

Okul Öncesi Öğretmenlerinin Veli Kaynaklı Yıldırmaya Maruz Kalma Düzeyleri ve Aile Katılım Stratejileri*

Preschool Teachers' Levels of Exposure to Parent-Based Bullying and Family Involvement Strategies

¹Esinnur Dağoğlu, Okul Öncesi Öğretmeni, Marmara Üniversitesi, esinnurdagoglu@gmail.com, (https://orcid.org/0009-0002-1919-4127)

²Doç. Dr. Gülçin Güven, Marmara Üniversitesi, gulcinm@marmara.edu.tr, (https://orcid.org/0000-0002-9638-025X)

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ABSTRACT

This study examines the bullying behaviors inflicted by families on preschool teachers and the family involvement strategies preferred by teachers in such situations. The research was conducted within the framework of the relational survey model. The study includes preschool teachers (n=258) working in educational institutions on the European side of Istanbul during the 2022-2023 academic year. Data were analyzed using the SPSS statistical package program. According to the findings, no significant differences were found between teachers' exposure to parent-induced bullying behaviors and variables such as gender, age, educational status, field of graduation, type of employment, type of educational institution, and seniority. However, significant differences were detected between teachers' preferred strategies and their age, type of employment, and seniority, while no significant differences were observed concerning gender, educational status, field of graduation, or school type. Additionally, a significant negative relationship was found between the "self-presentation" sub-dimension of the bullying scale and the "teacher-family-based" and "home-based participation strategies" used by teachers. Similarly, a negative correlation was identified between the "social relationships" sub-dimension of the bullying scale and the "home-based participation strategy."

Keywords: Preschool Education, Family Involvement Strategies, Parental Intimidation Behaviors.

ÖZ

Bu araştırma, aileler tarafından okul öncesi öğretmenlerine uygulanan yıldırma davranışları ve bu durumda öğretmenlerin tercih ettiği aile katılım stratejilerini incelemektedir. Çalışma ilişkisel tarama modeli kapsamında gerçekleştirilmiştir. Araştırma 2022-2023 eğitim-öğretim yılı itibarıyla İstanbul Avrupa yakası eğitim kurumlarında çalışan okul öncesi öğretmenleri (n=258) kapsamaktadır. Veriler SPSS paket programı ile analiz edilmiştir. Araştırmanın bulgularına göre, öğretmenlerin ebeveyn kaynaklı yıldırma davranışlarına maruz kalma düzeyleri ile cinsiyet, yaş, eğitim durumu, mezuniyet bölümü, çalışma türü, eğitim kurumu türü ve kıdem arasında anlamlı bir fark bulunamamıştır. Öğretmenlerin tercih ettiği stratejiler ile yaş, çalışma şekli ve kıdem arasında anlamlı bir farklılık tespit edilmesine karşın cinsiyet, eğitim durumu, mezun olunan bölüm ve görev yapılan okul türü arasında anlamlı bir farklılık gözlenmemiştir. Ayrıca, öğretmenlerin veli kaynaklı yıldırma davranışlarına maruz kalma düzeylerini

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ölçen anketin "kendini gösterme" alt boyutu ile öğretmenlerin kullandıkları aile katılım stratejilerinden "öğretmen-aile temelli" ve "ev temelli katılım stratejileri" arasında negatif yönde anlamlı bir ilişki tespit edilmiştir. Benzer şekilde, yıldırma anketinin "sosyal ilişkiler" alt boyutu ile "ev temelli katılım stratejisi" arasında da negatif yönlü bir ilişki bulunmuştur.

Anahtar Kelimeler: Okul Öncesi Eğitim, Aile Katılım Stratejileri, Anne Baba Kaynaklı Yıldırma Davranışları.

INTRODUCTION

In order for preschool teachers to perform their duties effectively and benefit the children, many factors come into play. One of these is the level of communication within the institution and with the parents. Teachers must feel like a part of the institution and fulfill their duties with a sense of trust to be productive for their students, which is closely tied to their level of communication with both the institution and the parents. On the other hand, bullying behaviors significantly negatively impact teachers' professional satisfaction (Ergenekon, 2007).

Mobbing is a concept that refers to bullying and is derived from the English word "mob," which means an illegal violent gang. In English, "mobbing" expresses the act of harassment, disturbing, or causing trouble. This term entered the English language in 1584. Mobbing refers to systematic psychological harassment and disturbance directed at an individual (Tınaz et al., 2008).

Heinz Leymann, the first psychologist, proposed the term "mobbing" in the 1980s. Leymann observed hostile, persistent, and aggressive behaviors among employees in a workplace, leading to the use of the term "mobbing" (Tınaz, 2006). Following the 1980s, societal changes, including social, structural, and economic transformations, increased the organizational and societal factors contributing to mobbing, leading to its widespread prevalence and growing significance (Palaz et al., 2008). Bullying is applied to individuals in an unethical and hostile manner. In such cases, the individual may feel helpless and unable to seek help. When exposed to these behaviors, the individual struggles to defend themselves and cannot adequately respond to the negative behavior. Consequently, mobbing victims feel powerless in the workplace and often seek support (Karcioğlu & Çelik, 2012).

In schools, the sources of bullying behaviors that teachers are exposed to include school administrators, colleagues, and parents. Especially in primary and preschool education, where constant communication with parents is necessary, parental bullying behaviors are observed more frequently. In their research, Dinçkal and Başer (2019) found that parent-driven bullying behaviors resemble other types of bullying categories. According to the study, in the category of obstructing communication, bullying behaviors inflicted on teachers by parents include disturbing insinuations, looks, complaints to administrators, questioning, interrupting, slander and insults, threats, and mockery (Türk & Kırkoğlu, 2018). In the category of social relations, bullying behaviors include comparing teachers with their colleagues, displaying prejudiced behavior, and spreading gossip about teachers. Bullying behaviors targeting the teacher's reputation involve insults against the teacher's personality and character, slander and rumors, criticism of their clothing, stigmatizing labels and nicknames portraying them as problematic and inconsistent, and judgmental attitudes towards their private life, ethnic background, beliefs, and political stance (Karakuş & Çankaya, 2012). Additionally, bullying behaviors related to the teacher's professional status and health are also observed. The ways in which parents exhibit these behaviors include questioning the teacher's professional competence, interfering with educational content and teaching methods, exerting pressure, perceiving preschool teachers as caregivers, keeping them under constant surveillance to find faults, making unfounded criticisms, subjecting them to psychological and physical violence, sexual harassment, and intimidation (Dinçkal & Başer, 2019). Studies have shown that parental bullying behaviors damage teachers' self-confidence,

cause conflicts among colleagues, negatively affect teachers' attitudes toward their profession and job satisfaction, and ultimately lower the quality of education (Ertürk, 2011; Alkan, 2011).

In coping with parental bullying behaviors, preschool teachers can implement parental involvement strategies, improving the quality of contact between teachers and parents. Parental involvement encompasses all planned activities designed to help parents contribute to the education of their children. These activities should be planned to encompass the home, school, and community life of children. In the early phase of planning, schools should address the question, "What kind of program policy should we follow for parental involvement in our school?" This is a critical phase of the planning process. Parental involvement includes supporting children's academic and individual development, providing parents with knowledge and skills, fostering communication with teachers and school administration, and encouraging voluntary participation in school activities (Lindberg, 2014).

Parental involvement activities in the preschool period aim to ensure consistency and cohesion in the educational process. The goal is to support the education provided at home by families with the education delivered by educators at school, thus fostering desired behaviors in children in a controlled manner at both home and school. In this way, it aims to create a consistent educational environment at both home and school through parental involvement (Tezel et al., 2005).

Teachers are the cornerstone of ensuring the active participation of parents in parental involvement activities (Epstein, 2005). Teachers should plan these activities in a way that allows the child and the parents to work together (Jeynes, 2011). This planning process is based on information collected about the child and the family during registration (Güven, 2011). The literature includes opinions about the benefits of parental involvement activities for schools, families, and children (Hornby, 2011). These benefits include teacher motivation, a positive contribution to school culture, and enhanced relationships with families. For parents, the benefits include a positive outlook on school, closer monitoring of their children's education, and opportunities for socialization. For children, the benefits are related to development, behavior, attitude, and school success.

To achieve the goals of preschool education and be effective, teachers need to work in a positive environment where they do not feel pressured. Similarly, incidents of mobbing within the institution not only negatively impact teachers but can also have negative effects on students and set a poor example. For this reason, both parents and teachers should display exemplary behaviors for the sake of future generations. However, it has been observed that incidents of mobbing caused by parents have increased in schools in recent times. Given the direct impact of teachers on children's development in preschool settings, special attention should be paid to mobbing issues.

For preschool teachers to fulfill their duties and provide quality, effective education, suitable working conditions are crucial. Among these conditions, bullying behaviors, in particular, negatively impact teachers' professional efficacy. On the other hand, raising children in a healthy physical and mental environment is only possible when teachers and parents work together. In this respect, bullying behaviors by parents negatively affect not only the teachers but also, indirectly, the children. In response to this, the parental involvement strategies implemented by teachers can be an effective solution for preventing parent-induced bullying behaviors, while also positively influencing the child's development.

Raising future generations is of great importance for ensuring the continuity of a nation and its development. For this process to function healthily, teachers must not be subjected to such behaviors. Additionally, parental involvement strategies have a pivotal role in the developmental process of students.

The purpose of this study is to analyze the interrelation between the levels of parental bullying behaviors experienced by preschool teachers and the parental involvement strategies they implement. The results of this study which is acquired are anticipated to guide preschool teachers in developing strategies against parental bullying behaviors. Furthermore, identifying differences between teachers' demographic characteristics, seniority, types of schools, and their parental involvement strategies and experiences of parental bullying can assist in developing plans in this regard. Additionally, no studies in the literature have been found that address both parental involvement strategies and parent-induced bullying behaviors together. In this sense, the study is supposed to advance the literature.

METHODOLOGY

2.1. Research Model

In this study, the relational survey model was chosen. The relational survey model, one of the general survey models, examines the changes between two or more variables (Karasar, 1999).

2.2. Study Group

The participants of the study consist of preschool teachers (n=258) working in government-supported and non-governmental kindergartens and preschools in the European districts of Istanbul during the 2022-2023 academic year.

Table 1

“Frequency and Percentage Distribution of Demographic Characteristics of Preschool Teachers”

| Variables | | N | % |
|---------------------------|----------------------------------|-----|------|
| Gender | Female | 233 | 90.3 |
| | Male | 25 | 9.7 |
| Age | “Aged 20-29” | 113 | 43.8 |
| | “Aged 30-39” | 89 | 34.5 |
| | “Aged 40-49” | 38 | 14.7 |
| | “Aged 50 and above” | 18 | 7.0 |
| | | | |
| Educational Background | Associate Degree Graduate | 34 | 13.2 |
| | Bachelor’s Degree Graduate | 191 | 74.4 |
| Department Graduated From | | | 4 |
| | Postgraduate Graduate | 33 | 12.8 |
| | Preschool Teaching | 174 | 67.4 |
| | Child Development and Education | 55 | 21.3 |
| | Other | 29 | 11.2 |
| Employment Status | Paid (Temporary) | 49 | 19.0 |
| | | | 9 |
| Type of School Employed | Contracted | 82 | 31.8 |
| | Permanent | 127 | 49.2 |
| | Private Preschool | 35 | 13.6 |
| | Public Preschool | 114 | 44.2 |
| | Private Independent Kindergarten | 23 | 8.9 |
| | Public Independent Kindergarten | 86 | 33.3 |

| | | | |
|------------------------|----------------------|-----|-------|
| Professional Seniority | “Less than 5 years” | 111 | 4 |
| | | | 3 |
| | “6-10 years” | 51 | 19.8 |
| | “11-16 years” | 49 | 1 |
| | | | 9 |
| | “17-22 years” | 27 | 10.5 |
| | “23 years and above” | 20 | 7.8 |
| Total | | 258 | 100.0 |

According to Table 3.1, 90.3% of preschool teachers are female, while 9.7% are male. In terms of age distribution, 43.8% fall within the 20-29 age range, 34.5% are between 30-39 years old, 14.7% are between 40-49 years old, and 7% are in the 50 and above age group. Regarding educational background, 74% of teachers hold a bachelor's degree, 13.2% have an associate degree, and 12.8% have a graduate degree. In terms of academic departments, 67.4% of teachers graduated from the preschool teaching program, 21.3% from child development and education, and 12.8% from other fields. Employment status indicates that 49.2% of teachers are tenured, 31.8% are contracted, and 19% are employed on an hourly wage basis. The distribution of workplace types shows that 44.2% of teachers work in state kindergarten classes, 33.3% in state independent kindergartens, 13.6% in private kindergarten classes, and 8.9% in private independent kindergartens. In terms of professional seniority, 43% of teachers have less than five years of experience, 19.8% have 6-10 years, 19% have 11-16 years, 10.5% have 17-22 years, and 7.8% have 23 years or more of experience.

2.3. Data Collection Tools and Validity-Reliability

The questionnaire used in this study consists of three sections.

Personal Information Form: This section contains seven closed-ended questions prepared by the researcher to determine teachers' age, gender, educational background, department graduated from, employment type, whether government-supported and non-governmental kindergartens, and professional seniority.

Questionnaire on the Levels of Exposure of Preschool Teachers to Bullying Behavior by Parents: This questionnaire was adapted from Dinçkal (2018) with the author's permission. It consists of 41 items divided into two sections and is based on a 5-point Likert scale. The response options for the 30 items in the first section are as follows: 1: Never experienced, 2: Experienced once, 3: Experienced twice, 4: Experienced three times, 5: Experienced four times or more. The response options for the 11 items in the second section, which focus on teachers' descriptions of parents, are as follows: 1: Never, 2: Very little, 3: Sometimes, 4: Often, 5: Always. The questionnaire has six sub-dimensions related to bullying behaviors: Displaying oneself and negatively affecting communication, 8 items, Negatively affecting social relations, 3 items, Damaging reputation, 9 items, Causing professional burnout and negatively affecting quality of life, 7 items, Negatively affecting health, 3 items, Teachers' descriptions of parents, 11 items.

Additionally, in the study, Cronbach's alpha reliability ratio was measured to assess the trustworthiness of the data obtained from the "Preschool Teachers' Exposure to Parental Bullying Behaviors Form.". It was found to be .947, indicating a high level of reliability.

Scale for Determining Parental Involvement Strategies Implemented by Preschool Teachers: This scale was adapted from Keleş and Sığırtaç (2016) with the authors' permission. It consists of 30 items based on a 5-point Likert scale. The response options are as follows: 1: Never, 2: Rarely, 3: Sometimes, 4: Often, 5: Always. The scale has four sub-dimensions, with the following items: Teacher-parent communication-based, 9 items, Teacher-based, 7 items, Home-based, 5 items, School-family education-based, 9 items.

Additionally, the Cronbach's alpha trustworthiness ratio for the data obtained from the "Family Participation Strategies Scale Used by Preschool Teachers" was calculated and found to be .917, indicating a high level of reliability. The Cronbach's Alpha internal consistency ratios were found to be .82 for the first factor, .86 for the second factor, .92 for the third factor, .83 for the fourth factor, and .91 for the overall scale, indicating a high level of internal consistency for each factor.

2.4. Data Collection Process

The data were collected by the researcher by visiting private preschools, private independent kindergartens, public preschools, and public independent kindergartens located in the districts of the European side of Istanbul. Preschool teachers were provided with personal information forms and the scales used in the study, and they were asked to complete them. The data was compiled through face-to-face interviews with the participants.

2.5. Data Analysis

"Questionnaire on the Levels of Exposure of Preschool Teachers to Bullying Behavior by Parents" and the "Scale for Determining Parental Involvement Strategies Implemented by Preschool Teachers" were analyzed and interpreted using the SPSS software package. For the data that showed a normal distribution based on the normality test results, Independent Samples t-Test and One-Way Analysis of Variance (ANOVA) were conducted. For the data that did not show a normal distribution, non-parametric tests such as the Mann-Whitney U test and the Kruskal-Wallis test were performed. Additionally, descriptive statistics were applied to demographic characteristics.

2.6. Ethical Consideration

This study was approved by the Research and Publication Ethics Committee of Marmara University Institute of Educational Sciences on 24.11.2022, with protocol number 09-3 (No: 424950). Additionally, the consent of the teachers participating in the survey process was obtained. All stages of this study, from planning to implementation, data collection to analysis, adhered to the rules set out in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions." None of the actions listed under the "Violations of Scientific Research and Publication Ethics" section of the directive were committed. During the writing process of this study, scientific, ethical, and citation rules were followed, and no tampering was done with the collected data.

FINDINGS

The first sub-problem of the research is: "What are the levels of preschool teachers' exposure to parental bullying behaviors?" Descriptive statistics regarding the data obtained from the "Questionnaire on the Levels of Exposure of Preschool Teachers to Bullying Behavior by Parents" are presented in Table 2.

Table 2

“Descriptive Statistics Related to the Results of the “Questionnaire on the Levels of Exposure of Preschool Teachers to Bullying Behavior by Parent”

| Sub-dimension | min | max | \bar{X} | Ss |
|---|-------|--------|-----------|----------|
| “Bullying behaviors affecting self-expression and communication formation” | 8.00 | 39.00 | 13.00 | 6.11975 |
| “Bullying behaviors towards social relationships” | 3.00 | 12.00 | 3.59 | 1.36158 |
| “Bullying behaviors towards reputation” | 9.00 | 37.00 | 11.91 | 4.41916 |
| “Bullying behaviors affecting a person's quality of life and professional status” | 7.00 | 31.00 | 9.88 | 4.41897 |
| “Behaviors affecting a person's health” | 3.00 | 15.00 | 4.17 | 2.16789 |
| “Teachers' perceptions of parents” | 11.00 | 55.00 | 29.63 | 10.81108 |
| Total | 41.00 | 177.00 | 72.19 | 23.07230 |

Upon examining Table 2, it was found that, according to the data obtained from the "Questionnaire on the Levels of Exposure of Preschool Teachers to Bullying Behavior by Parents," the parent descriptions sub-dimension ($\bar{X} = 29.63$) had the highest average, while the behaviors directed at the individual's health sub-dimension ($\bar{X} = 4.17$) had the lowest average. Additionally, it was revealed that the minimum possible score from the scale is 41, and the maximum possible score is 177.

The second sub-problem of the research is: "What is the level of parental involvement strategies implemented by preschool teachers?" The statistics related to the data obtained from the "Scale for Determining Parental Involvement Strategies Implemented by Preschool Teachers" are presented in Table 3.

Table 3

“Descriptive Statistics Related to the Results of the “Scale for Determining Parental Involvement Strategies Implemented by Preschool Teachers”

| Sub-dimension | Min | max | \bar{X} | Ss |
|---|-------|--------|-----------|--------|
| “Teacher-family communication-9.00 based” | 44.00 | 33.31 | 5.412 | |
| “Teacher-based” | 7.00 | 35.00 | 21.18 | 5.105 |
| “Home-based” | 5.00 | 25.00 | 13.31 | 3.973 |
| “School-family education-based” | 9.00 | 45.00 | 34.47 | 7.833 |
| Total | 30.00 | 147.00 | 102.26 | 18.203 |

Upon examining Table 3, it was found that, based on the data obtained from the "Scale for Determining Parental Involvement Strategies Implemented by Preschool Teachers," the school-family education-based parental involvement strategy ($\bar{X} = 34.47$) had the highest average score, while the home-based parental involvement strategy ($\bar{X} = 13.31$) had the lowest average score. Additionally, it was revealed that the minimum possible score from the scale is 30, and the maximum possible score is 147.

The third sub-problem of the research is: "Is there a significant relationship between the levels of exposure of preschool teachers to parental bullying behaviors and the parental involvement strategies they implement?" The normality assumptions of the data obtained from the scales were tested. According to the results, the data from the "Form on the Levels of Exposure to Parental Bullying Behaviors" did not show a normal distribution, while the data from the "Scale

for Determining Parental Involvement Strategies Implemented by Teachers" showed a normal distribution. In light of this, since one variable was normally distributed and the other was not, a Spearman Correlation test was conducted.

The relationships between the scores obtained from the Form on the Levels of Exposure to Parental Bullying Behaviors and the Scale for Determining Parental Involvement Strategies Implemented by Teachers are presented in Table 4.

Table 4

Relationships Between Variables

| | Self- presentati on | Social relations | Reputat ion | Quality life | ofHealth | Parent identification | Intimidatio n |
|----------------------------|---------------------------|---------------------|----------------|-----------------|----------|--------------------------|------------------|
| "Teacher-family" | -.164** | -.073 | -.053 | .013 | .009 | -.075 | -.067 |
| "Teacher-based" | -.066 | -.006 | -.076 | -.031 | -.008 | -.079 | -.060 |
| "Home-based" | -.165** | -.135** | -.075 | -.113 | -.041 | -.098 | -.123* |
| "School-family based" | -.061 | -.097 | -.034 | .011 | -.002 | .045 | .010 |
| Total family participation | -.117 | -.069 | -.051 | -.028 | .000 | -.048 | -.056 |

The self-presentation sub-dimension of the "Form on the Levels of Exposure to Parental Bullying Behaviors" and the teacher-family-based and home-based participation strategy sub-dimensions of the "Scale for Determining Parental Involvement Strategies Implemented by Teachers" were found to be negatively significant ($r = -0.164, -0.165$; $p < .01$) when Table 4 was examined. Furthermore, the home-based participation strategy sub-dimension of the "Scale for Determining Parental Involvement Strategies Implemented by Teachers" and the social relations sub-dimension of the "Form on the Levels of Exposure to Parental Bullying Behaviors" were found to be negatively significant. ($r = -0.135$; $p < .01$).

The fourth sub-problem of the research is: "Do the levels of preschool teachers' exposure to parental bullying behaviors differ significantly according to gender, age, educational background, department graduated from, employment type, school type, and professional seniority?" The normality of the data was tested by evaluating a few assumptions before selecting the analysis method for the scale data.

The first of these is descriptive statistics. The descriptive statistics related to the scale are presented in Table 5.

Table 5

“Descriptive Statistics Related to the Test Results on the Levels of Exposure of Preschool Teachers to Parental Bullying Behaviors”

| Sub-dimension | \bar{x} | <i>Ss</i> | Skewness | Skewness Std. Error | Kurtosis | Kurtosis Std. Error |
|---|-----------|-----------|----------|---------------------------|----------|---------------------------|
| “Bullying behaviors affecting self-expression and communication” | 13.00 | 6.12 | 1.898 | .152 | 3.649 | .302 |
| “Bullying behaviors targeting social relationships” | 3.59 | 1.36 | 3.646 | .152 | 15.460 | .302 |
| “Bullying behaviors aimed at reputation” | 11.91 | 4.42 | 2.968 | .152 | 11.367 | .302 |
| “Bullying behaviors affecting an individual’s quality of life and professional situation” | 9.88 | 4.42 | 2.559 | .152 | 7.655 | .302 |
| “Bullying behaviors affecting an individual’s health” | 4.17 | 2.17 | 2.797 | .152 | 8.658 | .302 |
| “Teachers’ descriptions of parents” | 29.63 | 10.81 | -.009 | .152 | -.814 | .302 |
| Total | 72.19 | 23.07 | 1.398 | .152 | 2.997 | .302 |

In Table 5, when examining the descriptive statistical values obtained from the "Questionnaire on the Levels of Exposure of Preschool Teachers to Bullying Behavior by Parents," it is observed that the skewness and kurtosis coefficients are not within the ± 2 range. This finding can be considered evidence that the distribution deviates from normality. The normality of the data can also be assessed using statistical methods. Due to the number of participants in the study group exceeding 50, the Kolmogorov-Smirnov test was conducted. A significant difference ($p < .05$) was found by the Kolmogorov-Smirnov test, which suggests that the data do not follow a normal distribution.

The normality of the data can also be evaluated using descriptive methods. By examining the mean, median, and mode of the dataset, one can make an inference about the normality of the distribution. If these three values are close to each other, it can be said that the distribution tends to be normal. When the values obtained for this study group using descriptive methods were examined:

Table 6

“Descriptive Statistics of the Total and Sub-Dimensions of the “Questionnaire on the Levels of Exposure of Preschool Teachers to Bullying Behavior by Parents””

| | Mod | Medyan | \bar{X} |
|--|------------|---------------|-----------------------------|
| “Bullying behaviors affecting self-expression and communication formation” | 8.00 | 11.00 | 13.00 |
| “Bullying behaviors related to social relationships” | 3.00 | 3.00 | 3.59 |
| “Bullying behaviors targeting reputation” | 9.00 | 10.00 | 11.91 |
| “Bullying behaviors affecting an individual’s quality of life and professional status” | 7.00 | 8.00 | 9.88 |
| “Bullying behaviors affecting an individual’s health” | 3.00 | 3.00 | 4.17 |
| “Teachers' descriptions of parents” | 39.00 | 30.00 | 29.63 |
| Total | 63.00 | 63.00 | 72.19 |

When examining Table 6, it was found that the mode, mean, and median values of some sub-dimensions were close to each other, while in other sub-dimensions and the total score, these values did not show such proximity. Based on this, it can be said that the study group does not exhibit normal distribution characteristics.

After evaluating every normality assumption, it was determined that the data did not exhibit a normal distribution. As a result, non-parametric testing was chosen. One of the non-parametric tests, the Mann-Whitney U test, was used to see whether the degrees of exposure to parental bullying behaviors varied based on the gender variable.

Table 7

“Findings from the Mann-Whitney U Test Regarding the Examination of the Levels of Exposure to Parental Bullying Behaviors in Terms of the Gender Variable”

| Gender | N | Mean Rank | Sum of Ranks | U | P |
|---------------|----------|------------------|---------------------|----------|----------|
| Female | 233 | 129.74 | 30230.50 | 2855.500 | .872 |
| Male | 25 | 127.22 | 3180.50 | | |

Table 7 shows that there was no significant difference between the gender variable and the exposure levels to parental bullying behaviors ($U = 2855.500$, $p > .05$). Nevertheless, the data which is revealed assesses that female teachers were more exposed to parental bullying practices than male teachers.

The Kruskal-Wallis test, a non-parametric test, was chosen to see if the participants' scores on exposure to parental bullying behaviors varied based on the factors of age, educational background, department graduated from, employment type, school type, and professional seniority.

Table 8 below demonstrates the descriptive statistics and findings of the Kruskal-Wallis Test for the exposure levels to parental bullying behaviors by age, educational background, department of graduation, kind of employment, type of school, and professional seniority.

Table 8

“Descriptive Statistics and Kruskal-Wallis Test Results for the Levels of Exposure to Parental Bullying Behaviors According to Age, Educational Background, Department Graduated From, Employment Type, School Type, and Professional Seniority”

| Variables | | Descriptive Statistics | | | | Kruskal-Wallis Test | | | |
|---------------------------|----------------------------------|------------------------|-----------|-------|------|---------------------|----|----------|------|
| | | N | \bar{X} | S | N | Mean Rank | Sd | χ^2 | P |
| Age | “Aged 20-29” | 113 | 71.91 | 21.72 | 113 | 131.71 | 3 | 2.254 | .521 |
| | “Aged 30-39” | 89 | 74.27 | 25.87 | 89 | 132.63 | | | |
| | “Aged 40-49” | 38 | 71.97 | 22.60 | 38 | 127.25 | | | |
| | “Aged 50 and above” | 18 | 64.06 | 16.46 | 18 | 104.86 | | | |
| Educational Background | Associate Degree | 34 | 66.35 | 23.13 | 3410 | 107.10 | 2 | 4.761 | .092 |
| | Undergraduate | 191 | 72.38 | 22.60 | 191 | 130.60 | | | |
| | Postgraduate | 33 | 77.06 | 25.10 | 33 | 146.21 | | | |
| Department Graduated From | Preschool | 174 | 73.32 | 22.81 | 174 | 134.72 | 2 | 2.896 | .235 |
| | Child Development | 55 | 69.96 | 22.37 | 55 | 121.78 | | | |
| | Other | 29 | 69.59 | 26.09 | 29 | 112.79 | | | |
| Employment Status | Paid | 49 | 74.41 | 25.42 | 49 | 137.82 | 2 | 2.456 | .293 |
| | Contractual | 82 | 69.35 | 21.59 | 82 | 119.16 | | | |
| | Permanent | 127 | 73.16 | 23.07 | 127 | 132.96 | | | |
| Type of School Employed | Private Preschool | 35 | 81.46 | 32.68 | 35 | 147.40 | 3 | 2.340 | .505 |
| | Public Preschool | 114 | 71.06 | 21.82 | 114 | 126.54 | | | |
| | Private Independent Kindergarten | 23 | 68.83 | 13.70 | 23 | 128.09 | | | |
| | Public Independent Kindergarten | 86 | 70.80 | 21.42 | 86 | 126.52 | | | |
| Professional Seniority | Less than 5 years | 111 | 71.19 | 21.81 | 111 | 128.63 | 4 | 3.918 | .417 |
| | “6-10 years” | 51 | 75.88 | 29.58 | 51 | 134.22 | | | |
| | “11-16 years” | 49 | 74.43 | 21.35 | 49 | 138.50 | | | |
| | “17-22 years” | 27 | 72.04 | 20.99 | 27 | 129.20 | | | |
| | “23 years and above” | 20 | 63.00 | 15.63 | 20 | 100.68 | | | |

When Table 8 is examined, it is found that individuals aged 30-39 ($\bar{X} = 74.27$) have the highest mean score for exposure to parental bullying behaviors, while individuals aged 50 and over ($\bar{X} = 64.06$) have the lowest mean score. According to the results of the Kruskal-Wallis test, the levels of exposure to parental bullying behaviors did not show a significant difference according to the age variable ($p > .05$).

Individuals with postgraduate education ($\bar{X} = 77.06$) have the highest mean score for exposure to parental bullying behaviors, while those with an associate degree ($\bar{X} = 66.35$) have the lowest. However, the Kruskal-Wallis test results indicate that there is no significant difference between the levels of exposure to parental bullying behaviors and educational background ($p > .05$).

The mean score for exposure to parental bullying behaviors is highest among those who have completed preschool teaching ($\bar{X} = 73.32$), and lowest among those who have completed other departments ($\bar{X} = 69.59$). Based on the department graduated from, there was no discernible difference in the levels of exposure to parental bullying behaviors, according to the results of the Kruskal-Wallis test. ($p > .05$).

Individuals working as temporary staff ($\bar{X} = 74.41$) have the highest mean score for exposure to parental bullying behaviors, while contracted employees ($\bar{X} = 69.35$) have the lowest. However, the Kruskal-Wallis test results show no significant difference in the levels of exposure to parental bullying behaviors based on employment type ($p > .05$).

Preschool teachers working in private preschools ($\bar{X} = 81.46$) have the highest mean score for exposure to parental bullying behaviors, while teachers in private independent kindergartens ($\bar{X} = 68.83$) have the lowest. The Kruskal-Wallis test results indicate no significant difference in the levels of exposure to parental bullying behaviors based on the type of school ($p > .05$).

Teachers with 5-10 years of seniority ($\bar{X} = 75.88$) have the highest mean score for exposure to parental bullying behaviors, while teachers with 23 years or more ($\bar{X} = 63.00$) have the lowest. According to the Kruskal-Wallis test results, no significant difference was found between the levels of exposure to parental bullying behaviors and professional seniority ($p > .05$).

Additionally, the Cronbach's Alpha reliability coefficient was calculated to test the reliability of the data obtained from the "Form on the Levels of Exposure of Preschool Teachers to Parental Bullying Behaviors," and it was found to be 0.947, indicating high reliability.

The fifth sub-problem of the research is: "Do the parental involvement strategies implemented by preschool teachers show significant differences according to gender, age, educational background, department graduated from, employment type, school type, and professional seniority?" Before determining the analysis method for the data obtained from the scale, some assumptions were evaluated to test the normality of the data. The first of these is descriptive statistics. Descriptive statistics related to the scale are presented in Table 9.

Table 9

"Descriptive Statistics Related to the Test Results of the "Scale for Determining Parental Involvement Strategies Implemented by Preschool Teachers""

| Subdimension | \bar{x} | Ss | Skewness | Skewness Error | Std.Kurtosis | Kurtosis Error | Std. |
|--------------------------------------|-----------|--------|----------|----------------|--------------|----------------|------|
| "Teacher-family communication based" | 33.31 | 5.412 | -0.855 | 0.152 | 2.060 | 0.302 | |
| "Teacher based" | 21.18 | 5.105 | 0.244 | 0.152 | 0.104 | 0.302 | |
| "Home based" | 13.31 | 3.973 | 0.716 | 0.152 | 0.638 | 0.302 | |
| "School-family education based" | 34.47 | 7.833 | -1.295 | 0.152 | 1.382 | 0.302 | |
| Total | 102.26 | 18.203 | -0.594 | 0.152 | 1.536 | 0.302 | |

In Table 9, when examining the descriptive statistical values obtained from the "Scale for Determining Parental Involvement Strategies Implemented by Preschool Teachers," it is observed that the skewness and kurtosis coefficients are within the ± 2 range. This finding can be considered evidence that the distribution does not deviate significantly from normality. The normality of the data is also assessed using some statistical options, such as hypothesis tests like Kolmogorov-Smirnov and Shapiro-Wilk. Since the number of participants in the study group exceeds 50, the Kolmogorov-Smirnov test was applied, and it was found to show a significant difference ($p < .05$).

However, the results of the normality test alone do not definitively determine whether the data exhibit a normal distribution. It is also possible to assess the normality of the data using descriptive methods. By examining the mean, median, and mode of the dataset and observing their proximity to one another, a better understanding of the normality of the distribution can be obtained. In other words, the closer these three values are to each other, the more likely it is that the distribution exhibits normality.

When the values obtained for this study group using descriptive methods are examined:

Table 10

“Descriptive Statistics of the Total and Sub-Dimensions of the “Scale for Determining Parental Involvement Strategies Implemented by Preschool Teachers””

| Sub-dimension | Mode | Median | Mean |
|--------------------------------------|-------------|---------------|-------------|
| “Teacher-family communication based” | 34.0 | 34.0 | 33.31 |
| “Teacher based” | 21.0 | 21.0 | 21.18 |
| “Home based” | 13.0 | 13.0 | 13.31 |
| “School-family education based” | 8.0 | 36.0 | 34.47 |
| Total | 104.0 | 103.0 | 102.26 |

Examining Table 10, it was discovered that the scale's sub-dimensions' mode, mean, and median values are reasonably near to one another. It can be concluded from this result that the study group demonstrates typical distribution traits.

All normality assumptions were tested, and it was concluded that the data showed normal distribution. Therefore, as the data met assumptions such as normal distribution, random selection, quantitative structure, and appropriate descriptive statistics, it was decided to apply parametric tests.

A t-test was conducted to analyze the differences between teachers' parental involvement strategies and the gender variable.

Table 11

t-Test Results for the Examination of the Parental Involvement Strategies Implemented by Teachers in Terms of the Gender Variable

| Gender | N | Ort. | Ss | Sd | t | P |
|---------------|----------|-------------|-----------|-----------|----------|----------|
| Female | 233 | 101.98 | 18.25 | 256 | -0.767 | .444 |
| Male | 25 | 104.92 | 17.94 | | | |

Table 11 demonstrates that instructors' approaches to family involvement do not differ significantly depending on the gender variable. ($p > .05$).

In order to examine whether teachers' scores on parental involvement strategies vary based on age, educational background, department from which they graduated, employment type, school type, and professional seniority, it was found that the assumptions for performing a one-way ANOVA were satisfied. Therefore, it was decided to conduct a one-way ANOVA.

Below, the descriptive statistics for parental involvement strategies scores according to age, educational background, department graduated from, employment type, school type, and professional seniority variables are presented in Table 12.

Table 12

“Descriptive Statistics of Parental Involvement Strategies Scores by Age, Educational Background, Department Graduated From, Employment Type, School Type, and Professional Seniority Variables”

| Variables | | N | \bar{X} | S |
|---------------------------|----------------------------------|-----|-----------|-------|
| Age | 20-29 | 113 | 100.19 | 19.56 |
| | 30-39 | 89 | 102.07 | 16.86 |
| | 40-49 | 38 | 100.84 | 13.19 |
| | 50 and above | 18 | 119.28 | 17.25 |
| Educational Background | Associate Degree | 34 | 101.97 | 26.08 |
| | Undergraduate | 191 | 101.61 | 16.68 |
| | Postgraduate | 33 | 106.36 | 16.98 |
| Department Graduated From | Preschool | 174 | 100.87 | 15.39 |
| | Child Development | 55 | 105.91 | 20.36 |
| | Other | 29 | 103.72 | 27.16 |
| Employment Status | Paid | 49 | 104.59 | 16.68 |
| | Contractual | 82 | 97.83 | 19.84 |
| | Permanent | 127 | 104.23 | 17.26 |
| Type of School Employed | Private Preschool | 35 | 104.83 | 17.02 |
| | Public Preschool | 114 | 102.65 | 16.68 |
| | Private Independent Kindergarten | 23 | 106.83 | 16.23 |
| | Public Independent Kindergarten | 86 | 99.49 | 20.77 |
| | | | | |
| Professional Seniority | “Less than 5 years” | 111 | 101.13 | 18.96 |
| | “6-10 years” | 51 | 101.69 | 17.86 |
| | “11-16 years” | 49 | 101.78 | 17.08 |
| | “17-22 years” | 27 | 99.37 | 12.79 |
| | “23 years and above” | 20 | 115.15 | 20.14 |

At the Table 12:

Individuals aged 50 and above ($\bar{X} = 119.28$) have the highest parental involvement strategy scores, while those aged 20-29 ($\bar{X} = 100.19$) have the lowest scores.

Individuals with postgraduate education ($\bar{X} = 106.36$) have the highest parental involvement strategy scores, while those with a bachelor's degree ($\bar{X} = 101.61$) have the lowest scores.

Individuals who graduated from child development ($\bar{X} = 105.91$) have the highest parental involvement strategy scores, while those who graduated from preschool teaching ($\bar{X} = 100.87$) have the lowest scores.

Temporary teachers ($\bar{X} = 104.59$) have the highest parental involvement strategy scores, while contracted teachers ($\bar{X} = 97.83$) have the lowest scores.

Teachers working in private independent kindergartens ($\bar{X} = 106.83$) have the highest parental involvement strategy scores, while those working in public independent kindergartens ($\bar{X} = 99.49$) have the lowest scores.

Teachers with 23 years or more of seniority ($\bar{X} = 115.15$) have the highest parental involvement strategy scores, while those with 17-22 years of seniority ($\bar{X} = 99.37$) have the lowest scores.

Below, the one-way ANOVA test results comparing Table 13 displays the parental engagement approach scores by age, educational background, department of graduation, kind of employment, type of school, and professional seniority.

Table 13

“One-Way ANOVA Analysis Results for the Comparison of Parental Involvement Strategy Scores According to Age, Educational Background, Department Graduated From, Employment Type, School Type, and Professional Seniority Variables”

| Variables | | Source of Variance | Sum of Squares | Sd | Mean of Squares | F | P | Difference |
|---------------------------------|----------------------------------|--------------------|----------------|-----|-----------------|-------|------|------------|
| Age | 20-29 | “Intergroup” | 5778.721 | 3 | 1926.24 | 6.134 | .00 | 1-4 |
| | 30-39 | “Intragroup” | 79377.357 | 254 | 312.509 | | | 2-4 |
| | 40-49 | | | | | | | |
| | 50 and above | “Total” | 85156.078 | 257 | | 3-4 | | |
| Educational Background | Associate Degree | “Intergroup” | 639.921 | 2 | 319.960 | 965 | .382 | |
| | Undergraduate | “Intragroup” | 84516.157 | 255 | 331.436 | | | |
| | Postgraduate | “Total” | 85156.078 | 257 | | | | |
| Department Graduated From | Preschool | “Intergroup” | 1131.779 | 2 | 565.890 | 1.717 | .182 | |
| | Child Development | “Intragroup” | 84024.298 | 255 | 329.507 | | | |
| | Other | “Total” | 85156.078 | 257 | | | | |
| Employment Status | Paid | “Intergroup” | 2368.253 | 2 | 1184.127 | 3.647 | .027 | S-K |
| | Contractual | “Intragroup” | 82787.824 | 255 | 324.658 | | | |
| | Permanent | “Total” | 85156.078 | 257 | | | | |
| Type of School Employed | Private | “Intergroup” | 1388.348 | 2 | 462.783 | 1.403 | .242 | |
| | Preschool | “Intragroup” | 83767.729 | 254 | 329.794 | | | |
| | Public | | | | | | | |
| | Preschool | “Total” | 85156.078 | 257 | | | | |
| | Private Independent Kindergarten | | | | | | | |
| Public Independent Kindergarten | | | | | | | | |
| Professional Seniority | “Less than 5 years” | “Intergroup” | 3719.486 | 4 | 929.871 | 2.889 | .023 | 1-5 |
| | “6-10 years” | “Intragroup” | 81436.592 | 253 | 321.884 | | | 2-5 |
| | “11-16 years” | Total | 85156.078 | 257 | | | | 3-5 |
| | “17-22 years” | | | | | | | |
| | “17-22 years” | | | | | | | |

According to Table 13:

There is a significant difference between the parental involvement strategies implemented by teachers and the age variable ($p < .01$). Based on the post-hoc Tukey test results, it was found that there is a significant difference in favor of individuals aged 50 and above ($\bar{x} = 119.28$). This

indicates that teachers aged 50 and above implement parental involvement strategies more effectively compared to those in the 20-29, 30-39, and 40-49 age groups.

A significant difference was found between the parental involvement strategies implemented by teachers and the employment type ($p < .05$). The post-hoc Tukey test results indicate that there is a significant difference in favor of permanent teachers ($\bar{x} = 104.23$). This means that permanent teachers implement parental involvement strategies more effectively compared to contracted teachers.

There is a significant difference in parental involvement strategies based on the professional seniority variable ($p < .05$). According to the post-hoc Tukey test results, teachers with 23 years or more of seniority ($\bar{x} = 115.15$) implement parental involvement strategies more effectively than those with less than 5 years, 5-10 years, 11-16 years, and 17-22 years of seniority.

However, the parental involvement strategies implemented by teachers do not show any significant differences based on educational background, department graduated from, and school type variables ($p > .05$).

Additionally, the Cronbach's Alpha reliability coefficient for the data obtained from the "Scale for Determining Parental Involvement Strategies Implemented by Preschool Teachers" was calculated as .917, indicating a high level of reliability.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The findings from the study in this section are compared with the characteristics of other individuals in the existing literature.

According to the data obtained from the "Questionnaire on the Levels of Exposure of Preschool Teachers to Parental Bullying Behaviors", it was found that the parent descriptions sub-dimension had the highest average, while the behaviors directed at health sub-dimension had the lowest. This suggests that teachers are more affected by how they are perceived by parents rather than direct impacts on their health.

Gündüz and Yılmaz (2008) emphasized that both teachers and school administrators frequently experience bullying behaviors. In a study by Çelebi and Taşçı Kaya (2014), various forms of bullying experienced by teachers were identified, including verbal threats, excessive control, humiliation, ignoring, denying personal rights, overloading work, removal from duties, and even sexual harassment. Dick and Wagner (2001) found that teachers who were subjected to bullying were significantly more stressed and took more leave compared to other teachers. A study by Tigrel and Kokalan (2009) also confirmed that teachers frequently face many forms of bullying. These findings are consistent with the results of the present study.

In the study, the data obtained from the "Scale for Determining Parental Involvement Strategies Implemented by Preschool Teachers" showed that the school-family education-based parental involvement strategy had the highest average score, while the home-based parental involvement strategy had the lowest average score. This indicates that teachers emphasize school-family collaboration more than home-based initiatives.

A study by Tezel Şahin and Özyürek (2011) highlighted the significant role of properly implemented parental involvement strategies within the framework of school-family cooperation in children's education. Similarly, Demircan (2018) and Bilaloğlu and Arnas (2018) emphasized the importance of collective action within the framework of school-family cooperation and the vital importance that parental participation techniques have in the education of children. These

results are consistent with the current study, especially when it comes to the value of school-family cooperation in assisting kids in preschool and elementary school. According to several other studies that looked at the effects of parental involvement practices, family involvement boosts motivation and self-confidence, improves academic performance, and creates positive attitudes toward teachers and school (Pehlivan, 1997; Hoover-Dempsey & Walker, 2002; Gürşimşek et al., 2002; Sevinç & Evirgen, 2003; Çelenk, 2003; Brooks, 2004; McWayne et al., 2004; Arslan & Nural, 2004; Mo & Singh, 2008; Kotaman, 2008; İpek, 2011; Vural & Kocabaş, 2016). These results support the current study's conclusions by highlighting the value of family involvement in raising educational attainment.

In domestic studies similar to this research, it is generally stated that the parental involvement process should be implemented more effectively to support children's success (Biber & Ural, 2016; Erdoğan & Demirkasımoğlu, 2010; Gürşimşek et al., 2006; Özel & Zelyurt, 2016). In the international literature, however, it is suggested that these practices be evaluated comprehensively in terms of commitment for greater effectiveness (Berger & Riojaz-Cortez, 2016; Ferlazzo, 2011; Goodall, 2012; Goodall & Ghent, 2014).

The study found that although the data from the "Scale for Determining Parental Involvement Strategies Implemented by Teachers" had a normal distribution, the data from the "Form on the Levels of Exposure to Parental Bullying Behaviors" did not. There was a strong negative correlation between the teacher-family based and home-based parental participation techniques sub-dimensions and the self-presentation sub-dimension of the parental bullying behaviors form. Furthermore, a strong negative correlation was discovered between the home-based parental engagement approach sub-dimension and the social relations sub-dimension.

Although there are no studies in the literature that directly overlap or diverge from this result, a similar study was conducted by Kurtuldu (2010). In her research, which evaluated the problems experienced in school-family relationships in preschool education based on the opinions of teachers and parents, it was found that teachers perceived significant issues regarding parents' attitudes. These issues included expectations for teachers to succeed in areas where parents had failed with their children, parents only communicating with administrators to complain about teachers, blaming the school for children's negative behaviors, underestimating the importance of preschool education compared to other educational levels, and focusing more on children's cognitive achievements than their social and emotional behaviors. Furthermore, it was noted that the views of preschool teachers regarding these parent-related issues did not differ based on their age, employment type (contracted or permanent), or professional experience.

In the study, the findings regarding whether preschool teachers' exposure to parental bullying behaviors significantly differed based on gender, age, educational background, department graduated from, employment type, school type, and professional seniority are as follows:

It was found that female teachers were more likely to experience parental bullying behaviors compared to male teachers. One potential reason for this could be the societal gender role stereotypes, where female teachers might be subjected to more pressure or criticism from parents due to preconceived biases. Additionally, female teachers are often perceived to have a more emotional and empathetic communication style. This might lead parents to express their concerns or emotional responses more frequently to female teachers. As a result, these communication dynamics may create an environment where female teachers are more vulnerable to parental bullying behaviors. Despite this, the study did not find a statistically significant difference in the levels of parental bullying behavior based on the gender variable. In a study by Aydın (2009), which focused on the bullying behaviors of school administrators toward teachers, findings related to the gender variable indicated that female teachers were more frequently subjected to sarcastic remarks and eye contact avoidance, while male teachers faced obstacles in

demonstrating their professional abilities. These findings are consistent with the current study. On the other hand, a study by Cemaloğlu and Ertürk (2007) found that the levels of parental bullying behavior experienced by teachers differed based on gender. Their research revealed that male teachers in primary schools were more likely to experience bullying compared to female teachers. Similarly, Ocak (2008) found that teachers' experiences of bullying behaviors significantly differed based on their gender, seniority, number of teachers in the school, and the gender of their administrators. These findings differ from the current study's results.

In the study, it was observed that teachers aged 30-39 had the highest scores for exposure to parental bullying behaviors, while those aged 50 and above had the lowest scores. Teachers in the 30-39 age group are typically in the middle stages of their careers, where they may take on more responsibilities and engage more frequently with parents. As a result, they may be more susceptible to stress and bullying behaviors from parents due to these increased interactions. On the other hand, teachers in the 50 and above age group are likely more experienced and mature, which might contribute to a calmer, more composed communication style, potentially reducing their exposure to bullying behaviors. The levels of participants' exposure to parental intimidation behaviors do not show a significant difference based on the age variable. According to the study, bullying behaviors are more common among teachers who are under the age of 25 than other age groups. Additionally, it was stated that private-sector teachers experienced higher levels of bullying behaviors compared to teachers working in the public sector. Similarly, Gökçe's (2006) research indicated that teachers' perceptions of bullying varied according to their age. These findings differ from the results of the current study, suggesting that younger teachers or those in different educational settings might experience different levels of bullying based on their age.

In the study, it was found that individuals with postgraduate education had the highest scores for exposure to parental bullying behaviors, while those with an associate degree had the lowest. One possible explanation for this is that while individuals with postgraduate education may have more advanced communication skills, the language they use in problem-solving might not always resonate effectively with parents. On the other hand, individuals with an associate degree might have more limited communication skills but may be more successful in communicating at a level that parents can better understand. This might reduce their exposure to parental bullying behaviors. The levels of participants' exposure to parental intimidation behaviors do not show a significant difference based on the educational background variable. Several studies in the literature align with this finding. For example, Mikkelsen and Einarsen (2002) concluded that the level of education did not significantly impact the likelihood of teachers being exposed to bullying behaviors. Similarly, studies by Gökçe (2008) and Turan (2006) reached the same conclusion, finding no significant difference between educational background and bullying exposure. However, other research presents differing results. Yavuz (2007) and Bulut (2007) found that educational background could indeed influence the likelihood of experiencing bullying behaviors. Ertürk (2011), in a study examining emotional bullying directed at teachers and administrators in primary schools, discovered that those with postgraduate education were more likely to experience bullying compared to those with bachelor's or associate degrees. These results differ from the findings of the current study, suggesting that educational background might play a role in specific contexts or settings.

In the study, it was found that individuals who graduated from preschool education programs had the highest scores for exposure to parental bullying behaviors, while those with degrees in other fields had the lowest scores. Preschool education graduates take on a direct role in the education and development of young children, which involves significant responsibility in decision-making and communication with parents. This heightened responsibility may increase their risk of encountering parental bullying behaviors. Additionally, preschool teachers possess more knowledge and expertise related to children's development, which could make them more effective in engaging with parents and meeting their expectations. In contrast, graduates from other fields may have more limited expertise in these areas, which could reduce their exposure to

parental bullying behaviors. Despite these observations, no statistically significant difference was found in the levels of exposure to parental bullying behaviors based on the field of study. Ekinçi (2012) identified a significant difference in teachers' perceptions of bullying based on their field of study, noting that some teachers faced more bullying based on their specialization. In particular, some studies, such as those by Ertürk (2011) and Gökçe (2006), found that teachers who graduated from their specialized fields experienced more bullying behaviors compared to those from other branches. These findings differ from the results of the present study. However, in studies conducted by Çomak and Tunç (2012), no significant difference was found in the bullying experiences of primary school teachers based on their field of study. These results align with the findings of the current study, indicating that in some cases, the field of study may not play a significant role in exposure to parental bullying behaviors.

Individuals working on a contractual basis had the highest scores for exposure to parental bullying behaviors, while permanent employees had the lowest scores. Contract workers typically interact with more students and may have a more intense work schedule, which can lead to more stress and challenges in parent-teacher relationships. In contrast, permanent employees generally work with fewer students and may have a more stable work environment, which could result in less exposure to parental bullying behaviors. It emerged that the type of profession had no statistically significant impact on the exposure levels to parental bullying behaviors. In a similar vein, Çomak (2011) investigated primary school teachers' experiences with bullying and discovered that contract instructors were more likely to be bullied than permanent teachers. In their study, Çomak and Tunç (2012) concluded that the bullying levels among elementary school teachers did not significantly differ based on employment type. Likewise, Ertürk (2011) also found that the levels of bullying behavior faced by teachers did not vary based on their employment status. These findings are consistent with the results of the current study.

Teachers working in private preschool classes had the highest scores for exposure to parental bullying behaviors, while those working in private independent preschools had the lowest scores. Private preschool classes may have larger class sizes and a higher student-teacher ratio compared to private independent preschools. This can result in teachers having to manage more students and facing greater challenges in communicating with parents, which may increase their exposure to parental bullying behaviors. However, no statistically significant difference was found in the levels of exposure to parental bullying behaviors based on the type of school in which participants worked. Similarly, in a study by Dinçkal and Başer (2019), it was found that the type of school where preschool teachers worked did not lead to significant differences in their exposure to parental bullying behaviors. Ekinçi (2012) also found no significant differences between teachers' perceptions of bullying based on the type of school. On the other hand, Aydın (2009) found that teachers working in academic high schools perceived more intense bullying related to social relationships compared to those working in vocational and technical high schools.

It was observed that teachers with 5-10 years of experience had the highest scores for exposure to parental bullying behaviors, while those with 23 or more years of experience had the lowest scores. Teachers with 5-10 years of experience are generally at an intermediate level of expertise in their careers. During this period, they possess more experience and knowledge than newly starting teachers, but compared to more seasoned teachers, they are still in a learning phase. This may make them more vulnerable to certain challenges, which could explain the higher levels of exposure to parental bullying behaviors in this group. However, the study found no statistically significant difference in the levels of exposure to parental bullying behaviors based on professional experience. This is consistent with the findings of Yıldırım and Eken (2014), who observed that as teachers' experience increases, they tend to encounter fewer bullying behaviors. Similarly, research by Yılmaz et al. (2008) showed that teachers with 1-5 years of experience were more likely to face bullying behaviors. These findings align with the results of the current study, suggesting that as teachers gain more experience, they develop greater skills in handling such challenges, leading to a reduction in exposure to parental bullying behaviors. In conclusion,

the longer a teacher's tenure, the more experience they gain, which helps them navigate difficult interactions more effectively, thus reducing their likelihood of experiencing bullying behaviors from parents.

The results related to whether the family participation strategies implemented by preschool teachers differ significantly based on age, educational background, field of study, employment status, type of school, and professional experience are as follows:

The family participation strategies employed by teachers do not show any significant difference based on gender. The professional demands of teachers, which require them to focus on student education and collaborate with families, may lead teachers to implement similar family participation strategies regardless of their gender. In a study conducted by Gömleksizoğlu and Serhatlıoğlu (2013), it was found that preschool teachers' self-efficacy beliefs regarding family participation did not differ based on gender. These findings are consistent with the results of this study.

There is a significant difference between the family participation strategies implemented by teachers and the age variable. Teachers aged 50 and above had the highest scores for family participation strategies, while those aged 20-29 had the lowest. Accordingly, the family participation strategies of teachers aged 50 and above are significantly more pronounced than those of the 20-29, 30-39, and 40-49 age groups. This difference can be attributed to the greater professional experience and knowledge of older teachers, who are more skilled in maintaining discipline in the classroom and effectively managing parent-child communication compared to younger teachers. This finding is consistent with Atakan's (2010) study, which found differences in teachers' views on family participation based on age. However, the study by Bayraktar et al. (2016) concluded that there was no significant difference between teachers' age and their views on family participation activities, which differs from the results of this study.

Individuals with postgraduate education had the highest scores for family participation strategies, while those with undergraduate education had the lowest scores. Postgraduate education provides individuals with a more in-depth and comprehensive education. During this process, students acquire more knowledge and understanding in areas such as child development, educational psychology, and family education, which enables them to implement family participation strategies more effectively. In contrast, undergraduate education offers a more limited scope, meaning individuals may have less knowledge and understanding of family participation strategies. Despite this, the study found no significant difference in the family participation strategies applied by teachers based on educational background. However, Şivgin (2005) found a significant difference between the most recent degree obtained and family participation in preschool education, with associate degree graduates scoring lower. Similarly, Bayraktar et al. (2016) found no significant difference between educational background and views on family participation activities. These results align with the findings of this study. Abbak (2008) also found that associate degree teachers participated in family participation activities at medium to high levels, while teachers with a bachelor's degree, although showing no major differences between categories, participated at lower levels. These findings are consistent with the results of this study.

Graduates with a degree in child development had the highest scores for family participation strategies, while those with a degree in preschool education had the lowest scores. Child development graduates possess specialized expertise and experience in understanding and supporting children's development. This makes them more competent in effectively communicating with families, informing parents, and guiding them to support their children. Despite these differences, the study found no significant difference in the family participation strategies employed by teachers based on their field of study. In line with this, Şivgin (2005) found no significant difference in the views of teachers working in preschool education

institutions regarding family participation based on the type of school they last graduated from. Similarly, Bayraktar et al. (2016) found no significant difference between the field of study and views on family participation activities. These findings are consistent with the results of this study.

It was observed that teachers employed on a paid basis had the highest scores for family participation strategies, while contract teachers had the lowest scores. The study found that the family participation strategies implemented by teachers showed a significant difference based on their employment type. Accordingly, permanent teachers applied family participation strategies more significantly compared to contract teachers. However, Bayraktar et al. (2016), in their study examining the attitudes of teachers working in preschool institutions towards family participation activities, found no significant difference based on the type of employment. Additionally, no significant difference was found between teachers' attitudes towards family participation activities and their employment type. This suggests that while differences in employment type may influence family participation strategies, previous research does not always show consistent patterns regarding this factor.

It was observed that teachers working in private independent kindergartens had the highest scores for family participation strategies, while teachers in public independent kindergartens had the lowest scores. Private independent kindergartens generally have smaller class sizes and offer more personalized services, which may allow teachers to build closer relationships with families and respond better to individual needs. These institutions also tend to have more resources and support, enabling teachers to provide families with greater educational and supportive opportunities. In contrast, public independent kindergartens may have more limited resources compared to private ones, which might restrict teachers' ability to engage and support families as effectively. However, despite these differences, the study found that there was no significant difference in the family participation strategies implemented by teachers based on the type of school they worked in. Gül and Gül (2021) similarly concluded in their research that teachers' views on the family participation strategies they implemented did not differ according to the type of school. Likewise, Bayraktar et al. (2016) found no significant difference between the type of school teachers worked in and their views on family participation activities. These findings are consistent with the results of this study.

Teachers with 23 years or more of seniority had the highest scores for family participation strategies, while teachers with 17-22 years of seniority had the lowest scores. Teachers with 23 or more years of experience generally possess greater expertise and knowledge, which enables them to communicate more effectively with families, better understand their needs, and respond more appropriately. The study found that family participation strategies varied significantly according to the teachers' level of seniority. Specifically, the family participation strategies implemented by teachers with 23 years or more of experience were more meaningful than those of teachers with less than 5 years, 5-10 years, 11-16 years, and 17-22 years of experience. In Atakan's (2010) study, differences in teachers' views on family participation were identified based on years of profession and age. This difference can be attributed to the fact that teachers with more experience and seniority are generally more capable of maintaining discipline in the classroom and are better at establishing effective communication between families and children. Similar findings were also reported in the study by Castro et al. (2004), further supporting these results. These findings align with the outcomes of our study.

Based on the study results, it is suggested that the level of parental bullying behavior experienced by preschool teachers affects the family participation strategies they implement. As a result, several recommendations have been made:

Recommendations for the Ministry of National Education:

- In-service training can be provided to preschool teachers on effective parent communication.
- Teachers who are new to the profession can receive in-service training on parental bullying behavior, strategies to cope with bullying, and family involvement.
- The topic of bullying can be incorporated into the curriculum for teacher candidates as part of a course offered in faculties of education.

Recommendations for Researchers:

- Research can be conducted in different social environments using various variables to investigate the levels of bullying behavior experienced by teachers.
- Since there is a lack of studies in the literature that simultaneously address family participation strategies and parental bullying behavior, further research on this topic can significantly contribute to the field.

Recommendations for Preschool Teachers:

- Before the school year begins, parents can be informed about the educational process and school rules, and measures can be taken to prevent parental bullying behavior.
- Awareness can be raised among parents about the importance of family participation in preschool education, emphasizing its significance for children's development.

Recommendations for Administrators:

- To prevent parental bullying behavior, positive and supportive school-family collaboration can be established.
- Preschool teachers can be informed about their legal rights related to parental bullying.
- Schools' infrastructure can be adapted to facilitate family participation activities.
- School administration can support teachers in family participation initiatives.

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GENİŞLETİLMİŞ ÖZ

Giriş

Okul öncesi öğretmenlerinin görevlerini tam anlamıyla yapabilmeleri ve çocuklara faydalı olabilmeleri için birçok etken söz konusudur. Bunlardan bir tanesi kurum içi ve anne babalar ile olan iletişim düzeyleridir. Öğretmenlerin kendilerini kurumun bir parçası olarak görmeleri ve görevlerini bu güven duygusu ile yerine getirmeleri ve öğrencilerine verimli olabilmeleri kurum ve anne baba ile olan iletişim düzeyine bağlıdır. Diğer yandan yaşanan yıldırma davranışları öğretmenlerin mesleki tatmin duygusunu olumsuz etkilemektedir (Ergenekon, 2007).

Yıldırma davranışı, bireylere ahlak dışı ve düşmanlık besleme şeklinde uygulanmaktadır. Bu durumda birey çaresiz kalır ve yardım talebinde bulunamayabilir. Birey bu davranışlara maruz kaldığında kendini koruma konusunda zor durumda kalır ve maruz kaldığı olumsuz davranışlara karşı başarılı bir şekilde savunma yapamaz. Bu nedenle, mobbing mağdurları iş ortamında güçsüz hisseder ve sıklıkla destek arayışında bulunurlar (Karcıoğlu & Çelik, 2012).

Okullarda öğretmenlerin maruz kaldığı yıldırma davranışlarının kaynakları arasında okul yöneticileri, meslektaşları ve anne ve babalar yer tutmaktadır. Özellikle ilköğretim ve okul öncesi eğitimde anneler ve babalar ile sürekli iletişim kurmak zorunda kalınan eğitim seviyelerinde anne baba kaynaklı yıldırma davranışlarına daha sık rastlandığı görülmektedir. Dinçkal ve Başer (2019) yaptıkları çalışmada, veli kaynaklı yıldırma davranışlarının diğer yıldırma türlerindeki kategorilere benzerlik gösterdiğini ortaya koymuştur. Çalışmaya göre, iletişimi engelleme kategorisinde, veliler tarafından öğretmenlere uygulanan yıldırma davranışları; rahatsız edici imalar, bakışlar, yöneticilere şikayet, hesap sorma, söz kesme, iftira ve hakarete maruz bırakma, tehdit, alay şeklinde olmaktadır (Türk & Kırkoğlu, 2018). Sosyal ilişkiler kategorisinde görülen yıldırma davranışları, meslektaşları ile kıyaslama, önyargılı davranma, öğretmenler ile ilgili dedikodular yayma şeklinde görülmektedir. Öğretmenin itibarını hedef alan yıldırma davranışları, öğretmenin kişilik ve karakterine yönelik hakaretler, iftira ve dedikodular, giyimini eleştirme, sorunlu ve tutarsız olarak gösteren damgalayıcı etiketler ve lakaplar takma, özel hayatını, etnik kökenini, inancını ve siyasi duruşunu sorgulayıp yargılayıcı davranışlarda bulunma şeklinde ortaya çıkmaktadır (Karakuş & Çankaya, 2012). Bunların yanı sıra öğretmenin mesleki durumu ve sağlığına yönelik yıldırma davranışları da görülmektedir. Velilerin bu davranışları gösterme şekilleri ise, mesleki yeterliliğini sorgulama, eğitimin içeriğine ve öğretim yöntemlerine müdahaleler, baskı, okul öncesi eğitim kademesinde öğretmeni bakıcı olarak algılama, öğretmenin açığını bulmak için sürekli gözetim altında tutma, gerçeği yansıtmayan eleştiriler, psikolojik ve fiziksel şiddete maruz bırakma, cinsel taciz, gözdağı verme şeklinde olduğu yapılan çalışmada ortaya konmuştur (Dinçkal & Başer, 2019). Veli kaynaklı yıldırma davranışlarının öğretmenlerde öz güven zedelenmesine neden olduğu, meslektaşları ile aralarında sorunların yaşanmasına sebep olduğu, öğretmenin mesleğine yönelik tutumunu, iş doyumunu olumsuz yönde etkileyerek, eğitimin niteliğini düşürdüğü farklı çalışma sonuçlarında ortaya konmuştur (Ertürk, 2011; Alkan, 2011).

Okul öncesi öğretmenleri anne baba kaynaklı yıldırma davranışları ile baş etme aşamasında aile katılım stratejilerini uygulayabilir. Böylece öğretmen ve anne baba arasında iletişimin kalitesi artacaktır. Aile katılımı, anne babaların çocuklarının eğitimine yardımcı olmak amacıyla planlanan ve hazırlanan faaliyetlerin tümünü kapsar. Aile katılımı çalışmaları, çocukların evde, okulda ve toplumda yaşamlarının her alanını kapsayacak şekilde planlanmalıdır. Planlamanın ilk aşamasında, okulun “Okulumuzda aile katılımı için nasıl bir program politikası izlemeliyiz?” sorusuna cevap verilmesi gerekmektedir. Bu, planlamanın önemli bir aşamasıdır. Aile katılımı, çocukların akademik ve bireysel gelişimlerini desteklemeyi, ailelere bilgi ve beceriler kazandırmayı, öğretmenler ve okul yönetimiyle iletişimi sağlamayı ve kurumlarda yapılan çalışmalara gönüllü olarak katılımı teşvik etmeyi içerir (Lindberg, 2014).

Okul öncesi dönemde aile katılımı çalışmalarıyla hedeflenen nokta, eğitim sürecinde bütünlük ve sürekliliğin sağlanmasıdır. Ailelerin evde sağladığı eğitimin, okulda eğitimciler tarafından verilen eğitimle desteklenmesi, böylece istenen davranışların hem evde hem de okulda kontrollü bir şekilde çocukta kazandırılmasını amaçlar. Bu sayede, aile katılımıyla hem evde hem de okulda tutarlı bir eğitim ortamı oluşturulması hedeflenir (Tezel vd., 2005).

Okul öncesi öğretmenlerinin görevlerini yapabilmeleri kaliteli ve etkin bir eğitim verebilmesi uygun çalışma koşullarında gerçekleşmektedir. Bu koşullardan özellikle yıldırma davranışları öğretmenlerin mesleki etkinliğini olumsuz yönde etkilemektedir. Diğer yandan çocukların fiziksel ve ruhsal sağlıklı bir şekilde yetiştirilmeleri hem öğretmenler hem de ailelerin birlikte hareket etmeleri ile mümkün olacaktır. Bu açıdan anneler ve babalar tarafından uygulanan yıldırma davranışları öğretmenleri dolaylı yoldan da çocukları olumsuz etkilemektedir. Bu durum karşısında öğretmenlerin uyguladıkları aile katılım stratejileri bir yandan anne baba kaynaklı yıldırma davranışlarının önüne geçmede bir çözüm olabileceği gibi çocuğun gelişiminde de oldukça etkili olacaktır.

Dolayısıyla gelecek nesilleri yetiştirmek neslin devamlılığı ve ülke kalkınması için oldukça önemli bir konudur. Bu sürecin sağlıklı bir şekilde işleyebilmesi adına öğretmenlerin bu tarz davranışlara maruz kalmamaları gerekmektedir. Ayrıca öğrencilerin de gelişim sürecinde aile katılım stratejileri hayati önem taşımaktadır.

Bu çalışmanın amacı, okul öncesi öğretmenlerinin anne baba kaynaklı yıldırma davranışlarına maruz kalma düzeyleri ve uyguladıkları aile katılım stratejileri arasındaki ilişkinin incelenmesidir. Çalışmada elde edilecek sonuçların, okul öncesi öğretmenlerine anne baba kaynaklı yıldırma davranışlarına karşı geliştirecekleri stratejiler konusunda yol gösterici nitelikte olacağı düşünülmektedir. Diğer yandan öğretmenlerin demografik özellikleri, kıdemleri, okul türleri ile aile katılım stratejileri ve anne baba kaynaklı yıldırma davranışları arasındaki farklılıkların tespit edilmesi bu yönde geliştirilecek planlamalara yardımcı olacaktır. Ayrıca literatürde çalışma kapsamında ele alınan aile katılım stratejileri ve anne baba kaynaklı yıldırma davranışlarını birlikte ele alan yayınlara rastlanmamıştır. Bu anlamda literatüre de katkısının olacağı düşünülmektedir.

Yöntem

Bu çalışmada ilişkisel tarama modeli tercih edilmiştir. Genel tarama modellerinden biri olan ilişkisel tarama modeli iki veya daha fazla değişken arasındaki değişimi inceler (Karasar, 1999).

Çalışmada veri toplama sürecinde kullanılan anket üç bölümdür. Anketin ilk bölümünde demografik bilgiler yer almaktadır. İkinci bölümde “Okul Öncesi Öğretmenlerinin Öğrenci Velileri Kaynaklı Yıldırma Davranışlarına Maruz Kalma Düzeylerine İlişkin Anket Formu”na ilişkin sorular yer almaktadır. Üçüncü bölümde ise “Okul Öncesi Öğretmenlerinin Uyguladıkları Aile Katılım Stratejilerini Belirleme Ölçeği”ne ilişkin sorular bulunmaktadır.

Veriler araştırmacı tarafından İstanbul ili Avrupa yakasındaki ilçelerde bulunan özel anasınıflarına, özel bağımsız anaokullarına, devlet anasınıflarına, devlet bağımsız anaokullarına gidilerek toplanmıştır. Okul öncesi öğretmenlerine kişisel bilgi formları ve araştırmada kullanılan ölçekler kendilerine verilerek doldurmaları istenmiştir

Çalışmada elde edilen veriler SPSS paket programıyla analiz edilerek yorumlanmıştır. Verilerin analizinde normallik testi sonucuna göre normal dağılım gösteren verilerde Bağımsız Örneklem t Testi ve Tek Yönlü Varyans Analizi (ANOVA) yapılırken, normal dağılım göstermeyen verilerde ise parametrik olmayan testlerden Mann Whitney U testi ve Kruskal Wallis testi yapılmıştır. Ayrıca demografik özellikler ile ilgili tanımlayıcı istatistikler uygulanmıştır.

Sonuç ve Bulgular

Okul öncesi öğretmenlerinin anne baba kaynaklı yıldırma davranışlarına maruz kalma düzeyleri ve uyguladıkları aile katılım stratejileri arasındaki ilişkiye dair bu çalışmada elde edilen bulgular şu şekildedir;

Çalışmada “Okul Öncesi Öğretmenlerinin Öğrenci Velileri Kaynaklı Yıldırma Davranışlarına Maruz Kalma Düzeylerine İlişkin Anket Formu” ndan elde edilen verilere göre öğretmen veli tanımlamaları alt boyutu en yüksek ortalamaya sahipken, kişinin sağlığına yönelik davranışları alt boyutu en düşük ortalamaya sahip olduğu bulunmuştur.

Çalışmada “Okul Öncesi Öğretmenlerinin Uyguladıkları Aile Katılım Stratejilerini Belirleme Ölçeği”nden elde edilen verilere göre okul-aile eğitimi temelli aile katılım stratejisi en yüksek puan ortalamasına sahipken, ev temelli aile katılım stratejisi alt boyutu en düşük ortalamaya sahip olduğu bulunmuştur.

Çalışmada “Öğretmenlerin Uyguladıkları Aile Katılım Stratejileri Ölçeği”nden elde edilen veriler normal dağılım gösterirken, “Veli Kaynaklı Yıldırma Davranışlarına Maruz Kalma Düzeyleri Formu”ndan elde edilen verilerin normal dağılım göstermediği bulunmuştur. Araştırmaya katılan öğretmenlerin Veli Kaynaklı Yıldırma Davranışlarına Maruz Kalma Düzeyleri Formunun alt boyutlarından kendini gösterme alt boyutuyla, Öğretmenlerin Uyguladıkları Aile Katılım Stratejileri Ölçeği’nin alt boyutlarından öğretmen-aile temelli katılım stratejisi ve ev temelli katılım stratejisi alt boyutları arasında negatif yönlü anlamlı bir ilişki olduğu bulunmuştur. Veli Kaynaklı Yıldırma Davranışlarına Maruz Kalma Düzeyleri Formunun alt boyutlarından sosyal ilişki alt boyutlarıyla, Öğretmenlerin Uyguladıkları Aile Katılım Stratejileri Ölçeği’nin alt boyutlarından ev temelli katılım stratejisi alt boyutları arasında negatif yönlü anlamlı bir ilişki olduğu saptanmıştır.

Katılımcıların anne baba kaynaklı yıldırma davranışlarına maruz kalma düzeyleri cinsiyet, yaş, öğrenim durumu, mezun olunan bölüme, istihdam türü ve okul türü değişkenlerine göre anlamlı bir farklılık göstermediği tespit edilmiştir.

Öğretmenlerin uyguladıkları aile katılım stratejileri ile yaş, istihdam türü ve mesleki kıdem değişkenleri arasında anlamlı farklılık vardır. Bu sonuçların yanı sıra öğretmenlerin uyguladıkları aile katılım stratejileri cinsiyet, öğrenim durumu, mezun olunan bölüm ve görev yapılan okul türü değişkenlerine göre anlamlı bir farklılık göstermemektedir.