

School Administrators Skills in Organizing the Parent Participation Studies^{*}

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Received: February 3, 2017

Accepted: March 5, 2017

Online Published: March 20, 2017

doi:10.11114/jets.v5i4.2184

URL: <https://doi.org/10.11114/jets.v5i4.2184>

Abstract

The objective of this study is to ascertain administrator, teacher and parent opinions on the level of school administrators' skills of organising parent participation efforts. The study group of the study conducted according to the descriptive survey model using the quantitative method consists of 273 school administrators, 916 teachers and 395 parents from primary schools, secondary schools and high schools, determined according to the stratified sampling method. The quantitative data of the research were obtained through the 'scale for school administrators' skills of organising parent participation efforts' applied to school administrators, teachers and parents after the validity - reliability studies were conducted. The study reached the conclusion that school administrators' skills in organising parent participation efforts and the parent participation efforts conducted were inadequate.

Keywords: school administrator, parent participation

1. Introduction

There exists a communion between school administrators, teachers, parents and students, who are members of the school community, arising from multi-faceted relations. What is essential to this communion is to capture harmony between the family environment, where individuals experience their first learning processes, and classroom and school practices, which will complement this learning and bring depth into the child's life; to ensure a harmonious and coherent collaboration between all parties responsible for the child's development, training and education, and to carry out the purposes of schooling.

Studies conducted indicate that school - family collaboration has a positive effect on success at school (Epstein, 1995; Parker, Boak, Griffin, Ripple and Peay, 1999; Şişman, 2002; Fantuzzo, McWayne, Perry and Childs, 2004; Gestwicki, 2004; Lindberg, 2014). Parents' participation in classroom and school practices increases students' attendance at school. Also, individuals who are supported by their parents at home as well as at school have more developed self-management and self-control skills, and, being positively motivated to learn, they are more willing to study (Danielson, 2002; Rosenblatt and Peled, 2002, Dempsey and Battiato, 2001; Eccles and Harold, 1993).

The school's targets must cover including parents in the efforts made by the school in connection with children's education and together developing a 'partnership programme approach', thus reaching out to a larger number of families and ensuring that the student adopts greater objectives for the future. Viewed from this angle, educationalists, families and the community must work together in order to assist the students in their success and to create an accepted school environment (Epstein and Jansorn, 2004a, Riley, 1994). School administrators have an important role in ensuring this partnership.

In Turkey, various implementations of family and environment participation programmes in education are observed. Some of these are: parents sharing their professional fields and areas of interest with students within the framework of curricula; implementation, by the family, of home programmes prepared in accordance with curricula; creating

^{*}This study is based on the PhD dissertation of the same title, accepted by the Atatürk University Institute of Educational Sciences in December 2016.

resources for the school's needs; opening, and encouraging the opening of, school areas for use by the community; ensuring participation by the community to, and increasing families' cultural levels by, activities such as environmental health, hygiene, family planning, literacy, computer courses and educational conferences (MEB, 1997, 7-8).

The Ministry of National Education, Social Activities Regulations for Primary and Secondary Schools provides for the participation of parents. The Social Activities Board consists of an advisor teacher chosen from among advisor teachers, three students chosen by club representatives from among their numbers, and two parents representing the parent - teacher association, and is chaired by a deputy principal to be charged by the principal (Article 8). The volunteer parents to assist students in their social activity works are elected at the parent - teacher association meeting at the beginning of the academic year, after the introduction of the duties and responsibilities of the volunteer parents (Article 9). Along with the other members, the Social Activities Board includes two parents representing the parent - teacher association and three students chosen by club representatives from among their numbers. It is also underlined that volunteer parents may be elected to assist teachers in developing and implementing projects related to social activities.

The parent participation works carried out at schools to this end are conducted as five processes, namely 'familiarisation, participation to management, participation in classroom applications, conducting social activities and student personality services, resolution of discipline issues' (Özbaş and Badavan 2009; Yiğit and Bayrakdar, 2006; Türkmen, 2005).

While regulating parent - school relations under these processes, the school administration takes the 'Parent - Teacher Association Regulations' as basis. Accordingly, parent - teacher associations are established in order to 'ensure integration between the school and the family, ensure communication and collaboration between parents and the school, provide the necessities of students without means, and make pecuniary contributions to the school' (MEB, 2005). However, the financial functions of parent - teacher associations in meeting the school's needs have risen above their priority functions (Nural, Kaya and Kaya, 2013; Bayrakçı and Dizbay, 2013). According to Yılmaz (1994), the 'Parent - Teacher Association', which was originally established in order to regulate the relations between the school and the family, which are very important in preparing students for life, has become a nominal institution, far from carrying out its duties set forth in the regulations in question. Parent - Teacher Associations make no contribution to developing students' sense of responsibility, although this is listed in the Parent - Teacher Association Regulations as being among the objectives of the association. Ensuring parents' use of the buildings and facilities of schools was not successful. Teachers are not encouraged to conduct family visits, while parents are not illuminated on the purposes of the school, the principles of education, and the activities conducted at school. Also, it is not possible to speak about regular and effective communication between the school administration and the parent - teacher association, which was formed in order to develop collaboration between the school and the families (Akbaşlı and Kavak, 2008; Aydoğan, 2006; Şişman and Turan, 2002; Aytaç, 2000).

This research was conducted for the purpose of examining school administrators' skill in organising parent participation efforts based on the duties assigned to the school administration in planning and conducting the efforts aimed at developing collaboration between the school and parents, and the answers to the following questions were sought:

- 1) With regard to the level of school administrators' skills in organising parent participation efforts;
 - a) What are the administrators', teachers' and parents' opinions?
 - b) Do administrators', teachers' and parents' opinions vary in terms of steps of organisation?
- 2) Does the level of school administrators' skills in organising parent participation efforts vary according to the school type variable?

2. Method

2.1 Research Model

The research examining school administrators' skill in organising parent participation efforts is a descriptive study conducted in the relational survey model from among the administrator, teacher and parent perception quantitative research patterns.

2.2 Population and Sample

In the study's quantitative section, the population consisting of school administrators comprises a total of 351 school administrators consisting of school principals and deputy principals working at 30 high schools, 40 secondary schools and 45 primary schools at the Erzurum central district during the 2013 - 2014 academic year. The population of the study consisting of teachers comprises 3831 teachers from primary schools, secondary schools and high schools. Due to the fact that parent - teacher association executive board members participate directly in parent - teacher participation efforts, in the study the population consisting of parents comprises 575 parents, 30 of which are members of executive

boards of parent - teacher associations in high schools, 40 in secondary schools and 45 in primary schools. The sample size of the study consists of 273 school administrators, 916 teachers and 395 parents from primary schools, secondary schools and high schools, determined according to the stratified sampling method.

2.3 Data Collection Tools

The quantitative data of the research were obtained through the 'scale for school administrators' skills of organising parent participation efforts', developed by the researcher by obtaining expert opinion and applied to school administrators, teachers and parents after the validity - reliability studies were conducted. The scale was prepared taking four dimensions of the organisation process, namely 'construction, works required, staffing and equipping, organisational climate' into consideration, and each dimension was assessed as a sub-scale.

The construct validity of the scale was examined through a factor analysis. To this end, the preliminary application of the scale was carried out during second semester of the 2013 - 2014 academic year. 142 teachers, 35 school administrators and 30 parents commissioned at primary schools, secondary schools and high schools at the Erzurum central district participated in the preliminary application. The Kaiser - Meyer - Olkin (KMO) test was applied in order to determine whether a factor analysis would be applied to the data obtained as a result of the preliminary application. It is recommended that the smallest KMO value should be over 0.60 in order that a factor analysis may be conducted on the data (Tavşancıl, 2005, 50). The KMO value for 40 items related to the scale was found to be .945. As the value obtained was greater than 0.60, it was understood that a factor analysis could be applied to the data. A Barlett's test was conducted to examine the normality distribution of the data. This analysis found that the data were significant at the level of 0.000. Table 1 presents the KMO and Barlett's test results for the scale.

Table 1. KMO and Barlett's Test Results

Kaiser-Meyer-Olkin Measurement for the Adequacy of the Sample		.945
Barlett's Test	Chi-Square Estimation	6071.170
	Sd	780
	Significance Level	.000

A factor analysis was conducted to determine whether the scale was a single- or multiple-factor scale. To this end, the principal components analysis, which is a factor analysis technique was conducted over the data, while the Varimax Vertical Rotation Method was employed to determine the scale's independent sub-factors. These two analyses revealed that the scale was a multi-factor scale. Especially when the "Total Variance Explained" table was examined, 6 factors with an eigenvalue over 1 were found. The total contribution of these 6 factors to the variance was 62.455%. Examining the contributions each of the factors made to the variance as indicate in the "% of variance" column of the "Initial Eigenvalues" section, it was seen that the contribution decreased after the third factor, and the difference between these was very close. This indicates that there may exist four factors. Within this context, the "Scree plot" graph was examined, and it was considered that the questionnaire items should be gathered under the 4 factors taken as basis in preparing the scale. As seen in Table 2, the variance ratios indicated by the factors were 5.61% for the first factor, 4.89% for the second, 3.34% for the third, and 42.73% for the fourth factor. The reliability coefficient calculated for the first factor of the scale was .91, while this coefficient was .89 for the second, .88 for the third and .92 for the fourth.

Table 2. Sub-Factors and Variance Ratios of the Process of Organising Parent Involvement Efforts

Factor	Variance Indicated	% Alpha
Construction Formation	5.61	.91
Works Required	4.89	.89
Staffing and Equipping	3.34	.88
Organisational Climate	42.73	.92

2.4 Analysis of the Data

In the scale prepared using the Likert-type five point grading approach, the "never" option was given 1 point, "rarely" 2 points, "sometimes" 3 points, "mostly" 4 points, and "always" 5 points. By dividing the number of intervals in the grading scale by the number of options ($4/5 = 0.80$), the points to be used in assessing the items were found. Accordingly, the point interval of "none" was 1.00 - 1.79, "little" was 1.80 - 2.59, "medium" was 2.60 - 3.39, "many" was 3.40 - 4.19, and the point interval of "full" was found to have a value of 4.20 - 5.00. The arithmetic mean and standard deviation values were used in interpreting the data obtained in the quantitative part of the study. As it was seen that the research scale corresponded to the parametric test assumptions, the t-test was used in binary comparisons, while

a one-way analysis of variance was used in the comparison of more than two variants. A significance level of .05 was taken into consideration in interpreting the trials and findings.

3. Findings

3.1 Construction Skills of Administrators in Organising Parent Involvement Efforts

Table 3 presents the arithmetic mean and standard deviation values of the opinions of administrators, teachers and parents regarding school administrators' skills in construction in the process of organising parent participation efforts. Table 3. Administrator, Teacher and Parent Opinions on the Construction Dimension in the Organisation of Parent Involvement Efforts

Scale Items	Group	N	\bar{X}	SS	V
Conducts research on school - parent collaboration.	Administrator	273	3,76	,906	24,09
	Teacher	916	3,25	,989	30,43
	Parent	395	3,03	1,12	36,96
It determines the objectives of parent participation efforts in accordance with the needs and expectation of teachers, parents and students.	Administrator	273	3,97	,863	21,73
	Teacher	916	3,42	,953	27,86
	Parent	395	3,10	1,04	33,54
Expresses the objectives of parent participation efforts in an open and clear manner.	Administrator	273	3,96	,975	24,62
	Teacher	916	3,53	,968	27,42
	Parent	395	3,36	1,05	31,25
Prepares the most suitable environment to ensure school-parent collaboration.	Administrator	273	4,23	,849	20,07
	Teacher	916	3,59	,995	27,71
	Parent	395	3,26	1,06	32,51
Ensures the parents' and the environment's trust and support to the school.	Administrator	273	4,26	,842	19,76
	Teacher	916	3,64	,988	27,14
	Parent	395	3,48	1,06	30,45
Utilises the resources of the school and environment in an effective manner.	Administrator	273	3,93	,943	23,99
	Teacher	916	3,51	,992	28,26
	Parent	395	3,18	,998	31,38
Considers criticism against the school and takes the necessary steps.	Administrator	273	4,25	,822	19,34
	Teacher	916	3,54	1,01	28,53
	Parent	395	3,27	1,08	33,02
Collaborates with corporations and institutions related to education	Administrator	273	4,01	,925	23,06
	Teacher	916	3,52	1,01	28,69
	Parent	395	3,25	1,13	34,76
Creates a democratic communication environment for parents, based on respect and trust.	Administrator	273	4,31	,784	18,19
	Teacher	916	3,76	,987	26,25
	Parent	395	3,58	,981	27,40
Encourages teachers and parents in developing parent participation efforts.	Administrator	273	4,04	,912	22,57
	Teacher	916	3,47	1,05	30,25
	Parent	395	3,23	1,04	32,19
Classifies school - parent collaboration efforts according to type.	Administrator	273	3,66	,917	25,05
	Teacher	916	3,12	1,04	33,33
	Parent	395	2,78	1,13	40,64
The parent - teacher association ensures the effective participation of the school development and administration team in the school's administration.	Administrator	273	3,93	,910	23,15
	Teacher	916	3,34	1,02	30,53
	Parent	395	3,24	1,10	33,95
Average	Administrator	273	4,03	,670	16,62
	Teacher	916	3,47	,802	23,11
	Parent	395	3,23	1,06	32,81

According to Table 3, the arithmetic average of the answers provided by administrators, teachers and parents to the scale items for determining the participation levels of school administrators to skills in construction in the process of organising parent participation efforts is $\bar{X}_A = 4,03$, $\bar{X}_T = 3,47$, $\bar{X}_P = 3,23$. According to these results, it is seen that the skills required by the construction phase in the process of organising parent participation efforts is adopted *frequently* by school administrators and teachers, and *sometimes* by parents. While school administrators' skills in construction in the process of organising parent participation efforts are considered inadequate by parents and teachers, this is considered adequate by school administrators.

Table 4 provides a comparison between administrator, teacher and parent opinions on the construction process in organising parent participation efforts.

Table 4. Differences between the Opinions of Administrators, Teachers and Parents on the Level of Administrators' Construction Skills in Organising Parent Involvement Efforts

Groups	N	\bar{X}	SS	Sd	t	p
Administrator	273	4,03	,670	1187	10,333	,000*
Teacher	916	3,47	,802			
Administrator	273	4,03	,670	666	14,187	,000*
Parent	401	3,23	,738			
Teacher	916	3,47	,802	1309	5,152	,000*
Parent	401	3,23	,738			

*p<.001

According to Table 4, when school administrators' skill in construction in the process of organising parent participation efforts is assessed in terms of the duty type variable, there appears a statistically significant difference [$t_{(1-1188)}= 10,333$, $p<.001$] in favour of the administrator in the administrator - teacher group, [$t_{(1-673)}= 14,187$, $p<.001$] in favour of the administrator in the administrator - parent group, and [$t_{(1-1316)}= 5,152$, $p<.001$] in favour of the teacher in the teacher-parent group.

3.2 Administrators' Skills of Determining the Required Efforts in Organising Parent Involvement Efforts

Table 5 presents the arithmetic mean and standard deviation values of the opinions of administrators, teachers and parents regarding school administrators' skills in determining the required efforts in the process of organising parent participation efforts.

Table 5. Administrator, Teacher and Parent Opinions on the Required Efforts Dimension in the Organisation of Parent Involvement Efforts

Scale Items	Group	N	\bar{X}	SS	V
Regulates the parent education programmes in accordance with the set objectives.	Administrator	273	3,11	,928	29,83
	Teacher	916	2,88	1,22	42,36
	Parent	395	2,78	1,56	56,11
Harmonises parent education programmes with the school's training - education programmes.	Administrator	273	3,38	,993	29,37
	Teacher	916	3,09	1,76	56,95
	Parent	395	2,86	1,22	42,65
Ensures that parents make class visits.	Administrator	273	3,43	1,12	32,65
	Teacher	916	2,91	1,76	60,48
	Parent	395	3,03	2,41	79,53
Arranges art, culture and sports activities to increase parents' participation in the school.	Administrator	273	3,45	2,65	76,81
	Teacher	916	2,77	2,00	72,20
	Parent	395	2,51	1,33	52,98
Provides supporting learning opportunities through parent participation efforts for students whose learning needs are not adequately met.	Administrator	273	3,45	,942	27,30
	Teacher	916	2,98	1,02	34,22
	Parent	395	2,76	1,16	42,02
Produces new projects addressing school - parent collaboration.	Administrator	273	3,37	1,03	30,56
	Teacher	916	2,85	1,38	48,42
	Parent	395	2,68	2,25	83,95
Allows the school's facilities such as sports hall, library, laboratory, classroom etc. to be used by parents in the interest of the public.	Administrator	273	3,19	1,08	33,85
	Teacher	916	2,71	1,69	62,36
	Parent	395	2,38	1,31	55,04
Determines the duty areas and responsibilities related to parent participation efforts.	Administrator	273	3,62	1,99	54,97
	Teacher	916	3,01	1,06	35,21
	Parent	395	2,84	1,11	39,08
Average	Administrator	273	3,38	,856	25,32
	Teacher	916	2,90	,925	31,89
	Parent	395	2,73	,924	33,84

According to Table 5, the arithmetic average of the opinions of administrators, teachers and parents on the level of the school administrators' skills in organising parent participation efforts is $\bar{X}_A = 4,03$, $\bar{X}_T=3,47$, $\bar{X}_P=3,23$. Accordingly, it is seen that the skills required by the stage of determining the efforts to be made during the organisation process for parent participation efforts is adopted at the level of *sometimes* by school administrators, teachers and parents. Table 6 provides a comparison between administrator, teacher and parent opinions on determining the efforts to be made in organising parent participation efforts.

Table 6. Differences between Administrator, Teacher and Parent Opinions on the Required Efforts Dimension in the Organisation of Parent Involvement Efforts

Groups	N	\bar{X}	SS	Sd	t	p
Administrator	273	3,38	,856	1187	7,583	,000*
Teacher	916	2,90	,925			
Administrator	273	3,38	,856	666	9,117	,000*
Parent	395	2,73	,924			
Teacher	916	2,90	,925	1309	3,013	,003**
Parent	395	2,73	,924			

*p<.001 **p<.01

According to Table 6, when the level of school administrators' skill in determining the efforts to be made in the process of organising parent participation efforts is assessed in terms of the duty type variable, there appears a statistically significant difference [$t_{(1-1188)}= 7,583, p<.001$] in favour of the administrator in the administrator - teacher group, [$t_{(1-673)}= 9,117, p<.001$] in favour of the administrator in the administrator - parent group, and [$t_{(1-1316)}= 3,013, p<.01$] in favour of the teacher in the teacher-parent group. Taking the averages into consideration, school administrators' skills in determining the efforts to be made in the process of organising the parent participation efforts are considered inadequate by teachers and parents.

3.3 Administrators' Staffing and Equipping Skills in Organising Parent Involvement Efforts

Table 7 presents the arithmetic mean and standard deviation values of the opinions of administrators, teachers and parents regarding school administrators' skills in staffing and equipping in the process of organising parent participation efforts.

Table 7. Administrator, Teacher and Parent Opinions on Staffing and Equipping in the Organisation of Parent Involvement Efforts

Scale Items	Group	N	\bar{X}	SS	V
Identifies teachers and parents to take on tasks in parent participation efforts.	Administrator	273	3,69	,962	26,07
	Teacher	916	3,40	2,17	63,82
	Parent	395	3,05	1,16	38,03
Explains parents and school personnel charged with parent participation tasks their duties in their outlines.	Administrator	273	3,95	3,22	81,51
	Teacher	916	3,29	1,24	37,68
	Parent	395	3,10	1,27	40,96
The parent - school association grants powers equivalent to the responsibilities of those working in the school development and administration team.	Administrator	273	3,68	,904	24,56
	Teacher	916	3,28	1,42	43,29
	Parent	395	3,06	1,92	62,74
Openly and clearly defines the duty collaboration between the administration, the teacher and the parent in parent participation efforts.	Administrator	273	3,85	,883	22,93
	Teacher	916	3,29	1,04	31,61
	Parent	395	3,14	1,14	36,30
Defines the roles and statuses of parents and teachers in parent participation efforts.	Administrator	273	3,76	,924	24,57
	Teacher	916	3,27	1,05	32,11
	Parent	395	2,92	1,16	39,72
Ensures parents' participation in decision-making processes at the school.	Administrator	273	3,60	,961	26,69
	Teacher	916	3,09	1,04	33,65
	Parent	395	2,95	1,07	36,27
Ensures that those charged with duties in parent participation efforts are responsible only towards the administrator.	Administrator	273	3,43	1,05	30,61
	Teacher	916	3,21	1,04	32,39
	Parent	395	3,06	1,19	38,88
Average	Administrator	273	3,71	,874	23,55
	Teacher	916	3,26	,939	28,80
	Parent	395	3,04	,930	30,59

According to Table 7, the arithmetic average of the opinions of administrators, teachers and parents on the level of the school administrators' skills in staffing and equipping in organising parent participation efforts is, $\bar{X}_A = 3,71, \bar{X}_T=3,26, \bar{X}_P =3,04$. According to these results, it is seen that the skills required by the staffing and equipping phase in the process of organising parent participation efforts is adopted at the level of *frequently* by school administrators, and at the level of *sometimes* by parents and teachers.

According to Table 8, when the level of school administrators' skill in staffing and equipping in the process of organising parent participation efforts is assessed in terms of the duty type variable, there appears a statistically significant difference [$t_{(1-1188)}= 7.018, p<.001$] in favour of the administrator in the administrator-teacher group, [$t_{(1-673)}= 9.389, p<.001$] in favour of the administrator in the administrator-parent group, and [$t_{(1-1316)}= 3.960, p<.001$] in favour of the teacher in the teacher-parent group. Taking the averages into consideration, school administrators' staffing and

equipping skills in the process of organising the parent participation efforts are considered adequate by administrators, while being considered inadequate by teachers and parents.

Table 8. Differences between Administrator, Teacher and Parent Opinions on Staffing and Equipping in the Organisation of Parent Involvement Efforts

Groups	N	\bar{X}	SS	Sd	t	p
Administrator	273	3,71	,874	1187	7,018	,000*
Teacher	916	3,26	,939			
Administrator	273	3,71	,874	666	9,389	,000*
Parent	395	3,04	,930			
Teacher	916	3,26	,939	1309	3,960	,000*
Parent	395	3,04	,930			

*p<.001

3.4 Administrators' Skills Ensuring Organisational Climate in Organising Parent Involvement Efforts

Table 9 presents the arithmetic mean and standard deviation values of the opinions of administrators, teachers and parents regarding school administrators' skills in ensuring the organisational climate in the process of organising parent participation efforts.

Table 9. Administrator, Teacher and Parent Opinions on the Organisational Climate Dimension in the Organisation of Parent Involvement Efforts

Scale Items	Group	N	\bar{X}	SS	V
Makes use of school - parent collaboration for the success of the education carried out at school.	Administrator	273	3,91	,861	22,02
	Teacher	916	3,43	1,03	30,02
	Parent	395	3,19	1,04	32,60
Makes use of school - parent collaboration in solving discipline issues.	Administrator	273	3,97	,969	24,40
	Teacher	916	3,55	1,01	28,45
	Parent	395	3,36	1,03	30,65
Makes use of school - parent collaboration in developing social activities and student personality services.	Administrator	273	3,83	,999	26,08
	Teacher	916	3,35	,975	29,10
	Parent	395	3,10	1,11	35,80
Makes arrangements to increase the efficiency of parent-teacher meetings.	Administrator	273	3,91	,943	24,11
	Teacher	916	3,40	1,70	50
	Parent	395	3,50	3,49	99,71
Regularly organises teacher - parent meetings.	Administrator	273	3,92	,930	23,72
	Teacher	916	3,50	1,71	48,85
	Parent	395	3,18	1,13	35,53
Collaborates with parents in supporting students requiring special education.	Administrator	273	3,82	1,06	27,74
	Teacher	916	3,25	1,05	32,30
	Parent	395	3,14	3,14	1,00
Shares the success of the school and its contributions to the environment with the parents.	Administrator	273	3,95	,963	24,37
	Teacher	916	3,45	1,06	30,72
	Parent	395	3,30	1,10	33,33
Informs parents on efforts directly addressing students, such as guidance and student personality services at school.	Administrator	273	3,95	,938	23,74
	Teacher	916	3,42	1,04	30,40
	Parent	395	3,30	1,85	56,06
Ensures the two way flow of all information, emotions and news during the progress of the parent participation efforts.	Administrator	273	3,90	,862	22,10
	Teacher	916	3,30	1,02	30,90
	Parent	395	3,12	1,08	34,61
Solves conflicts between the school and parents in a manner that increases the school's efficiency.	Administrator	273	3,98	,909	22,83
	Teacher	916	3,47	1,10	31,70
	Parent	395	3,27	1,11	33,94
Creates opportunities to develop school - parent collaboration in carrying out solutions.	Administrator	273	3,96	,910	22,97
	Teacher	916	3,35	1,03	30,74
	Parent	395	3,11	1,09	35,04
Motivates parents and school staff in a manner that increases work efficiency.	Administrator	273	3,90	,932	23,89
	Teacher	916	3,28	1,10	33,53
	Parent	395	3,07	1,02	33,22
Recognises parents and teachers for their contributions to the school - parent collaboration.	Administrator	273	4,12	,971	23,56
	Teacher	916	3,38	1,15	34,02
	Parent	395	3,30	1,17	35,45
Average	Administrator	273	3,93	,727	18,49
	Teacher	916	3,40	,865	25,44
	Parent	395	3,23	,867	26,84

According to Table 9, the arithmetic average of the opinions of administrators, teachers and parents on the level of the school administrators' level of ensuring the organisational climate in the process of organising parent participation efforts is, $\bar{X}_A=3,93$, $\bar{X}_T=3,40$, $\bar{X}_P=3,23$. According to these results, it is seen that the skills required by the phase of

developing human relations in the process of organising parent participation efforts is adopted at the level of *frequently* by school administrators, and at the level of *sometimes* by parents and teachers. These findings indicate that the organisational climate directly affecting administrators', teachers' and parents' emotions, opinions and behaviours is not at the required level at schools.

Table 10. Differences between Administrator, Teacher and Parent Opinions on the Organisational Climate Dimension in the Organisation of Parent Involvement Efforts

Groups	N	\bar{X}	SS	Sd	t	p
Administrator	273	3,93	,727	1187	9,331	,000*
Teacher	916	3,40	,865			
Administrator	273	3,93	,727	666	11,043	,000*
Parent	395	3,23	,867			
Teacher	916	3,40	,865	1309	3,537	,001**
Parent	395	3,23	,867			

* p<.001 ** p<.01

According to Table 10, when the level of school administrators' skill in ensuring the organisational climate in the process of organising parent participation efforts is assessed in terms of the duty type variable, there appears a statistically significant difference [$t_{(1-1188)} = 9,331$, p<.001] in favour of the administrator in the administrator-teacher group, [$t_{(1-673)} = 11,043$, p<.001] in favour of the administrator in the administrator-parent group, and [$t_{(1-1316)} = 3,537$, p<.01] in favour of the teacher in the teacher-parent group. Taking the averages into consideration, school administrators' skills in developing the organisational climate in the process of organising the parent participation efforts are considered adequate by administrators, while being considered inadequate by teachers and parents.

3.5 Differences between School Administrators' Skill Level in Organising Parent Involvement Efforts, According to Type of School

Table 11 presents average and standard deviation values regarding the level of school administrators' skill in organising parent participation efforts in terms of the school type variable according to the teachers' and parents' opinions.

Table 11. Averages and Standard Deviation Values Regarding School Administrators' Level of Skill in Organising Parent Involvement Efforts, According to School Type

Organising Dimensions	School Type	N	\bar{X}	SS	V
Construction	Primary School	435	3.54	.858	24,23
	Secondary School	452	3.29	.752	22,85
	High School	424	3.38	.740	21,89
	Total	1311	3.40	.791	23,26
Works Required	Primary School	435	3.00	1.01	33,66
	Secondary School	452	2.76	.876	31,73
	High School	424	2.79	.876	38,25
	Total	1311	2.85	.928	32,56
Staffing and Equipping	Primary School	435	3.33	.995	29,87
	Secondary School	452	3.04	.852	28,02
	High School	424	3.22	.955	29,65
	Total	1311	3.19	.941	29,49
Organisational Climate	Primary School	435	3.52	.964	27,38
	Secondary School	452	3.21	.809	25,20
	High School	424	3.31	.797	24,07
	Total	1311	3.34	.869	26,01

According to Table 11, when teacher and parent opinions on school administrators' level of skill in organising parent participation efforts according to the school type variant is examined, it is observed that the arithmetic averages drop when proceeded from primary school to high school.

Table 12 presents the ANOVA results in which whether the level of skill of school administrators in organising parent participation efforts differ according to the school type variable is assessed.

Table 12. ANOVA Results Regarding the Level of Skill of School Administrators in Organising Parent Involvement Efforts in Terms of the School Type Variable According to Teacher and Parent Opinions

		KT	Sd	KO	F	p	Difference
Construction	Inter-Groups	13.622	2	6.811	11.038	.000*	1-2, 1-3
	Intra-Group	807.077	1308	.617			
	Total	820.698	1310				
Works Required	Inter-Groups	14.198	2	7.099	8.330	.000*	1-2, 1-3
	Intra-Group	1114.694	1308	.852			
	Total	1128.892	1310				
Staffing and Equipping	Inter-Groups	18.258	2	9.129	10.439	.000*	1-2, 3-2
	Intra-Group	1143.936	1308	.875			
	Total	1162.195	1310				
Organisational Climate	Inter-Groups	22.470	2	11.235	15.179	.000*	1-2, 1-3
	Intra-Group	968.144	1308	.740			
	Total	990.614	1310				

* $p < .001$

Examining Table 12, it is observed, according to the ANOVA results, that there are differences in school administrators' skills in organising school parent participation efforts according to the school type variable. All school administrators attempt to organise parent participation efforts in similar manners in spite of a difference in the teachers' and parents' perception of school-parent collaboration according to school types. This, in turn, causes school administrators to be considered inadequate in organising parent participation efforts.

4. Conclusion and Discussion

In the study, administrators' process of organising parent participation efforts was taken in the 'construction, works required, staffing and equipping, and organisational climate' dimensions. From among their skills in organising parent participation efforts, the school administrators participating in the study considered their construction, staffing and equipping and organisational climate skills important, while insufficiently adopting their skills regarding organisational climate. According to teachers and parents participating in the study, school administrators' skills in organising parent participation efforts are not at the required level when considering the organisation steps. The conclusion that school administrators do not regard the organising steps in the process of organising parent participation efforts was reached.

According to the research findings, during the construction process, which constitutes the first step in the process of organising parent participation efforts, the realisation level of 'the steps of conducting research on school-parent collaboration, determining the objectives of school-parent collaboration in line with the needs of teachers, parents and students, and classification according to the types of school-parent works' is low. However, the construction phase has a direct impact on the organisation process in realising the required objectives of parent participation efforts to be carried out within the scope of school-parent collaboration. For this reason, the school administrator must have the skills to carry out the arrangements necessary to ensure the multi-faceted participation of parents in line with the school's needs during the construction process.

On this issue, Nural (2010) emphasises the fact that school-parent collaboration will be successful only when organised as multi-purpose, well-planned and long-term. These results may be interpreted as an incompliance with the construction phase, which is the first step of the organisation process in establishing school-parent associations. This indicates that school administrators must demonstrate the skills expected of them and meet the parents' expectations in the construction phase, which is the most important step of organising efforts addressing school-parent collaboration and which will set the course of the other phases.

School administrators' attitude towards parent participation efforts is an important factor in determining the scope of the applications. Administrators' recognition of the obstacles before parent participation efforts will ensure the provision of opportunities for parent participation. Therefore, especially administrators must believe that school-parent collaboration is very important in actualising the school's objectives. If parent participation effort are given the necessary value and are addressed seriously, parent participation types and strategies shall develop on their own accord (Lebahn, 1995; Qumette, Feldman and Tung, 2002; Peiffer, 2003; DeHass, 2005, Coyote, 2007).

The study reached the conclusion that, according to administrators, teachers and parents, arrangements allowing parent participation efforts are not adequately made. According to Funkhouser, Gonzales (1997), schools must provide the necessary facilities and conditions to enable parents to participate in their children's education, while administrators, teachers and other assisting staff must take a close interest in families. Environments where families are able to explain

their wishes, expectations and problems and where they are able to participate in the decision-making process must be created. Families must be provided with education on the reasons and benefits of parent participation efforts. Berger (1987) emphasises that parents with knowledge of the structure, values and operating mode of the school provide their children with multi-faceted support.

The study found that planning for determining and classifying the parent participation efforts carried out to the end of school-parent collaboration is required. This indicates that school administrators must self-criticise with respect to determining the works to be carried out, which is the second step of organising school-parent collaboration, must develop themselves in this matter, and must demonstrate their skills on the process.

The study yielded the result that teachers and parents found administrator skills regarding staffing and equipping in organising parent participation efforts inadequate. This result may be interpreted to mean that teachers and parents consider the procedure followed in determining the parents and teachers to be charged with duties in parent-teacher associations and other teams established at schools ineffective. Also, in the light of the results obtained, it may be said that teachers and parents have insufficient knowledge on the responsibilities and powers their tasks place on their teams. Especially in the staffing and equipping phase, the type of the task, and the interests, wishes and abilities of the person to be charged with the task must be taken into consideration, and duties must be assigned based on democratic methods and on voluntary basis. For this, the school administrator must possess staffing and equipping skills in addition to a good knowledge of the personnel to be assigned. This indicates that the necessary manpower must be integrated into the process under the consensus of all stakeholders of the school community in carrying out school-parent collaboration efforts in the staffing and equipping phase, which is the third step of organising school-family collaboration.

The study revealed that the school administrations' attitude and behaviour towards school - family collaboration was not adequate. This affects the climate at the school as well as the parents' attitude and behaviour towards the school administration. Ensuring that teachers and other school stakeholders work together in a more collaborative atmosphere is related to reshaping the school culture and school administrators' giving importance to emotion management with respect to relations between individuals at school (Katzenmeyer and Moller, 2013, 91). School - family collaboration must be used in its multiple aspects in creating a climate that would have a positive effect on the attitude of parents and teachers at schools (Rosenblatt and Peled, 2002; Akan, 2017).

To this end a multi-faceted communications network must be established at schools. For the type of communication, the channels, type and duration of communication directly affects the school's climate. According to Burns, Roe and Ross (1992), regular communication established between parents and teachers is very important. Communicating with parents on activities at school, information sharing prepared on the rules and order of the school as well as on information needed by the parent are the traditional tools of this communication to be established. Personal reports on students, telephone conversations, parent - teacher meetings, face to face interviews for special discussions and dialogue regarding the child, house calls, and days on which parents are able to see class activities are methods of communication that have been practiced for many years. Within this context, it may be said that school administrators fail to make the best use of internal and external dynamics capable of bringing together all of the stakeholders of the school during the phase of ensuring the organisational climate, which is the last step of organising school - family collaboration.

According to the findings of the study, school administrators do not have adequate skills in creating opportunities to develop school - parent collaboration, motivating parents and school staff, and appreciating parents and teachers. However, schools must appreciate school staff, volunteer families, the community and partners for sparing time for, and contributing to, developing the effectiveness of parent participation programmes. Family members who visit the classroom, assist the teacher or read most can be appreciated (Blank, Heifets, Shah and Nissani, 2004; Epstein and Jansorn, 2004b; Wherry, 2002; Giba, 1999).

According to teacher and parent opinions in terms of the school type variable, scores regarding school administrators' skill in organising parent participation efforts drop as they proceed from primary school to high school. It was concluded that school-family collaboration is more intense at primary school, and that the participants' perception of school-parent collaboration varies according to school type.

This may arise from the fact that school - parent collaboration is more effective at primary school, and that school - parent collaboration decreases during the process towards high school. The obtained findings may also be interpreted as meaning that the purposes of school - family collaboration and the expectations and demands of the administration - teachers-parents-students vary according to school types. According to Epstein and Connors (1994), there are many reasons for the fact that the partnership between school-parent and community is more widespread at primary schools compared to secondary schools and high schools. The first among these reasons is the attitude of some teachers and parents who believe that high school students are more conscious and mature individuals, who would not need their

parents' participation during the education process.

A study conducted by Caskey (2008) on seventh- and eighth-grade students expresses that, in spite of the widespread belief on adolescents who do not want their families' participation in activities regarding school and who have started to move away from their parents, the research results support the important role played by families in the school success and social development of adolescents. Also Wheeler (1992), Eccles and Harold (1993) indicate that joint action by the school and the family during high school accelerates the healthy development of the adolescent, and that family participation proves an important factor in increasing attendance, supporting the student's success, reducing discipline issues, and raising productive and all-around healthy young adults.

Nural (2010) emphasises that school - family collaboration is very effective and important not only for primary schools, but also for high schools. The school administrator has an important responsibility in this. School-family collaboration must be equally important in all educational institutions. This is related to the importance given by the school administrator and the teachers to school - family collaboration.

Although parent participation efforts are taken into consideration in all educational institutions, the increase in students' individual representation power is effective in the weakening of school - family collaboration towards high school. However, school - family collaboration, especially in high school years, is very important to ensure that individuals who will continue with their undergraduate or graduate studies or acquire a profession after high school meet the demands of social life. Therefore, parent participation efforts must be configured according to school type.

5. Suggestions

The parent-teacher association regulation in force is not adequate in increasing collaboration between the school and the family, and therefore more effective parent-teacher association models taking school types into consideration may be developed. School-parent collaboration must be reconfigured in accordance with school types, student demands and parent expectations in line with Law No. 3308 on Vocational Education. The collaboration between universities and the Ministry of National Education must be strengthened with respect to school-environment relations, administrators and teachers must be provided with knowledge and skills in school-family relations. The socio-economic and socio-cultural statuses of parents must not be seen as a factor that undermines school-parent collaboration, but as an opportunity to develop school-family collaboration, and consideration must be given on how to activate and develop parent competence. While organising parent participation efforts, school administrators must consider the school's and parents' demands, expectations, wishes and requests, and must conduct a preliminary feasibility study to this end.

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