

The Parental Involvement in Student' Home Based Science Learning Activities

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Extended Summary

Purpose: The researches regarding the contribution to the achievement of the student show the importance of homework and the involvement of parents in these studies. However, within the frame of the accessible literature, it has been observed that the researches made in our country regarding the parent's involvement were rather at the level of early childhood and pre-school education, and for the stages of primary and secondary education, it has been observed that the impact of parental involvement on the academic success and the impediments of parental involvement were the issues that have been addressed. Also, it has been determined that the researches were generally carried out within the scope of school-parent collaboration, there were only few researches aiming at the specific areas and among them the issue of parental involvement in science lessons has not been sufficiently examined. When all these factors are taken into account, it has been considered that by determining the parental involvement in home-based learning activities of secondary school science lesson, this study will provide important data which can be used by educational researchers, educational policy developers, managers and teachers in determining the needs of parents and in the preparation of training programs meeting those needs. The aim of this study is to determine the parent involvement in their children's home-based science learning activities scale, whose children are studying in secondary school.

Method: The sample of the research comprised 580 parents whose children studied at 5th to 8th classes of secondary schools in Samsun province. The Parent Involvement in Students' Home Based Learning Activities Scale (PI-SHBLAS) was used to collect data. The scale consists of two parts. In the first part of parents' form, questions aiming to gather information regarding the parent's gender, proximity level to the student, age, occupation, income level, education level, marital status, the grade level of the child and tutoring-course taking situation of the child take place. In the second part, 40 expressions of 5 point Likert type (5 Always, 4 Often, 3 Sometimes, 2 Rarely, 1 Never) containing the opinions of the parents regarding the parent involvement take place. The subscales of PI-SHBLAS parent form has been named as "The active participation of parent (VAK), "Parent's perception of inade-

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quacy (VYA)”, “Parent’s perception of responsibility (VSA)” and “Self- development effort (KGC)”. In addition to this, it has been observed that the Cronbach Alpha values obtained for the reliability of the entire factors and scale have values ranking between .67-.85.

Result: From the research findings, it has been determined that the parents cannot fulfil their duties exactly in allocating time to their children’s home-based learning activities of science and technology lesson and in providing the materials. It has been also found out that the parents do not have the sufficient knowledge and skills to involve actively in home-based learning activities. From the findings, it has been determined that the teacher-parent interaction and communication in the respect of involvement are insufficient. The parents have concerns about providing imperfect and wrong information during the involvement process. This situation led them to the opinion that instead of involving in their children’s home-based learning activities, the children should do their homework by the knowledge they acquired in school. These results are compatible with the information in the literature, as expressed by many parents having the opinion that they can’t help their children with science. In addition, it has been concluded that the parents are aware of their liabilities regarding involvement in their children’s home-based learning activities, but that especially their lack of knowledge and lack of confidence in science subjects affected their direct involvement in a negative way. Having overcome these problems and enabling the parental involvement in home-based learning activities are welcomed by the children. It has been conducted that the satisfaction of the children with the parental involvement will lead the parents to be enthusiastic about involvement and have a part in the learning of their children.

Discussion and Conclusion: From the results achieved within the scope of the research, it can be expressed that the parents’ perceptions of their responsibilities regarding active involvement in their children’s home-based learning activities is just consist of providing environment for studies like homework and etc. and to arrange study time by establishing rules. Despite the efforts of the parents participated in the research are insufficient in respect with improving themselves to involve in their children’s home-based learning activities, it has been concluded that they take advantage of internet and if they have the training materials for parents in order to help their children with their homework, they can benefit from them.

By taking into consideration the results obtained in this study regarding the involvement of parents in home-based learning activities of science lesson, to overcome the deficiencies about the involvement of parents in home-based learning activities, the development of educational policy on parent involvement, the regulation of parent training programs and the preparation and implementation of training materials for parents have been proposed. With regard to research outcomes, it has been concluded that providing cognitive and affective support in order to increase the active involvement of parents in their children’s home-based science learning activities will be useful.

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