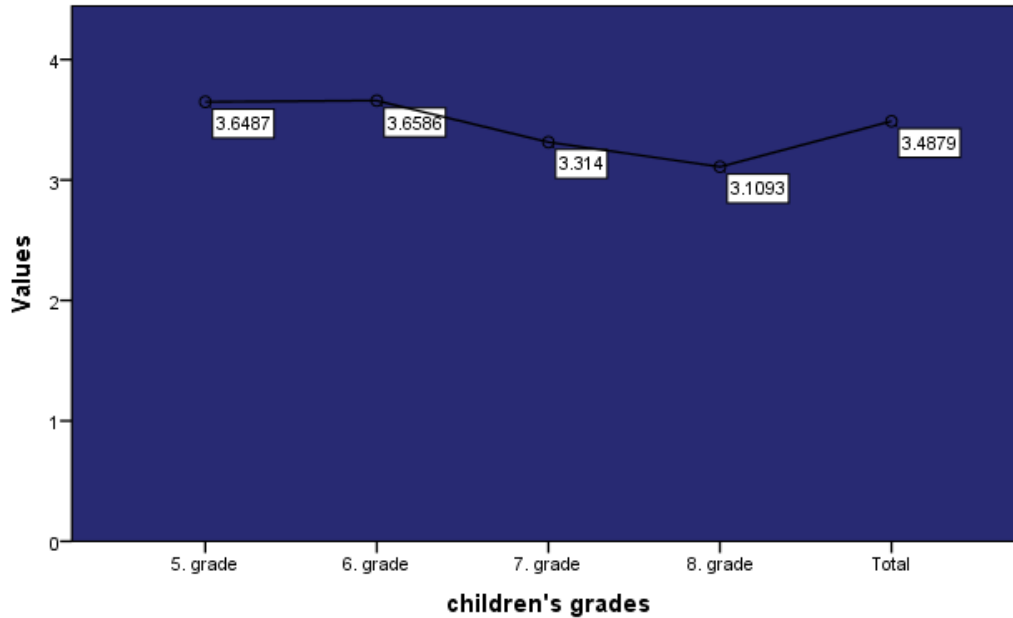


Figure 11. The mean scores of self-development efforts dimension of parents and their distributions to parents' children's grades

In the light of parents' self-development effort, as is seen in Figure 11, parents with children, whose grades are 5 and 6, stated that their effort to develop themselves for the sake of assisting their children in English language home-based activities are at *often* level (3,64-3,65) while parents, whose children continue to the 7th and the 8th grade, consider the self-development effort at *sometimes* level (3,31-3,10) in Figure 11 It would not be inappropriate to express that after the 6th grade, there can be seen a decline in the parents' self-development effort in the study.

Table 17

The results of multiple comparison Tukey HSD test between parents' perception of psychological sense of comfort and children's grade

Multiple Comparisons							
Dependent Variable: parents' perception of psychological sense of comfort							
Tukey HSD							
(I) children's grade	(J) children's grade	Mean Difference (I-J)			Sig.	95% Confidence Interval	
		Std. Error	Lower Bound	Upper Bound			

5th grade	6th grade	-,22704	,12000	,233	-,5368	,0828
	7th grade	,18710	,12721	,456	-,1413	,5155
	8th grade	,25558	,13255	,218	-,0866	,5978
6th grade	5th grade	,22704	,12000	,233	-,0828	,5368
	7th grade	,41413*	,13914	,016	,0549	,7734
	8th grade	,48262*	,14403	,005	,1107	,8545
7th grade	5th grade	-,18710	,12721	,456	-,5155	,1413
	6th grade	-,41413*	,13914	,016	-,7734	-,0549
	8th grade	,06848	,15010	,968	-,3190	,4560
8th grade	5th grade	-,25558	,13255	,218	-,5978	,0866
	6th grade	-,48262*	,14403	,005	-,8545	-,1107
	7th grade	-,06848	,15010	,968	-,4560	,3190

*. The mean difference is significant at the 0.05 level.

The results of multiple comparison tests showed that the level of perception of psychological sense of comfort of parents, whose children study in the 5th grade, is not different from other grade factors. Parents with the 6th grade children showed discrepancy against parents with the 7th and the 8th grade children. In addition, parents with the 7th and the 8th grade children did not show any difference between each other but they did from parents with the 6th grade children.

**Report
Mean
Parents' Perception of Psychological Sense of Comfort**

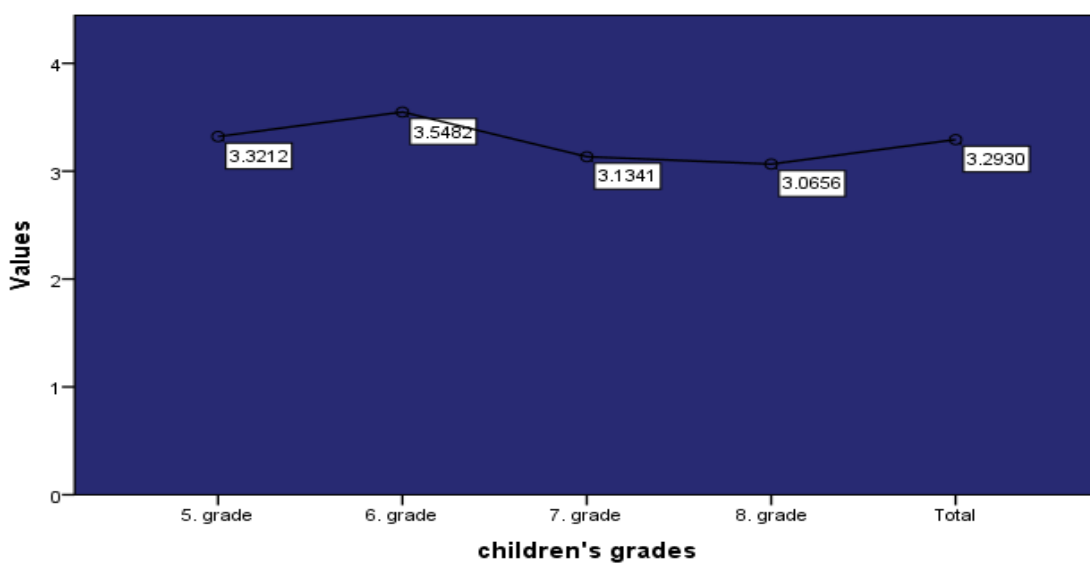


Figure 12. The mean scores of perception of psychological sense of comfort of parents and their distributions to parents' children's grades

The level of the 6th grade (3,54) children's parents' psychological sense of comfort in home-based learning activities was at *often* degree, in other words, parents with the 6th grade children *often* give importance to psychological senses in their children's English language learning process while parents with children, who continue to study in the 5th, the 7th and the 8th grades (3,32, 3,13, 3,06) , were at *sometimes* level in psychological sense of comfort dimension. It can be said that the 6th grade children's parents were more aware of the importance of psychological aspects in their children's English language learning process than the other grade factors.

Table 18

The results of multiple comparison Tamhane test between parents' willingness and being open to improvement and children's grades

Multiple Comparisons						
Dependent Variable: Parents' Willingness and Being Open to Developments						
Tamhane						
(I) children's grades	(J) children's grades	Mean Difference			95% Confidence Interval	
		(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
5th grade	6th grade	,08687	,12939	,985	-,2579	,4317
	7th grade	,03664	,15046	1,000	-,3664	,4396
	8th grade	,69626*	,14820	,000	,2985	1,0940
6th grade	5th grade	-,08687	,12939	,985	-,4317	,2579
	7th grade	-,05023	,16895	1,000	-,5012	,4008
	8th grade	,60939*	,16695	,002	,1632	1,0556
7th grade	5th grade	-,03664	,15046	1,000	-,4396	,3664
	6th grade	,05023	,16895	1,000	-,4008	,5012
	8th grade	,65962*	,18376	,003	,1685	1,1507
8th grade	5th grade	-,69626*	,14820	,000	-1,0940	-,2985
	6th grade	-,60939*	,16695	,002	-1,0556	-,1632
	7th grade	-,65962*	,18376	,003	-1,1507	-,1685

*. The mean difference is significant at the 0.05 level.

As a result of multiple comparison Tamhane test, it was emerged that there is not seen significant difference among parents with the 5th, the 6th and the 7th grade children, yet there is seen substantial difference between the 8th grade children's parents and the 5th, the 6th and the 7th grade children's parents in terms of being open to improvement and parents'

willingness in their children home-based English learning activities. Besides, it was revealed that the difference found between parents is for the benefit of parents, whose children continue to study in the 5th, the 6th and the 7th grade.

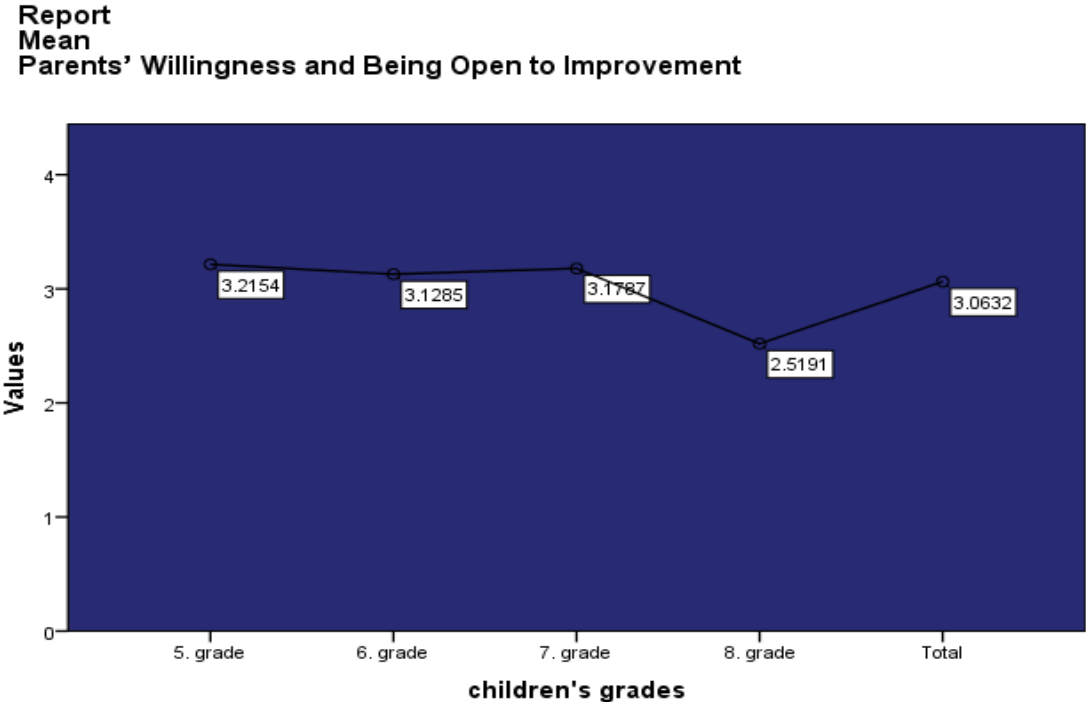


Figure 13. The mean scores of willingness and being open to improvements of parents' and their distributions to parents' children's grades

It can be clearly said that parents with children, who study in the 5th, the 6th and the 7th grade (3,21, 3,12, 3,17), are at *sometimes* level in being open to new developments subjects, however, parents with children, who study in the 8th grade (2,51), are at *rarely* level. That is to say, parents with children, who study in the 5th, the 6th and the 7th grade, are willing to improve themselves for their children home-based English learning activities and open to new learnings occasionally while parents with children, who study in the 8th grade, are *rarely* ready to improve themselves.

4.3.3. Analysis results of One-Way ANOVA on the scores obtained from the dimensions of PI-SHBSscienceLAS and parents' marital status

The parents', who participated in the study, involvement in their children's home-based learning activities were analyzed by one way ANOVA test to find out whether they show differences on account of study dimensions, which are 'Active Involvement of Parents',

‘Parents’ Communication with Teacher’, ‘Parents’ Self-Development Effort’, ‘Parents’ Perception of Psychological Sense of Comfort’, ‘Parents’ Willingness and Being Open to Improvement’ and ‘Parents’ Perception of Inadequacy’, and the parents’ marital status or not. Analysis results were given in Table 19.

Table 19

The results of One-Way ANOVA test on the scores of the dimensions of PI-SHBScienceLAS by the marital status of the parents

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
Dimension 1: Active Involvement of Parents	Between Groups	0,599	4	0,150	0,158	0,959
	Within Groups	320,879	338	0,949		
	Total	321,475	342			
Dimension 2: Parents’ Communication with Teacher	Between Groups	3,241	4	0,810	0,756	0,555
	Within Groups	362,260	338	1,072		
	Total	365,501	342			
Dimension 3: Parents’ Self-Development Effort	Between Groups	3,029	4	0,757	0,760	0,552
	Within Groups	336,671	338	0,996		
	Total	339,699	342			
Dimension 4: Parents’ Perception of Psychological Sense of Comfort	Between Groups	2,140	4	0,535	0,708	0,587
	Within Groups	255,539	338	0,756		
	Total	257,678	342			
Dimension 5: Parents’ Willingness and Being Open to	Between Groups	9,557	4	2,389		

Improvement	Within Groups	322,074	338	0,953	2,507	0,042
	Total	331,631	342			
Dimension 6: Parents' Perception of Inadequacy	Between Groups	4,313	4	1,078		
	Within Groups	305,901	338	0,905	1,191	0,314
	Total	310,214	342			

According to one way ANOVA results in Table 19, it was examined that there is not statistically significant difference between the parents' marital status and all research's dimensions, which are Active Involvement of Parents ($F=0,158$; $\text{Sig.}>0,05$), Parents' Communication with Teacher ($F=0,756$; $\text{Sig.}>0,05$), Parents' Self-Development Effort ($F=0,760$; $\text{Sig.}>0,05$), Parents' Perception of Psychological Sense of Comfort ($F=0,708$; $\text{Sig.}>0,05$) and Parents' Perception of Inadequacy ($F=1,191$; $\text{Sig.}>0,05$), but fifth dimension, which is Parents' Willingness and Being Open to Improvement ($F=2,507$; $\text{Sig.}<0,05$). In order to show the detected difference between Parents' Willingness and Being Open to Improvement and parents' marital status, multiple comparison (Tukey and LSD) test results were given in Table 20.

Table 20

The results of multiple comparison LSD test between parents' willingness and being Open to Improvement and parents' marital status

Multiple Comparisons						
Dependent Variable: parents' willingness and being open to developments						
LSD						
(I) marital status	(J) marital status	Mean Difference (I-J)			95% Confidence Interval	
			Std. Error	Sig.	Lower Bound	Upper Bound
never married	married	-,33235	,29839	,266	-,9193	,2546
	separate	-1,25541*	,47014	,008	-2,1802	-,3306
	divorced	-,74053	,38086	,053	-1,4897	,0086
	widow	-1,46970	,74748	,050	-2,9400	,0006
married	never married	,33235	,29839	,266	-,2546	,9193
	separate	-,92306*	,37169	,013	-1,6542	-,1919

	divorced	-,40818	,24935	,103	-,8987	,0823
	widow	-1,13735	,68982	,100	-2,4942	,2195
separate	never married	1,25541*	,47014	,008	,3306	2,1802
	married	,92306*	,37169	,013	,1919	1,6542
	divorced	,51488	,44065	,243	-,3519	1,3816
	widow	-,21429	,77965	,784	-1,7479	1,3193
divorced	never married	,74053	,38086	,053	-,0086	1,4897
	married	,40818	,24935	,103	-,0823	,8987
	separate	-,51488	,44065	,243	-1,3816	,3519
	widow	-,72917	,72929	,318	-2,1637	,7054
widow	never married	1,46970	,74748	,050	-,0006	2,9400
	married	1,13735	,68982	,100	-,2195	2,4942
	separate	,21429	,77965	,784	-1,3193	1,7479
	divorced	,72917	,72929	,318	-,7054	2,1637

*. The mean difference is significant at the 0.05 level.

As a result of multiple comparison (LSD) test, it was revealed that there is not examined any significant difference among never married parents, married parents, divorced parents and parents, who are widow in the case of willingness and being open to improvements in their children's home-based English language learning activities since separate parents have substantial difference from other marital status factors in the dimension of willingness and being open to developments of parents.

Report Mean Parents' Willingness and Being Open to Developments

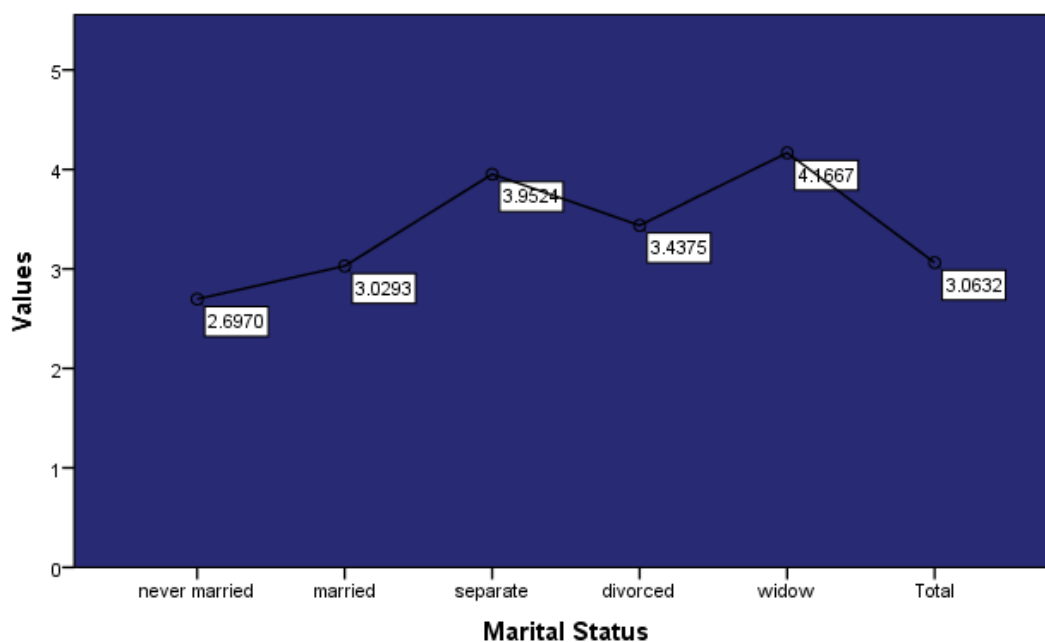


Figure 14. The mean scores of willingness and being open to development of parents' and their distributions to parents' marital status

As is shown in Figure 14, never married (2,69), married (3,02) and divorced (3,43) parents are *sometimes* eager to develop themselves for their children's English education while separate (3,95) and widow (4,16) parents' requirement to improve themselves are at *often* level in the study. In a nutshell, it would be suitable to express that separate and widow parents have more desire to get involved in their children's home-based English language activities by developing themselves and being open to new ideas than never married, married and divorced parents.

4.3.4. Analysis results of Independent T-Test on the scores obtained from the dimensions of PI-SHBScienceLAS and parents' relationship levels to their children

The parents', who participated in the study, involvement in their children's home-based learning activities were analyzed by independent t-test to find out whether they show differences on account of study dimensions, which are 'Active Involvement of Parents', 'Parents' Communication with Teacher', 'Parents' Self-Development Effort', 'Parents' Perception of Psychological Sense of Comfort', 'Parents' Willingness and Being Open to Improvement' and 'Parents' Perception of Inadequacy', and the parents' relationship levels to their children or not. Analysis results were given in Table 21.

Table 21

The results of T-Test on the scores of the dimensions of PI-SHBScienceLAS by relationship levels of the parents

Dimensions	Gender	N	Mean	df	t	Sig.
Dimension 1: Active Involvement of Parents	Mother	225	2,92	0,94	0,598	0,55
	Father	111	2,99	1,01		
Dimension 2: Parents' Communication with Teacher	Mother	225	2,29	1,03	0,985	0,32
	Father	111	2,41	1,02		
Dimension 3: Parents' Self-	Mother	225	3,58	0,90		

Development Effort	Father	111	3,61	1,00	0,299	0,76
Dimension 4: Parents' Perception of Psychological Sense of Comfort	Mother	225	3,25	0,87	1,144	0,25
	Father	111	3,36	0,85		
Dimension 5: Parents' Willingness and Being Open to Improvement	Mother	225	3,04	0,98	0,606	0,54
	Father	111	3,10	0,98		
Dimension 6: Parents' Perception of Inadequacy	Mother	225	2,39	0,93	0,630	0,52
	Father	111	2,46	0,99		

According to independent T-Test results in Table 21 , it was examined that there is not statistically significant difference between the parents' relationship level to their children and the mean scores, which belong to parents' self-development effort (Sig.> 0,05), , active involvement of parents (Sig. > 0,05), Parents' Communication with Teacher (Sig.> 0,05) Parents' Perception of Psychological Sense of Comfort (Sig.> 0,05), Parents' Willingness and Being Open to Improvement (Sig.> 0,05) and Parents' Perception of Inadequacy (Sig.> 0,05).

4.3.5. Analysis results of One-Way ANOVA on the scores obtained from the dimensions of PI-SHBScienceLAS and parents' ages

The parents', who participated in the study, involvement in their children's home-based learning activities were analyzed by one way ANOVA test to find out whether they show differences on account of study dimensions, which are 'Active Involvement of Parents', 'Parents' Communication with Teacher', 'Parents' Self-Development Effort', 'Parents' Perception of Psychological Sense of Comfort', 'Parents' Willingness and Being Open to Improvement' and 'Parents' Perception of Inadequacy', and the parents' ages or not. Analysis results were given in Table 22.

Table 22

The results of One-Way ANOVA test on the scores of the dimensions of PI-SHBScienceLAS by parents' ages

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
Dimension 1: Active Involvement of Parents	Between Groups	5,661	7	0,809	0,858	0,540
	Within Groups	315,814	335	0,943		
	Total	321,475	342			
Dimension 2: Parents' Communication with Teacher	Between Groups	1,532	7	0,219	0,201	0,985
	Within Groups	363,969	335	1,086		
	Total	365,501	342			
Dimension 3: Parents' Self-Development Effort	Between Groups	22,647	7	3,235	3,866	0,000
	Within Groups	280,318	335	0,837		
	Total	339,699	342			
Dimension 4: Parents' Perception of Psychological Sense of Comfort	Between Groups	2,462	7	0,352	0,462	0,862
	Within Groups	255,216	335	0,762		
	Total	257,678	342			
Dimension 5: Parents' Willingness and Being Open to Improvement	Between Groups	4,539	7	0,648	0,664	0,702
	Within Groups	327,092	335	0,976		
	Total	331,631	342			
Dimension 6: Parents' Perception	Between Groups	5,554	7	0,793		

of Inadequacy	Within Groups	304,660	335	0,909	0,872	0,528
	Total	310,214	342			

According to one way ANOVA results in Table 22, it was examined that while there is statistically significant difference between the parents' ages and the mean scores, which belong to parents' self-development effort ($F=3,866$; $Sig.< 0,05$), there is not substantial difference between parents' ages and active involvement of parents ($F= 0,858$; $Sig. > 0,05$), Parents' Communication with Teacher ($F=0,201$; $Sig.> 0,05$) Parents' Perception of Psychological Sense of Comfort ($F=0,462$; $Sig.> 0,05$), Parents' Willingness and Being Open to Improvement ($F=0,664$; $Sig.> 0,05$) and Parents' Perception of Inadequacy ($F=0,872$; $Sig.> 0,05$). Multiple comparisons (Tukey) test was performed to determine which groups differed in parents' age factors.

Table 23

The results of multiple comparison Tukey HSD between parents' self-development efforts and parents' ages

Multiple Comparisons

Dependent Variable: parents' self-development efforts

Tukey HSD

(I) parents' ages	(J) parents' ages	Mean Difference		Sig.	95% Confidence Interval	
		(I-J)	Std. Error		Lower Bound	Upper Bound
18 and under	19-24	,18333	,66804	1,000	-1,8543	2,2210
	25-30	-,90000	,51022	,645	-2,4563	,6563
	31-36	-1,38118*	,41994	,024	-2,6621	-,1003
	37-42	-1,20442	,41599	,077	-2,4733	,0644
	43-48	-1,38701*	,42216	,025	-2,6747	-,0993
	49-54	-,47143	,53562	,988	-2,1052	1,1623
	55 and over	-1,27500	,76534	,709	-3,6094	1,0594
19-24	18 and under	-,18333	,66804	1,000	-2,2210	1,8543
	25-30	-1,08333	,60983	,637	-2,9434	,7768
	31-36	-1,56452	,53658	,073	-3,2012	,0722
	37-42	-1,38776	,53349	,159	-3,0150	,2395
	43-48	-1,57035	,53832	,072	-3,2123	,0716
	49-54	-,65476	,63124	,968	-2,5802	1,2706

	55 and over	-1,45833	,83505	,657	-4,0054	1,0887
25-30	18 and under	,90000	,51022	,645	-,6563	2,4563
	19-24	1,08333	,60983	,637	-,7768	2,9434
	31-36	-,48118	,31933	,803	-1,4552	,4928
	37-42	-,30442	,31411	,978	-1,2625	,6537
	43-48	-,48701	,32224	,801	-1,4699	,4959
	49-54	,42857	,46099	,983	-,9775	1,8347
	55 and over	-,37500	,71509	1,000	-2,5562	1,8062
31-36	18 and under	1,38118*	,41994	,024	,1003	2,6621
	19-24	1,56452	,53658	,073	-,0722	3,2012
	25-30	,48118	,31933	,803	-,4928	1,4552
	37-42	,17676	,12120	,829	-,1929	,5465
	43-48	-,00583	,14094	1,000	-,4357	,4241
	49-54	,90975	,35852	,183	-,1838	2,0033
	55 and over	,10618	,65375	1,000	-1,8879	2,1002
37-42	18 and under	1,20442	,41599	,077	-,0644	2,4733
	19-24	1,38776	,53349	,159	-,2395	3,0150
	25-30	,30442	,31411	,978	-,6537	1,2625
	31-36	-,17676	,12120	,829	-,5465	,1929
	43-48	-,18259	,12868	,848	-,5751	,2099
	49-54	,73299	,35388	,436	-,3464	1,8124
	55 and over	-,07058	,65121	1,000	-2,0569	1,9157
43-48	18 and under	1,38701*	,42216	,025	,0993	2,6747
	19-24	1,57035	,53832	,072	-,0716	3,2123
	25-30	,48701	,32224	,801	-,4959	1,4699
	31-36	,00583	,14094	1,000	-,4241	,4357
	37-42	,18259	,12868	,848	-,2099	,5751
	49-54	,91558	,36112	,184	-,1859	2,0171
	55 and over	,11201	,65517	1,000	-1,8864	2,1104
49-54	18 and under	,47143	,53562	,988	-1,1623	2,1052
	19-24	,65476	,63124	,968	-1,2706	2,5802
	25-30	-,42857	,46099	,983	-1,8347	,9775
	31-36	-,90975	,35852	,183	-2,0033	,1838
	37-42	-,73299	,35388	,436	-1,8124	,3464
	43-48	-,91558	,36112	,184	-2,0171	,1859
	55 and over	-,80357	,73343	,957	-3,0407	1,4335
55 and over	18 and under	1,27500	,76534	,709	-1,0594	3,6094
	19-24	1,45833	,83505	,657	-1,0887	4,0054
	25-30	,37500	,71509	1,000	-1,8062	2,5562
	31-36	-,10618	,65375	1,000	-2,1002	1,8879
	37-42	,07058	,65121	1,000	-1,9157	2,0569
	43-48	-,11201	,65517	1,000	-2,1104	1,8864
	49-54	,80357	,73343	,957	-1,4335	3,0407

*. The mean difference is significant at the 0.05 level.

According to multiple comparison Tukey HSD test, it was found that there is a significant difference between the parents, who are 18 years old and under, and the parents, who are between 31 and 36 years old and between 43 and 48 years old, in the dimension of their self-development efforts in their children's home-based English language learning activities.

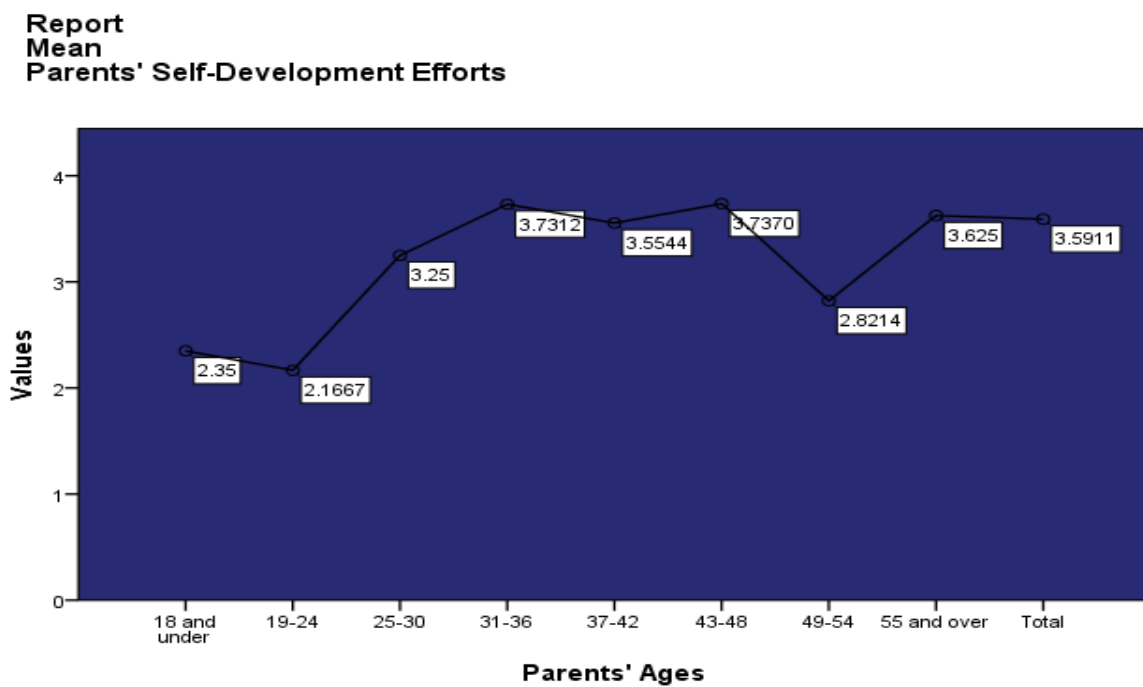


Figure 15. The mean scores of self-development efforts of parents' and their distributions to parents' ages

As is seen in Figure 15, the parents, who are 18 years old and under (2,35) and between 19 and 24 years old (2,16), are at *rarely* level of self-development effort dimension. The other parents' age ranges (3,25, 3,73, 3,55, 3,73, 2,82, 3,62) are at *sometimes* level in the dimension. It is clearly understood that parents, who are under 24 years old, *rarely* need to improve themselves in their children's home-based English activities. After that year, the requirement of parents' improvement increase through up to 48 years old and there is seen a slight decline in between 55 years old and over, which can be considered as *sometimes* level.

4.3.6. Analysis results of One-Way ANOVA on the scores obtained from the dimensions of PI-SHBSscienceLAS and parents' education levels

The parents', who participated in the study, involvement in their children's home-based learning activities were analyzed by one way ANOVA test to find out whether they show differences on account of study dimensions, which are 'Active Involvement of Parents', 'Parents' Communication with Teacher', 'Parents' Self-Development Effort', 'Parents' Perception of Psychological Sense of Comfort', 'Parents' Willingness and Being Open to Improvement' and 'Parents' Perception of Inadequacy', and the parents' education levels or not. Analysis result were given in Table 24

Table 24

The results of One-Way ANOVA test on the scores of the dimensions of PI-SHBSscienceLAS by parents' education levels

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
Dimension 1: Active Involvement of Parents	Between Groups	43,573	7	6,225	7,504	0,000
	Within Groups	277,902	335	0,830		
	Total	321,475	342			
Dimension 2: Parents' Communication with Teacher	Between Groups	18,015	7	2,574	2,481	0,017
	Within Groups	347,486	335	1,037		
	Total	365,501	342			
Dimension 3: Parents' Self-Development Effort	Between Groups	8,004	7	1,299	1,299	0,250
	Within Groups	294,961	335	0,880		
	Total	339,699	342			
Dimension 4: Parents' Perception of Psychological Sense of	Between Groups	3,849	7	0,550		

Comfort	Within Groups	253,830	335	0,758	0,726	0,650
	Total	257,678	342			
Dimension 5: Parents' Willingness and Being Open to Improvement	Between Groups	29,443	7	4,206		
	Within Groups	302,189	335	0,902	4,663	0,000
	Total	331,631	342			
Dimension 6: Parents' Perception of Inadequacy	Between Groups	34,946	7	4,992		
	Within Groups	275,269	335	0,822	6,076	0,000
	Total	310,214	342			

As is shown in One-Way ANOVA test, it was revealed that the dimensions, which are Active Involvement of Parents ($F=7,504$; $\text{Sig.}<0,05$), Parents' Communication with Teacher ($F=2,481$; $\text{Sig.}<0,005$), Parents' Willingness and Being Open to Improvement ($F=4,663$; $\text{Sig.}<0,05$) and Parents' Perception of Inadequacy ($F=6,076$; $\text{Sig.}<0,05$), differentiated significantly in the factor of parents' education level. In the other dimensions, which are Parents' Perception of Psychological Sense of Comfort ($F=0,726$; $\text{Sig.}>0,05$) and Parents' Self-Development Effort ($F=1,299$; $\text{Sig.}>0,005$), there is not seen substantial difference in parents' education level factor. Multiple comparisons (Tukey HSD and Tamhane) tests were performed to determine which groups differed in parents' education level factor.

Table 25

The results of multiple comparison Tukey HSD test between parents' active involvement and parents' education levels

Multiple Comparisons					
Dependent Variable: parents' active involvement					
Tukey HSD					
(I) parents educational levels	(J) parents' educational levels	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound

illiterate	literate	,25000	,91080	1,000	-2,5281
	primary school	,86447	,65078	,888	-1,1205
	secondary school	,70833	,65819	,961	-1,2993
	high school	,29258	,65107	1,000	-1,6933
	junior college	,32770	,66121	1,000	-1,6891
	faculty	-,02045	,65564	1,000	-2,0203
	postgraduate	-,29688	,68310	1,000	-2,3805
	literate	illiterate	-,25000	,91080	1,000
primary school		,61447	,65078	,981	-1,3705
secondary school		,45833	,65819	,997	-1,5493
high school		,04258	,65107	1,000	-1,9433
junior college		,07770	,66121	1,000	-1,9391
faculty		-,27045	,65564	1,000	-2,2703
postgraduate		-,54688	,68310	,993	-2,6305
primary school		illiterate	-,86447	,65078	,888
	literate	-,61447	,65078	,981	-2,5995
	secondary school	-,15614	,16482	,981	-,6589
	high school	-,57189 [†]	,13360	,001	-,9794
	junior college	-,53677	,17650	,051	-1,0751
	faculty	-,88493 [†]	,15432	,000	-1,3556
	postgraduate	-1,16135 [†]	,24613	,000	-1,9121
	secondary school	illiterate	-,70833	,65819	,961
literate		-,45833	,65819	,997	-2,4659
primary school		,15614	,16482	,981	-,3466
high school		-,41575	,16598	,197	-,9220
junior college		-,38063	,20213	,564	-,9972
faculty		-,72879 [†]	,18308	,002	-1,2872
postgraduate		-1,00521 [†]	,26511	,004	-1,8138
high school		illiterate	-,29258	,65107	1,000
	literate	-,04258	,65107	1,000	-2,0285
	primary school	,57189 [†]	,13360	,001	,1644
	secondary school	,41575	,16598	,197	-,0905
	junior college	,03512	,17759	1,000	-,5066
	faculty	-,31304	,15556	,475	-,7875
	postgraduate	-,58946	,24691	,251	-1,3426
	junior college	illiterate	-,32770	,66121	1,000
literate		-,07770	,66121	1,000	-2,0945
primary school		,53677	,17650	,051	-,0016

	secondary school	,38063	,20213	,564	-,2359
	high school	-,03512	,17759	1,000	-,5768
	faculty	-,34816	,19366	,622	-,9389
	postgraduate	-,62458	,27252	,301	-1,4558
faculty	illiterate	,02045	,65564	1,000	-1,9794
	literate	,27045	,65564	1,000	-1,7294
	primary school	,88493*	,15432	,000	,4142
	secondary school	,72879*	,18308	,002	,1704
	high school	,31304	,15556	,475	-,1615
	junior college	,34816	,19366	,622	-,2425
	postgraduate	-,27642	,25871	,963	-1,0655
postgraduate	illiterate	,29688	,68310	1,000	-1,7867
	literate	,54688	,68310	,993	-1,5367
	primary school	1,16135*	,24613	,000	,4106
	secondary school	1,00521*	,26511	,004	,1966
	high school	,58946	,24691	,251	-,1637
	junior college	,62458	,27252	,301	-,2067
	faculty	,27642	,25871	,963	-,5127

*. The mean difference is significant at the 0.05 level.

Multi comparison Tukey HSD test revealed that in parents' education level factor in active involvement dimension, there is substantial difference between parents, whose education levels are primary schools and secondary schools, and parents, whose education levels are high school, bachelor degree and postgraduate. The other education levels, which are illiterate, literate and junior college, did not indicated important difference between each other in the dimension of parents' active involvement to their children home-based English language learning activities.

**Report
Mean
Active Involvement**

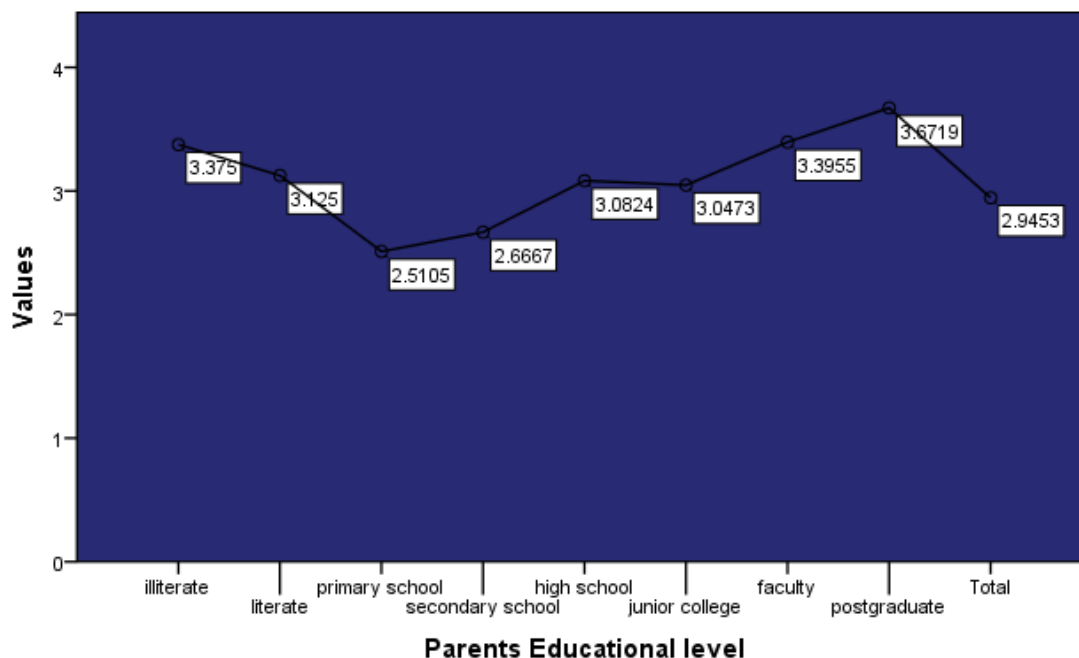


Figure 16. The mean scores of active involvement of parents' and their distributions to parents' ages

According to Figure16, it was seen that after parents, whose education levels are primary school, parents' active involvement increase gradually. It would be appropriate to say that as the parents' education levels increase, level of active involvement in their children's home-based English language learning activities increase. While parents with primary (2,51) and secondary (2,66) school diploma *rarely* consider the involvement in their children' home-based English language learning activities, parents with high school (3,08), junior college (3,04) and bachelor degree (3,39) diplomas see the active involvement as *sometimes* level. The parents with postgraduate (3,67) degrees consider active involvement process at *often* level in their children's home-based English education.

Table 26

The results of multiple comparison Tamhane test between parents' communication with teachers and parents' education levels

Multiple Comparisons						
Dependent Variable: parents' communications with teacher						
Tamhane						
(I) parents' educational levels	(J) parents' educational levels	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
illiterate	literate	-,25000	,50000	1,000	-174,1678	173,6678
	primary school	,40526*	,12182	,035	,0145	,7960
	secondary school	,64444*	,14444	,002	,1653	1,1236
	high school	,67308*	,10065	,000	,3498	,9963
	junior college	,77703*	,13693	,000	,3163	1,2378
	faculty	,92273*	,13404	,000	,4833	1,3621
	postgraduate	1,21875*	,22229	,002	,3793	2,0582
literate	illiterate	,25000	,50000	1,000	-173,6678	174,1678
	primary school	,65526	,51463	1,000	-96,4256	97,7361
	secondary school	,89444	,52045	1,000	-78,1073	79,8962
	high school	,92308	,51003	1,000	-114,4876	116,3337
	junior college	1,02703	,51841	1,000	-83,7694	85,8235
	faculty	1,17273	,51765	1,000	-85,8897	88,2352
	postgraduate	1,46875	,54719	,993	-34,5417	37,4792
primary school	illiterate	-,40526*	,12182	,035	-,7960	-,0145
	literate	-,65526	,51463	1,000	-97,7361	96,4256
	secondary school	,23918	,18896	,999	-,3652	,8436
	high school	,26781	,15802	,933	-,2321	,7677
	junior college	,37176	,18327	,727	-,2163	,9598
	faculty	,51746	,18112	,131	-,0589	1,0938
	postgraduate	,81349	,25348	,097	-,0701	1,6970
secondary school	illiterate	-,64444*	,14444	,002	-1,1236	-,1653
	literate	-,89444	,52045	1,000	-79,8962	78,1073
	primary school	-,23918	,18896	,999	-,8436	,3652
	high school	,02863	,17605	1,000	-,5374	,5947
	junior college	,13258	,19903	1,000	-,5092	,7743
	faculty	,27828	,19705	,993	-,3536	,9102
	postgraduate	,57431	,26510	,669	-,3363	1,4849
high school	illiterate	-,67308*	,10065	,000	-,9963	-,3498
	literate	-,92308	,51003	1,000	-116,3337	114,4876
	primary school	-,26781	,15802	,933	-,7677	,2321
	secondary school	-,02863	,17605	1,000	-,5947	,5374

	junior college	,10395	,16994	1,000	-,4448	,6527
	faculty	,24965	,16762	,985	-,2856	,7849
	postgraduate	,54567	,24402	,642	-,3206	1,4120
junior college	illiterate	-,77703*	,13693	,000	-1,2378	-,3163
	literate	-1,02703	,51841	1,000	-85,8235	83,7694
	primary school	-,37176	,18327	,727	-,9598	,2163
	secondary school	-,13258	,19903	1,000	-,7743	,5092
	high school	-,10395	,16994	1,000	-,6527	,4448
	faculty	,14570	,19161	1,000	-,4707	,7621
	postgraduate	,44172	,26108	,951	-,4608	1,3442
faculty	illiterate	-,92273*	,13404	,000	-1,3621	-,4833
	literate	-1,17273	,51765	1,000	-88,2352	85,8897
	primary school	-,51746	,18112	,131	-1,0938	,0589
	secondary school	-,27828	,19705	,993	-,9102	,3536
	high school	-,24965	,16762	,985	-,7849	,2856
	junior college	-,14570	,19161	1,000	-,7621	,4707
	postgraduate	,29602	,25958	1,000	-,6013	1,1934
postgraduate	illiterate	-1,21875*	,22229	,002	-2,0582	-,3793
	literate	-1,46875	,54719	,993	-37,4792	34,5417
	primary school	-,81349	,25348	,097	-1,6970	,0701
	secondary school	-,57431	,26510	,669	-1,4849	,3363
	high school	-,54567	,24402	,642	-1,4120	,3206
	junior college	-,44172	,26108	,951	-1,3442	,4608
	faculty	-,29602	,25958	1,000	-1,1934	,6013

*. The mean difference is significant at the 0.05 level.

Multiple comparison Tamhane test indicated that there is a significant difference between illiterate parents and parents who are included in other education factors but literate parents since while substantial difference has been found between illiterate parents and parents with other educational level, there has not seen any significant difference between illiterate and literate parents in the dimension of communication with teachers. On the other hand, it was revealed that there is not seen any substantial difference between other parents' educational levels, which are literate, primary school, secondary school, high school, junior college, bachelor degree and postgraduate degree.

Report
 Mean
 Parents' Communication with Teacher

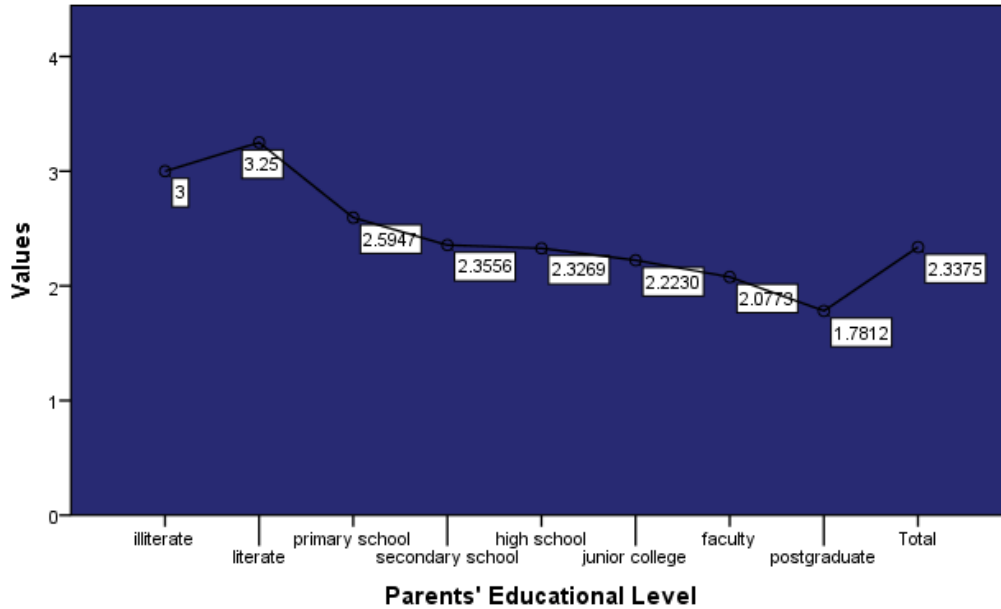


Figure 17. The mean scores of communication with teacher of parents' and their distributions to parents' educational levels

As is seen in Figure 17, there is gradual decline as parents' educational levels increase. Although the illiterate (3,00) and literate (3,25) parents *sometimes* communicate with teacher and have knowledge about their children's performance, parents, whose education levels primary school (2,59), secondary (2,35), high school (2,32), junior college (2,22) and bachelor degree (2,07), *rarely* get in touch with their children's English teachers. Moreover, parents with postgraduate diplomas (1,78) have indicated that they *never* talk to their children's English teachers about their children' English learning process. In other words, as the educational level of parents decreases, parents' interest degree in communicating with their children's English teacher increases.

Table 27

The results of multiple comparison Tukey HSD test between parents' willingness and being open to improvement and parents' education levels

Multiple Comparisons						
Dependent Variable: parents' willingness and being open to developments						
Tukey HSD						
(I) parents' educational levels	(J) parents' educational levels	Mean			95% Confidence Interval	
		Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
illiterate	literate	-2,16667	,94977	,307	-5,0636	,7303
	primary school	-,95263	,67862	,855	-3,0226	1,1173
	secondary school	-,86296	,68635	,914	-2,9565	1,2305
	high school	-1,34615	,67893	,495	-3,4170	,7247
	junior college	-1,57207	,68950	,308	-3,6752	,5310
	faculty	-1,51818	,68369	,342	-3,6036	,5672
	postgraduate	-1,50000	,71232	,413	-3,6727	,6727
literate	illiterate	2,16667	,94977	,307	-,7303	5,0636
	primary school	1,21404	,67862	,628	-,8559	3,2840
	secondary school	1,30370	,68635	,552	-,7898	3,3972
	high school	,82051	,67893	,929	-1,2503	2,8914
	junior college	,59459	,68950	,989	-1,5085	2,6977
	faculty	,64848	,68369	,981	-1,4369	2,7339
	postgraduate	,66667	,71232	,982	-1,5061	2,8394
primary school	illiterate	,95263	,67862	,855	-1,1173	3,0226
	literate	-1,21404	,67862	,628	-3,2840	,8559
	secondary school	,08967	,17187	1,000	-,4346	,6139
	high school	-,39352	,13931	,092	-,8185	,0314
	junior college	-,61944*	,18405	,019	-1,1808	-,0580
	faculty	-,56555*	,16092	,012	-1,0564	-,0747
	postgraduate	-,54737	,25666	,396	-1,3302	,2355
secondary school	illiterate	,86296	,68635	,914	-1,2305	2,9565
	literate	-1,30370	,68635	,552	-3,3972	,7898
	primary school	-,08967	,17187	1,000	-,6139	,4346
	high school	-,48319	,17308	,101	-1,0111	,0448
	junior college	-,70911*	,21077	,019	-1,3520	-,0662
	faculty	-,65522*	,19091	,015	-1,2375	-,0729
	postgraduate	-,63704	,27645	,294	-1,4803	,2062
high school	illiterate	1,34615	,67893	,495	-,7247	3,4170
	literate	-,82051	,67893	,929	-2,8914	1,2503
	primary school	,39352	,13931	,092	-,0314	,8185
	secondary school	,48319	,17308	,101	-,0448	1,0111
	junior college	-,22592	,18518	,926	-,7908	,3389

	faculty	-,17203	,16222	,964	-,6668	,3228
	postgraduate	-,15385	,25747	,999	-,9392	,6315
junior college	illiterate	1,57207	,68950	,308	-,5310	3,6752
	literate	-,59459	,68950	,989	-2,6977	1,5085
	primary school	,61944*	,18405	,019	,0580	1,1808
	secondary school	,70911*	,21077	,019	,0662	1,3520
	high school	,22592	,18518	,926	-,3389	,7908
	faculty	,05389	,20194	1,000	-,5621	,6699
	postgraduate	,07207	,28418	1,000	-,7947	,9389
faculty	illiterate	1,51818	,68369	,342	-,5672	3,6036
	literate	-,64848	,68369	,981	-2,7339	1,4369
	primary school	,56555*	,16092	,012	,0747	1,0564
	secondary school	,65522*	,19091	,015	,0729	1,2375
	high school	,17203	,16222	,964	-,3228	,6668
	junior college	-,05389	,20194	1,000	-,6699	,5621
	postgraduate	,01818	,26978	1,000	-,8047	,8411
postgraduate	illiterate	1,50000	,71232	,413	-,6727	3,6727
	literate	-,66667	,71232	,982	-2,8394	1,5061
	primary school	,54737	,25666	,396	-,2355	1,3302
	secondary school	,63704	,27645	,294	-,2062	1,4803
	high school	,15385	,25747	,999	-,6315	,9392
	junior college	-,07207	,28418	1,000	-,9389	,7947
	faculty	-,01818	,26978	1,000	-,8411	,8047

*. The mean difference is significant at the 0.05 level.

Multiple comparison Tukey HSD test concluded that there is seen a significant difference between parents, whose education levels are primary and secondary school, and parents with junior college and bachelor degree diplomas in the dimension of parents' willingness and being open to improvements for their children's home-based English language learning activities.

**Report
Mean
Parents' Willingness and Being Open to Developments**

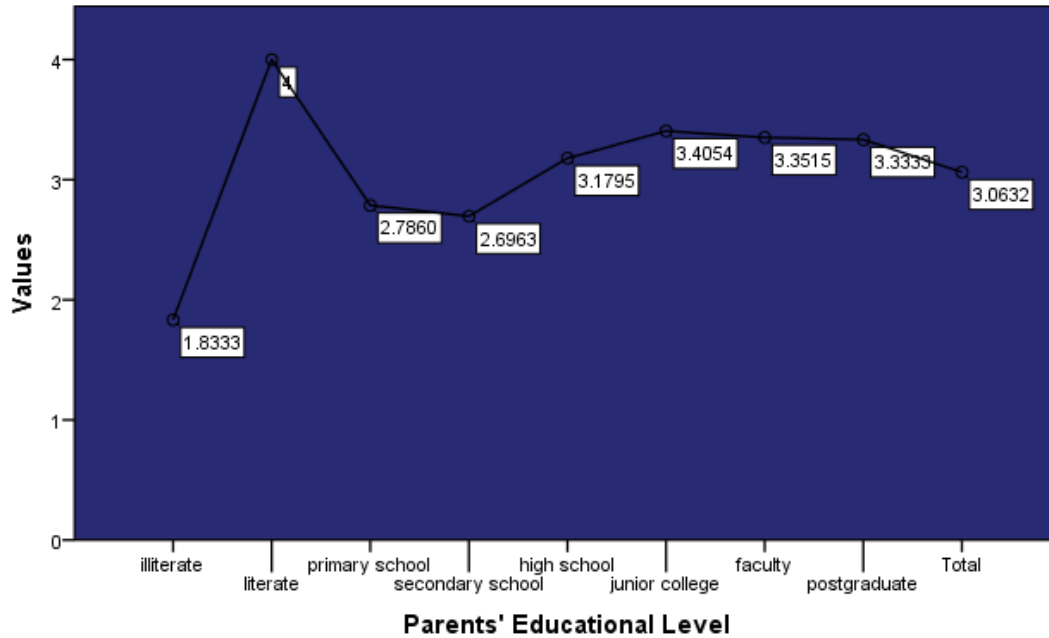


Figure 18. The mean scores of parents' willingness and being open to development and their distributions to parents' educational levels

As indicated in Figure 18, illiterate parents (1,83) *rarely* eager to develop themselves for their children's English learning process while literate parents' (4,00) willingness to open new improvements are at *often* level in the study. After parents, whose education level are at primary and secondary degree, an increase of parents' interests in being ready to new ideas and developments were observed. Parents, whose education level are primary (2,78) and secondary degree (2,69), *rarely* consider to be willing to new improvements while parents, whose educational levels are high school (3,17), junior college (3,40), bachelor degree (3,35) and postgraduate degree (3,33), *sometimes* consider themselves to be eager and open to new development.

Table 28

The results of multiple comparison Tamhane test between parents' perception of inadequacy and parents' education levels

Multiple Comparisons						
Dependent Variable: Parents' perception of Inadequacy						
Tamhane						
(I) parents' educational levels	(J) parents' educational level	Mean			95% Confidence Interval	
		Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
illiterate	literate	,75000	,25000	,998	-86,2089	87,7089
	primary school	,65000	,27143	,997	-19,3403	20,6403
	secondary school	,57222	,29330	,998	-7,3758	8,5203
	high school	,35440	,26877	1,000	-22,7912	23,5000
	junior college	,20946	,27664	1,000	-15,2055	15,6244
	faculty	-,17727	,26549	1,000	-28,2741	27,9195
	postgraduate	-,34375	,30007	1,000	-6,9426	6,2551
literate	illiterate	-,75000	,25000	,998	-87,7089	86,2089
	primary school	-,10000	,10572	1,000	-,4391	,2391
	secondary school	-,17778	,15338	1,000	-,6866	,3310
	high school	-,39560*	,09868	,004	-,7126	-,0787
	junior college	-,54054*	,11845	,002	-,9391	-,1420
	faculty	-,92727*	,08935	,000	-1,2202	-,6344
	postgraduate	-1,09375*	,16595	,000	-1,7204	-,4671
primary school	illiterate	-,65000	,27143	,997	-20,6403	19,3403
	literate	,10000	,10572	1,000	-,2391	,4391
	secondary school	-,07778	,18628	1,000	-,6768	,5212
	high school	-,29560	,14462	,703	-,7530	,1618
	junior college	-,44054	,15877	,171	-,9499	,0688
	faculty	-,82727*	,13841	,000	-1,2667	-,3879
	postgraduate	-,99375*	,19676	,001	-1,6690	-,3185
secondary school	illiterate	-,57222	,29330	,998	-8,5203	7,3758
	literate	,17778	,15338	1,000	-,3310	,6866
	primary school	,07778	,18628	1,000	-,5212	,6768
	high school	-,21783	,18238	,999	-,8055	,3699
	junior college	-,36276	,19379	,847	-,9881	,2625
	faculty	-,74949*	,17750	,002	-1,3239	-,1751
	postgraduate	-,91597*	,22597	,006	-1,6687	-,1632
high school	illiterate	-,35440	,26877	1,000	-23,5000	22,7912

	literate	,39560*	,09868	,004	,0787	,7126
	primary school	,29560	,14462	,703	-,1618	,7530
	secondary school	,21783	,18238	,999	-,3699	,8055
	junior college	-,14494	,15417	1,000	-,6407	,3508
	faculty	-,53167*	,13312	,003	-,9546	-,1088
	postgraduate	-,69815*	,19307	,033	-1,3656	-,0307
junior college	illiterate	-,20946	,27664	1,000	-15,6244	15,2055
	literate	,54054*	,11845	,002	,1420	,9391
	primary school	,44054	,15877	,171	-,0688	,9499
	secondary school	,36276	,19379	,847	-,2625	,9881
	high school	,14494	,15417	1,000	-,3508	,6407
	faculty	-,38673	,14837	,268	-,8667	,0932
	postgraduate	-,55321	,20389	,262	-1,2485	,1420
faculty	illiterate	,17727	,26549	1,000	-27,9195	28,2741
	literate	,92727*	,08935	,000	,6344	1,2202
	primary school	,82727*	,13841	,000	,3879	1,2667
	secondary school	,74949*	,17750	,002	,1751	1,3239
	high school	,53167*	,13312	,003	,1088	,9546
	junior college	,38673	,14837	,268	-,0932	,8667
	postgraduate	-,16648	,18847	1,000	-,8254	,4924
postgraduate	illiterate	,34375	,30007	1,000	-6,2551	6,9426
	literate	1,09375*	,16595	,000	,4671	1,7204
	primary school	,99375*	,19676	,001	,3185	1,6690
	secondary school	,91597*	,22597	,006	,1632	1,6687
	high school	,69815*	,19307	,033	,0307	1,3656
	junior college	,55321	,20389	,262	-,1420	1,2485
	faculty	,16648	,18847	1,000	-,4924	,8254

*. The mean difference is significant at the 0.05 level.

Multiple comparison Tamhane test pointed that there are a few differences among parents' educational level in terms of their perception of inadequacy in their children's home-based English language learning activities. Firstly, illiterate parents are not distinguishingly different from other parents with different educational levels in terms of the perception of inadequacy. It was indicated that there is substantial difference between literate parents and parents, whose education levels are high school, junior college, bachelor degree and postgraduate degree. Furthermore the parents, who have primary and secondary degree, distinguishingly differentiate from the parents with bachelor degree and postgraduate degree. Ultimately, the parents, who graduated from high school, show difference from parents with bachelor degree and postgraduate degree.

**Report
Mean
parents' perceptions of inadequacy**

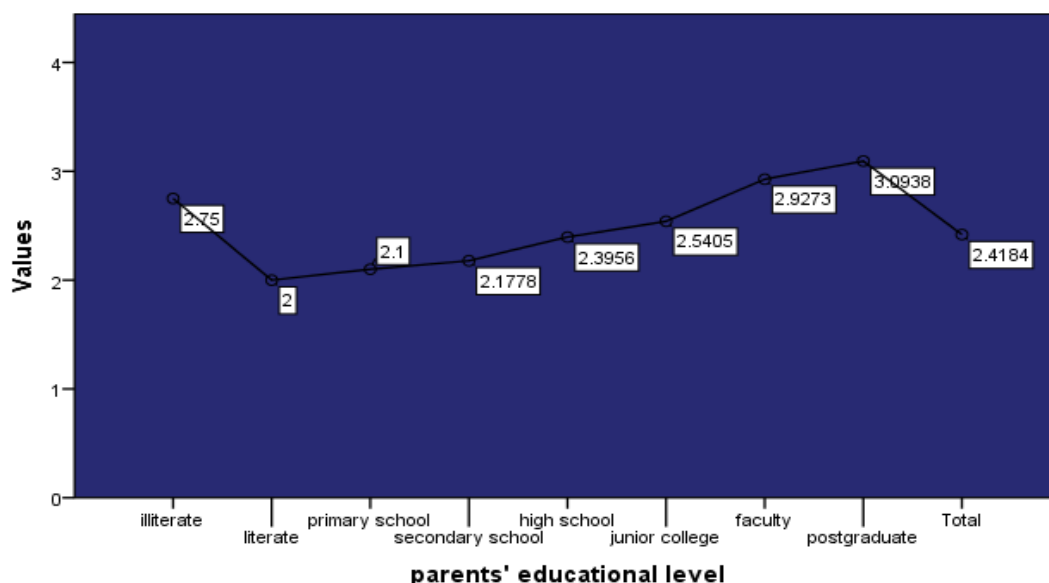


Figure 19. The mean scores of parents' perception of inadequacy and their distributions to parents' educational levels

As is stated in Figure 19, there is seen an augmentation as parents' education levels increase. Literate parents' (2,75) perception of inadequacy are at *rarely* level while parents', whose educational levels are primary school (2,10), secondary school (2,17), high school (2,39) and junior college (2,54), perception of inadequacy are at *rarely* level. Furthermore, parents with bachelor degree or faculty (2,92) and postgraduate degree (3,09) are aware of their inadequacy at *sometimes* level in their children's English language learning process. It would be suitable to mention that as the parents' educational levels increase, they get more aware of their inadequacy in their children's English education.

4.3.7. Analysis results of One-Way ANOVA on the scores obtained from the dimensions of PI-SHBSscienceLAS and parents' occupations

The parents', who participated in the study, involvement in their children's home-based learning activities were analyzed by One-Way ANOVA test to find out whether they show differences between the dimensions of the study, which are 'Active Involvement of Parents', 'Parents' Communication with Teacher', 'Parents' Self-Development Effort', 'Parents' Perception of Psychological Sense of Comfort', 'Parents' Willingness and Being

Open to Improvement' and 'Parents' Perception of Inadequacy', and the parents' occupations or not.

Table 29

The results of One-Way ANOVA test on the scores of the dimensions of PI-SHBScienceLAS by parents' occupations

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
Dimension 1: Active Involvement of Parents	Between Groups	21,548	8	2,694	3,000	0,003
	Within Groups	299,927	334	0,898		
	Total	321,475	342			
Dimension 2: Parents' Communication with Teacher	Between Groups	15,245	8	1,906	1,817	0,073
	Within Groups	350,256	334	1,049		
	Total	365,501	342			
Dimension 3: Parents' Self-Development Effort	Between Groups	14,211	8	1,776	2,055	0,040
	Within Groups	288,754	334	0,865		
	Total	339,699	342			
Dimension 4: Parents' Perception of Psychological Sense of Comfort	Between Groups	4,815	8	0,602	0,795	0,607
	Within Groups	252,863	334	0,757		
	Total	257,678	342			
Dimension 5: Parents' Willingness and Being Open to Improvement	Between Groups	15,231	8	1,904	2,010	0,064
	Within Groups	316,400	334	0,947		
	Total	331,631	342			

Dimension 6: Parents' Perception of Inadequacy	Between Groups	23,516	8	2,940		
	Within Groups	286,698	334	0,858	3,425	0,001
	Total	310,214	342			

One-Way ANOVA analysis indicated that the dimensions, which are Active Involvement of Parents ($F=3,000$; $Sig<0,05$), Parents' Self-Development Effort ($F=2,055$; $Sig<0,05$) and Parents' Perception of Inadequacy ($F=3,425$; $Sig.<0,05$, substantially differentiate in parents' occupation. However, there is not seen any difference in the dimension, which are Parents' Communication with Teacher ($F=1,817$; $Sig.>0,05$), Parents' Perception of Psychological Sense of Comfort ($F=0,795$; $Sig.>0,05$) and Parents' Willingness and Being Open to Improvement ($F=2,010$; $Sig.>0,05$). Multiple comparison (Tukey HSD, LSD and Tamhane) tests were performed to define which groups differed in parents' education level factor.

Table 30

The results of multiple comparison Tukey HSD test between parents' active involvement and parents' occupations

Multiple Comparisons						
Dependent Variable: parents' active involvement						
Tukey HSD						
(I) parents' job	(J) parents' job	Mean			95% Confidence Interval	
		Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
not working	housewife	-,10234	,26310	1,000	-,9238	,7191
	retired	-,15833	,39955	1,000	-1,4058	1,0892
	employee	-,36808	,27402	,917	-1,2236	,4875
	civil servant	-,58672	,26310	,389	-1,4082	,2347
	farmer	-,64833	,30949	,479	-1,6146	,3180
	self-employment	-,20379	,31731	,999	-1,1945	,7869
	artisan	-,24167	,34602	,999	-1,3220	,8387
	other(s)	-1,28333	,45774	,118	-2,7125	,1459
housewife	not working	,10234	,26310	1,000	-,7191	,9238
	retired	-,05599	,33035	1,000	-1,0874	,9754

	employee	-,26574	,15676	,749	-,7552	,2237
	civil servant	-,48438*	,13678	,013	-,9114	-,0573
	farmer	-,54599	,21278	,205	-1,2103	,1184
	self-employment	-,10144	,22399	1,000	-,8008	,5979
	artisan	-,13932	,26310	1,000	-,9608	,6821
	other(s)	-1,18099	,39877	,078	-2,4261	,0641
retired	not working	,15833	,39955	1,000	-1,0892	1,4058
	housewife	,05599	,33035	1,000	-,9754	1,0874
	employee	-,20975	,33911	1,000	-1,2685	,8490
	civil servant	-,42839	,33035	,932	-1,4598	,6030
	farmer	-,49000	,36837	,922	-1,6401	,6601
	self-employment	-,04545	,37496	1,000	-1,2162	1,1253
	artisan	-,08333	,39955	1,000	-1,3308	1,1642
	other(s)	-1,12500	,49944	,374	-2,6844	,4344
employee	not working	,36808	,27402	,917	-,4875	1,2236
	housewife	,26574	,15676	,749	-,2237	,7552
	retired	,20975	,33911	1,000	-,8490	1,2685
	civil servant	-,21864	,15676	,899	-,7081	,2708
	farmer	-,28025	,22614	,947	-,9863	,4258
	self-employment	,16429	,23672	,999	-,5748	,9034
	artisan	,12641	,27402	1,000	-,7291	,9820
	other(s)	-,91525	,40606	,373	-2,1831	,3526
civil servant	not working	,58672	,26310	,389	-,2347	1,4082
	housewife	,48438*	,13678	,013	,0573	,9114
	retired	,42839	,33035	,932	-,6030	1,4598
	employee	,21864	,15676	,899	-,2708	,7081
	farmer	-,06161	,21278	1,000	-,7260	,6027
	self-employment	,38293	,22399	,740	-,3164	1,0823
	artisan	,34505	,26310	,927	-,4764	1,1665
	other(s)	-,69661	,39877	,717	-1,9417	,5485
farmer	not working	,64833	,30949	,479	-,3180	1,6146
	housewife	,54599	,21278	,205	-,1184	1,2103
	retired	,49000	,36837	,922	-,6601	1,6401
	employee	,28025	,22614	,947	-,4258	,9863
	civil servant	,06161	,21278	1,000	-,6027	,7260
	self-employment	,44455	,27701	,802	-,4204	1,3095
	artisan	,40667	,30949	,927	-,5596	1,3730
	other(s)	-,63500	,43079	,867	-1,9801	,7101
self-employment	not working	,20379	,31731	,999	-,7869	1,1945
	housewife	,10144	,22399	1,000	-,5979	,8008
	retired	,04545	,37496	1,000	-1,1253	1,2162
	employee	-,16429	,23672	,999	-,9034	,5748
	civil servant	-,38293	,22399	,740	-1,0823	,3164

	farmer	-,44455	,27701	,802	-1,3095	,4204
	artisan	-,03788	,31731	1,000	-1,0286	,9528
	other(s)	-1,07955	,43644	,249	-2,4422	,2831
artisan	not working	,24167	,34602	,999	-,8387	1,3220
	housewife	,13932	,26310	1,000	-,6821	,9608
	retired	,08333	,39955	1,000	-1,1642	1,3308
	employee	-,12641	,27402	1,000	-,9820	,7291
	civil servant	-,34505	,26310	,927	-1,1665	,4764
	farmer	-,40667	,30949	,927	-1,3730	,5596
	self-employment	,03788	,31731	1,000	-,9528	1,0286
	other(s)	-1,04167	,45774	,360	-2,4709	,3875
other(s)	not working	1,28333	,45774	,118	-,1459	2,7125
	housewife	1,18099	,39877	,078	-,0641	2,4261
	retired	1,12500	,49944	,374	-,4344	2,6844
	employee	,91525	,40606	,373	-,3526	2,1831
	civil servant	,69661	,39877	,717	-,5485	1,9417
	farmer	,63500	,43079	,867	-,7101	1,9801
	self-employment	1,07955	,43644	,249	-,2831	2,4422
	artisan	1,04167	,45774	,360	-,3875	2,4709

*. The mean difference is significant at the 0.05 level.

Multiple comparison Tukey HSD test revealed that there is substantial difference between housewife parents and parents, who are civil servant, in in the dimension of their active involvement in their children's home-based English language learning activities. However, there is no observed difference among other dimensions when the dimensions are compared to the parents' occupations.

**Report
Mean
Parents' Active Involvement**



Figure 20. The mean scores of active involvement of parents' and their distributions to parents' occupations

While most of the participants, who are unemployed (2,59), housewives (2,69), retired (2,75), employees (2,95), civil servants (3,17), farmers (3,24), self-employed (2,79) and artisans (2,83) were at *sometimes* level in the dimension, it was found that parents (all of participants were soldiers), who selected *other* option for their occupation, chose *often* level in active involvement process. It is obvious that the parents, who are soldiers (*other(s)*), encourage their children and participate in their children home-based learning activities of English more than other parents.

Table 31

The results of multiple comparison LSD test between parents' self-development efforts and parents' occupations

Multiple Comparisons						
Dependent Variable: parents' self-development efforts						
LSD						
		Mean Difference			95% Confidence Interval	
(I) parents' job	(J) parents' job	(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
not working	housewife	-,35260	,25815	,173	-,8604	,1552
	retired	,09444	,39204	,810	-,6767	,8656

	employee	-,77373*	,26887	,004	-1,3026	-,2448
	civil servant	-,45677	,25815	,078	-,9646	,0510
	farmer	-,27000	,30367	,375	-,8674	,3274
	self-employment	-,57727	,31134	,065	-1,1897	,0352
	artisan	-,51667	,33952	,129	-1,1845	,1512
	other(s)	-,26667	,44914	,553	-1,1502	,6168
housewife	not working	,35260	,25815	,173	-,1552	,8604
	retired	,44705	,32414	,169	-,1906	1,0847
	employee	-,42112*	,15381	,007	-,7237	-,1186
	civil servant	-,10417	,13421	,438	-,3682	,1598
	farmer	,08260	,20877	,693	-,3281	,4933
	self-employment	-,22467	,21978	,307	-,6570	,2077
	artisan	-,16406	,25815	,526	-,6719	,3437
	other(s)	,08594	,39127	,826	-,6837	,8556
retired	not working	-,09444	,39204	,810	-,8656	,6767
	housewife	-,44705	,32414	,169	-1,0847	,1906
	employee	-,86817*	,33273	,009	-1,5227	-,2137
	civil servant	-,55122	,32414	,090	-1,1888	,0864
	farmer	-,36444	,36144	,314	-1,0754	,3465
	self-employment	-,67172	,36791	,069	-1,3954	,0520
	artisan	-,61111	,39204	,120	-1,3823	,1601
	other(s)	-,36111	,49005	,462	-1,3251	,6029
employee	not working	,77373*	,26887	,004	,2448	1,3026
	housewife	,42112*	,15381	,007	,1186	,7237
	retired	,86817*	,33273	,009	,2137	1,5227
	civil servant	,31696*	,15381	,040	,0144	,6195
	farmer	,50373*	,22189	,024	,0673	,9402
	self-employment	,19646	,23227	,398	-,2604	,6534
	artisan	,25706	,26887	,340	-,2718	,7859
	other(s)	,50706	,39842	,204	-,2767	1,2908
civil servant	not working	,45677	,25815	,078	-,0510	,9646
	housewife	,10417	,13421	,438	-,1598	,3682
	retired	,55122	,32414	,090	-,0864	1,1888
	employee	-,31696*	,15381	,040	-,6195	-,0144
	farmer	,18677	,20877	,372	-,2239	,5975
	self-employment	-,12050	,21978	,584	-,5528	,3118
	artisan	-,05990	,25815	,817	-,5677	,4479
	other(s)	,19010	,39127	,627	-,5796	,9598
farmer	not working	,27000	,30367	,375	-,3274	,8674
	housewife	-,08260	,20877	,693	-,4933	,3281
	retired	,36444	,36144	,314	-,3465	1,0754
	employee	-,50373*	,22189	,024	-,9402	-,0673
	civil servant	-,18677	,20877	,372	-,5975	,2239

	self-employment	-,30727	,27181	,259	-,8419	,2274
	artisan	-,24667	,30367	,417	-,8440	,3507
	other(s)	,00333	,42269	,994	-,8281	,8348
self-employment	not working	,57727	,31134	,065	-,0352	1,1897
	housewife	,22467	,21978	,307	-,2077	,6570
	retired	,67172	,36791	,069	-,0520	1,3954
	employee	-,19646	,23227	,398	-,6534	,2604
	civil servant	,12050	,21978	,584	-,3118	,5528
	farmer	,30727	,27181	,259	-,2274	,8419
	artisan	,06061	,31134	,846	-,5518	,6730
	other(s)	,31061	,42824	,469	-,5318	1,1530
artisan	not working	,51667	,33952	,129	-,1512	1,1845
	housewife	,16406	,25815	,526	-,3437	,6719
	retired	,61111	,39204	,120	-,1601	1,3823
	employee	-,25706	,26887	,340	-,7859	,2718
	civil servant	,05990	,25815	,817	-,4479	,5677
	farmer	,24667	,30367	,417	-,3507	,8440
	self-employment	-,06061	,31134	,846	-,6730	,5518
	other(s)	,25000	,44914	,578	-,6335	1,1335
other(s)	not working	,26667	,44914	,553	-,6168	1,1502
	housewife	-,08594	,39127	,826	-,8556	,6837
	retired	,36111	,49005	,462	-,6029	1,3251
	employee	-,50706	,39842	,204	-1,2908	,2767
	civil servant	-,19010	,39127	,627	-,9598	,5796
	farmer	-,00333	,42269	,994	-,8348	,8281
	self-employment	-,31061	,42824	,469	-1,1530	,5318
	artisan	-,25000	,44914	,578	-1,1335	,6335

*. The mean difference is significant at the 0.05 level.

Multiple comparison LSD test revealed that there is a distinct difference between parents, who are employees, and parents, who are unemployed, housewife, retired, civil servants and farmers, in the dimension of their self-development efforts for their children's home-based English language learning activities. However, parents, who are self-employed, artisans and others (soldiers), do not have differences from other parents' occupations in the study in terms of their self-development efforts.

**Report
Mean
Parents' Self-Development Efforts**

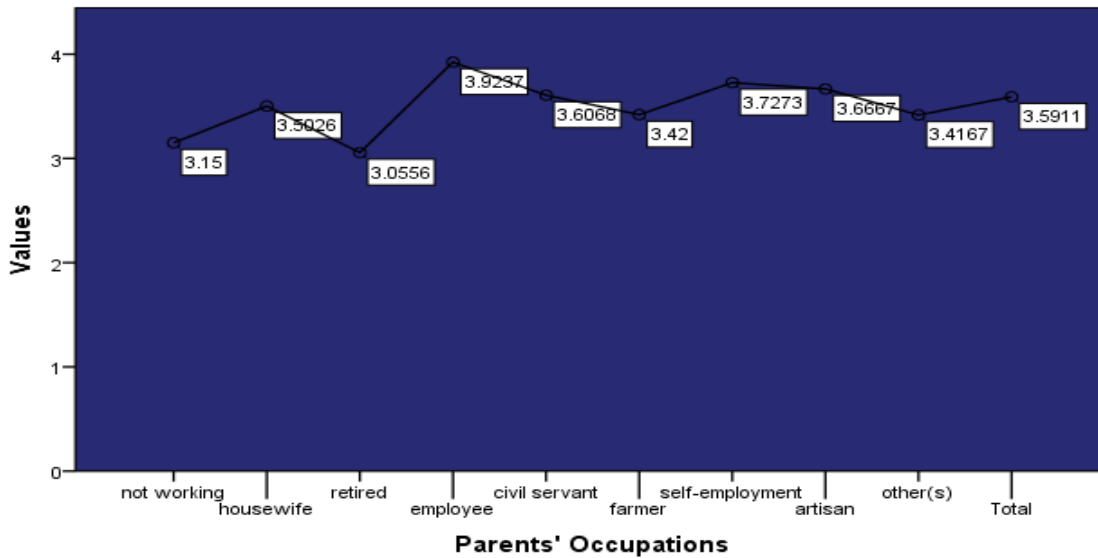


Figure 21. The mean scores of self-development efforts of parents' and their distributions to parents' occupations

While the parents, whose occupations are employees (3,92), often need to improve themselves in their children English learning process, other parents, who are unemployed (3,15), housewife (3,50), retired (3,05), civil servants (3,60), farmer (3,42), self-employed (3,72), artisans (3,66) and soldiers (other(s)) (3,41), sometimes need to perform self-development effort.

Table 32

The results of multiple comparison Tamhane test between parents' perception of inadequacy and parents' occupations

Multiple Comparisons						
Dependent Variable: parents' perception of inadequacy						
Tamhane						
		Mean		95% Confidence Interval		
		Difference (I-				
(I) parents' job	(J) parents' job	J)	Std. Error	Sig.	Lower Bound	Upper Bound
not working	housewife	-,15208	,29982	1,000	-1,2876	,9834
	retired	,01111	,44920	1,000	-1,6841	1,7063
	employee	-,26384	,31578	1,000	-1,4220	,8943
	civil servant	-,61042	,29336	,864	-1,7399	,5191
	farmer	-,75333	,33497	,708	-1,9551	,4484

	self-employment	-,09242	,37494	1,000	-1,4052	1,2204
	artisan	-,26667	,38276	1,000	-1,6228	1,0895
	other(s)	-1,18333	,35562	,126	-2,5205	,1539
housewife	not working	,15208	,29982	1,000	-,9834	1,2876
	retired	,16319	,36111	1,000	-1,4549	1,7813
	employee	-,11176	,16834	1,000	-,6625	,4389
	civil servant	-,45833*	,12117	,008	-,8510	-,0657
	farmer	-,60125	,20204	,165	-1,2947	,0922
	self-employment	,05966	,26305	1,000	-,8719	,9912
	artisan	-,11458	,27410	1,000	-1,1445	,9153
	other(s)	-1,03125	,23471	,101	-2,2065	,1440
retired	not working	-,01111	,44920	1,000	-1,7063	1,6841
	housewife	-,16319	,36111	1,000	-1,7813	1,4549
	employee	-,27495	,37447	1,000	-1,8718	1,3219
	civil servant	-,62153	,35576	,988	-2,2532	1,0101
	farmer	-,76444	,39078	,935	-2,3585	,8297
	self-employment	-,10354	,42554	1,000	-1,7337	1,5266
	artisan	-,27778	,43245	1,000	-1,9352	1,3796
	other(s)	-1,19444	,40863	,362	-2,8637	,4748
employee	not working	,26384	,31578	1,000	-,8943	1,4220
	housewife	,11176	,16834	1,000	-,4389	,6625
	retired	,27495	,37447	1,000	-1,3219	1,8718
	civil servant	-,34657	,15656	,658	-,8617	,1685
	farmer	-,48949	,22506	,713	-1,2466	,2676
	self-employment	,17142	,28112	1,000	-,8019	1,1447
	artisan	-,00282	,29147	1,000	-1,0602	1,0546
	other(s)	-,91949	,25479	,161	-2,0346	,1956
civil servant	not working	,61042	,29336	,864	-,5191	1,7399
	housewife	,45833*	,12117	,008	,0657	,8510
	retired	,62153	,35576	,988	-1,0101	2,2532
	employee	,34657	,15656	,658	-,1685	,8617
	farmer	-,14292	,19234	1,000	-,8131	,5273
	self-employment	,51799	,25567	,862	-,3991	1,4350
	artisan	,34375	,26702	1,000	-,6787	1,3662
	other(s)	-,57292	,22641	,795	-1,8013	,6555
farmer	not working	,75333	,33497	,708	-,4484	1,9551
	housewife	,60125	,20204	,165	-,0922	1,2947
	retired	,76444	,39078	,935	-,8297	2,3585
	employee	,48949	,22506	,713	-,2676	1,2466
	civil servant	,14292	,19234	1,000	-,5273	,8131
	self-employment	,66091	,30250	,722	-,3771	1,6989
	artisan	,48667	,31215	,994	-,6225	1,5958
	other(s)	-,43000	,27821	,997	-1,5522	,6922

self-employment	not working	,09242	,37494	1,000	-1,2204	1,4052
	housewife	-,05966	,26305	1,000	-,9912	,8719
	retired	,10354	,42554	1,000	-1,5266	1,7337
	employee	-,17142	,28112	1,000	-1,1447	,8019
	civil servant	-,51799	,25567	,862	-1,4350	,3991
	farmer	-,66091	,30250	,722	-1,6989	,3771
	artisan	-,17424	,35470	1,000	-1,4096	1,0611
	other(s)	-1,09091	,32523	,114	-2,3044	,1226
artisan	not working	,26667	,38276	1,000	-1,0895	1,6228
	housewife	,11458	,27410	1,000	-,9153	1,1445
	retired	,27778	,43245	1,000	-1,3796	1,9352
	employee	,00282	,29147	1,000	-1,0546	1,0602
	civil servant	-,34375	,26702	1,000	-1,3662	,6787
	farmer	-,48667	,31215	,994	-1,5958	,6225
	self-employment	,17424	,35470	1,000	-1,0611	1,4096
	other(s)	-,91667	,33422	,394	-2,1862	,3529
other(s)	not working	1,18333	,35562	,126	-,1539	2,5205
	housewife	1,03125	,23471	,101	-,1440	2,2065
	retired	1,19444	,40863	,362	-,4748	2,8637
	employee	,91949	,25479	,161	-,1956	2,0346
	civil servant	,57292	,22641	,795	-,6555	1,8013
	farmer	,43000	,27821	,997	-,6922	1,5522
	self-employment	1,09091	,32523	,114	-,1226	2,3044
	artisan	,91667	,33422	,394	-,3529	2,1862

*. The mean difference is significant at the 0.05 level.

Multiple comparison Tamhane test indicated that there is seen a significant difference between parents, who are housewife, and parents, who are civil servants, for the dimension of inadequacy perceptions of parents in their children's home-based English language learning activities. Other parents' occupation factors, which are unemployed, retired, employee, farmer, self-employment, artisans and soldiers (*other(s)*), did not differentiate from each other and housewife parents and parents, who work as civil servant.

**Report
Mean
parents' perceptions of inadequacy**

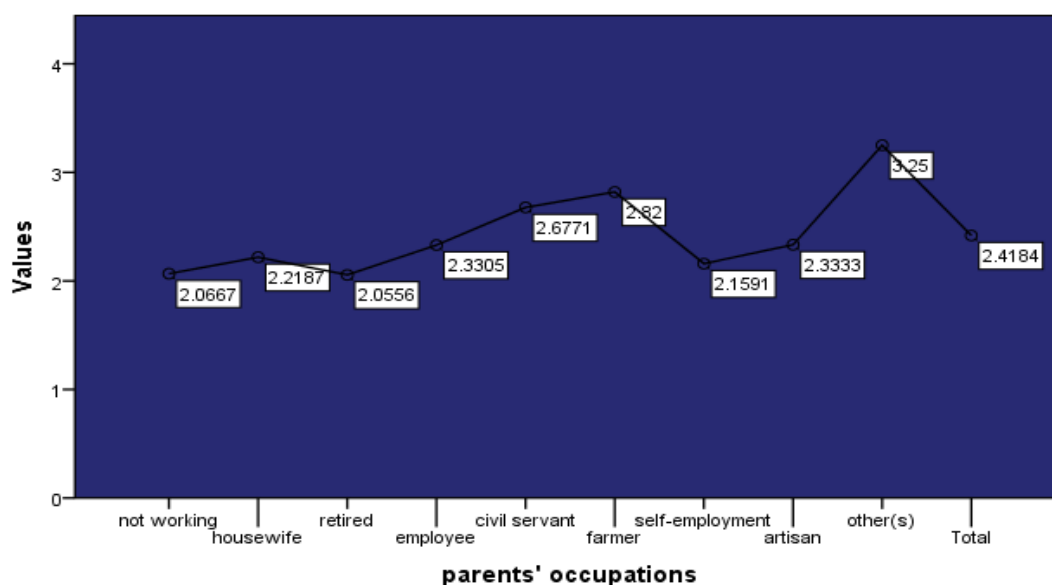


Figure 22. The mean scores of inadequacy perception of parents' and their distributions to parents' occupations

As is seen, except from soldiers (*other(s)*) (3,25), all parents in different occupations (2,06, 2,21, 2,05, 2,33, 2,67, 2,82, 2,15, 2,33, 2,33) are at *rarely* level in their perception of inadequacy for their children English education process. The parents, who were determined as soldiers (*other(s)*), are in *sometimes* level in the dimension. Furthermore, civil servants and farmer are seen slightly higher than the parents, who are at rarely level, in terms of the mean scores of the dimension.

4.3.8. Analysis results of One-Way ANOVA on the scores obtained from the dimensions of PI-SHBSscienceLAS and parents' monthly income levels

The parents', who participated in the study, involvement in their children's home-based learning activities were analyzed by One-Way ANOVA test to find out whether they show differences on account of study dimensions, which are 'Active Involvement of Parents', 'Parents' Communication with Teacher', 'Parents' Self-Development Effort', 'Parents' Perception of Psychological Sense of Comfort', 'Parents' Willingness and Being Open to Improvement' and 'Parents' Perception of Inadequacy', and the parents' income levels or not.

Table 33

The results of One-Way ANOVA test on the scores of the dimensions of PI-SHBScienceLAS by parents' monthly income levels

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
Dimension 1: Active Involvement of Parents	Between Groups	20,415	5	4,083	4,570	0,000
	Within Groups	301,060	337	0,893		
	Total	321,475	342			
Dimension 2: Parents' Perception of Inadequacy	Between Groups	6,047	5	1,209	1,134	0,342
	Within Groups	359,454	337	1,067		
	Total	365,501	342			
Dimension 3: Parents' Self-Development Efforts	Between Groups	2,602	5	0,520	0,584	0,712
	Within Groups	300,363	337	0,891		
	Total	339,699	342			
Dimension 4: Parents' Perception of Psychological Sense of Comfort	Between Groups	6,223	5	1,245	1,668	0,142
	Within Groups	251,455	337	0,746		
	Total	257,678	342			
Dimension 5: Parents' Willingness and Being Open to Improvement	Between Groups	10,448	5	2,090	2,192	0,065
	Within Groups	321,183	337	0,953		
	Total	331,631	342			
Dimension 6: Parents' Perception of Inadequacy	Between Groups	14,983	5	2,997	3,421	0,005
	Within	295,231	337	0,876		

Groups		
Total	310,214	342

One-way ANOVA test concluded that the dimensions, which are active involvement of Parents (F=4,570, Sig. < 0,005) and Parents' Perception of Inadequacy (F=3,421; Sig.< 0,05), differ substantially according to parents' income levels. Furthermore, the dimensions, which are Parents' Communication with Teacher (F=1,134; Sig.>0,05), Parents' Self-Development Effort (F=0,584; Sig.>0,05), Parents' Perception of Psychological Sense of Comfort (F=1,668; Sig.>0,05) and Parents' Willingness and Being Open to Improvement (F=2,192; Sig.>0,05), do not alter when their monthly income level is taken into consider in the study.

Table 34

The results of multiple comparison LSD test between parents' active involvement and parents' income levels

Multiple Comparisons

Dependent Variable: Active involvement

LSD

(I) monthly income	(J) monthly income	Mean Difference		Sig.	95% Confidence Interval	
		(I-J)	Std. Error		Lower Bound	Upper Bound
1300TL (minimum wage) and under	1301 TL- 1999 TL	,04554	,16732	,786	-,2836	,3747
	2000 TL - 3500 TL	-,16853	,14022	,230	-,4443	,1073
	3501 TL - 5000 TL	-,55281*	,16822	,001	-,8837	-,2219
	5001 TL- 7500 TL	-,55976*	,19123	,004	-,9359	-,1836
	7501 TL and over	-,74031*	,33319	,027	-1,3957	-,0849
1301 TL- 1999 TL	1300TL (minimum wage) and under	-,04554	,16732	,786	-,3747	,2836
	2000 TL - 3500 TL	-,21408	,15540	,169	-,5198	,0916
	3501 TL - 5000 TL	-,59836*	,18107	,001	-,9545	-,2422
	5001 TL- 7500 TL	-,60530*	,20263	,003	-1,0039	-,2067
	7501 TL and over	-,78586*	,33986	,021	-1,4544	-,1173
2000 TL - 3500 TL	1300TL (minimum wage) and under	,16853	,14022	,230	-,1073	,4443
	1301 TL- 1999 TL	,21408	,15540	,169	-,0916	,5198
	3501 TL - 5000 TL	-,38428*	,15636	,014	-,6919	-,0767
	5001 TL- 7500 TL	-,39122*	,18089	,031	-,7470	-,0354
	7501 TL and over	-,57178	,32736	,082	-1,2157	,0722

3501 TL - 5000 TL	1300TL (minimum wage) and under	,55281*	,16822	,001	,2219	,8837
	1301 TL- 1999 TL	,59836*	,18107	,001	,2422	,9545
	2000 TL - 3500 TL	,38428*	,15636	,014	,0767	,6919
	5001 TL- 7500 TL	-,00694	,20337	,973	-,4070	,3931
	7501 TL and over	-,18750	,34030	,582	-,8569	,4819
5001 TL- 7500 TL	1300TL (minimum wage) and under	,55976*	,19123	,004	,1836	,9359
	1301 TL- 1999 TL	,60530*	,20263	,003	,2067	1,0039
	2000 TL - 3500 TL	,39122*	,18089	,031	,0354	,7470
	3501 TL - 5000 TL	,00694	,20337	,973	-,3931	,4070
	7501 TL and over	-,18056	,35225	,609	-,8734	,5123
7501 TL and over	1300TL (minimum wage) and under	,74031*	,33319	,027	,0849	1,3957
	1301 TL- 1999 TL	,78586*	,33986	,021	,1173	1,4544
	2000 TL - 3500 TL	,57178	,32736	,082	-,0722	1,2157
	3501 TL - 5000 TL	,18750	,34030	,582	-,4819	,8569
	5001 TL- 7500 TL	,18056	,35225	,609	-,5123	,8734

*. The mean difference is significant at the 0.05 level.

Multiple comparison LSD test indicated that the parents, whose monthly income levels are between 1.300 TL and under and 1.301 TL and 1999 TL, substantially differentiate from the parents, who earn monthly between 3.501 TL and over 7.500. Moreover, The parents, whose monthly income are between 2000 TL and 3.500 TL, and the parents, who earn between 3.501 and 7500 TL, have significant difference between each other in the dimension of active involvement of parents in the study. On the other hand, there is no significant difference among parents, who earn between under 1300 TL and 3500 TL.

**Report
Mean
Parents' Active involvement**

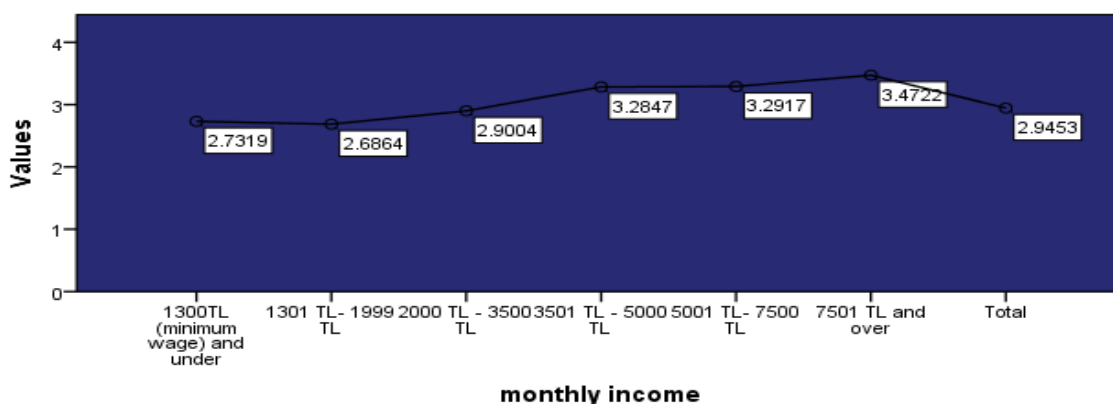


Figure 23. The mean scores of active involvement of parents' and their distributions to parents' monthly incomes

As is seen, while all parents (2,73, 2,68, 2,90, 3,28, 3,29, 3,47, 2,94) in all monthly income levels stated their active involvements as *sometimes* degree in the study, it was examined an increase in parents' active involvements to their children English language learning process as parents' monthly income levels rise.

Table 35

The results of multiple comparison Tukey HSD test between parents' perception of inadequacy and parents' income levels

Multiple Comparisons							
Dependent Variable: parents' perception of inadequacy							
Tukey HSD							
		Mean			95% Confidence Interval		
(I) monthly income	(J) monthly income	Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound	
1300TL (minimum wage) and under	1301 TL- 1999 TL	,06722	,16570	,999	-,4077	,5421	
	2000 TL - 3500 TL	-,08209	,13885	,992	-,4801	,3159	
	3501 TL - 5000 TL	-,37183	,16658	,226	-,8493	,1056	
	5001 TL- 7500 TL	-,41813	,18937	,237	-,9609	,1246	
	7501 TL and over	-,89035	,32995	,078	-1,8361	,0553	
1301 TL- 1999 TL	1300TL (minimum wage) and under	-,06722	,16570	,999	-,5421	,4077	

	2000 TL - 3500 TL	-,14932	,15389	,927	-,5904	,2918
	3501 TL - 5000 TL	-,43906	,17931	,143	-,9530	,0749
	5001 TL- 7500 TL	-,48535	,20066	,153	-1,0605	,0898
	7501 TL and over	-,95758	,33655	,053	-1,9222	,0071
2000 TL - 3500 TL	1300TL (minimum wage) and under	,08209	,13885	,992	-,3159	,4801
	1301 TL- 1999 TL	,14932	,15389	,927	-,2918	,5904
	3501 TL - 5000 TL	-,28974	,15484	,422	-,7335	,1541
	5001 TL- 7500 TL	-,33604	,17913	,419	-,8495	,1774
	7501 TL and over	-,80826	,32418	,129	-1,7374	,1209
3501 TL - 5000 TL	1300TL (minimum wage) and under	,37183	,16658	,226	-,1056	,8493
	1301 TL- 1999 TL	,43906	,17931	,143	-,0749	,9530
	2000 TL - 3500 TL	,28974	,15484	,422	-,1541	,7335
	5001 TL- 7500 TL	-,04630	,20139	1,000	-,6235	,5309
	7501 TL and over	-,51852	,33699	,639	-1,4844	,4474
5001 TL- 7500 TL	1300TL (minimum wage) and under	,41813	,18937	,237	-,1246	,9609
	1301 TL- 1999 TL	,48535	,20066	,153	-,0898	1,0605
	2000 TL - 3500 TL	,33604	,17913	,419	-,1774	,8495
	3501 TL - 5000 TL	,04630	,20139	1,000	-,5309	,6235
	7501 TL and over	-,47222	,34882	,755	-1,4720	,5276
7501 TL and over	1300TL (minimum wage) and under	,89035	,32995	,078	-,0553	1,8361
	1301 TL- 1999 TL	,95758	,33655	,053	-,0071	1,9222
	2000 TL - 3500 TL	,80826	,32418	,129	-,1209	1,7374
	3501 TL - 5000 TL	,51852	,33699	,639	-,4474	1,4844
	5001 TL- 7500 TL	,47222	,34882	,755	-,5276	1,4720

Multiple comparison Tukey test revealed that there is seen substantial difference between the parents, whose monthly earnings are between 1.301 TL and 1.999 TL, and the parents, whose monthly income are between 7.501 TL and over. Other monthly incomes levels of parents did not differ among each other in parents' perspective of inadequacy dimension in the study.

**Report
Mean
parents' perceptions of inadequacy**

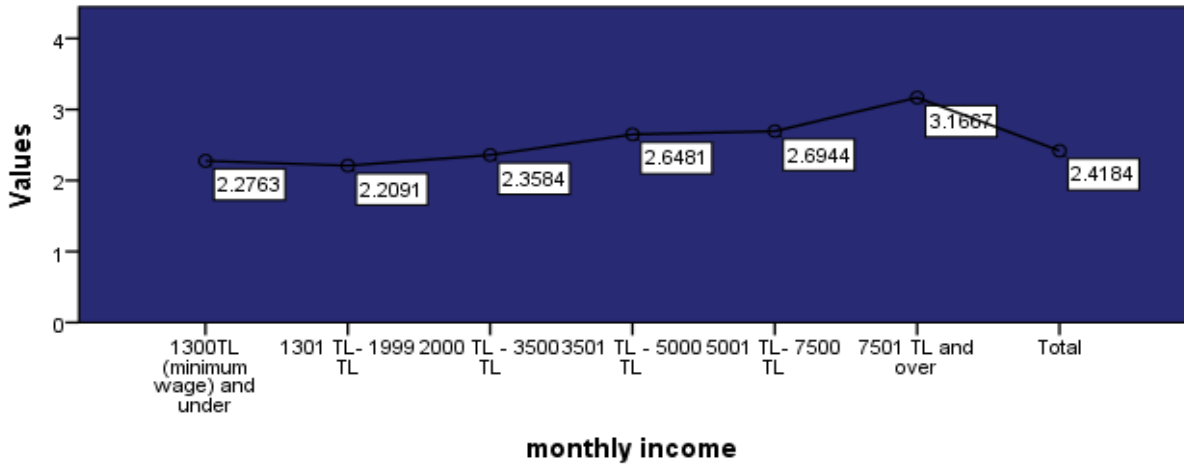


Figure 24. The mean scores of perception of inadequacy of parents' and their distributions to parents' monthly incomes

As it is obvious, parents' perception of inadequacy values are in incline as the parents' monthly income levels increase. While the parents, whose monthly income levels are between under 1.300 TL and 7.500 TL, are at *rarely* level in their perception of inadequacy dimension for their children's home-based English language learning activities, the parents, who earn monthly between 7.501 TL and over, are at *sometimes* levels. It can be concluded as the parents' income levels increase, they become more aware of their inadequacy in their children' English education process.

4.3.9. Analysis results of One-Way ANOVA on the scores obtained from the dimensions of PI-SHBScienceLAS and children having tutoring, help or private lessons

The parents', who participated in the study, involvement in their children's home-based learning activities were analyzed by One-Way ANOVA test to find out whether they show differences on account of study dimensions, which are 'Active Involvement of Parents', 'Parents' Communication with Teacher', 'Parents' Self-Development Effort', 'Parents' Perception of Psychological Sense of Comfort', 'Parents' Willingness and Being Open to

Improvement' and 'Parents' Perception of Inadequacy', and children having tutoring, help or private lessons or not.

Table 36

The results of One-Way ANOVA test on the scores of the dimensions of PI-SHBScienceLAS by children having tutoring, help or private lessons

Dimensions		Sum of Squares	df	Mean Square	F	Sig.
Dimension 1: Active Involvement of Parents	Between Groups	2,565	5	0,513	0,542	0,744
	Within Groups	318,910	337	0,946		
	Total	321,475	342			
Dimension 2: Parents' Communication with Teacher	Between Groups	4,972	5	0,994	0,929	0,462
	Within Groups	360,530	337	1,070		
	Total	365,501	342			
Dimension 3: Parents' Self-Development Effort	Between Groups	4,311	5	0,862	0,973	0,434
	Within Groups	298,654	337	0,886		
	Total	339,699	342			
Dimension 4: Parents' Perception of Psychological Sense of Comfort	Between Groups	5,350	5	1,070	1,429	0,213
	Within Groups	252,328	337	0,749		
	Total	257,678	342			
Dimension 5: Parents' Willingness and Being Open to Improvement	Between Groups	5,451	5	1,090	1,126	0,346
	Within Groups	326,180	337	0,968		
	Total	331,631	342			

Dimension 6: Parents' Perception of Inadequacy	Between Groups	1,465	5	0,293		
	Within Groups	308,749	337	0,916	0,320	0,901
	Total	310,214	342			

As a result of one-way ANOVA test, there is not seen any substantial difference between the factor, which investigate whether the parents' children have any assistance or tutoring for their English education or not, and all the dimensions of PI-SHBScienceLAS, which are Active Involvement of Parents ($F=0,542$; $Sig.>0,05$), Parents' Communication with Teacher ($F=0,929$; $Sig.>0,05$), Parents' Self-Development Effort ($F=0,973$; $Sig.>0,05$), Parents' Perception of Psychological Sense of Comfort ($F=1,429$; $Sig.>0,05$), Parents' Willingness and Being Open to Improvement ($F=1,126$; $Sig.>0,05$) and Parents' Perception of Inadequacy ($F=0,320$; $Sig.>0,05$).

5. CONCLUSION AND DISCUSSION

The aim of the current study is to investigate the extent to which parents of secondary school students (5th to 8th) participate in their children's home-based learning activities of English courses. The study also aimed to examine the interrelationship between certain variables and their impacts on parental involvement in children's home-based learning activities in English language. The research findings of the study were reported in the previous chapter and these findings will be elaborated and discussed for further research in this chapter.

As a result of descriptive analysis of the parents' opinions about the eight items in 'Active involvement of parents' dimension, it was concluded that contributions of the parents to encourage their children to learn English language and to provide supportive environment were analyzed as inadequate in the study. Research findings were also resulted that parents do not fully devote their time to assist their children for home-based learning activities in English language. Although it was determined that parents do not have enough knowledge and skills to participate actively in home-based learning activities, parents were eager to assist their children and by doing that assistance to their children, they believe to make a difference in their children's academic performance.

According to the parents' views about the items of 'parents' communication with teacher' dimension in PI-SHBScienceLAS, it was detected that the relationship between parents and teacher is insufficient in terms of exchanging information about children's situation and teacher rarely demand assistance of parents in children's assignment. The data also indicated that because of the fact that the parents think that their children are generally good at English language lesson they only sometimes consider to assist in their children's assignment.

The descriptive analyses of the parents' answers about the items of 'Parents' Self-Development Effort' showed that the parents substantially believe the materials, which can be utilized in home environment, to help their children's assignment in English. The parents also indicate that they are sometimes in the need of developing themselves to assist their children therefore correspondingly they sometimes demand help of others for the assistance to their children home-based activities in English lesson. The findings also pointed out that the parents reasonably agree about the issue that highlights the importance of obtaining information from teacher in various ways about their children's assignment.

In accordance of the data that were gathered by the descriptive analyses of the parents' opinions about the items in 'Parents' Perception of Psychological Sense of Comfort', which is fourth dimension of PI-SHBScienceLAS, it was concluded that the information, which are given by the parents to their children about assignment of English language, generally comply with the information, which are given by the school to their children, nevertheless the parents do not feel comfortable psychologically for giving information to their children because of the fact that the parents highly emphasize that their children should fulfill their English language lesson assignment with the information acquired at school because of fear of giving misinformation. The parents also stated that they do not frequently depend on establishing rules at home for their children. Moreover, the findings indicated that as the parents get involved in their children' home based activities in English language, they realize more the importance of education.

In the light of the descriptive analyses of the answers of 'Parents' Willingness and Being Open to Improvement', it was discovered that although the parents highly support education materials at home, which was emphasized in 'parents' self-development effort' section, they do not often provide these materials to their children. The study also revealed that the parents do not encourage their children for creating activities, which can develop children's perspectives to solve different problems. Furthermore, apart from school and home environment, the children rarely benefit from different activities, such as a trip or cultural festivals, which can contribute their English language learning by seeing the usage of language in its own place and in daily life.

As a consequence of the descriptive analyses of the parents' opinions about the items of 'Parents' Perception of Inadequacy' dimension, it was revealed that the parents generally achieve to express themselves to their children in home-based learning activities of English language. The parents are also on the view that their contributions to their children's English language subjects have substantial impact on children's English learning process, however the parents rarely have difficulty about subjects, which are not compatible with school instruction.

As a result of analysis of variable of parents' gender in parental involvement level, it was found that all men and women participants are on similar opinions about the all dimensions of PI-SHBScienceLAS in terms of their children's home-based learning activities of English language. In other words, there was not seen any significant difference between men and women participants in the all dimensions of the study. Notwithstanding, the present study surprisingly found out that male participants slightly precede female participants in all dimensions of the study regarding their mean scores on each dimension. In the study, it was concluded that all male and female participants are insufficient to get actively involved in their children' English education process. It was found that both male and female participants mentioned that they have difficulty to contact with school teacher about obtaining and exchanging information about their children's education and they hardly collaborate with school. On the other hand, the parents participated in the study generally tend to develop themselves for the purpose of assisting their children and they are well-aware of the importance of their contribution to their children. Furthermore, the parents mostly depend on some rules and some certain attitudes at home, such as avoiding giving misinformation, setting up regulation for assignment subject in order to feel psychologically that they fulfill their parenting duty successfully. It was also revealed that both male and female participants barely eager to the improvement in the fields of English language. In today's conditions of English, it is necessary to explain to the families the importance of English language, which is the language of science and developments today, and it is crucial to raise awareness among parents in this regard.

According to the findings, which were analyzed to find out whether there is a difference between the children's grade levels of parents and the parents' involvement levels, it was seen that the dimensions, which are 'Active Involvement of Parents', 'Parents' Self-Development Effort', 'Parents' Perception of Psychological Sense of Comfort' and 'Parents' Willingness and Being Open to Improvement', significantly differentiate towards the children's grade levels of the parents. Speaking about the active involvement of the parents, it was observed that as the class level of the children increase, the active participation of the parents decrease. However there are slight differences among the parents, whose children continue the 5th, the 6th and the 7th grade, they have similar thoughts on the view of active involvement. They do not frequently create supportive environment, where their children can utilize for the purpose of English language learning, or they do not often encourage their children by their eagerness to assist their children in the direction of their knowledge of

English language. If it comes to the parents with children, who study in the 8th grade, they do not participate actively and sufficiently in their children's English education process and they significantly differ from the parents with children, whose grades are the 5th, the 6th and the 7th. They neither enjoy nor like assisting to their children's home-based learning activities of English language in most of the time. The similar situation is seen in the dimension of 'parents' communication with teacher' but the size of revealed difference was not significant. There is observed a slight decline as the grades levels increase. All the parents with children in all grades emphasized that they rarely have the chance to communicate with teacher and they seldom have requests from teacher about assisting to their children's assignment or getting information about their children's education processes. In the current study, it was observed that although the parents are ready to engage to their children' English education process, they do not see any effort from teachers and school staff. If the interaction is fulfilled by only one-side, both schools and families cannot achieve to use of advantages of parental involvement process. The schools and teachers should encourage and support the parents for participation by communicating, preparing meetings and exchanging information about their children. Another dimension, which altered towards the children's grade level of the parents, is psychological sense of comfort of parents. As it was found out that the parents with children, who continue to the 6th grade, substantially differentiate from other participants. They depend on the rules and certain attitudes, which prevent them to engage in their children's education because of the fear of giving misinformation, more than other parents. On the one hand, the parents, whose children's grades are the 8th, are hardly willing to open developments to help their children, which is also significantly different from other parents. However, it was seen in the study that they communicate well with their children in home-based learning activities and they are aware the fact that their effort of contributions have substantial effect on their children's English education. On the other hand, the other parents with children, who study in the 5th, the 6th and the 7th grade, are ready to acquire new improvements time to time but not frequently and they are aware of their adequacy of assisting children' education in general.

According to the results of analysis to determine the difference between the dimensions of PI-SHBScienceLAS and the parents' marital status, except for the dimension of 'Parents' Willingness and Being Open to Improvement', all dimensions do not differentiate significantly towards the parents' marital status. In the dimension of parents' willingness and being open to improvement, it was observed that there is dissimilarity between the parents,

who are married and never married, and separate parents. While married and never married parents have the lowest degree of being open to developments, which means that they sometimes eager and feel ready to developments, separate parents and widow share the highest level of willingness to ready for improvements, which means that they often see a need of being open to developments. Furthermore, divorced parents do not frequently consider to being open for improvements. The study also expressed that all parents in all marital status sometimes involve in their children's home-based learning activities of English language actively and they all emphasize the lack of interaction with teacher. They all rely on the certain rules in their children's assignment process at home and they have enough knowledge to assist their children in general except for widow participants. Moreover, self-development efforts of parents remain at moderate level no matter their marital status.

According to the data obtained to show the difference between the dimensions of PI-SHBSscienceLAS and the parents' age factors, it was observed that except the dimension 'Parents' Self-Development Effort', all dimensions did not indicate a substantial difference among themselves. In the dimension of 'Parents' Self-Development Effort', the parents, who are 18 years old and under, show a distinguishingly difference from the parents, whose ages are between 31-36 years old and 43-48 years old. While the parents, who are 31-36 years old and 43-48 years old, share the highest score among other parents in the dimension, the parents, who are 18 years old and under, possess the lowest score with the parents, who are 19- 24 years old. Namely, the parents, who are 31-36 years old and 43-48 years old, highly believe in self-development for assisting to their children's English lessons and show effort to fulfill that requirement. However, the parents, who are 18 years old and under, rarely consider self-improvement for their children home-based learning activities. They rarely need of other persons' help and guidance for the English learning process of their children. Although the parents, who are 24 years old and under, believe in themselves and consider themselves adequate for assisting the process of English learning of their children, the parents, who are 25-30 years old and 49-54 years old, sometimes require to improve themselves and sometimes need another individual's assistance. Furthermore, the parents, who are 31-48 years old and 55 and over, highly indicate the self-development and notably demand outside help for their children English education. It can be clearly concluded that as the parents' ages decrease, their requirements of assistance and self-development efforts for helping their children home-based learning activities of English language decrease.

In the light of the findings obtained by analyzing to reveal the difference between the dimensions of PI-SHBScienceLAS and the parents' education levels, there is seen substantial difference among the dimensions, which are 'Active Involvement of Parents', 'Parents' Communication with Teacher', 'Parents' Willingness and Being Open to Improvement' and 'Parents' Perception of Inadequacy'. To begin with, the study revealed that as the parents' education levels increase, they become more aware the importance of the involvement process in their children English language education and they genuinely try to be a part of active involvement process. In the dimension of 'Parents' Communication with Teacher', it was observed that the parents' statements of communication with their children' teacher decrease as the education levels of parents increase. It was also seen that in the dimension of 'Parents' Willingness and Being Open to Improvement', even tough, almost all kinds of educational background levels of parents agree on that they are sometimes eager to new improvements for their children' English education, illiterate parents show this willingness rare, moreover just literate parents highly ready to new developments and new ideas. In the final dimension that shows substantial difference, which is 'Parents' Perception of Inadequacy', it was revealed that as the parents' education levels increase, their realizations of inadequacy for the process of their children's English education increase. It can be concluded that the parents' education factor has significant impact on the parental involvement and the parents' educations are for the benefit of parental involvement process.

According to the results of analysis to determine the difference between the dimensions of PI-SHBScienceLAS and the parents' occupations, there is observed substantial difference in the dimensions, which are 'Active Involvement of Parents', 'Parents' Self-Development Effort' and Parents' Perception of Inadequacy. The dimensions of 'Parents' Communication with Teacher', 'Parents' Perception of Psychological Sense of Comfort' and 'Parents' Willingness and Being Open to Improvement' did not show any difference in terms of the parents' occupation factor. In the dimension of 'Active Involvement of Parents', it was revealed that housewives and civil servants differentiate from each other significantly. Although housewives participate less actively than civil servants in their children's English education process, both parents indicate that they sometimes get involved to their children's home-based learning activities of English language actively. What is interesting in this dimension is that while most of parents participate at sometimes level, the parents, who are soldiers (other(s)), show that they often participate in their children's English language learning activities. The second dimension demonstrated substantial difference is 'Parents'

Self-Development Effort and it show that the parents, who are employees, indicate difference from the parents, who are unemployed, housewife, retired, civil servants and farmers. While the parents, who are employees, have the highest belief of self-development for the purpose of assisting their children's English education, except for housewives, civil servants, self-employed parents and artisans, rest of the parents, who are unemployed parents, retired parents, farmers and soldiers (other(s)), sometimes consider self-development and sometimes require outside assistance for their children's English home-based English learning activities. For the final dimension of 'Parents' Perception of Inadequacy', significant difference between housewives and civil servants indicate that housewives are quite confident about the fact that their contributions to their children's home-based English learning activities are relevant with the ones represented by schools and have positive effect on their children's home-based English language learning activities yet civil servants indicate that they do not as confident as housewives for their knowledge and they sometimes need help for the purpose of assisting their children's English education. In this dimension, except for civil servants, farmer and soldiers (other(s)), all other parents in other occupation fields consider themselves adequate for their children's home-based English language activities. It can be expressed that although the housewives put emphasize on their adequate knowledge, they show no significant contribution over other occupation fields in every dimension of the study on the contrary to expectations. It was also revealed that working parents can also contribute to their children's education process as much as unemployed and housewives do. In other words, the working situation of parents is not an obstacle for parental involvement.

As a result of analysis of variable of parents' monthly income levels in parental involvement level, it was revealed that there is seen substantial difference in two dimensions, which are 'Active Involvement of Parents' and 'Parents' Perception of Inadequacy'. Other dimensions, which are 'Parents' Perception of Inadequacy', 'Parents' Self-Development Effort', 'Parents' Perception of Psychological Sense of Comfort' and 'Parents' Willingness and Being Open to Improvement', did not indicate any significant difference towards the parents' monthly income levels. In the dimension of 'Active Involvement of Parents', it can be concluded that there is a difference between the parents, who earn 3.500 TL – under and 3.501TL – over. Although all parents in all kinds of monthly income levels share the thought that their active involvement levels are at sometimes level, it was observed that as the monthly income levels of the parents increase, their active involvement levels increase as well. It was resulted that the monthly income levels of the parents have positive impact on

their active involvement levels. In the ‘Parents’ Perception of Inadequacy’, which is the other dimension that distinguishingly differentiates from the parents monthly income levels, it was seen a significant difference between the parents, who earn between 1.301TL and 1.999TL, and the parents, who earn between 7.501 TL and over. While the parents, who earn between 1.301TL and 1.999TL, indicate that they rarely have communication or self-expression problems when they assist their children in home-based English learning activities, the parents, who earn between 7.501 TL and over, sometimes have trouble when they supervise their children in home environment in terms of both knowledge and expressions of English language. Just like in ‘Active Involvement of Parents’, the parents, who earn 3.500 TL – under, stay at rarely level in the dimension of ‘Parents’ Perception of Inadequacy’, however, the parents, who earn 3.501 TL and over, agree on sometimes levels. It was also observed that as the monthly income levels of parents increase, the inadequacy perception of the parents increase. They state that communication problems occur between them and their children when they help their children in home-based English language learning activities. As the income levels decrease, the parents communicate and express better with their children in terms of assisting in English language learning process of children.

In analysis performed to find out difference between the dimensions of PI-SHBScienceLAS and whether the parents’ children take private courses or attend private institutions or get tutoring for English language, there is not observed any difference among the dimensions. In the dimension of ‘Active Involvement of Parents’, all parents stated that they sometimes get involved in their children English education. They emphasized that they rarely communicate with their children’s teachers and they also indicated that they sometimes depend on certain rules and attitudes for their children English education. Furthermore, they are sometimes eager to new developments and ideas. They are well aware of their adequacy and they rarely have problem between them and their children in their children’s home-based English language learning activities. Finally, they stated that they believe in self-development and they are willing to improve themselves.

5.1. The Findings of Research Question 1

In the light of analyses of the study, under this title, it was attempted to elicit answer to the first research question, which is: to what extent parents involve in their children's home-based learning activities for English practices?

The first issue about the parents' involvement process is that the parents are highly eager to get involved in their children's home-based English language learning activities, even though when they have not enough knowledge about the issue. It was also concluded that even if they try to get involved in their children's English learning activities, they have not sufficient knowledge about the way, which shows how to help their children at home. Furthermore, the parents' contributions that encourage and support their children's English language learning were analyzed as insufficient and they show no significant desire to assist to their children's English language assignment process. The factor, which indicates that while the parents are willing to assist their children's English language learning process, they are uneager to help their children's assignment process, means that the participants want to get involved to their children's English language learning process by not only being an assignment supervisors but also participating with different roles and responsibilities in their children's English learning activities. Moreover, the parents do not think that they make a substantial difference by assisting to their children's assignment process, thus this idea clearly backs up their unwillingness in their involvement levels in their children's assignments. As a final indicator of the parents' involvement levels, it was observed that the parents have not enough knowledge about English language and thus they demand outer assistance for their children's English language education time-to-time. In addition, the parents put emphasis that more communication opportunities between them and teachers should be taken place for their children's education process.

5.2. The Findings of Research Question 2

Under this title, it was attempted to give answer to the second research question, which is: is there a relation between parental involvement in students' assignment process and students' academic success in language learning?, of the study considering the data of the study.

As a result of the descriptive analyses of the 18th, the 29th and the 30th questions, which examine the relationship between students' academic performance and parental involvement

process, of the PI-SHBScienceLAS questionnaire, it was found that the parents disagree on that there is a powerful link between assisting children's assignment and their academic performance. The participants believe that when their children fail to achieve in English language lesson, assisting to their assignment has not profound effect on their academic performance in English moreover the parents indicate that they sometimes think to help their children with assignment under this circumstance. On the other hand, the parents stated that they do not believe that when they participate in their children' assignment, this participation makes crucial difference in their children's academic performance. The participants beliefs, in which assisting to their children's assignments influence on their children's school performance, indicate that this participation in assignment process sometimes affect children's school achievements. The parents also express that they do not apprehend better the importance of education by only helping their children with their assignments,

5.3. The Findings of Research Question 3

It was tried to elicit answer to the final research question, which is: which variables indicate difference during parental involvement process in children's home-based English language learning practices?, of the study with the help of results of the data.

Firstly, it was found out that the parents' genders and the factor, which shows whether the children have private course or attend a private institution or tutoring, did not differentiate in the process of parental involvement. The other variables, which are children's grade levels, parents marital status, parents' ages, parents' education levels, parents occupation and parents' monthly income levels, significantly show difference in the course of parental involvement. To begin with, children's grade levels and their parents involvement attitudes show important alterations. It was revealed that as the children's grade levels increase, the parents involvements substantially decrease in the study. The parents with the children, who continue to the 5th grade, were observed as the most participated parents in the study however, the parents with children, who study in the 8th grade, were seen as the least participated parents. As a second factor, parents' marital status substantially alters in the process of parental involvement. It was concluded that separate parents, widows and divorced parents are more likely to behave willingly and to being open to new ideas and developments for their children's English language learning process then married parents and the parents, who are never married. The factor of parents' ages is another issue, which shows difference in the process of parental involvement. It was found that the parents, who are 24 years old and

under, do not need self-development for their children's home-based English language learning activities yet as the parents' ages increase from 24, they start to demand more self-development efforts. In other words, the older the parents get, the more they need to improve themselves for their children's English language education. When it comes to the parents' education levels, it was revealed that as the parents' education levels increase, the parents' active involvement, willingness to new ideas and developments and awareness of self-adequacy levels for their children's English language education increase. On the other hand, parents' occupation factor indicated that the parents, who are soldiers (other(s)), encourage their children and participate actively in their children home-based learning activities of English more than other parents. It was also revealed that except for unemployed and retired parents, farmers and soldiers (other(s)), all parents stated that they highly require self-improvement for the purpose of assisting their children's English language education. Moreover, the parents, whose occupations are civil servants, farmers and soldiers (other(s)), stated that they sometimes have communication problems in terms of the children's assignments while they are assisting their children for English language lesson. While the parents, whose occupations are civil servants, farmers and soldiers (other(s)), expressed that they rarely have this trouble while helping their children. Another factor that affects parents' involvement levels is their monthly income levels. It was observed that as the parents' monthly income levels increase, their active participation increase as well. Furthermore, similar increase is seen in their perception of inadequacy levels. As their income levels increase, their awareness of inadequacy levels increase too. In a nutshell, it can be said that in parental involvement process, high monthly income levels of parents in parental involvement have a positive impact on their active participation and their inadequacy awareness. As a final variable, the factor, which indicate whether the children have tutoring or help or private lessons or not, do not show any substantial difference from the dimensions of PI-SHBSscienceLAS.

6. OVERALL CONCLUSION AND IMPLICATIONS

The purpose of this part of the study is to overview the findings, which were revealed through the current study. Then the implications depended on further research are explained as part of the final interpretations.

6.1. The concluding remarks regarding the study's variables and the parental involvement process

- ✓ In the current study, on the contrary of stereotype beliefs of people, the father participants were observed more eager and enthusiastic than the mother participants for parental involvement process in terms of their children's home-based English language learning activities.
- ✓ Moreover, it was revealed that all parents profoundly want to get involved in their children's English learning process yet they do not exactly know how to fulfill this involvement process properly. All participants remarkably need teachers' counseling for the process of their children's home-based English language learning. Besides, the participants claimed that they are not asked to participate for their children' English education process by teachers in other words, teachers do not need any assistance of parents for the good of children's English language education although there are many researches indicate and put emphasis on the importance of the parental involvement .
- ✓ It was also revealed in the study that the parents are aware that in order to accomplish their children's English language education properly, the relationship and the cooperation between them and teachers have vital importance and it should be benefited.
- ✓ The parents in this study greatly believe in the significance of training materials (pictures, flash carts, posters, memory cards, board games etc.) in order to help their children's English language assignment process yet they sometimes provide these materials at home environment.
- ✓ Furthermore, it was analyzed that the situation, which indicates while the parents do not enjoy assisting their children with their assignment process in most of the time, their willingness of involvement to their children's English language education remain, indicates that they want to get involved in their children's English language education not just by assisting the assignment process but also by taking a different and active role in their children's English education process. Except for being

assignment supervisors, parents' different and active roles might be participating in their children's English education by getting involved in children's classroom environment, giving monthly information about their children to teachers, getting involved in school administration to reflect the insufficient part of the school for the good of their children and getting monthly pre-information about children's English units to ease parents' involvement process to their children English education by teachers.

- ✓ The parents also put emphasis on that they do not make notable impact on their children's school performance by only helping their children with their assignment of English language lesson.
- ✓ It was an essential to find out in the study that the parents, who are under 24 years old, are well-educated in terms of English language and they do not have to use too much effort to improve themselves for the purpose of assisting their children's English language education.
- ✓ Another significant finding is that as the children's grade levels increase (from the 5th to the 8th), involvement levels of the parents decrease in the study. In middle school, as children's class levels increase, the autonomic perception of children develops and changes as a result of adolescence. As the autonomy (self-determination) perceptions develop, they become reluctant to involve their parents in their educational process. They want to prove that they are an independent individual. This situation indicates similarity to studies in literature.
- ✓ Marital status of the parents indicate that separate, divorced parents and widows are more willing and interested in new ideas and improvements for their children's English education than married and never married parents. As a result of the separation of the married couples, the participation of the children of the separate families in their children's education processes might partially increase, as the responsibilities of marriage are partially reduced.
- ✓ The parents' education levels are another issue for parental involvement in this study. It was concluded that as their education levels increase, their active participation and openness to new development levels increase as well, which is desired factor for fulfilling parental involvement process. Parents also get more aware of their inadequacy levels, as their education levels increase.
- ✓ On the contrary of common belief, it was observed that housewives remain moderate in parental involvement process when compared to other different occupations. Civil

servants, farmers and soldiers show great enthusiasm more than other occupation concepts for parental involvement process.

- ✓ The parents' monthly income levels have substantial effect on parental involvement in this study. It was revealed that as their monthly income levels increase, there is an observed increase in their participation levels in their children's English education. The high monthly household income might be partly a sign of the families working in the services sector. Individuals working in the services sector usually consist of highly qualified individuals. Therefore, it would not be surprise that such families might actively participate in the child's education process.
- ✓ It was also resulted that there is not a relationship between the factor determining whether the children have tutoring or help or private lesson and the parents' involvement process.

6.2. Implications

In this final section of the study, the purpose is to interpret the overall findings of the study in terms of parental involvement process. The first implication is for teachers and school administrations then the second one is for further researches.

6.2.1. Implications for Teachers, Schools Administrations and Parents

The power of parental involvement is accepted as a profound source in education and it is really important to use this source effectively and properly in the course of children's education. It is also crucial that not only parents but also teachers and schools should promote parents' participations and communicate and collaborate with them. Furthermore, teachers should direct the parents for the process of involvement when parents do not know how to participate. While parents should participate actively in their children's education, teachers and school staffs should give feedback and highlight the insufficient parts of parents' participation process. Schools should organize events and meetings in order to inform, encourage and support parents' participations in their children's education. By fulfilling these tasks, schools become effective which means that where principals, teachers, parents and other school staff discuss and agree on the goals, the methods and content of the curriculum of the school, also where everyone involved knows what the short and long-term goals of the school. The communication between parents and school teachers has vital importance for the sake of children's academic success as it was emphasized in the part of literature review section. A proper and close interaction should be provided.

It is obvious that as it was previously explained in the study, in EFL classrooms, schools and teachers do not put emphasis on this communication to enhance the children's English language practices. The parents greatly highlight the importance of this collaboration in the study and they also want to take active role in the process of their children's English education with the help of teachers and schools. Therefore, parents can encourage the development of function over form by responding to the meaning and function of their children's English language.

Also, meaningful parental involvement projects can bring parents and teacher together. By coming together, this collaborative effort may enable them to improve more positive attitudes toward each other. When parental involvement projects assist parents by providing them with parenting, they may enhance their ability to act as educators too. Thanks to these kinds of projects, parents may learn about what teachers try to teach in different grades and thus they may know better what to do when they assist their children's education.

When it comes to parents, parents must maintain vigilance. They should monitor and cooperate with schools for the good of their children. They should help to build a foundation for their children's language development to find the best way to help them. They should strive to arm themselves with the knowledge they need to ascertain that their children are getting all they should. They should be involved as meeting with teachers, observing classes and helping assignment process.

6.2.2. Implications for Further Researches

Since this study investigated the parental involvements with some variables, a suggestion for further researches might be examining parents' participation levels with some variables in different settings or in different times to compare the findings. Similar studies also might be conducted in order to investigate the parental participation levels of parents, whose children study in primary school or high school. Moreover, these studies might be analyzed by qualitative research techniques such as interviews. A different point of view might be based on examining the teachers' perspectives about the parental involvement process by taking into consideration secondary school students.

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APPENDICES

APPENDIX 1: THE PERMISSION FOR THE USE OF THE QUESTIONNAIRE

25.03.2017

Re: Erol Poyraz ölçek kullanım izni Bařkent Üniversitesi - EROL POYRAZ

Re: Erol Poyraz ölçek kullanım izni Bařkent Üniversitesi

Ataman karaçöp <ataman.karacop@gmail.com>

31.3.2016 (Per) 10:48

Kime:EROL POYRAZ <erolpoyraz93@hotmail.com>;

Sayın hocam, PI-SHBSscienceLAS ölçeđini lisansüstü çalışmanızda kullanmanızda herhangi bir sakınca yoktur.

Çalışmalarınızda başarılar dilerim.

Yrd. Doç. Dr. Ataman KARAÇÖP
Kafkas Üniversitesi Eğitim Fakültesi

30 Mart 2016 21:33 tarihinde EROL POYRAZ <erolpoyraz93@hotmail.com> yazdı:

Sayın Hocam,

öncelikle ilginiz ve alakanız için çok teşekkür ederim. Bu geliřtirmiş olduđunuz pek değerli ölçeđi (PI-SHBSscienceLAS) ingilizce dersine adapte etmek ve ingilizceye çevirip İngiliz dili öğretimi yüksek lisans tez çalışmamda kullanmak için sizin izninizi ve onayınızı istiyorum. Saygılarımı sunar, çalışmalarınızda başarılar dilerim.

Erol Poyraz
Bařkent Üniversitesi
Eğitim Fakültesi

APPENDIX 2: THE ADAPTED VERSION OF THE QUESTIONNAIRE

Öğrencilerin Ev Temelli Öğrenme Etkinliklerine Aile Katılımı Ölçeği

Sayın Veliler,

Bu ankette, ailelerin İngilizce derslerine ilişkin çocukların ev temelli öğrenme etkinliklerine katılım düzeylerini tespit etmek amacıyla yapılan bir araştırma için görüşleriniz istenmiştir. Bu ölçek iki kısımdan oluşmaktadır. Birinci kısımda siz velilerin sosyo-kültürel ve ekonomik özelliklerinizi belirlemeye yönelik sorulara yer verilmiştir. Lütfen sizin için uygun olan seçeneğin karşısındaki kutucuğa "X" işareti koyarak soruları cevaplayınız. İkinci kısımda yer alan her bir ifadeye ait görüşünüzü seçeneklerden (HİÇBİR ZAMAN, NADİREN, BAZEN, SIK SIK, HER ZAMAN) birini işaretleyerek belirtiniz. Verdiğiniz cevaplar sadece bu araştırma için kullanılacak, başka hiçbir yerde kullanılmayacaktır. Katkılarınız için şimdiden teşekkür ederiz.

KISIM I

Çocuğunuzun öğrenim gördüğü sınıf:

<input type="checkbox"/>	5. Sınıf	<input type="checkbox"/>	6. Sınıf	<input type="checkbox"/>	7. Sınıf	<input type="checkbox"/>	8. Sınıf
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Cinsiyetiniz:

<input type="checkbox"/>	Bayan	<input type="checkbox"/>	Bay
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Medeni Haliniz:

<input type="checkbox"/>	Hiç Evlenmemiş	<input type="checkbox"/>	Evli	<input type="checkbox"/>	Ayrı	<input type="checkbox"/>	Boşanmış	<input type="checkbox"/>	Dul
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Velisi olarak öğrenciye yakınlık dereceniz:

<input type="checkbox"/>	Annesi	<input type="checkbox"/>	Babası	<input type="checkbox"/>	Ablası	<input type="checkbox"/>	Abisi
Diğer (Belirtiniz):							

Yaşınız:

<input type="checkbox"/>	18 ve Altı	<input type="checkbox"/>	19-24	<input type="checkbox"/>	25-30	<input type="checkbox"/>	31-36
<input type="checkbox"/>	37-42	<input type="checkbox"/>	43-48	<input type="checkbox"/>	49-54	<input type="checkbox"/>	55ve Üzeri

Eđitim dzeyiniz:

<input type="checkbox"/>	Okur-Yazar Deęil	<input type="checkbox"/>	Okur-Yazar	<input type="checkbox"/>	İlkokul	<input type="checkbox"/>	Ortaokul
<input type="checkbox"/>	Lise	<input type="checkbox"/>	Yksekokul	<input type="checkbox"/>	Faklte	<input type="checkbox"/>	Lisansst

Mesleęiniz:

<input type="checkbox"/>	alıřmıyor	<input type="checkbox"/>	Ev Hammı	<input type="checkbox"/>	Emekli	<input type="checkbox"/>	İři
<input type="checkbox"/>	Memur	<input type="checkbox"/>	ifti	<input type="checkbox"/>	Serbest Meslek	<input type="checkbox"/>	Esnaf/Zanaatka
<input type="checkbox"/>	Dięer (Belirtiniz):						

Ailenizin Ortalama Aylık Geliri:

<input type="checkbox"/>	846 TL (Asgari cret) ve altı	<input type="checkbox"/>	847 TL-1999 TL	<input type="checkbox"/>	2000 TL-3500 TL
<input type="checkbox"/>	3501 TL- 5000TL	<input type="checkbox"/>	5001-7500 TL	<input type="checkbox"/>	7501 TL ve zeri

ocuęunuzun Okul Dersleri Dıřında Aldıęı Kurs Ve Dersler (Birden fazla iřaretleyebilirsiniz)

<input type="checkbox"/>	Tek kiřilik zel ders	<input type="checkbox"/>	Grupla zel ders	<input type="checkbox"/>	Dershaneye gidiyor
<input type="checkbox"/>	Ett Salonuna gidiyor	<input type="checkbox"/>	Aile yakını ya da tanıdıklardan cretsiz ders alıyor	<input type="checkbox"/>	
<input type="checkbox"/>	Dięer (Belirtiniz):				

KISIM II

Madde numarası	Maddeler	Hiçbir Zaman	Nadiren	Bazen	Sık Sık	Her Zaman
1	Çocuğum ile onun İngilizce dili becerilerini geliştiren çalışmalar yapmaya zaman ayırıyorum.					
2	Çocuğuma İngilizce dili ile ilgili yeni şeyleri öğrenmeyi çok sevdiğimi anlatıyorum.					
3	Evde çocuğumun İngilizce ödevlerine yardımcı olabilecek materyalleri bulundururum.					
4	Çocuğuma yaratıcı etkinlikler yaptırmak için zaman ayırıyorum (yeni bir şey üretme, farklı çözüm yolları geliştirme... vb).					
5	İngilizce'nin günlük hayattaki kullanımını görmesi için çocuğumu farklı yerlere (geziye, şenliklerine vb.) götürürüm.					
6	İngilizce dersi ödevlerinin yapılmasına yönelik aile eğitim materyallerinin olması gerektiğine inanıyorum.					
7	Çocuğumun İngilizce dersi ödevlerine yardımcı olabilmek için internetten faydalaniyorum.					
8	Çocuğumun İngilizce dersi ödevlerine yardımcı olabilmek için kitaplar ve dergilerden faydalaniyorum.					
9	Çocuğumun dersleri içerisinde en çok İngilizce dersindeki ödevlere yardımcı olmak isterim.					
10	Çocuğumun İngilizce dersi ödevlerine yardımcı olabilmek için kendimi geliştirmeye ihtiyaç duyuyorum.					
11	Çocuğumun İngilizce dersi ödevlerine yardımcı olabilmek için başkalarının yardımına ihtiyaç duyuyorum.					
12	Öğretmenlerin İngilizce dersi ödevleri hakkında velileri (haber mektubu, e-mail, not, telefon vb.) bilgilendirmesinin faydalı olacağına inanıyorum.					
13	Çocuğumun İngilizce dersi ödevlerine yardımcı olabilecek kadar bilgim var.					
14	Çocuğumun İngilizce dersi ödevlerine yardımcı olurken ona kendimi iyi anlatamıyorum.					
15	Çocuğumun İngilizce dersinde başarılı olabilmesi için evde nasıl yardım edebileceğimi biliyorum.					
16	Öğretmen benden çocuğumun İngilizce dersi ödevlerinde yardım etmemi istiyor.					
17	Öğretmen benden sadece çocuğumun İngilizce dersi ödevleri gözetip denetlememi istiyor.					

18	Çocuğumun İngilizce dersindeki başarısı düşük olduğu için onun ödevlerine yardımcı olmam gerektiğini düşünüyorum.					
19	Çocuğumun İngilizce dersi ödevlerine yardım etmeye çalışırken o benim verdiğim bilgilerin öğretmenin verdiklerinden farklı olduğunu söylüyor.					
20	Evde çocuğumun ödevlerini yapması için açık kurallar koyarım.					
21	Çocuğumun İngilizce dersi ödevlerine yardımcı olmaktan zevk alıyorum.					
22	Benim İngilizce konularındaki bilgim çocuğumun tüm sorularını cevaplamaya yeterli olmasa da ona yardımcı olmaya istekliyimdir.					
23	Benim İngilizce konularındaki bilgilerim, çocuğumun gördükleri ile uyumlu olmadığı için yaptığım katkılar yaptığım katkılar yetersiz oluyor.					
24	Çocuğuma İngilizce konularıyla ilgili bilgi sağlamada yetersiz olsam da ev ödevlerinin zamanında yapılmasını sağlayacak tedbirleri alırım.					
25	Yanlış bilgi verme endişesiyle çocuğumun İngilizce dersi ödevlerini okulda edindiği bilgilerle yapmasının doğru olacağını düşünüyorum.					
26	Çocuğumun İngilizce dersi ödevlerine yardım ederken kitapta yer alanların dışında örnekler vererek açıklamalar yapabiliyorum.					
27	Çocuğumun İngilizce dersi ödevlerine yardımcı olduğumda çocuğum bu durumdan memnun oluyor.					
28	Çocuğumun öğretmeni çocuğumun İngilizce dersi ödevlerine yaptığım katkının yeterliliği ya da yetersizliği hakkında bana bilgi veriyor.					
29	Çocuğumun ödevlerine yardımcı olarak onun öğrenme sürecine katıldığımdan dolayı eğitimin önemini daha iyi anladığıma inanıyorum.					
30	Çocuğumun İngilizce dersi ödevlerine yardımcı olmakla onun okul performansında fark yarattığımı düşünüyorum.					
KATKILARINIZ İÇİN TEŞEKKÜR EDERİZ						

APPENDIX 3: THE ENGLISH VERSION OF THE ADAPTED VERSION OF THE QUESTIONNAIRE

The parent Involvement in Students' Home Based learning Activities Scale

Dear Parents

In this survey, your opinions are requested for a research made to determine the involvement scales of parents in home-based learning activities related to English. This scale consists of two parts. In the first part, you have been asked to identify your socio-cultural and economic characteristics. Please answer the questions by placing an "X" in the box corresponding to your choice. Indicate your opinion of each statement in the second section (NEVER, RARELY, SOMETIMES, OFTEN, ALWAYS). Your answers will only be used for this research, not anywhere else. Thank you in advance for your contributions.

PART I

Your Child's Grade Level:

	The 5th Grade		The 6th Grade		The 7th Grade		The 8th Grade
--	---------------	--	---------------	--	---------------	--	---------------

Your Gender:

	Female		Male
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Marital Status:

	Never Married		Married		Seperate		Divorced		Widow
--	---------------	--	---------	--	----------	--	----------	--	-------

Your relationship status to their child:

	Mother		Father		Sister		Broder
Other:							

Your Age:

	18 and Under		19-24		25-30		31-36
	37-42		43-48		49-54		55 and Over

Your Educational Level:

<input type="checkbox"/>	Illiterate	<input type="checkbox"/>	Literate	<input type="checkbox"/>	Primary School	<input type="checkbox"/>	Secondary School
<input type="checkbox"/>	High School	<input type="checkbox"/>	Junior College	<input type="checkbox"/>	Bachelor's Degree	<input type="checkbox"/>	Post-Graduate

Your Occupation:

<input type="checkbox"/>	Unemployed	<input type="checkbox"/>	Housewife	<input type="checkbox"/>	Retired	<input type="checkbox"/>	Employed
<input type="checkbox"/>	Civil Servant	<input type="checkbox"/>	Farmer	<input type="checkbox"/>	Self-Employed	<input type="checkbox"/>	Artisan
<input type="checkbox"/>	Other:						

Monthly Income Level:

<input type="checkbox"/>	846 TL (Min. Wage) and Under	<input type="checkbox"/>	847 TL-1999 TL	<input type="checkbox"/>	2000 TL-3500 TL
<input type="checkbox"/>	3501 TL- 5000TL	<input type="checkbox"/>	5001-7500 TL	<input type="checkbox"/>	7501 TL and Over

The Courses that Your Child Takes

<input type="checkbox"/>	Single private course	<input type="checkbox"/>	Private course with group	<input type="checkbox"/>	Going to private teaching institution
<input type="checkbox"/>	Going to etud center	<input type="checkbox"/>	Taking free courses from acquaintances of the family or member of the family		
<input type="checkbox"/>	Other:				

PART II

Item Number	Items	Never	Rarely	Sometimes	Often	Always
1	I allocate time to make studies with my child improving his/her English language skills.					
2	I am telling my child that I like to learn new things about English language.					
3	I provide materials at home that may be helpful for my child's English assignment.					
4	I allocate time for my child to have him/her make creative activities (to produce something new, to develop different solutions... etc.).					
5	I take my child to different places (a trip, festivals... etc) to enable him/her see the usage of English in daily life.					
6	I believe that there should be training materials for parents in order to help in doing the assignment of English.					
7	I benefit from the internet to help my child with his/her assignment of English.					
8	I benefit from the resources, magazines and encyclopedias to help my child with his/her assignment of English lesson.					
9	Among the lessons of my child the most I would like to help with is English.					
10	I am in the need of improving myself to help my child with his/her assignment of English lesson.					
11	I need the help of others in order to help my child with his/her assignment of English lesson.					
12	I believe that it would be useful if the teachers inform the parents (letters, e-mails, notes, phone, etc.) about the assignment of English lesson.					
13	I have enough knowledge to help my child with his/her assignment of English lesson.					
14	While helping my child with his/her assignment of English lesson, I cannot express myself well.					
15	I know how to help my child at home to enable him/her succeed in English lesson.					
16	The teacher wants me to help my child in his/her assignment of English lesson.					
17	The teacher wants me only to observe and check my child's assignment of English lesson.					
18	Because that my child fails to succeed in English lesson, I think that I have to help my child with his/her assignment.					

19	While trying to help my child with his/her assignment of English lesson, he/she is telling me that the information given by me differs from the ones given by the teacher.					
20	I establish clear rules for my child to do his/her assignment at home.					
21	I enjoy helping my child with his/her assignment of English lesson.					

22	Although my knowledge in English subjects is not enough to answer all the questions asked by my child, I am willing to help him/her.					
23	As my knowledge regarding the science subjects is not compatible with the ones that my child is instructed, my contributions remain insufficient.					
24	Despite I am insufficient in providing information to my child about English subjects, I take measures to ensure the assignment is done timely.					
25	As I am worried about giving misinformation, I think that it would be right for my child to do his/her English lesson assignment with the knowledge acquired at school.					
26	While helping my child with his/her assignment of English lesson, I can make explanations by giving examples apart from the ones given in the book.					
27	When I help my child with his/her assignment of English, my child is pleased with this situation.					
28	My child's teacher gives me information about the adequateness of my contribution to my child's assignment of English lesson.					
29	As I involve in my child's learning process by helping him/her with his/her assignment, I believe that I understand the importance of education much better.					
30	By helping my child with his/her assignment of English lesson, I think that I make a difference in his/her school performance.					

THANK YOU FOR YOUR CONTRIBUTIONS

**APPENDIX 4: THE MINISTRY OF EDUCATION PERMISSION TO CONDUCT
THE RESEARCH**



T.C.
MENTEŞE KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü

Sayı : 11825647-44-E.12001424
Konu : Anket

26/10/2016

KAYMAKAMLIK MAKAMINA

Başkent Üniversitesi Eğitim Bilimleri Enstitüsünde İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Erol POYRAZ' ın "The Investigation of Parental Involvement in Practises of English Language Learning for Young Adolescent Learners" (Genç ergen öğrenciler yönünden İngilizce öğrenme uygulamalarında ebeveyn katılımının incelenmesi) başlıklı tez çalışmasında kullanılmak üzere anket uygulaması yapmak istediği ile ilgili 24/10/2016 tarihli dilekçesi ve ekleri ilişikte sunulmuştur.

Erol POYRAZ' ın "The Investigation of Parental Involvement in Practises of English Language Learning for Young Adolescent Learners" (Genç ergen öğrenciler yönünden İngilizce öğrenme uygulamalarında ebeveyn katılımının incelenmesi) başlıklı tez çalışmasında kullanılmak üzere dilekçesinde belirtilen okullarda gönüllülük esasına göre anket uygulaması yapması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Ahmet GENÇ
İlçe Milli Eğitim Müdür V.

OLUR
.../10/2016

Kamil KÖTEN
Menteşe Kaymakam V.

Ek:
1-Dilekçe (1 adet)
2-Anket Formu (2 sayfa)
3-Öğrenci Belgesi (1 sayfa)

Adres: Emirbeyazıt Mah. Baki Ünlü Cad. Çamlık Sok.No: 5
48000 Menteşe-MUĞLA
Elektronik Ağ: <http://mentese.meb.gov.tr/>
e-posta:mentese48@meb.gov.tr

İrtibat: Strateji Geliştirme Birimi
Tel : 0252 2145015
Faks : 0252 2145073

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TURNİTİN ORJİNALLİK RAPORU

THE INVESTIGATION OF PARENTAL INVOLVEMENT IN PRACTICES OF ENGLISH LANGUAGE LEARNING FOR YOUNG ADOLESCENT LEARNERS

ORJİNALLİK RAPORU

% **16**

BENZERLİK ENDEKSİ

% **13**

İNTERNET
KAYNAKLARI

% **8**

YAYINLAR

% **5**

ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	www.iojes.net İnternet Kaynağı	% 2
2	scholarworks.wmich.edu İnternet Kaynağı	% 1
3	Submitted to Baskent University Öğrenci Ödevi	% 1
4	eefdergi.erzincan.edu.tr İnternet Kaynağı	% 1
5	iranian-efl-journal.com İnternet Kaynağı	% 1
6	jhss-khazar.org İnternet Kaynağı	% 1
7	Submitted to TechKnowledge Turkey Öğrenci Ödevi	% 1
8	Bhargava, Sakshi, and Dawn P. Witherspoon. "Parental Involvement Across Middle and High School: Exploring Contributions of Individual and Neighborhood Characteristics",	<% 1