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| Research Article / Araştırma Makalesi |

Development of the Family Education Activities Evaluation Scale

Aile Eğitim Etkinliklerinin Değerlendirilmesi Ölçeğini Geliştirme Çalışması[1]

Sinem SERÇE[2], Naim ÜNVER[3]

Keywords

1. Scale development
2. Family education evaluation
3. Attitude
4. Communication
5. Expectation

Anahtar Kelimeler

1.Ölçek geliştirme
2. Aile eğitimi değerlendirme
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Abstract

Purpose: This study aimed to revise the "Evaluation Scale of OBADER Family Education Sessions Delivered via Distance Education," developed within a thesis, into a more general scale titled the "Family Education Activities Evaluation Scale."

Design/Methodology/Approach: The study employed the survey model, a quantitative research method, and was conducted in two phases. In the first phase, the original version of the scale was developed based on data collected from 310 participants. In the second phase, carried out two years later, the revised version of the scale was administered to a new sample of 241 participants.

Findings: In both phases, the scale consisted of 16 items grouped under 3 factors. While the item contents were slightly modified during the revision process, the overall factor structure was preserved. The results confirmed the scale's validity and reliability across both samples.

Highlights: The final version of the scale, titled "Family Education Activities Evaluation Scale," provides a valid and reliable tool for evaluating various family education activities beyond the initial OBADER context, making it adaptable for broader applications in distance education and family training programs.

Öz

Çalışmanın amacı: Bu çalışmanın amacı, piyano eğitiminde üstbilişsel stratejilerin kullanımının üstbilişsel farkındalık ve piyano *Çalışmanın amacı:* Bu çalışma, "36–72 Aylık Çocuğa Sahip Ebeveynlere Yönelik Uzaktan Eğitim Yoluyla Sunulan OBADER Oturumlarının Etkilerinin İncelenmesi" başlıklı tez kapsamında geliştirilen "Uzaktan Eğitim Yoluyla Sunulan OBADER Aile Eğitimi Oturumları Değerlendirme Ölçeği"nin daha genel bir ölçme aracı olan "Aile Eğitimi Etkinliklerini Değerlendirme Ölçeği"ne dönüştürülmesini amaçlamaktadır.

Materyal ve Yöntem: Araştırmada nicel araştırma yöntemlerinden biri olan tarama modeli kullanılmıştır ve çalışma iki aşamalı olarak yürütülmüştür. İlk aşamada ölçek geliştirme çalışması 310 katılımcıdan elde edilen verilerle gerçekleştirilmiştir. İkinci aşama ise iki yıl sonra farklı bir örneklem grubu olan 241 katılımcı ile yürütülmüştür.

Bulgular: Her iki aşamada da ölçek 3 faktör altında toplanan 16 maddeden oluşmuştur. Ölçekteki bazı madde ifadeleri ikinci aşamada revize edilmiş olsa da faktör yapısı korunmuştur. Elde edilen sonuçlar ölçeğin geçerlik ve güvenirlik açısından tutarlı olduğunu göstermiştir.

Önemli Vurgular: Son haliyle "Aile Eğitimi Etkinliklerini Değerlendirme Ölçeği" olarak adlandırılan ölçek, sadece OBADER bağlamı için değil, farklı uzaktan eğitim ve aile eğitimi etkinliklerinde de kullanılabilecek geçerli ve güvenilir bir ölçme aracı olarak öne çıkmaktadır.

[1] This study is derived from the master's thesis titled "Investigation of the Effect of OBADER Sessions Given By Distance Education on Parents With 36-72 Months Old Children."

[2] Kastamonu, Türkiye; https://orcid.org/ 0000-0003-2937-1764
[3] Kastamonu Üniversitesi, Eğitim Fakültesi, Okul Öncesi Eğitimi ABD, Kastamonu, Türkiye, https://orcid.org/0000-0003-1801-5609

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INTRODUCTION

As one of the fundamental components of early childhood education, the family has long been a significant focus of research, and family education continues to be a crucial field of study today (2025), just as it was in the past. The efforts of high-quality early childhood education programs to establish strong partnerships with families stem from the fact that parents play a vital role in supporting their children's social competence, self-regulation skills, and school readiness during the preschool years (Slotkin et al., 2024). The active involvement of parents in their children's educational process is considered highly important worldwide and is increasingly viewed as an integral part of school systems. In Turkey as well, with recent reforms in the field of education, the active participation of parents in the educational process is being encouraged. Through various institutions, structured and systematic programs are provided for parents on topics such as child development and education, as well as the elimination of negative behaviors (Özyürek et al., 2015).

A review of the literature reveals a variety of definitions related to family education. Family education encompasses activities aimed at providing families with systematic guidance to help them support their children's development and actively participate in their educational journey, ultimately fostering the skills necessary to raise healthy children/individuals (Tezel Şahin & Özyürek, 2008; Mahoney et al., 1999). "Parent education," a term often used interchangeably, refers to organized efforts with clearly defined content, target audiences, and goals designed to improve or change parental role performance, ultimately facilitating parenting behaviors that positively influence child development outcomes. Parent education is grounded in the principles that parenting is a complex, challenging, yet rewarding responsibility, and that education can help parents fulfill their roles more effectively (Smith, Perou, & Lesene, 2002).

Family education programs should be delivered by professionals, taking into consideration the sociocultural characteristics of the participants. Communication with families should be respectful, clear, and aligned with human rights principles. Patience, honesty, and fairness must be demonstrated throughout the activities, and educators are expected to provide guidance. When organizing family education activities, several key principles should be observed: scientific validity, utility, cooperation, planning, confidentiality, voluntariness, transparency, accessibility, continuity, interactivity, participation, and appropriateness (Yılmaz Bolat, 2017; MoNE, 2013b; Ünal, 2018).

An examination of the history of preschool education programs in Turkey shows that the 1953 curriculum introduced the concept of school-family cooperation under the heading "Relations with Parents and the Community." The 1989 Preschool Education Program emphasized the need to plan parental involvement in educational activities. The Ministry of National Education (MoNE) 1994 curriculum highlighted the importance of family involvement for the permanence of education and recommended conducting interviews with parents. The 2002 Preschool Education Program elaborated in detail on the need to ensure family participation in children's education. In the 2006 curriculum, family education activities were defined as structured and planned efforts aimed at enhancing parents' knowledge and skills regarding child health, development, behavior management, communication, nutrition, and mental health. The program also outlined several tools and methods for implementing family education—such as meetings, conferences, individual consultations, printed materials like articles, brochures, handbooks, and educational boards—and introduced the "Family Education Needs Assessment Form." Teachers were advised to analyze these forms completed by families to plan education activities accordingly, a recommendation that continued in subsequent programs.

The 2013 curriculum updates included two separate age groups: "The Education Program for Children Aged 0–36 Months" and "The Preschool Education Program for Children Aged 36–72 Months." Alongside these programs, two comprehensive family support education guides were developed: EBADER (Family Support Education Guide Integrated with the 0–36 Month Program) and OBADER (Family Support Education Guide Integrated with the 36–72 Month Preschool Education Program), underscoring the importance placed on family education and participation. In the 2024 update of the Preschool Education Program, a new "Family Education Guide" was prepared. The 2024 Century of Türkiye Maarif Model Preschool Education Program describes family education activities as practices designed to meet families' needs by enhancing and supporting their child-rearing skills. In this program, planning family education activities for families with preschool-aged children is listed among the "school and community participation" activities. To ensure quality planning and analysis of these activities, the program includes the "Family Education Needs Assessment Form." While OBADER recommends face-to-face delivery of family education activities, the Century of Türkiye Maarif Model allows for both face-to-face and online modalities (MoNE, 2002, 2006, 2013a, 2013b, 2013c, 2024a, 2024b).

OBADER is a guide launched in 2013, developed for families with children aged 3–6, containing components related to family education and participation. Designed to facilitate cooperation between schools and families, OBADER aims to promote active involvement of parents in both family education and classroom activities. It also encourages the participation of parents of preschool-aged children in the educational process. Furthermore, OBADER serves as a resource for educators, aiming to enhance their knowledge and awareness of the family education and participation process. It guides them in how to plan, implement, manage, and evaluate this process (MoNE, 2013b; Ünlü Çetin, 2016).

Distance education is a learning environment where learners and educators interact through communication and educational technologies without constraints of time or location. It provides learners with the opportunity to study independently, offering individual flexibility while eliminating the requirement for physical presence. One of the key advantages of distance education is its capacity to minimize spatial and temporal limitations, thereby ensuring equal access to educational opportunities. It also offers various alternative learning options such as technology-based learning, open education, and virtual applications (Uşun, 2006;

Koçak & Sallabaş, 2022). Based on these characteristics, the current study focuses on adapting OBADER family education activities, originally intended for face-to-face delivery, to an online distance education format.

Purpose of the Study

The purpose of this study is to revise the Evaluation Scale of OBADER Family Education Sessions Delivered via Distance Education (UEOAEODÖ) into the Evaluation Scale of Family Education Activities in Preschool (OAEDÖ). This revision was deemed necessary due to the discontinuation of the OBADER framework.

METHOD AND FINDINGS

In this study, data were collected using the survey model, one of the quantitative research designs. The survey model is a research approach aimed at gathering data to determine the specific characteristics of a particular group (Büyüköztürk et al., 2020).

1. Development of the Data Collection Tool Data Collection

Ensuring that the scale items are clearly and accurately understood is crucial for obtaining valid responses during administration. Moreover, the instructions provided within the scale must clearly and understandably convey the purpose, content, and completion process of the scale. The clarity and comprehensibility of the instructions play a critical role in the application and interpretation of the scale (Koçak & Sallabaş, 2022).

In the development process of the UEOAEODÖ, a 60-item pool was created based on a literature review and expert opinions to ensure content validity. A preliminary study revealed that 10 of these items were not clearly understood by participants and were subsequently removed, resulting in a final pool of 50 items.

2. Data Collection

The final version of the 50-item pool was administered to 350 parents. Upon evaluating the control questions, 40 responses were deemed unreliable and were excluded from the analysis. The data from the remaining 310 participants were used for factor analysis. The scale was based on a five-point Likert scale:

1 = Strongly Disagree,

2 = Mostly Disagree,

3 = Somewhat Agree,

4 = Mostly Agree,

5 = Strongly Agree.

Initially, Exploratory Factor Analysis (EFA) was conducted to identify factor structures, followed by Confirmatory Factor Analysis (CFA) to validate the structure, leading to the development of the UEOAEODÖ.

Due to the discontinuation of the OBADER framework, which was implemented under the 2013 Preschool Education Program by the Turkish Ministry of National Education and ceased to be effective in 2024, the UEOAEODÖ was revised. Modifications were made to 16 items and some Likert-scale expressions. Subsequently, data were collected from a different sample of 270 parents. Among these, 15 were excluded due to careless responses. A Z-score analysis was applied to detect outliers among the remaining 255 responses, resulting in the exclusion of 4 additional responses. Confirmatory Factor Analysis was conducted on the final sample of 241 participants using AMOS software, leading to the development of the OAEDÖ.

Regarding the sample size, Nunnally & Bernstein (1994) and Can (2013) recommend that the sample size should be at least 10 times the number of items. If the total sample is below 300, it should be 5 to 10 times the number of items. Since the revised scale includes 16 items, a sample size of at least 160 is considered adequate.

All data were collected via Google Forms and shared with parents using a convenience sampling method. The form link was distributed through social media platforms (e.g., Instagram, WhatsApp), targeting parents of children aged 36–72 months. In the OAEDÖ data collection phase, a five-point Likert scale was used with the following values:

1 = Strongly Disagree,

2 = Somewhat Disagree,

3 = Neither Agree nor Disagree,

4 = Mostly Agree,

5 = Strongly Agree.

3. Data Analysis

The data analysis in this section pertains to the evaluation of the UEOAEODÖ developed within the master's thesis study.

Table 1. Sample group

Variables	First Sample Group	N
Parent Gender	Female	264
	Male	46
Parent Age	20–25	7
	26–30	79
	31–35	152
	36–40	50
	41–45	19
	46–50	2
	51 and above	1
Parent Educational Level	Primary School	7
	Middle School	6
	High School	26
	Associate Degree	36
	Bachelor's Degree	198
	Postgraduate	37
Parent Occupation	Not Employed	100
	Public Servant	115
	Worker	61
	Tradesperson	34

Descriptive Statistics of the First Sample Group

Among the 310 parents in the first sample group, 85.2% were female and 14.8% were male. The highest proportion of parents (49.0%) were between the ages of 31–35, while the lowest proportion (0.3%) were aged 51 and above. In terms of educational background, the largest group held a bachelor's degree (63.9%), while the smallest group had completed middle school (1.9%). Regarding occupation, the majority were public servants (37.1%), whereas the smallest group were tradespeople (10.9%).

Exploratory Factor Analysis (EFA)

In the initial EFA, the anti-image correlation matrix diagonal values were examined. Based on this analysis, four items with values close to 0.50 were removed from the scale, as they were considered to potentially have a significant negative impact on factor loading. After removing these items, the factor analysis was repeated.

As a result of the subsequent analyses, a scale consisting of 16 items and 3 factors was developed. The final EFA results showed that the scale explained 47.278% of the total variance. The corresponding scree plot for this analysis is presented in Figure 1.

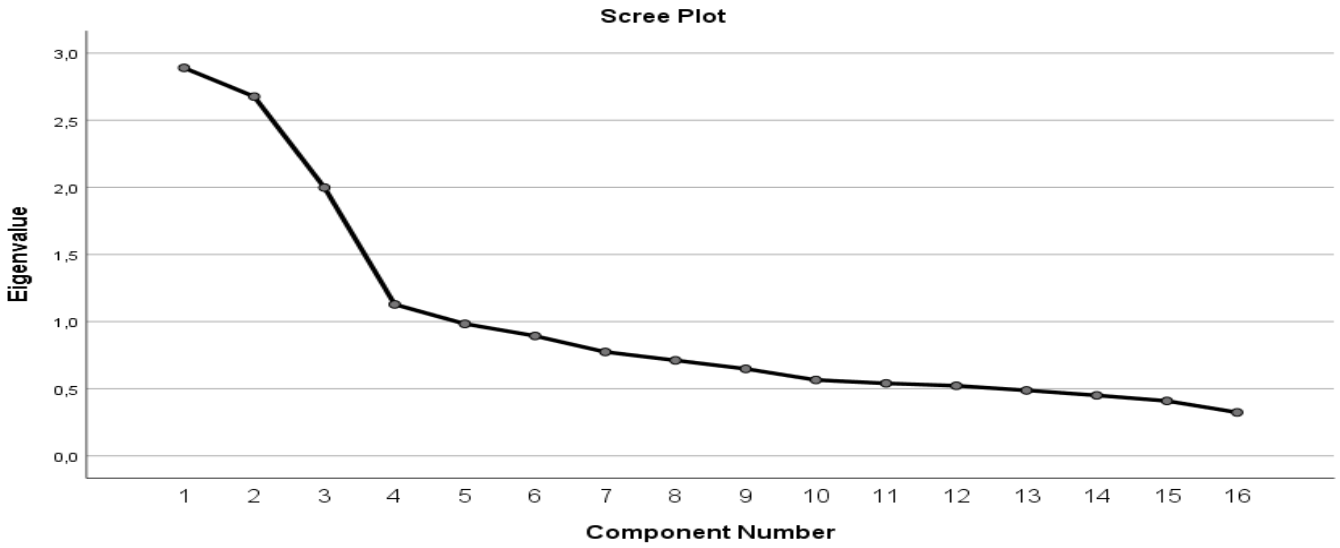

Figure 1. Scree Plot

Upon examining the scree plot, it is observed that the curve begins to level off after the third factor. This indicates that a three-factor solution is appropriate and that the development of a three-factor scale is supported by the analysis results.

Table 2. Total Variance Explained by the Factors

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Item	Total	Variance %	Cumulative %	Total	Variance %	Cumulative %	Total	Variance %	Cumulative %
1	2.890	18.063	18.063	2.890	18.063	18.063	2.868	17.922	17.922
2	2.676	16.725	34.788	2.676	16.725	34.788	2.538	15.862	33.784
3	1.998	12.490	47.278	1.998	12.490	47.278	2.159	13.494	47.278
4	1.128	7.051	54.330						
5	0.983	6.144	60.474						
6	0.893	5.582	66.056						

The percentage of variance explained by the first factor was found to be 18.063%, by the second factor 16.725%, and by the third factor 12.490%. The cumulative variance explained by all three factors was determined to be 47.278%.

Table 3. Distribution of Items by Factors

	Factor Component		
Item	1	2	3
AB1. Preschool education should meet the developmental needs of the child.	,790		
AB2. In preschool education, parents should be regularly informed by the teacher about their child's development.	,752		
AB3. Preschool education supports my child's motivation to learn.	,694		
AB4. Preschool education should be appropriate to the child's developmental characteristics.	,659		
AB5. Preschool education prepares my child for primary school.	,634		
AB6. Preschool education supports my child in speaking Turkish correctly and fluently.	,576		
AT1. It is important for me that my child always does their best and excels.		,669	
AT2. I generally fulfill everything my child wants.		,665	
AT3. When choosing toys, I buy whatever my child wants.		,644	
AT4. I usually intervene and act controlling in everything my child does.		,641	
AT5. I buy a new toy for my child whenever they ask.		,619	
AT6. I usually protect and guard my child in everything they do.		,617	
AÇİ1. When my child expresses emotions, I make them feel understood.			,795
AÇİ2. I give my child the opportunity to better express their emotions and thoughts.			,792
AÇİ3. I choose words appropriate to my child's age and development when speaking.			,655
AÇİ4. I make eye contact when speaking with my child.			,584

As shown in the table, the factor loadings of the six items in the first factor ranged from .576 to .790. In the second factor, the factor loadings of the six items ranged from .617 to .669. For the third factor, the factor loadings of the four items ranged from .584 to .795.

Reliability Coefficient

Under this heading, the reliability of the scale was evaluated using the Cronbach's Alpha coefficient.

Table 4. Reliability Analysis of the Scale

Factors	Mean ($\bar{x}$)	SD	Variance	Number of Items	Cronbach's Alpha
Entire Scale	63.67	5.77	33.37	16	,622
Parental Expectations	28.97	2.10	4.42	6	,713
Parental Attitude	15.13	5.38	28.95	6	,719
Parent-Child Communication	19.56	1.01	1.017	4	,659

As a result of the factor analysis, the Cronbach's Alpha coefficient for the 16 remaining items was found to be .622. The closer this value is to 1, the more reliable the scale is considered to be (Can, 2013). The Cronbach's Alpha coefficient for the first factor was .713 and included six items. The second factor had a Cronbach's Alpha value of .719, also consisting of six items. The third factor had a Cronbach's Alpha of .659 and included four items. An alpha value above .75 generally indicates a highly reliable scale, while values between .50 and .75 typically suggest moderate reliability. Values below this range are usually considered to indicate low reliability (Hinton et al., 2004).

Based on the factor analysis, a three-factor scale consisting of 16 items was developed. The first factor, which includes six items, was named “parental expectations” (AB); the second factor, also with six items, was labeled “parental attitude” (AT); and the third factor, composed of four items, was named “parent-child communication” (AÇİ).

Item Analysis of the Total Scale

Under this heading, the correlation of each item with the overall scale was calculated, as well as the Cronbach’s Alpha coefficient that would result if each item were deleted from the scale.

Table 5. Item-Total Correlation of the Scale

Item	Mean if Item Deleted	Variance if Item Deleted	Item-Total Correlation	Cronbach’s Alpha if Item Deleted
AB1	58.7742	32.887	,055	,624
AB2	58.7258	32.737	,135	,620
AB3	59.0258	30.821	,220	,609
AB4	58.9935	31.469	,158	,617
AB5	58.7419	32.425	,232	,615
AB6	58.8065	32.331	,174	,616
AT1	61.0645	25.601	,398	,574
AT2	60.3258	25.864	,370	,581
AT3	61.3839	25.791	,387	,577
AT4	61.0097	23.770	,465	,555
AT5	58.7290	33.363	-,016	,626
AT6	58.7774	33.423	-,042	,629
AÇİ1	58.8677	33.565	-,076	,635
AÇİ2	58.7581	33.032	,064	,623
AÇİ3	61.0323	25.876	,412	,571
AÇİ4	62.0968	28.178	,346	,587

As shown in the overall reliability analysis table, the Cronbach’s Alpha coefficient for the entire scale was calculated as .622. It was observed that removing item AÇİ1 from the third factor would increase the reliability coefficient to .635. However, since the increase of .013 is not considered significant, and given that this item has a factor loading of .655, it was decided—based on expert opinion—not to remove the item from the scale.

Inter-Item Correlation

Table 6. Correlation Between Scale Items

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1-AB1	1,000															
2-AB2	,523	1,000														
3-AB3	,303	,418	1,000													
4-AB4	,203	,253	,366	1,000												
5-AB5	,405	,568	,264	,300	1,000											
6-AB6	,283	,397	,309	,377	,498	1,000										
7-AT1	-,107	-,069	,030	,052	-,001	-,021	1,000									
8-AT2	-,091	-,069	,051	-,019	-,012	,038	,288	1,000								
9-AT3	-,133	-,056	,086	,002	-,014	-,038	,282	,340	1,000							
10-AT4	-,066	,028	,139	,092	,071	,044	,305	,377	,471	1,000						
11-AÇİ1	-,022	,047	,018	-,027	,038	,090	-,046	-,040	-,071	-,106	1,000					
12-AÇİ2	-,004	-,049	-,104	-,095	,088	-,005	-,059	-,082	-,096	-,119	,403	1,000				
13-AÇİ3	,029	-,059	,048	,067	-,001	,061	-,110	-,134	-,157	-,111	,161	,371	1,000			
14-AÇİ4	,167	-,010	,049	-,044	,102	,036	-,022	-,063	-,117	-,037	,291	,475	,440	1,000		
15-AT5	,037	,002	,027	,011	,093	-,009	,344	,258	,188	,240	-,053	,019	,031	,095	1,000	
16-AT6	-,034	-,059	-,049	-,027	,029	-,043	,333	,180	,249	,208	,011	-,023	-,132	,019	,437	1,000

The highest correlation was observed between items AB2 and AB5 (r = .568). The lowest correlation was found between items AT1 and AB5 (r = –.001).

Confirmatory Factor Analysis (CFA)

The factors were analyzed through Confirmatory Factor Analysis (CFA) using the AMOS software, and the findings are presented below. The confirmatory factor analysis was conducted in three stages, and three different models were developed. The final path diagrams and modification indices of these models were calculated and are presented below.

Table 7. Model Fit Indices

Model No	X2	Sd	X2/Sd	p	CFI	GFI	RMR	SRMR	RMSEA	AGFI
1	237,604	101	2,353	,000	,866	,910	,056	,0608	,066	,878
2	200,084	99	2,021	,000	,901	,925	,042	,0566	,057	,896
3	186,733	98	1,905	,000	,913	,930	,041	,0551	,054	,902

High correlations between variables can lead to an increase in the chi-square (χ^2) value. The degrees of freedom (df) are critical in chi-square calculations, and the ratio of χ^2 to df is commonly used as a fit index. A ratio below 5 is generally considered indicative of a good model fit (Kelloway, 1998, pp. 23–40). According to Hu and Bentler (1999), a CFI value below .90 is considered acceptable. In the first model, the CFI was found to be .866. Schumacker and Lomax (2004) state that a GFI value above .90 indicates good fit; in the first model, this value was .910, as shown in the table.

According to Brown (2005) and Byrne (1994), an RMR value below .05 indicates excellent fit. The RMR value for the first model was .056, suggesting an acceptable fit. Similarly, a value below .05 for SRMR is regarded as excellent fit. The SRMR value in the first model was .0608, which again indicates acceptable fit.

As stated by Brown (2006), Jöreskog and Sörbom (1993), Raykov and Marcoulides (2008), Schumacker and Lomax (2004), and Sümer (2000), an RMSEA value below .05 indicates good fit, and values between .06 and .08 are considered acceptable. In the first model, the RMSEA was .066, falling within the acceptable range.

Hu and Bentler (1999) suggest that a CFI value above .90 represents good fit. In the second model, the CFI was .901. According to Schumacker and Lomax (2004), a GFI value above .90 also indicates good fit; in the second model, this value was .925. Brown (2005) and Byrne (1994) state that an RMR value below .05 indicates excellent fit. The second model had an RMR of .042, which suggests an acceptable fit.

Schermelleh-Engel et al. (2003) note that an SRMR value above .05 can still be considered indicative of acceptable fit; in the second model, the SRMR was .0566, supporting this interpretation. Furthermore, the RMSEA value in the second model was .057, which, according to Schermelleh-Engel et al. (2003), falls within the acceptable range of .05 to .08.

According to Hu and Bentler (1999), a CFI value above .90 indicates good model fit. In the third model, the CFI was calculated as .913. Schumacker and Lomax (2004) also state that a GFI value above .90 reflects good fit; in the third model, this value was .930, as shown in the table.

Brown (2005) and Byrne (1994) emphasize that an RMR value below .05 is indicative of excellent model fit. The RMR value for the third model was .041, which indicates an acceptable level of fit. According to Schermelleh-Engel et al. (2003), an RMR value above .05 can still reflect acceptable fit. The SRMR value in the third model was .0551, suggesting acceptable fit according to the same criteria.

Furthermore, Schermelleh-Engel et al. (2003) indicate that an RMSEA value between .05 and .08 is considered acceptable. In the third model, the RMSEA was found to be .054, supporting an acceptable level of model fit.

Table 8. Modification Index (MI) Values

Model	Items	Index	Percentage Change
1	e11 – e12	25.739	35.4%
	e9 – e10	10.753	30.5%
2	e3 – e4	12.665	10.0%

As a result of the modification index calculations, the MI value between e11 and e12 was found to be 25.739 with an expected parameter change of 35.4%, and between e9 and e10 the MI was 10.753 with a 30.5% change. Based on these results, the model was modified and the MI values were recalculated. In the second model, the MI value between e3 and e4 was 12.665, with a 10% expected change.

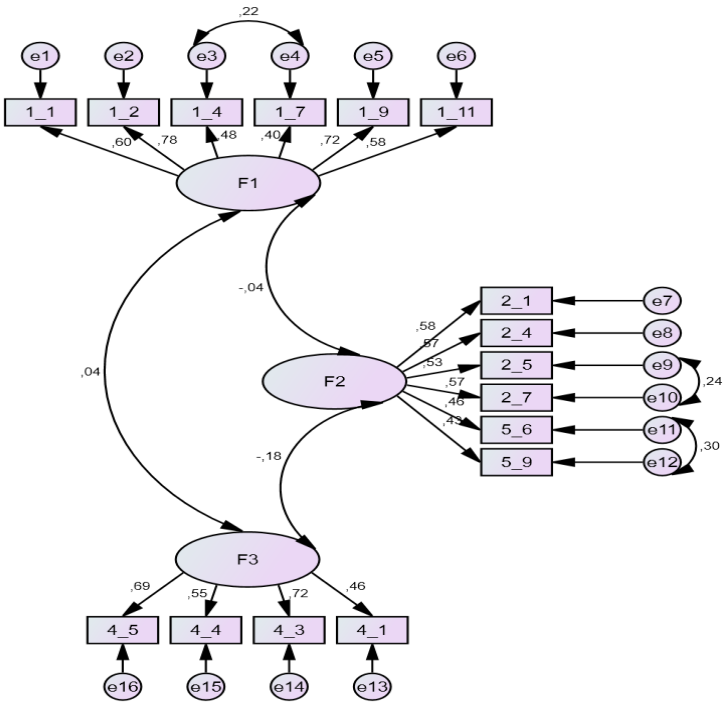

Figure 2. Path Diagram of the First Sample – CFA Model

Data Analysis

The data analyses presented in this section pertain to the Evaluation Scale of Family Education Activities in Preschool (OAEDÖ), which was developed through the revision of the Evaluation Scale of OBADER Family Education Sessions Delivered via Distance Education (UEOAEODÖ) created in the master's thesis study.

Table 9. Second Sample Group

Variables	Second Sample Group	N
Parent Gender	Female	208
	Male	33
Parent Age	20–25	5
	26–30	60
	31–35	123
	36–40	40
	41–45	13
	46–50	0
	51 and above	0
Parent Educational Level	Primary School	4
	Middle School	4
	High School	18
	Associate Degree	24
	Bachelor's Degree	158
	Postgraduate	33
Parent Occupation	Not Employed	70
	Public Servant	94
	Worker	48
	Tradesperson	29

Among the 241 parents in the second sample group, 208 were female and 33 were male. The highest number of participants (123) were in the 31–35 age group. In terms of educational background, the majority held a bachelor's degree (158 participants). Regarding occupational status, the largest group consisted of public servants (94 participants).

Table 10. EFA Results for the Second Sample

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,747
Bartlett's Test of Sphericity	Approx. Chi-Square	1042,404
	df	120
	Sig.	,000

The KMO value was found to be 0.747, indicating a good level of sampling adequacy. This suggests that the dataset possesses a sufficient sample size for conducting factor analysis.

Table 11. Communalities

Communalities		
	Initial	Extraction
AB1	1,000	,708
AB2	1,000	,656
AB3	1,000	,439
AB4	1,000	,359
AB5	1,000	,591
AB6	1,000	,584
AT1	1,000	,471
AT2	1,000	,425
AT3	1,000	,358
AT4	1,000	,418
AT5	1,000	,491
AT6	1,000	,396
AÇİ1	1,000	,379
AÇİ2	1,000	,620
AÇİ3	1,000	,432
AÇİ4	1,000	,633

Following the factor analysis, an examination of the extraction values revealed that the lowest communalities were observed for AÇİ1 (.379), AB4 (.359), and AT3 (.359). These values indicate the extent to which each variable is explained by the existing factor structure.

Table 12. Total Varianca Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Componen t	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulati ve %
1	3,312	20,702	20,702	3,312	20,702	20,702	3,303	20,644	20,644
2	2,562	16,014	36,716	2,562	16,014	36,716	2,491	15,567	36,211
3	2,085	13,031	49,747	2,085	13,031	49,747	2,166	13,536	49,747
4	1,114	6,964	56,710						
5	,968	6,049	62,760						
6	,872	5,452	68,212						
…..									
……									

This table summarizes the impact of the extracted factors on variance, as well as the percentage of variance explained by each factor. Factor 1, with an eigenvalue of 3.312, accounted for 20.702% of the total variance. Factor 2, with an eigenvalue of 2.562, explained 16.014% of the total variance. Factor 3, with an eigenvalue of 2.085, accounted for 13.031% of the total variance. These results indicate that a significant portion of the variance among variables is explained by the three-factor structure.

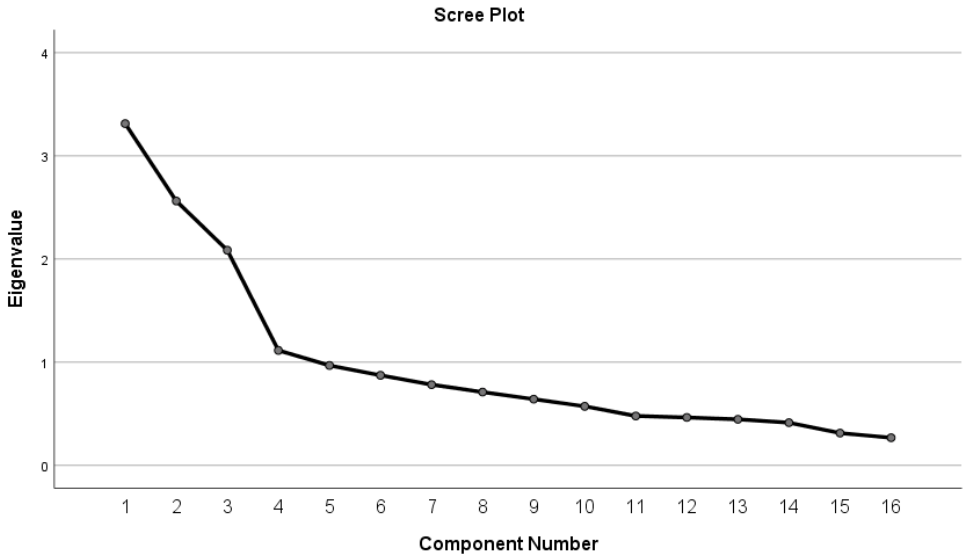

Figure 3. Scree Plot of the Second Sample

An examination of the scree plot suggests that a three-factor solution is appropriate.

Table 13. Rotated Component Matrix

Rotated Component Matrix			
	Component		
	1	2	3
AB1	,838	-,049	-,063
AB2	,801	-,103	-,058
AB5	,754	,050	,139
AB6	,752	-,026	,133
AB3	,660	,059	-,020
AB4	,595	,016	-,065
AT5	,021	,687	,136
AT1	,008	,687	,002
AT2	-,068	,630	-,155
AT4	,128	,624	-,108
AT6	-,076	,621	,065
AT3	-,025	,582	-,136
AÇİ4	,007	,035	,795
AÇİ2	-,052	,001	,786
AÇİ3	,000	-,104	,649
AÇİ1	,060	-,072	,608

Table 13 presents the strength of the relationships between each variable and the three extracted factors. Loading values close to 1 indicate a strong relationship between the variable and the respective factor. Negative loadings suggest a negative relationship with that factor. As seen in the table, the loadings for the first factor range between .838 and .595, for the second factor between .687 and .582, and for the third factor between .795 and .608.

Based on the reliability analysis, the Cronbach's Alpha coefficient was found to be .778 for the *parental expectations* factor, .710 for the *parental attitudes* factor, and .652 for the *parent-child communication* factor. The overall reliability coefficient for the scale was calculated as .624.

Table 14. Model Fit Indices for the Second Sample

Model No	X2	Sd	X2/Sd	p	CFI	GFI	RMR	SRMR	RMSEA	AGFI
1	218,051	101	2,159	,000	,877	,877	,061	,0635	,069	,861
2	193,966	100	1,940	,000	,901	,910	,049	,0599	,063	,877
3	187,870	99	1,898	,000	,906	,913	,046	,0592	,061	,880

High correlations between variables can lead to an increase in the chi-square (χ^2) value. Degrees of freedom (df) are a critical parameter in chi-square calculations, and the ratio of χ^2 to df is commonly used as a model fit index. In the literature, a χ^2/df ratio below 5 is generally considered indicative of acceptable model fit.

A CFI value below .90 is regarded as acceptable in the literature. In the first model, the CFI was found to be .877. A GFI value above .90 is considered a sign of good fit. In the first model, as shown in **Table 14**, the GFI was also .877.

According to the literature, an RMR value below .05 is indicative of excellent model fit. In the first model, the RMR was found to be .061. An SRMR value below .05 is also considered indicative of excellent fit. The SRMR value of .0635 in the first model suggests an acceptable fit. RMSEA values below .05 indicate good fit, while values between .06 and .08 indicate acceptable fit. The RMSEA in the first model was .069, which falls within the acceptable range.

In the second model, the CFI was found to be .901, indicating good model fit. The GFI was calculated as .910, as shown in Table 14. The RMR value of .049 and SRMR value of .0599 in the second model also indicate acceptable fit. The RMSEA value in the second model was .063, again reflecting an acceptable level of fit.

In the third model, the CFI value was .906, and the GFI was .913, as indicated in Table 14. The RMR value of .046 and SRMR value of .0592 both suggest acceptable fit. The RMSEA value in the third model was .061, which falls within the acceptable range of .05 to .08, indicating a satisfactory model fit.

Model	Items	Index	Percentage Change
1	e7 – e8	17.310	30.8%
2	e8 – e10	4.803	-20.1%

As a result of the modification index calculations, the MI value between e7 and e8 was found to be 17.310 with an expected parameter change of 30.8%. The MI value between e8 and e10 was 4.803, with a parameter change of -20.1%.

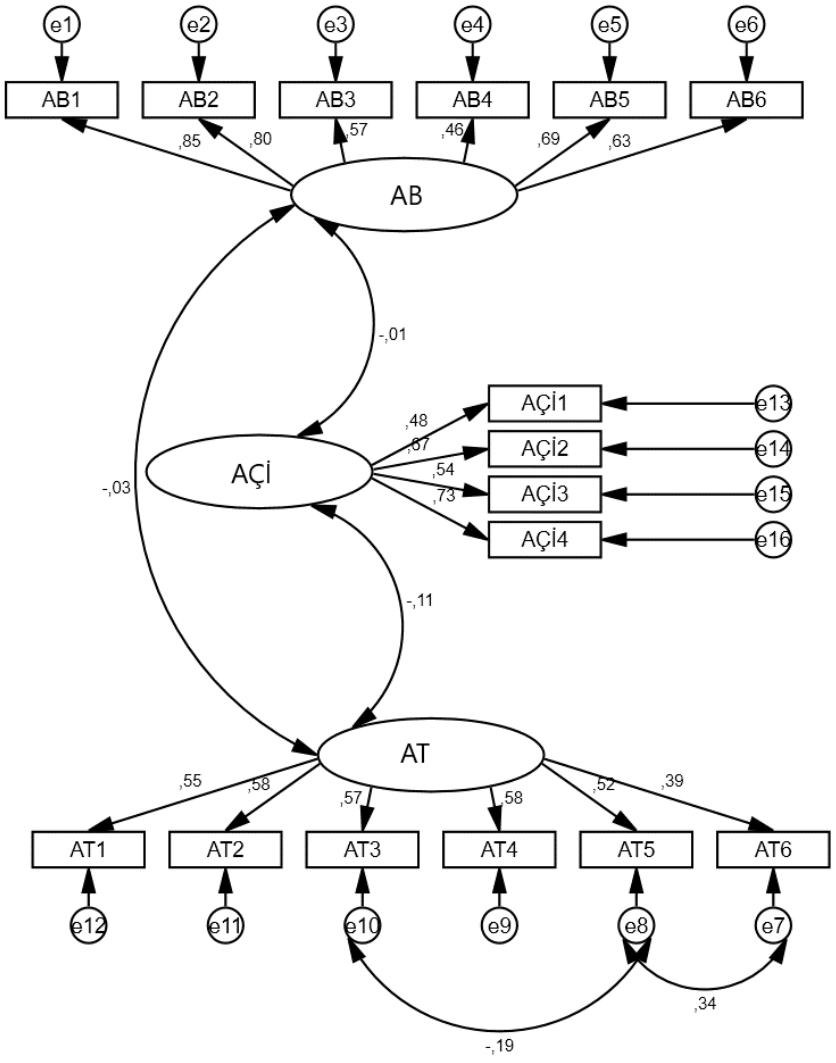

Figure 4. Path Diagram of the Second Sample – CFA Model

RESULTS, DISCUSSION, AND RECOMMENDATIONS

It can be stated that parental expectations for preschool education, parental attitudes, and parent-child communication significantly influence children's social and cultural development (Özyürek, 2015). In this context, gathering feedback from families plays a crucial role in understanding and meeting the needs of both parents and children. This, in turn, contributes to the improvement of educational practices (Brown et al., 2016).

Discussion of Findings Related to the *Parental Expectations* Sub-Dimension of the Scale

Within this framework, it can be suggested that families consider it important for preschool education to address their children's developmental characteristics and needs, to support proper use of the Turkish language, to prepare children for primary school, to maintain their learning motivation, and to keep parents regularly informed about their children's development.

The literature review indicates that parental expectations regarding preschool education often include support for developmental domains, the presence of qualified teachers, preparation for primary education, high-quality physical conditions of institutions, and regular communication from schools about children's educational progress (Gülender, 1993; Aktaş Arnas, 2002; Hinnant et al., 2009; Erşan, 2019; Rubie-Davies et al., 2006; Sabırlı Özışıklı, 2008; Buldu & Güner Pekacar, 2023; Sevinç, 2006; Seyfullahoğulları, 2012).

Moreover, expectations concerning the development of cognitive, self-care, and social skills necessary for primary school readiness are also emphasized (Metin et al., 1993; Şimşek & İvrendi, 2014). In a study conducted by Yalman (2024), it was reported that more than half of the mothers expressed a desire to receive information about child education.

Yankayış and Yankayış (2024) found that parental expectations from preschool education also included contributing to children's socialization, fostering cooperation, sharing, and responsibility, and strengthening commitment to national and moral values. In addition, expectations regarding the development of children's language skills were noted. According to the findings, parents expressed their desire for their children to become individuals who speak Turkish accurately and fluently.

When the current study is examined, it is evident that numerous studies in the literature focus specifically on the factor of parental expectations. As reflected in the paragraphs above, the items under the parental expectations factor in this study are consistent with those emphasized in previous research.

Discussion of Findings Related to the *Parental Attitudes* Sub-Dimension of the Scale

The literature indicates various types of parental attitudes, including democratic, perfectionist, overly permissive, authoritarian, neglectful, inconsistent, and overprotective parenting styles. Below is a discussion of relevant findings from the literature on these classifications.

One of the fundamental factors influencing the relationship between parents and children is the attitudes and behaviors of parents. Through these behaviors, parents serve as role models for their children (Alrehaly, 2011; Zöhrap, 2004). In order for children to exhibit consistent behavior, become independent individuals, be self-sufficient, and form healthy relationships, they must have healthy interactions with their parents (MoNE, 2013b). Parental attitudes and the quality of relationships within their social environment affect the development of both positive and negative behaviors in children (Özyürek, 2004; Arslan, 2022; Çağdaş, 2015; Attili et al., 2011; Yılmaz Bolat, 2017). All of these aspects are directly related to parenting attitudes and intra-family relationships.

In the democratic parenting style, parents are attentive and warm toward their children, and they include their children in the decision-making processes within the family. Authoritarian parenting is characterized by excessive control and rigid rules, with limited emotional warmth in interactions. Neglectful parenting involves a lack of boundaries and indifference to the child's needs and demands. Overly permissive parents fulfill their children's requests even when they are unreasonable, prioritizing the child's desires over their own. In inconsistent parenting, one parent may deem a particular behavior acceptable while the other does not, leading to conflicting signals. Overprotective parents excessively shelter and control their children, often performing tasks that the child could do independently, thus hindering experiential learning. In the perfectionist style, parents have high expectations of their children, which may cause the child to feel inadequate and hinder the development of a healthy self-concept (Baumrind, 1966; MoNE, 2013b; Demircioğlu & Ömeroğlu, 2014).

A review of the studies mentioned below shows that the impact of parental attitudes on children is undeniable.

In a study by Tönbül (2019), it was found that participation in a parental education program helped reduce strict disciplinary practices among mothers. Demircioğlu and Ömeroğlu (2014) observed that both educational parenting training and peer-to-peer training approaches had a positive impact on family functioning and parenting styles in their experimental group. Turan et al. (2019) conducted a study with a mother of a child with hearing loss and found that after the parent education program, there was an increase in the mother's positive behaviors supporting the child's development, as well as favorable changes in the educator's practices. The results of these studies support the conclusion that the parental attitudes factor, developed as part of the present study, plays a significant role in shaping a child's future development.

Discussion of Findings Related to the Parent-Child Communication Sub-Dimension of the Scale

A review of the literature reveals that parent-child communication emphasizes key elements such as establishing eye contact, understanding emotions, using age-appropriate and developmentally appropriate language, and the importance of bidirectional communication. Relevant findings from the literature are discussed below.

During the preschool period, it is critical for parents to serve as role models for their children. Parents who act as role models also play a crucial role in fostering effective communication skills in their children. The importance of effective communication between parents and children is widely recognized—not only by professionals and educators in the field but also by society at large (Erkan, 2020; Çağdaş & Şahin Seçer, 2015). Children who acquire effective communication skills are better able to express their emotions and thoughts clearly, use language appropriately, and interact successfully with others.

There are numerous studies in the literature focused on family communication (Baxter & Akkoor, 2011; Arabacı & Ömeroğlu, 2016; Arabacı et al., 2022; Böyükmedar, 2022; Çınar, 2022; Özler, 2023; Öztürk, 2023; Önder et al., 2015). These studies highlight the necessity of communication skills for individuals to build healthy relationships. Key components of such communication include active listening, effective speaking, showing empathy, being open to feedback, and using "I-language" and a language of acceptance rather than accusatory or aggressive speech (Güven, 2016). As demonstrated in these studies, effective communication skills contribute to overcoming or reducing communication barriers (Şahin & Aral, 2012; Doğan & Sinan, 2024).

The findings support the importance of the parent-child communication dimension developed in this scale. This dimension captures a range of communication-related behaviors and expectations grounded in the literature.

Conclusion and Recommendations

In conclusion, the scale developed through this study integrates various dimensions that have previously been addressed individually in the literature. From this perspective, the scale is significant in that it addresses three core topics in family education—parental expectations, parental attitudes, and parent-child communication—in a unified structure.

The scale developed as part of this research can be tested by other researchers using different sample groups. Moreover, in future studies, the dimensions of parental expectations, parental attitudes, and communication with children can be compared or used as analytical tools in broader educational contexts.

Ethical approval for conducting this study was obtained from the Kastamonu University Social and Human Sciences Research and Publication Ethics Committee with the decision number 56, dated 25.03.2021.

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Statements of publication ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The study was conducted and reported with equal collaboration of the researchers.

Ethics Committee Approval Information

For this study, ethics committee permission was obtained from Kastamonu University Social and Human Sciences Research and Publication Ethics Committee numbered 1/56 and dated 25.03.2021.

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