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# Investigation of Family Involvement in Preschool Period

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**ABSTRACT**

The aim of this study is to determine the demographic variables that impact on family involvement during the preschool period. The sample consisted of 137 parents with children between the ages of 2-6, currently enrolled in preschool education. The parents' demographic characteristics varied in terms of age, gender, socio-economic status and level of education. The analysis revealed a significant difference in family involvement scores between mothers and fathers across all three sub-dimensions, with mothers obtaining higher scores. A negative correlation was found between the age of first-time parenthood and family involvement. Additionally, home-based participation decreased with increasing parental age, and increased with higher SES. However, no significant difference in family involvement was observed based on parental education.

**ÖZ**

Bu araştırmanın amacı, okul öncesi dönemde aile katılımı üzerinde etkisi olan demografik değişkenleri belirlemektir. Araştırmanın örneklemi, 2-6 yaş arası okul öncesi eğitim almakta olan çocuğa sahip 137 ebeveynden oluşmaktadır. Ebeveynlerin demografik özellikleri yaş, cinsiyet, sosyoekonomik durum ve eğitim düzeyine göre farklılık göstermektedir. Yapılan analizler sonucunda anne ve babaların aile katılım puanları arasında her üç alt boyutta da anlamlı bir fark olduğu ve annelerin puanlarının daha yüksek olduğu belirlenmiştir. İlk kez ebeveyn olma yaşı ile aile katılımı arasında negatif bir ilişki tespit edilmiştir. Bunun yanı sıra ebeveyn yaşı arttıkça ev temelli katılım düzeyinin azaldığı, sosyoekonomik düzey yükseldikçe ise arttığı görülmüştür. Aile katılım düzeyinde ebeveyn eğitim seviyesine bağlı olarak anlamlı bir fark tespit edilmemiştir.

**Keywords:**
Family Involvement, Preschool Education, Parents.

**Anahtar Kelimeler:**
Aile Katılımı, Okul Öncesi Eğitim, Ebeveyn.

## Introduction

Child development encompasses the growth and development of individuals, including physical, cognitive, emotional, and social transformations that occur from infancy to adolescence (Levin, 2011). There are various factors that affect the developmental processes of children. Environment can be accepted as one of the most effective

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components in this process. As stated by Bronfenbrenner, the development of an individual is shaped by the ongoing interplay between the individual and their surrounding environment (Bronfenbrenner, 1979). Similarly, Vygotsky's sociocultural theory supports that cognitive development of children is shaped by the child's social interactions and the characteristics of the environment (Gestwicki, 2007). Considering the environmental factors affecting child development, especially in the preschool period, it is possible to say that the most influential one is the family. The concept of family mentioned here refers to parents who are considered as primary caregivers. The primary factor contributing to the significant impact of parents on a child's development is that the family serves as the child's closest and most familiar microsystem. (Hayes et al., 2022), and they are the people with whom children interact most in the first years of their lives. In this crucial period spent in close contact with the family, both the and quantity of the relationship between child and parent play a crucial role in the developmental process. Because, parents are children's first teachers, role models and first guides in learning processes (Walberg, 2011). For that reason, the active involvement of parents in early childhood education is considered as a significant component of the developmental processes of children in preschool. In this critical period in children's lives, the child, family and school should be thought of as inseparable parts of a whole and these components should act in cooperation throughout the entire education process.

Within this context, family involvement can be defined as an ongoing engagement where parents and other family members actively participate in an early childhood education program, aiming to enhance the education and overall growth of children (Morrison, 2003). Numerous researchers and policymakers recognize family involvement as a crucial element in successful early childhood education (Ginsburg-Block e al., 2010; Zigler & Muenchow, 1992). Additionally, there is evidence to indicate that family involvement can act as a protective factor for children and adolescents who face a higher risk of academic failure (Jeynes, 2003). Active family participation in preschool period, which is accepted as a crucial component that affects both developmental processes and the level of academic achievement of the children, has the potential to be affected by different factors such as demographic characteristics of the family members. In relation to this, there is research suggesting the gender of parents is a factor which affects the degree of family involvement (Orcan-Kaçan et at., 2020). In light of the study's results, researchers find that the level of involvement of mothers in early childhood education which includes communicating with the teacher, creating a qualified learning environment at home and participating in school activities, is higher compared to fathers (Orcan-Kaçan et at., 2020). In addition to parental gender, research suggests that family involvement is influenced by various factors such as family structure, ethnicity, socioeconomic status (SES) and family networking (Ho, 2006). Moreover, studies have emphasized the positive associations between parental education, family SES level, and the academic achievements of students (Caldas & Bankston, 1997; Jeynes, 2002; Mitchell & Collom, 2001; Parelius & Parelius, 1987). Building upon this positive correlation, Lareau identified three distinct characteristics that provide upper-middle-class parents with an advantage in their involvement. Firstly, upper-middle-class parents possess the knowledge and confidence to assist their children with school-related tasks because they possess the ability to comprehend the curriculum and effectively communicate with teachers. Secondly, they have stronger social networks comprising other families, friends, and neighbors, which grants them access to crucial information about their children's education. Thirdly, these parents possess greater financial resources that enable them to afford childcare, transportation, tutoring, and other related expenses. As a result, they have the flexibility to rearrange their work schedules and actively participate in school-related activities (Lareau, 1989). Hence, it is affirmed by Brown and Lareau that

parental education, occupation, and family income constitute diverse resources that significantly influence the extent of family involvement in children's education (Brown, 1991; Ho, 1997; Lareau, 1989).

Considering the place and importance of family involvement in early childhood education in the literature, this present study is designed to examine whether there is a significant difference in the degree of family involvement depending on the demographic characteristics of the parents.

Research Questions

1. Is there a significant difference in family involvement based on the gender of parents?
2. Is there a significant correlation between the age of parents and family involvement?
3. Is there a significant correlation between the parenting age and family involvement?
4. Is there a significant difference in family involvement based on SES of parents?
5. Is there a significant difference in family involvement based on the education level of parents?

## Method

### Participants

The participants of the study consisted of 137 parents (Mage=37.36, 14 fathers and 123 mothers) with children between the ages of 2-6, currently enrolled pre-school education. Sample size was calculated as 180 using Gpower ($\alpha$=0.05, $\beta$=0.80, f=0.25, k=4). All of the participants participated in the study voluntarily. The participants perceived their socio-economic level as 10% low, 85% medium and 5% high. The distribution of education level of the participants was 3.6% primary school, 2.9% secondary school, 30% high school, 49.3% university, 10.7% master's and 3.6% doctorate.6.4% of the parents stated that they live separately and 93.6% of them live together. The distribution of the participants according to the number of children they have is as follows: 38.6% of parents having one child, 51.4% having two children, and 10% having three or more children.

### Instruments

In the research, in order to obtain information about preschool children and their parents, Personal Information Form and "Family Involvement Questionnaire" adapted to Turkish culture were used as data collection tools. These were answered by the parents.

**Personal Information Form:** In this form, there are questions about demographic characteristics of parents such as the gender of the parent, year of birth, education level, socioeconomic level, marital status, year of first parenting, gender of the child, year of birth of the child and the number of children in the family.

**Family Involvement Questionnaire:** The original Family Involvement Questionnaire (FIQ) is developed by Fantuzzo et al. (2000) and Perry et al. (1997, 2002) and it consists of 42 questions in three subdimensions which are School-Based Involvement, Home-Based Involvement and Home-School Based Involvement. This questionnaire is adapted to Turkish culture and its validity and reliability analyzes were made by (Ahmetoğlu et al., 2018). Confirmatory Factor Analysis was performed by Ahmetoğlu et al. (2018) in order to determine the validity and reliability of the 3-factor model designed in the original study for

Turkish participants. According to analysis, Cronbach's Alpha co-efficients for Home-Based Involvement, School-Based Involvement and Home-School Conferencing are .84, .77 and .88, respectively (Ahmetoğlu et al., 2018). In this study, the version of the questionnaire adapted to Turkish culture was used and three subdimensions in the original questionnaire were adhered to. The concept of Home-School Based Involvement encompasses interactions between parents and educators concerning the education of child, Home-Based Involvement pertains to the actions parents take at home to establish a conducive learning environment for their children and the School-Based Involvement dimension refers to the activities that families engage in at school alongside their child (Ahmetoğlu et al., 2018). The scale is in 4-point Likert type, scored as "Rarely=1, Sometimes=2, Often=3 and Always=4".

**Procedure**

In order to use The Family Involvement Questionnaire (FIQ), the fourth author of "Adaptation of family involvement questionnaire into Turkish culture" article Ezgi Akşin Yavuz was contacted through email and permission was obtained. The questionnaire was delivered to the participants via Google Forms and the data were collected between April 1 and May 1, 2023. The participants were provided with information that their involvement in the study was both anonymous and voluntary. This study was approved by Boğaziçi University Social and Human Sciences Human Research Ethics Committee's (SBINAREK) Review Board 2023/04 numbered decision.

**Data Analysis**

The quantitative data obtained via the "Personal Information Form" and the "Family Involvement Questionnaire" were analyzed using "SPSS 25". In the data analysis process, besides descriptive statistics, parametric statistical tests: independent samples t-test, Pearson Correlation and One-Way ANOVA, and non-parametric statistical test Kruskal Wallis H were used. In order to examine normality of continuous variables, skewness and kurtosis values investigated. Normality tests revealed that the scores for home-based involvement among participants with a high school education level did not show a normal distribution. Therefore, whereas independent samples t-test was used to test the significance of the difference between the family involvement scores of two normally distributed independent groups and One-Way ANOVA was used to calculate the significance of the difference between the scores of three or more independent normally distributed groups, the Kruskal Wallis H test was used to test the significance of the difference between the scores of three or more groups that did not show normal distribution. Also, Pearson correlation test was applied to assess the correlation between continuous variables. The significance level was accepted as .05 in all analyzes performed with the research data.

## Findings

Independent samples t-test was used to test the significance of the difference between the family involvement scores of mothers and fathers. As a result of the analysis, it was determined that there was a significant difference between the family involvement scores of the mothers and fathers in all three sub-dimensions. Table 1 shows the mean values of the family involvement scores of the participants in three sub-dimensions based on their gender. Table 2 demonstrates the results of independent t-test for family involvement according to gender of parents and p values for each sub-dimension. As shown in Table 1, the family involvement scores of the mothers were higher in school-based involvement (M=26.08, SD=7.83), home-based involvement (M=37.28, SD=4.81) and home-school

based involvement (M=25.96 SD=7.71) than fathers' scores in school-based involvement (M=16.92, SD=7.12), t (125) =4,029, p=.000, home-based involvement (M=28.46, SD=6.05), t (131) = 6.110, p=.000 and home-school based involvement (M=20.79, SD=7.80), t (129) = 2.368, p=0.19.

**Table 1**

*Means of Family Involvement According to Gender of Parents*

| | Gender | N | M | SD | SE Mean |
|---|---|---|---|---|---|
| School-based involvement | Woman | 114 | 26.08 | 7.83 | .73 |
| | Man | 13 | 16.92 | 7.12 | 1.98 |
| Home-based involvement | Woman | 120 | 37.28 | 4.81 | .44 |
| | Man | 13 | 28.46 | 6.05 | 1.68 |
| Home-school based involvement | Woman | 117 | 25.96 | 7.71 | .71 |
| | Man | 14 | 20.79 | 7.80 | 2.08 |

**Table 2**

*Results of Independent Samples t-test for Family Involvement According to Gender of Parents*

| | | t | df | p |
|---|---|---|---|---|
| School-based involvement | Equal variances assumed | 4.029 | 125 | .000 |
| Home-based involvement | Equal variances assumed | 6.110 | 131 | .000 |
| Home-school based involvement | Equal variances assumed | 2.368 | 129 | .019 |

To explore the potential connection between parental age and family involvement during the preschool period, a correlation analysis was conducted. Table 3 indicates that the analysis revealed a negative correlation between the level of home-based family involvement and the age of the parents, $r$ (131) =-.246, $p$=.005. It has been determined that as the age of the parents increases, the level of home-based involvement decreases.

**Table 3**

*Correlations for Parental Age Variable*

| | M | SD | 1 | 2 | 3 |
|---|---|---|---|---|---|
| Age of Parents | 37.36 | 4.87 | 1 | | |
| School-based involvement | 25.14 | 8.22 | -0.07 | 1 | |
| Home-based involvement | 36.41 | 5.58 | -0.25** | 0.46** | 1 |
| Home-school based involvement | 25.40 | 7.86 | -0.09 | 0.55** | 0.48** |

*. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Correlation analysis was performed to determine whether there is a significant relationship between the first parenting age and family involvement. According to the analysis results seen in Table 4, a negative correlation was found between the first parenting age and all three sub-subdimensions of family involvement: school-based involvement $r$ (122) =-.238, $p$= .008, home-based involvement $r$ (128) =-.180, $p$=.042, home-school based involvement $r$ (126) =-.197, $p$=.027. Therefore, as the first parenting age decreases, the level of family involvement increases in all three sub-dimensions.

**Table 4**

*Correlations for First Parenting Age Variable*

| | *M* | *SD* | 1 | 2 | 3 |
|---|---|---|---|---|---|
| 1 First Parenting Age | 28.74 | 4.48 | 1 | | |
| 2 School-based involvement | 25.14 | 8.22 | -0.24** | 1 | |
| 3 Home-based involvement | 36.41 | 5.58 | -0.18* | 0.46** | 1 |
| 4 Home-school based involvement | 25.40 | 7.86 | -0.09 | 0.55** | 0.48** |

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

In order to examine whether there is a significant difference between the socioeconomic levels of the parents and the level of family involvement One-Way ANOVA was applied, and a significant difference was determined in the level of home-based family involvement of parents $F$ (2,132) = 3,868, $p$ =.023. In order to fully understand group differences in ANOVA, post hoc tests were conducted. As a result of multiple comparison analysis statistics including the Bonferroni test, a significant difference was found in the family involvement levels of parents with medium and high socioeconomic levels. Therefore, it has been determined that parents with high socioeconomic levels have higher home-based involvement scores.

**Table 5**

*Means and Standard Deviations of Family Involvement according to Socioeconomic Levels of Parents*

| | | N | *M* | *SD* |
|---|---|---|---|---|
| School-based involvement | Low SES | 12 | 24.41 | 10.47 |
| | Medium SES | 108 | 24.94 | 7.89 |
| | High SES | 7 | 29.43 | 9.95 |
| | Total | 127 | 25.14 | 8.22 |
| Home-based involvement | Low SES | 12 | 36.00 | 6.15 |
| | Medium SES | 114 | 36.11 | 5.48 |
| | High SES | 7 | 42.00 | 3.42 |
| | Total | 133 | 36.41 | 5.58 |
| Home-school based involvement | Low SES | 13 | 26.08 | 7.57 |
| | Medium SES | 111 | 25.08 | 7.60 |
| | High SES | 7 | 29.29 | 11.94 |
| | Total | 131 | 25.40 | 7.86 |

**Table 6**

*One-Way Analyses of Variance in Socioeconomic Levels of Parents and Family Involvement*

| | | Sum of Squares | df | Mean Square | F | p |
|---|---|---|---|---|---|---|
| School-based involvement | Between Groups | 139.15 | 2 | 69.58 | 1.03 | .360 |
| | Within Groups | 8372.30 | 124 | 67.52 | | |
| | Total | 8511.45 | 126 | | | |
| Home-based involvement | Between Groups | 230.74 | 2 | 115.37 | 3.87 | .023 |
| | Within Groups | 3877.52 | 130 | 29.83 | | |
| | Total | 4108.26 | 132 | | | |
| Home-school based involvement | Between Groups | 122.94 | 2 | 61.47 | .996 | .372 |
| | Within Groups | 7902.62 | 128 | 61.74 | | |

| | | | |
|---|---|---|---|
| Total | 8025.56 | 130 | |

In order to investigate whether there is a significant difference between the education level of the parents and the family involvement, Kruskal Wallis H was applied to examine the home-based family involvement for parents who had a high school education and did not show a normal distribution and no significant difference was found. One-way ANOVA was applied for school-based and home-school based family involvement, and no significant difference was found between the groups. Therefore, it was concluded that the level of parental education did not impact the level of family involvement.

**Tablo 7**

*Means and Standard Deviations of Family Involvement According to Educational Levels of Parents*

| | | N | *M* | *SD* |
|---|---|---|---|---|
| School-based involvement | Primary&Secondary School | 7 | 28.43 | 10.44 |
| | High School | 39 | 27.26 | 7.69 |
| | University | 63 | 24.39 | 7.90 |
| | Master&Doctorate | 18 | 21.94 | 8.63 |
| | Total | 127 | 25.14 | 8.22 |
| Home-school based involvement | Primary&Secondary School | 9 | 26.89 | 8.49 |
| | High School | 38 | 27.82 | 6.71 |
| | University | 66 | 24.24 | 8.19 |
| | Master&Doctorate | 18 | 23.83 | 7.85 |
| | Total | 131 | 25.40 | 7.86 |

**Tablo 8**

*One-Way Analysis of Variance in Educational Levels of Parents and Family Involvement*

| | | Sum of Squares | df | Mean Square | F | p |
|---|---|---|---|---|---|---|
| Home-Based Involvement | Between Groups | 470.50 | 3 | 156.83 | 2.40 | .07 |
| | Within Groups | 8040.95 | 123 | 65.37 | | |
| | Total | 8511.45 | 126 | | | |
| Home-School Based Involvement | Between Groups | 374.34 | 3 | 124.78 | 2.07 | .107 |
| | Within Groups | 7651.22 | 127 | 60.27 | | |
| | Total | 8025.58 | 130 | | | |

**Tablo 9**

*Results of Kruskal- Wallis H Analysis of Home-Based Involvement According to Education Level of Parents*

| | Education Level of parents | N | Mean Rank |
|---|---|---|---|
| Home-based involvement | Primary&Secondary School | 9 | 81.11 |
| | High School | 40 | 71.36 |
| | University | 67 | 65.51 |
| | Master&Doctorate | 17 | 55.12 |
| | Total | 133 | |

**Tablo 10**

*Test Statistics of Kruskal Wallis-H Analysis*

| | Home-based involvement |
|---|---|
| Kruskal-Wallis H | 3.45 |
| df | 3 |
| Asymp. Sig. | .327 |

a. Kruskal Wallis Test
b. Grouping Variable: Education level of parents

## Discussion

When the relationship between the genders of the parents and their home-based involvement, school-based involvement and home-school-based involvement is examined, it is seen that the participation of mothers in the preschool period is higher. The fact that the majority of the participants of the study were mothers, causes the results to be expected to be in favor of them. However, it is observed that the results are similar in studies conducted with samples with more father participants. For example, in the study of McWayne et a.l (2008), using the family involvement scale developed by Fantuzzo et al. (2000), although the proportion of fathers in the sample was higher than in the present study, mothers' level of family involvement was also higher in line with the results of this research. In addition, Brown et al. (2001) stated that, according to the 1999 National Household Education Survey, only 24% of fathers with children aged 3 to 5 years were found to be highly involved in school-based activities which is about half the level of mothers' participation in these activities. Although fathers' participation has increased compared to previous years, according to the data obtained from the results of the research, maternal participation still constitutes the majority compared to fathers. In other words, the family involvement rate of fathers in the preschool period is not as high as that of mothers yet. It is evident in studies that mothers are more involved, but still mothers want to participate more. According to the study of Williams et al (2002), a survey conducted in the UK revealed that 72% of mothers expressed a desire to increase their involvement in their child's education. In other words, mothers recognize the importance of family involvement in both early childhood and later stages.

This present study revealed a negative correlation between the age of parents and home-based involvement, indicating a decrease in home-based involvement as parent age increases. Interestingly, findings of research contradict those of numerous studies that suggest children of older mothers tend to have better developmental advantages. It is probable that older mothers create a nurturing and supportive home environment, thereby effectively preparing their children for preschool and subsequent school experiences. Additionally, research indicates that three-year-old children of older mothers exhibit enhanced language development and a reduced risk of unintentional injuries (Sutcliffe et al., 2012, as cited in Barnes et al., 2014). Parents who are aware of the contribution of home-based involvement in the development process of children are likely to take action to increase the level of it. Kiernan (1997) suggests that young parents, both mothers and fathers, tend to have a higher likelihood of belonging to economically disadvantaged families and having lower levels of education. One possible explanation for why older mothers provide greater developmental opportunities for their children could be attributed to their higher levels of education and socioeconomic status (SES) in comparison to younger mothers. This is because higher levels of education often lead parents to have a greater awareness of the significance of their children's development. Another reason why older mothers are more aware of their children in preschool may be that these mothers are

more experienced than young mothers. It seems that teenage mothers may have a slightly lower likelihood compared to older mothers in terms of being knowledgeable about appropriate developmental milestones, understanding the appropriate types and levels of stimulation required for a child at a specific age, and knowing how to respond appropriately to the child's behavior at different stages (De Lissovoy, 1973; Epstein, 1979, as cited in Roosa et al., 1984). The fact that older mothers are aware that their children have different needs at different ages will allow them to offer their children more opportunities in the home environment.

When the relationship between parenting age and home-based, school-based, home-school-based involvement was examined, we obtained a negative correlation. In other words, as the age of parenting decreases, the family participation rate increases, or as the age of parenthood increases, the family participation rate decreases. Looking at other research, we found very few articles that addressed the link between parenting age and family involvement. Some studies say that maternal and paternal satisfaction increases with age, but in our study, it was revealed that mothers and fathers show more interest in family involvement at younger ages. According to the research of Seçer, Celiköz and Yasa, as the age of becoming a father for the first time increases, fathers' self-efficacy towards fatherhood, satisfaction with paternity and general attitude scores towards fatherhood also increase (Seçer et al., 2007). Young parents want to play a more active role in their children's educational life so they show more interest in family involvement in the preschool period.

In order to understand the rationale behind results of survey, we must look at various studies that were conducted around the family involvement issue in relation to the parents' SES. Arnold et al. (2019) expressed partial interest in exploring the connection between pre-literacy development and the socioeconomic status (SES) of families. The article illustrates a positive correlation between preliteracy development and families' SES inputs. The researchers asked parents to show up to a center to participate in a study regarding parents' involvement with their children in preschool. However, the study resulted in only 62% of parents showing up. The reason for the low participation percentage is that many of the centers that conducted the study served communities with low SES, and compared to families with high SES, families with low SES tend to participate less in these kinds of studies, even though they are encouraged to volunteer (Arnold et al., 2008). Moreover, some notable cultural aspects of the study were also presented in the aforesaid article. This study also shows that different cultures tend to have different expectations of teacher-student relationships, teachers' authority, and language barriers. Furthermore, according to the study, the relation between ethnicity and SES were also largely confounded (Arnold et al., 2008). Considering how minorities are more likely to be affected by poverty (Wong & Hughes, 2006), they are more likely to spend their time and resources on fundamental needs. To make it clear, they have neither the resources nor the time to take care of their children. In other words, they are less likely to have a high level of involvement with their children in the preschool period. The correlation between ethnicity and poverty might be one of the reasons why families with high SES tend to have higher levels of involvement in the early years of childhood. This being said, the question about the relationship between ethnic poverty and parental involvement is a topic broader than the issue of the original question, making it harder to talk about the details. However, it must be considered that SES is highly correlated with various different issues.

Another important aspect of SES is parental education level. The education level of a parent is a crucial indicator of SES. This also affects the home environment and the

atmosphere for children since parents with a high educational level have more capacity and skills for healthier lifestyles than parents with a lower educational level (Määttä et al., 2017).

When considering the explanation about the correlation between SES and educational level, the result of the survey regarding educational level of parents and family involvement of parents in preschool becomes quite interesting. This result might have two rationales: First, participation levels in the said survey were low within families with a higher level of education, and the latter is the informal economy of Türkiye. High inflation, unemployment, and migration are some of the factors contributing to the growth of the informal economy in Türkiye (Ela, 2013). These factors create unequal and inadequate income. As a result of the informal economy, people who are willing to get paid more in a short amount of time, are preferring job opportunities inside the informal economy. Thus, the participants' income might be an indicator of the informal economy rather than the participants' jobs or educational level.

## Conclusion and Suggestions

As a result of the research, findings related to the level of family participation and the effect of demographic factors on family participation were obtained. The aim of our research was to determine what factors affect family participation in the preschool period. It is estimated that family involvement in the preschool period has positive and negative effects on school success in the child's future life. Therefore, the factors affecting family participation were examined. Now, back to the relationship between parent involvement and our school performance, there is a higher probability that children who have parents actively engaged in school-related activities will demonstrate better academic performance (Stevenson & Baker,1987). Thus, it became clearer what areas we should focus on in order to increase family participation, and what options we should offer parents or teachers. First of all, the fact that mothers participate more actively than fathers shows that family participation programs should include content for fathers or that appropriate activities should be organized to attract fathers. Another finding was that home-based participation was lower as the age of the parent increased. At this point, what needs to be done is how to increase home-based participation in parents in the increasing age group. Teachers can send home-based kits to families to increase home-based engagement. For working parents, activities that can be implemented in a shorter time and seminars on how to spend time with the child can be given. The increase in participation as the age of parenting decreases shows us that young parents attach more importance to family participation. Parents with higher parenting age should be identified as what is holding them back from family participation and they should be encouraged to play an active role in family participation. As age increases, intolerance, work life, stress and many other factors may decrease family participation. At this point, applications such as psychological support to parents and less working hours can be developed by the government. Parents with higher socioeconomic status show more home-based participation. The level of financial well-being affects family participation in home-based participation. In order to increase the home-based participation of parents from low SES, activities can be directed with expert knowledge on how to spend more quality time at home with their children. Another issue that is examined was the relationship between education level and family involvement. It was determined that there was no change in the level of participation according to the education level. Based on the results of the present study, it was concluded that gender and age of parents, age of first-time parenthood and socioeconomic level of family were identified as influential factors in determining the level of family involvement in preschool period.

## Ethics Statement

All procedures followed were in accordance with the ethical standarts of the Bogazici University Ethics Committee on human experimentation and with the Helsinki declaration of 1975, as revised in 2000.

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