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The effects of parental involvement in English language learning of secondary school students

Erol Poyraz¹

Bahçeşehir University, İstanbul-Turkey

Abstract

The aim of this quantitative study was to investigate how secondary school students' parents participate in their children's home-based learning activities in English. The participants of the study were 343 parents (F: 230, M: 113) whose children were studying at four different secondary schools in Muğla, Turkey. The study was designed based on descriptive survey model and comparative and correlational associative models. The Parent Involvement in Students' Home Based Learning Activities Scale (PI-SHBLAS) was used to collect data. The data were collected during 2016-2017 academic year. Firstly, factor analysis was performed to determine the construct validity of PI-SHBLAS 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. The data showed that fathers were more enthusiastic than mothers in their involvement. Moreover, it was also found that as students' grade levels increase, parents' active participation decrease. On the other hand, the study revealed that as the parents' education levels increase, they become more aware of the importance of the involvement process in their children's education in English. Results also show that as parents' monthly income increases, so does their active involvement.

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

¹ Phd student in English language Teaching Department, **Email:** erolpoyraz93@hotmail.com

Introduction

Parental Involvement

The concept of parental involvement has been a subject of study for many years. There are several definitions of parental involvement. Hill, Castellino, Lansford, Nowlin, Dodge, Bates and Petit (2004) explain parental involvement as the totality of interplays which occur between parents and schools to boost children's academic success. Morgan, Fraser, Dunn and Cairns (1992) characterize parental involvement as a complex interaction between parents and teachers which facilitates their exclusive visions and background knowledges 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. The habit formation and attitude development, which create opportunities for children for academic learning, are the real components of that engagement. According to Grolnick and Slowiaczek (1994), parental involvement, in general, is a dedication in which all the resources that parents have are transferred to their children. Ule, Zivader and Bois-Reymond (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 explanation of the parental involvement for teachers, students and parents and they concluded about the explanation for parents, parental involvement means:

- Proper and daily supervision of students' assignment by parents.
- Having close personal connection with teachers.
- Having extra-curricular school programs.
- Developing supportive cooperation with the society. (p. 140-163).

For students' point of view, parental involvement refers meaning:

- Parental guidance with assignments
- Excitation from parents
- contact between parents and schools

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:

- Undesired contact
- Lack of support
- Lack of parenting skills (p. 140- 163)

Parental involvement can be an implicit term which means rather various aspects to various people (Crouter, Helms-Erickson, Updegraff & McHale, 1999).

In classroom environment, three major roles are presented: the teacher, the student and the parents. Students' eagerness and readiness to learn are shaped through the interactions amongst these three actors (Coleman, 1998). It is well 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 an environment where parents and schools share similar purposes (Sonnier, 1982; Carrasquillo & London 1993). Strengthening bonds between home and school is essential. Attaining of parents in an authentic way is crucial (Cochran, 1987). Parental involvement enhances the quality of education. Qualified education fosters the opportunities given to students to improve problem-solving skills, inquiry skills, individual and social responsibilities, self-respect and respect for others (Contreras, 1988; Stallings, 1986).

Parental involvement is probably the most fundamental form among many other forms of assistance that parents can contribute to (Hara, 1998). It is also essential to take the cultural varieties 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 (Park, 2008). Relying on diversity that cultures have, parental involvement types and activities may indicate differences from country to another country (Oswald et al., 1988). Even the parental involvement and its effect on children's school achievement can be affected due to the context of the parents themselves or in other words differences in family structure (Park, 2008).

According to Ho Sui-Chi and Willms (1996), there are four distinct components that parental involvement includes: 1) home arguments, 2) home supervision, 3) school contact and 4) school participation. Although, six forms of parental involvement are presented by Epstein (1992): 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 may differ by relying on family, parental, school and society features of the child. Hester (1989) suggests five types of parental involvement, which show wide variety: 1) conversation with parents (Encouraging direct and face-to-face communication between school employees and parents), 2) parents as teacher (giving parents chance to work with their children), 3) parents as promoters of exercises (giving parents chance to participate in school events), 4) parents as learners (providing parents education curriculums that are improved with parents and school employees) and 5) parents as advocates (providing 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's (2000) research. As a result, Feuerstein reported the following kinds of parental involvement:

- a) Students communicate with parents about school
- b) Parent communicate with school
- c) Volunteerism of parent
- d) Parent assumptions
- e) Parent gets involved in PTO
- f) Parents communicate with student about school
- g) Parent visits school
- h) Organization of home-learning environment
- i) Parents involved in score allocation decisions. (as cited in Washington, 2011)

Factors Influencing Parental Involvement

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

Parent Related Factors: Various socio-political factors (i.e. socioeconomic situation, parents' negative school experience) can change the way of parental involvement (Jafarov, 2015; LaRocque, Kleiman & Darling, 2011). On the other hand, the parents with low level education level are less participated in their children's education process since they think that they don't have enough self-confidence to communicate with school staff. Namely, parents' educational backgrounds or levels are considerably significant factors in parental involvement (Lee & Bowen, 2006). In addition, parents' income levels are also a matter of issue that affects parental involvement (Delgado-Gaitan, 1991). Also, some parents do not think that it is not only the school's duty to assist their children in education process and they have also responsibility in that education process (Carrasquillo & London, 1993). Cultural differences are, of course, 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 comparison is made between Asian heritage parenting style and European or American styles, Asian heritage parenting style is more authoritative than others (Chao, 2000).

School Related Factors: The language that schools use can be very challenging and academic for parents, therefore school staff may have difficulty in getting touch with parents due to this complex structure (Aronson, 1996). Teachers' behaviors also affect the level of involvement even if there is no specific problem between parents and teachers (Deal & Peterson, 2009, p. 189). Besides, teachers' efficacy is important issue in the eyes of researchers since it is very critical variable influencing conceptions of teachers in parental

involvement and it reflects teachers' beliefs and behaviors about the performance of their teaching (Berman, McLaughlin, Bass, Pauly & Zellman, 1977). In the study, conducted by Hoover-Dempsey et al. (1987), it was revealed out that perceptions of parental support are distinctly connected with teacher efficacy and this study also described four types of parental involvement exercises, which are about teacher efficacy: 'a) conferences, b) parents as volunteers, c) parents as educators and d) teachers' perceptions of parental support (p. 429). Sometimes, parents hesitate about participating 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 assignments, 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 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, p. 228).

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 must not consider the concept of parental involvement as pointless process.
- 2) Effective planning for parental involvement must be included honest dialogue that allows parents to have significant input into how to handle agendas, provide assistance and identify needed staff.
- 3) A reciprocal or two-way outreach between the school and the society of parents must be constructed with the community.
- 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)

Student Related Factors: Students' age is a subject that has great impact on parental 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 environment, participate in the school activities higher than ones whose children are not (Eccles & Harold, 1996).

Eventually and briefly, as examined the literature, that is not inappropriate to tell that the determinants that influence parental involvement can be listed as:

- Parents' educational experiences, parents' assumptions about their abilities to improve learning, parents' income levels, parents' beliefs about parental duty, cultures, family structures, parenting styles, children's invitations, children's cravings for freedom, attitudes of school staff, school demands, invitations of teachers, students' ages, students' genders, students' achievement levels.

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 students regard their parents as the fundamental source of practical wisdom available to them (Kandel & Lesser 1969; Kon & Losenkov, 1978). Siann, Draper and Cosford (1982) also reported that British adolescents consider parents as available sources of assistance. Furthermore, 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, Hughes, Alicea & Way, 2012) because elementary schools foster less opportunities to gain autonomy for adolescents (Holcomb-McCoy, 2007). Therefore, when youngsters finish elementary school and continue to secondary school, parents change the way which they interfere to their adolescents' education. Izzo, Weissberg, Kaspro and Fendrich (1999) claimed that after elementary school, a decrease in parents' home-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 which cause frustration of the process of their children's autonomy process (Bhargava & Witherspoon, 2015; Wang et al., 2014).

Throughout secondary school, parents presumably become a part of 'home-based involvement' as producing construction and controlling adolescents' assignments (Hill & Tyson, 2009, p.740-763). Although parents are likely to contribute to financial support and other managerial tasks with teachers, the efforts don't enable a chance for warm relationship between teachers and parents at any time because of the arising amount of teachers and lack of appreciated atmosphere of middle school (Hill & Tyson, 2009). In secondary school, by getting knowledge about their academic desires 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 & Chen, 2001). Besides, parents also can be included in 'academic socialization' by remaining involvement in adolescents' education and concurrently giving adolescents autonomy and also 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, teachers and school staff positively affects adolescents' college entrance exam (Catsambis & Garland, 1997). Deplanty et al. (2007) stated that in literature, investigators have revealed that teenagers get influenced in positive manner as a strong friendship occurs between home and school environment (p.361-368).

Parental involvement is essential during adolescence when the education process is taken consider because grades become worse and autonomy boosts. During this period, parental involvement appears in a significant and an important place as many adolescents experience falls in academic field and they are at the edge of giving up school (Bhargava & Witherspoon, 2015; Simmons & Blyth 1987; Wang & Eccles 2012). However, some styles of parental involvement decrease during adolescence period because parents may think not to avoid adolescents' autonomy so parents diminish involvement yet increasing involvement provides parents to scaffold independence and bolsters youth's decision making skill (Bhargava & Witherspoon, 2015).

Some studies have experimentally searched the route of different forms of parental involvement during various adolescent improvement periods (Eccles & Harold, 1996). Besides, Garcia Coll, Lamberty, Jenkins, McAdoo, Crnic, Wasik and Garcia (1996) claimed that one's social position may affect the changes that parental involvement experiences (race, socioeconomic status (SES), and adolescents' gender). For instance, parents with high SES may participate more in parental involvement than parents with low SES because parents with high SES contribute more for academic resources for adolescents (Bhargava & Witherspoon, 2015; Wang & Sheikh-Khalil, 2014). However, various researches have investigated neighborhood has impact on parenting approaches (Bhargava & Witherspoon, 2015)

Parental Involvement in English Language Learning

Although there are a few of studies about parental involvement in foreign language learning, a number of important concerns 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' views which are, indeed, related to their cultural beliefs. For instance, in Chi and Rao's (2003) study, parents stated that responsibility lies on totally teachers' shoulders 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 by their parents, such as encouraging their attitudes towards learning English, providing English TV program and monetary support for English learning. Some students even describe how their parents assisted 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. Strong motivation should be provided by parents to help their children while they acquire English. In Hong Kong, parents mostly try to provide motivation for their children by enrolling 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 when it comes to support children's foreign language learning (Forey et al., 2016)

The third issue is to consider the type of parental involvement. In some cases, parental pressure on children while learning a foreign language can be regarded as a type of involvement (Sung & Padilla, 1998), moreover, 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 & Logio, 2009). Senechal (2006) and Senechal and Lefevre (2002) contributed by making an important study about parents undertaking direct teaching to back up their children's education and indirect exposure to back up language and literacy in their longitudinal studies.

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 beliefs, merits and behaviors 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 affect 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 affects 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 society which is located in the common culture occupied by middle class. According to Moll et al., (1992), studies on funds of knowledge have been improved because teachers, schools and researchers have 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 parental involvement in English language learning 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.

Non-traditional exemplary of parental involvement in ELL means a mutual understanding of schools and families. These models also consider parental empowerment as important factor school curriculum. Improving parental involvement in ELL contains assisting families (Delgado-Gaitan, 2001), enhancing contact (Epstein, 2001) and supporting empowerment (Freire, 2002).

Table 1*Traditional and Non-Traditional Approaches to ELL Parental Involvement*

Traditional Approaches	Non-Traditional Approaches
-Assist families with parenting and with supporting learning by creating home conditions.	-Improve mutual understanding of schools and families
-Getting touch with families about school agenda and student development.	-Indicate cultural structures of family and society in the school program.
-Try to recruit families as volunteers and audiences.	-Provide parental education which is about comprehending school community.
-Involve families in learning activities at home.	-Try to enhance parental advocacy that gives information parents how to support 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 colleges and groups to encourage and support school programs.	-Apply practices about communication which are suitable culturally and linguistically.

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

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 as a practice in which parents find opportunity to contribute to their children's academic achievement. Literature also showed that activities (applied at home environment such as parents-child debates about schools, assisting the child with their assignment and contribution school-related aspirations with child) are crucial factors in children social and emotional achievement (McKay et al., 2005). Factors such as parents' backgrounds, networks and beliefs are predictors of parental involvement at home as far as Sheldon (2002) was concerned (as cited in Eng, Szmodis & Mulsow, 2014).

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. Therefore, the relationship between parents and children at home becomes 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 children's academic ambitions, which is 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 range 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 was revealed that literacy related activities at home such as dialog reading also known as shared reading have been indicated as a beneficial to English language learning.

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.

Research Questions

The research highlights following research questions:

1. To what extent do 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?

Methodology

The Research Design

This study was conducted to investigate how 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. The study was designed based on descriptive survey model and comparative and correlational associative models. All findings were examined by SPSS program in the study.

Participants

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

Table 2

Demographic Characteristics of Participants

Demographic Characteristics of Participants	N	%	
Parents' Gender	Female	230	67.1
	Male	113	32.9
Children's Grades	5 th Grade	130	37.9
	6 th Grade	83	24.2
	7 th Grade	69	20.1
	8 th Grade	61	17.8
Marital Status of Parents	Never Married	11	3.2
	Married	308	89.8
	Separate	7	2.0
	Divorced	16	4.7
	Widow	1	0.3
Parents' Relationship Status	Mother	227	66.2
	Father	109	31.8
	Sister	5	1.5
	Brother	0	0
	Other	2	0.6
Parents' Ages	18 and Under	5	1.5
	19-24	3	0.9
	25-30	9	2.6
	31- 36	93	27.1
	37-42	148	43.1
	43-48	77	22.4
	49-54	7	2.0
	55 and Over	1	0.3
Parents' Educational Levels	Illiterate	2	0.6
	Literate	1	0.3
	Primary School	96	28.0

	Secondary School	45	13.1
	High Scholl	91	26.5
	Junior College	37	10.8
	Faculty	55	16.0
	Post-Graduate	16	4.7
Parents' Occupations	Unemployed	15	4.4
	Housewife	96	28.0
	Retired	9	2.6
	Employee	59	17.2
	Civil Servant	96	28.0
	farmer	25	7.3
	Self-employment	22	6.4
	Artisan	15	4.4
	Others	6	1.7
Parents' Monthly Income Levels	1.300 TL and Under	78	22.8
	1.301 TL – 1.999 TL	55	16.0
	2.000 TL – 3.500 TL	113	32.9
	3.501 TL – 5.000 TL	54	15.7
	5.001 TL – 7.500 TL	36	10.5
	7.501 and Over	7	2.0
The courses that children have	-Single Private Lesson	22	6.4
	-Private Lesson With Group	17	5.0
	-Going to ETUD Center	46	13.4
	-Attending to private teaching Institution	108	31.5
	-Taking Free Lesson from Relatives	53	15.5
	-Others	97	28.3

Data Collection Instrument

This quantitative research data were collected through the questionnaire ‘The Parent Involvement in Students’ Home Based Science Learning Activities Scale (PI-SHBSscienceLAS) by Karaçöp, Akıllı, Aksu (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 questionnaire was originally developed for science lesson and written in Turkish but for the research reported here, it was adapted for English lesson and translated to English by two language academicians for the purpose of ensuring validity of the research. In order to determine the construct validity of the PI-SHBSscienceLAS, Kaiser-Meyer-Olkin (KMO) coefficient and Bartlett Sphericity tests 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, showed that the data was suitable for factor analysis.

Table 3*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 showed that the data was suitable for exploratory factor analysis.

The construct validity of the PI-SHBSscienceLAS was examined by exploratory factor analysis. In the explanatory factor analysis, when the items 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.

Parent Involvement in Students' Home Based Science Learning Activities Scale (PI-SHBSscienceLAS)

In this study, PI-SHBSscienceLAS 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 relationship, parents' age, education level of parents, occupation of parents, salary of parents and whether children get private lesson or not) was asked to parents.

Data Collection Procedures

Before the questionnaire was administered to secondary schools, required permission was obtained by Menteşe District Director of National Education. 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 results would be confidential. The study was conducted during 2016-2017 academic year. The questionnaires were delivered to the parents by their children. 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. 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 the researcher.

Data Analysis

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

Firstly, factor analysis was performed after determining the construct validity of PI-SHBSscienceLAS and in order to elicit the answers of the first and the second research questions in the current study, descriptive analyses (mean and standard deviation) of the dimension of PI-SHBSscienceLAS were performed in the direction of the participants' answers without taking into account any variables then for the third research question, One-Way ANOVA test was used to test the means of items which were more than two groups 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 which groups show difference 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 & Büyüköztürk, 2010). In this study, the necessary number of samples is provided.

Table 4

The factor analysis results of PI-SHBSscienceLAS

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 because 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, were 9, 8, 27 and 24 and the excluded question, which did not appear in any dimension, was 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 5

The dimension of –SHBScienceLAS and the items in each dimension

DIMENSIONS	ITEMS
Dimension 1: Active Involvement of Parents	1.2.13.21.22.26.30
Dimension 2: Parents' Communication with Teacher	16.17.18.28
Dimension 3: Parents' Self-Development Efforts	6.10.11.12
Dimension 4: Parents' Perception of Psychological Sense of Comfort	19.20.25.29
Dimension 5: Parents' willingness and Being Open to Improvements	3.4.5
Dimension 6: Parents' Perceptions of Inadequacy	14.23

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 communications with teachers 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 included items that reflect the parents' efforts to improve effective conscious participations in home based learning activities. The dimension 4 was called as 'Parents' Perception of Psychological Sense of Comfort' since the items reflected parents' psychological perceptions during their involvement in their children's 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 asked 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' since it was determined by the items in the dimension 6, which reflected insufficient knowledges and abilities of parents in their children home-based learning activities of English.

Table 6

The descriptive Statistics for PI-SHBScienceLAS

Item No.	Items	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
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
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

13	I have enough knowledge to help my child with his/her assignment of English language.	2.44	1.309
14	While helping my child with his/her assignment of English language lesson, I cannot express myself well.	2.39	1.218
15	I know how to help my child at home to enable him /her succeed in English language lesson.	3.02	1.401
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
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
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
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
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
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
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
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
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

Discussion

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 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 to parents. 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. The communication between parents and school teachers has vital importance for the sake of children's academic achievement as it was emphasized in the part of literature review section. A proper and close interaction should be provided. Parental involvement enhances the quality of education. Qualified education fosters the opportunities given to students to improve problem-solving skills, inquiry skills, individual and social responsibilities (Contreras, 1988; Stallings, 1986).

In EFL classrooms, schools and teachers do not emphasize 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.

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. They should assist to construct a structure for their children's language achievement to reveal the ways to help them. They should be involved by meeting with teachers, observing classes and helping assignment process.

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 attend to primary school or high school. Moreover, these studies might be analyzed by qualitative research techniques such as interviews and observations. 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.

Conclusions

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

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 fathers were observed to be more eager and enthusiastic than the mothers for parental involvement process in terms of their children's home-based English language learning activities.
- ✓ Moreover, it was revealed that all parents in the study profoundly want to get involved in their children's English learning process yet they do not know exactly how to fulfill this involvement process properly.
- ✓ It was also revealed in the study that the parents are aware of that in order to accomplish their children's English language education properly, the relationship and the cooperation between them and teachers have vital importance.
- ✓ The parents in this study greatly believe in the significance of training materials (pictures, flash cards, posters, memory cards, board games etc.) in order to help their children's English language assignment process yet they hardly provide these materials in home environment.
- ✓ 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, 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 children's perceptions of autonomy develop and change as a result of adolescence period.
- ✓ Marital status of the parents indicated 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.
- ✓ 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.
- ✓ 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.
- ✓ 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 involvement process of the parents.

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