

PARENTAL SATISFACTION AND ENGAGEMENT IN EARLY CHILDHOOD
EDUCATION: THE MEDIATING ROLE OF HOME LITERACY
ENVIRONMENT

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD
EDUCATION, EARLY CHILDHOOD EDUCATION

AUGUST 2023

Approval of the thesis:

**PARENTAL SATISFACTION AND ENGAGEMENT IN EARLY
CHILDHOOD EDUCATION: THE MEDIATING ROLE OF HOME
LITERACY ENVIRONMENT**

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ABSTRACT

PARENTAL SATISFACTION AND ENGAGEMENT IN EARLY CHILDHOOD EDUCATION: THE MEDIATING ROLE OF HOME LITERACY ENVIRONMENT

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August 2023, 259 pages

The purpose of this study is to investigate the intricate relationships between parents' satisfaction with their children's educational experiences, parent engagement in early childhood education, the home literacy environment (HLE), and household income within the context of Türkiye. Specifically, the study aims to explore the mediating role of the HLE in the relationship between parents' satisfaction and engagement, and to comprehend the moderating role of household income on this relationship. Based on a sample size of 660 parents from Afyonkarahisar and its suburbs, significant positive correlations were found among parents' satisfaction, HLE, and parent engagement. A path model was created to test predefined hypotheses, revealing that parents' satisfaction positively influenced both parent engagement and HLE. The HLE was found to partially mediate the relationship between parents' satisfaction and parent engagement. Household income emerged as a moderating variable in the effect of HLE on parent engagement and between parents' satisfaction and HLE for certain income groups but was not

significant in most paths. The analysis also revealed variations in parent engagement and HLE across different income levels. Overall, the findings underscore the importance of parents' satisfaction and the HLE in shaping parent engagement in early childhood education, with variations across income levels. These insights hold substantive implications for a broad spectrum of stakeholders, including educators, administrators, parents, and curriculum developers, thereby creating a foundation for further exploration and practical applications in this domain.

Keywords: Parent Satisfaction, Parent Engagement, Home Literacy Environment, Early Childhood Education



ÖZ

OKUL ÖNCESİ DÖNEMDE EBEVEYN MEMNUNİYETİ VE AİLE BAĞLILIĞI: EV İÇİ OKURYAZARLIK ORTAMININ ARACI ROLÜ

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Doktora, Temel Eğitim, Okul Öncesi Eğitimi Bölümü

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Ağustos 2023, 259 sayfa

Bu çalışmanın amacı, ebeveynlerin çocuklarının eğitim deneyimlerinden duydukları memnuniyet, okul öncesi dönemde aile bağlılığı, ev içi okuryazarlık ortamı (EOÇ) ve hane geliri arasındaki ilişkileri Türkiye bağlamında araştırmaktır. Çalışma, özellikle, ebeveyn memnuniyeti ve aile bağlılığı arasındaki ilişkide EOÇ'nin aracı rolünü keşfetmeyi ve hane gelirinin bu ilişki üzerindeki düzenleyici rolünü anlamayı amaçlamaktadır. Afyonkarahisar il merkezi ve merkeze bağlı kırsal kesimde yerleşik 660 ebeveynden oluşan bir örneklem büyüklüğüne dayanarak, ebeveyn memnuniyeti, EOÇ ve aile bağlılığı arasında anlamlı derecede pozitif korelasyonlar bulunmuştur. Önceden tanımlanmış hipotezleri test etmek için bir yol modeli oluşturulmuş ve ebeveyn memnuniyetinin hem aile bağlılığını hem de EOÇ'yi olumlu yönde etkilediği ortaya çıkmıştır. EOÇ'nin ebeveyn memnuniyeti ve aile bağlılığı arasındaki ilişkiye kısmen aracılık ettiği gözlemlenmiştir. Hane geliri, EOÇ'nin aile bağlılığı üzerindeki etkisinde ve belirli gelir grupları için ebeveyn memnuniyeti ile EOÇ arasında düzenleyici bir değişken olarak ortaya çıkmıştır. Yapılan analizler sonucunda ayrıca farklı gelir düzeyleri arasında aile bağlılığı ve

EOÇ'de farklılıklar olduđu ortaya konmuştur. Genel olarak bulgular, ebeveyn memnuniyetinin ve EOÇ'nin okul öncesi dönemde aile bağıllığını şekillendirmedeki öneminin altını çizmekte ve gelir düzeyleri arasında farklılıklar göstermektedir. Bu görüşler, eğitimciler, yöneticiler, ebeveynler ve müfredat geliştiriciler de dahil olmak üzere geniş bir paydaş yelpazesi için önemli çıkarımlar içermekte ve böylece bu alanda daha fazla araştırma ve pratik uygulamalar için bir temel oluşturmaktadır.

Anahtar Kelimeler: Ebeveyn Memnuniyeti, Aile Bağıllığı, Ev içi Okuryazarlık Ortamı, Okul Öncesi Dönem





*To my beloved father,
Wishing he could see this,
May he rest in peace...*

ACKNOWLEDGMENTS

Traditionally, the acknowledgments section of a dissertation commences with an expression of gratitude towards one's thesis advisor. However, if I may make an exception, and with the gracious allowance of Assoc. Prof. Dr. Hasibe Özlen DEMİRCAN, who transitioned from being my peer in doctoral studies to the esteemed role of my thesis advisor, I would prefer to begin by conveying my deepest appreciation to Prof. Dr. Feyza ERDEN. My eternal gratitude is owed to this eminent scholar, who kindly accepted me into this research field. Her unwavering support, which I have had the privilege to feel from our initial interaction, has been an enduring pillar throughout this scholarly journey.

Throughout the entire process that started with our early deliberations shaping the contours of my thesis topic and culminated in the triumphant day of its defense, my thesis advisor, Assoc. Prof. Dr. Hasibe Özlen DEMİRCAN, has maintained a constant and open line of communication with me. The faith she invested in my potential, her invaluable counsel and guidance, offered generously despite her demanding schedule, have been nothing short of extraordinary. In tandem with her efforts, I am deeply indebted to my co-advisor, Assoc. Prof. Dr. Dilek ALTUN. Her unwavering support, despite her own hectic timetable, was particularly decisive in the analysis and interpretation of my data, thus proving instrumental in the successful completion of this thesis.

Furthermore, I wish to express my deepest gratitude to Assoc. Prof. Dr. Selda ARAS, a distinguished member of the thesis monitoring committee, whose insightful recommendations have not only illuminated the path of my dissertation but significantly shaped its final form. In addition, I would like to express my heartfelt appreciation to Assoc. Prof. Dr. Serap SEVİMLİ ÇELİK and Assist. Prof. Dr. Fatma YALÇIN. Despite the traditionally relaxed summer period, they responded positively to become part of the jury. Their valuable judgement and constructive suggestions have considerably enriched my work, and their participation has been deeply meaningful to me.

I extend my deepest gratitude to my esteemed professors Prof. Dr. Münevver CAN YAŞAR, Prof. Dr. Emine AHMETOĞLU, Prof. Dr. Adalet KANDIR, Prof. Dr. Neriman ARAL and Prof. Dr. Gürbüz OCAK. Their moral support from the day I had the honor of meeting them is something I will always remember.

I would also like to express my profound gratitude to Prof. Dr. Deborah GROSS and her esteemed colleagues for their gracious permission to adapt the Parent Engagement in Early Childhood Education Survey (PEECE) for this study. Their invaluable contribution has significantly enriched the quality of this research and has provided a robust foundation for exploring parental engagement in early childhood education within the context of Türkiye.

Throughout my lengthy student journey, in addition to their moral support, I've also relied on the encouragement of my coworkers at Afyon Kocatepe University. Even in my most hopeless moments, they believed in me, bolstered my courage, and did not withhold their support, particularly during the data collection process. I see it as my duty to express infinite gratitude to Assoc. Prof. Dr. Nezahat Hamiden KARACA, Assoc. Prof. Dr. Özgün UYANIK AKTULUN, and Research Assistant Merve ARABACI. I am so grateful that you are part of my life.

I am filled with a profound sense of gratitude towards all these remarkable academicians. My intellectual debt to them is enormous, and I am unsure if there will ever come a time when I will feel I have adequately reciprocated their invaluable contributions.

Traditionally, this section concludes with thanks to close family members. Therefore, I would like to express my deepest appreciation to all my family members without whom and without whose problems this dissertation would have reached its conclusion far earlier.

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LIST OF ABBREVIATIONS

AMOS	Analysis of Moment Structures
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
ECE	Early Childhood Education
GFI	Goodness-of -Fit Index
HLE	Home Literacy Environment
HLEQ	Home Literacy Environment Questionnaire
KMO	The Kaiser-Meyer-Olkin Test
MANOVA	Multivariate Analysis of Variance
MCAR	Missing Completely at Random Test
MoNE	Turkish Ministry of National Education
OECD	Organisation for Economic Co-Operation and Development
PE	Parent Engagement
PEECE	Parent Engagement in Early Childhood Education Survey
PS	Parents' Satisfaction
PSEE	Parents' Satisfaction with Educational Experiences Scale
RMSEA	Root Mean Square Error of Approximation
SEM	Structural Equation Modeling
SES	Socio-economic Status
SPSS	Statistical Packages for the Social Sciences
ZPD	Zone of Proximal Development

CHAPTER 1

INTRODUCTION

Early childhood education encompasses a crucial period of a child's development, laying the foundation for their lifelong learning journey (Clark et al., 2020; Field, 2006; Shonkoff & Phillips, 2000). Within this context, numerous influential factors contribute to the quality and outcomes of early educational experiences (OECD, 2020). Parents' satisfaction and parent engagement, the home literacy environment, and household income have emerged as key dimensions warranting thorough examination. Extensive research, as provided in this chapter, has underscored the significant roles played by these constructs in shaping children's educational experiences and subsequent developmental trajectories. By investigating the interconnections and dynamics among these factors, this dissertation aims to provide a comprehensive understanding of their implications within the unique context of Türkiye. This introductory section lays the groundwork for detailed discussions under each theme, namely Parents' Satisfaction with Their Children's Educational Experiences in Early Childhood Education, Parent Engagement in Early Childhood Education, Home Literacy Environment, Household Income, and the specific focus of the present study. Through this critical exploration, the author aimed to shed light on the complex relationships and mechanisms that influence parents' satisfaction, engagement, and their interactions with the home literacy environment, while considering the moderating role of household income.

Parents' Satisfaction with Their Children's Educational Experiences in Early Childhood Education

Parents' satisfaction, a multifaceted construct, has been recognized as a significant influence on early childhood education (Hanaylı, 2019; Hu et al., 2018). It is shaped by parents' perceptions and acceptance of their children's educational

journey, playing a crucial role in fostering a conducive learning environment (Harris & Goodall, 2008). Various factors, such as the quality of teacher interactions, the learning environment's ambiance, communication pathways, and opportunities for active involvement, collectively form the lens through which parents evaluate their child's schooling experience (Stevenson & Baker, 1987).

Parents, deeply invested in their children's education, play a role that extends beyond school hours, permeating the ongoing involvement and assessment of their children's educational encounters (Ahmetoğlu & Acar, 2017). Therefore, a comprehensive evaluation of parental perceptions throughout the entire educational continuum becomes indispensable. Understanding parents' satisfaction with their children's education can illuminate areas of preschool education that require improvement or enhancement, thus underscoring the importance of analyzing early childhood education programs (Vasiljevic et al., 2016; Mendez, 2010; Teleki & Buck-Gomez, 2002).

Parents' satisfaction is akin to "customer satisfaction," serving as an essential tool for providing insightful feedback to optimize services (Ziviani et al., 2011). It revolves around three key constructs: the scale and standard of services delivered, the nature of relationships forged with service providers, and concerns about the education programs and the importance of varying facets of services or provider relationships (Bailey et al., 1999; Johnson & Duffett, 2002; Laws & Millward, 2001; McWilliam, 1991; Summers et al., 2005). In the context of evaluating parents' satisfaction, the measurement of this construct serves multiple purposes, including facilitating decision-making processes, promoting parental involvement, and demonstrating the effectiveness of Early Childhood Education (ECE) services to various stakeholders (Bailey, 1987; Conn-Powers et al., 1990; Fantuzzo et al., 2006; McNaughton, 1994; Rodger et al., 2008; Scheirer, 1978; Summers et al., 2005; Upshur, 1991; Wolery, 1987).

The formation of parents' satisfaction is typically contingent on three central dimensions: 1) the extent and quality of services extended to parents and their children, 2) the robustness of relationships cultivated with those providing the services, and 3) the attributed significance of varying aspects of service or established relationships with service providers (Bailey et al., 2002; Laws & Millward, 2001; McWilliam, 1991; Summers et al., 2005). Assessing parents'

satisfaction carries critical importance within the sphere of early childhood education as it facilitates the critique of current services, suggestion of improvements, integration of parents into decision-making processes, and helps secure the confidence of funding bodies and administrators regarding the efficacy of ECE services (Bailey, 1987; Conn-Powers et al., 1990; Rodger et al., 2008; Scheirer, 1978; Upshur, 1991; Wolery, 1987).

The matrix of parents' satisfaction is influenced by a myriad of factors such as school safety, communication between parents and school, and the level of parental involvement (Friedman et al., 2006; Fantuzzo et al., 2006; Galil et al. 2006; Winkelstein 1981; Ziviani et al., 2011; Hausman & Goldring 2000; LaForett & Mendez 2010; Vasiljevic et al., 2016). Research reveals that parents of younger children exhibit heightened program satisfaction, possibly attributed to the increased focus on parental involvement in these classrooms (Fantuzzo et al., 2006). On the flip side, parents could experience dissatisfaction and retract from involvement if they perceive the school as unsupportive or unresponsive to their children's needs (Griffith, 2020; Jónsdóttir et al., 2017). This dissatisfaction can lead to negative event appraisal and maladjustment, culminating in inadequate parental engagement and subpar child outcomes (Abidin & Brunner, 1995; Crnic & Low, 2002; Gerstein et al., 2009).

The relationship between parents' satisfaction and parent engagement in early childhood education is complex and multifaceted. Parents' satisfaction with their children's educational experiences can serve as a motivating factor, encouraging more active engagement in their child's learning process. Conversely, dissatisfaction may lead to a withdrawal of involvement, impacting the child's educational outcomes. Understanding this intricate connection is vital, as it lays the groundwork for the subsequent exploration of parent engagement in early childhood education, a critical aspect that will be further examined in the following section.

Parent Engagement in Early Childhood Education

The relationship between parents' satisfaction and parent engagement is central to early childhood education (Gross et al., 2022). This stage is vital for a child's cognitive, physical, socio-emotional, and moral development (O'Neil, 2011;

Berk, 2013), and the family environment plays a crucial role as the primary arena for learning.

Parent engagement goes beyond formal education, encompassing various parent-child interactions that enrich learning (Bronfenbrenner, 1979). As children enter formal education, the relationship between parents and educators becomes reciprocal (Bronfenbrenner & Morris, 1998; Hayes et al., 2017).

Parent engagement is essential for academic success, involving active parental participation in education, both at school and home (Hornby & Lafaele, 2011). Studies have found a positive correlation between parents' satisfaction and engagement, with satisfied parents reporting lower stress and higher engagement (Lau & Ng, 2019; Tao et al., 2019; Abidin & Brunner, 1995; Crnic & Low, 2002; Gerstein et al., 2009).

Defined by the United States Department of Education (2015), parent engagement involves collaboration between parents and teachers. The term "engagement" is preferred over "involvement" for its broader implications (Barton et al., 2004), and it includes all individuals with parental responsibilities.

The distinction between engagement and involvement is essential (Ferlazzo, 2011), with engagement implying a deeper commitment and ownership. This distinction leads to questions about the nature of activities, communication, and community vision in schools (Goodall & Montgomery, 2014; Demircan, 2018).

Literature shows that parent engagement significantly impacts children's academic achievement (Dufur et al., 2013; Bigner, 2010; Fan & Williams, 2010; Fan et al., 2012). However, measuring and fostering engagement remains a challenge (Gross et al., 2019), with some tools like the Parent Engagement in Early Childhood Education Survey (PEECE) offering solutions (Gross et al., 2022).

Factors influencing parent engagement include family, school, and child-related aspects (Magwa & Mugari, 2017). Engagement can be categorized into home-based, school-based, and parent-teacher/school communication (Epstein, 1995; Fantuzzo et al., 2000; Hoover-Dempsey & Sandler, 1997; Kohl et al., 2000). Home-based engagement, in particular, has shown strong correlation with academic outcomes (Dove et al., 2015; Jeynes, 2012; Loughlin-Presnal & Bierman, 2017; Boonk et al., 2018).

Hence, the relationship between parents' satisfaction and parent engagement is complex and thought to be mediated by the home literacy environment and moderated by household income. The home literacy environment, characterized by literacy-related activities and resources, serves as a pathway through which satisfaction influences engagement. This connection sets the stage for further exploration into the home literacy environment, a critical aspect of early childhood education.

Home Literacy Environment

Underpinning these home-based engagement behaviors is the Home Literacy Environment (HLE) - the ambiance within the home that encourages the child to develop specific reading, writing, and linguistic competencies (Yeo, 2014). The HLE not only incorporates physical and social traits, such as the availability of a range of materials and a social setting conducive to literacy activities, but also involves parental input in molding the child's literacy skills (Altun et al., 2022). Particularly during preschool years, the HLE is instrumental in fostering children's reading development. It is during this phase that children emulate their parents or primary caregivers as role models, adopting their attitudes towards reading and learning.

In essence, apart from the availability of materials, the HLE comprises two critical components: a) parental beliefs about literacy and their role in nurturing their children's literacy skills, and b) parental actions that support literacy development. It's evident that parents' attitudes towards the importance of reading and their strategies for encouraging their children to read can significantly influence the literacy opportunities they provide. Favorable links have been observed between parent-child participation in literacy and language activities and parental reading beliefs (DeBaryshe, 1995; Weigel et al., 2006). This body of work contributes to the discourse surrounding the '30-million-word gap' - the disparity in the number of words children from lower-income households hear compared to their higher-income counterparts, and its potential contribution to the widening academic achievement gap (Hart & Risley, 1995; Logan et al., 2019; Sperry et al., 2019; Durham et al., 2007).

Research frequently highlights the profound influence early home experiences exert on a child's acquisition of early literacy skills, such as phonological awareness, letter/print knowledge, and vocabulary (Altun et al., 2018; Hofslundsengen et al., 2019; van Tonder et al., 2019; Davidse et al., 2011; Farver et al., 2013; Liu et al., 2019; Dulay et al., 2018; Inoue et al., 2020; Niklas & Schneider, 2015; Sénéchal & LeFevre, 2014). Factors such as parental behaviors, home literacy experiences, and other external elements have been found to significantly influence children's motivation, attitudes, and interest in reading (Baker & Scher, 2002; Elias, 2010; Lee & Yeo, 2014; Wiescholek et al., 2018; Yeo et al., 2014). A recent study concluded that a mother's enjoyment of reading and the time she invests in it can shape her child's attitudes towards reading (Altun et al., 2022).

Household Income

Building on this foundation, it is important to acknowledge that household income, as a socioeconomic marker, is a significant determinant of educational experiences and outcomes. A wealth of literature has consistently shown that household income can impact a multitude of factors related to education, such as access to resources, educational opportunities, and overall quality of learning environments (Bradley & Corwyn, 2002; McLoyd, 1998; Reardon, 2011). In this dissertation, the choice to focus on household income, as opposed to socio-economic status in its entirety, stems from its direct measure and quantifiable nature, allowing for more precise and clear analysis (Bradley & Corwyn, 2002). Unlike socio-economic status, which is a broader, composite measure often including elements such as parents' educational attainment and occupational prestige, household income offers a more specific understanding of the family's financial resources, thus facilitating a focused exploration of its potential moderating role in the model (Conger & Donnellan, 2007).

In the context of parent engagement and satisfaction, household income might play a moderating role by influencing parents' perception of their children's education and their subsequent involvement. It is conceivable that higher-income parents may have greater access to resources and opportunities that can bolster their satisfaction with their children's educational experiences, leading to higher levels of engagement (Lareau, 2003). Conversely, lower-income parents may face more

constraints that reduce their satisfaction and limit their ability to engage (Bodovski & Farkas, 2008).

Moreover, household income could indirectly impact the home literacy environment, another crucial aspect of this dissertation. Research has documented that higher-income households tend to have more abundant and diverse learning materials, fostering a richer home literacy environment (Evans et al., 2010). This disparity could subsequently affect parents' satisfaction with their children's educational experiences and their level of engagement.

However, the relationship between household income, parent satisfaction, and parent engagement is far from deterministic. There are numerous examples of lower-income parents who remain deeply involved and satisfied with their children's education, often driven by high aspirations and strong beliefs in education (Cooper, 2010; Hoover-Dempsey et al., 2005). This dissertation also explores these nuances and endeavor to contribute to a more comprehensive understanding of how household income interacts with parent satisfaction and engagement in early childhood education. By considering income as a moderating variable, this study aims to uncover potential strategies to promote parent engagement across different socioeconomic strata, aligning with efforts to bridge the educational achievement gap and foster equity in educational opportunities.

The Present Study

This dissertation is anchored on the exploration of the intricate nexus tying parents' satisfaction with their children's early educational experiences, parent engagement, the home literacy environment, and the potentially moderating role of household income within the context of early childhood education. The impetus to situate this study within the realm of early childhood education stems from the understanding that early childhood is a pivotal epoch in shaping an individual's cognitive, physical, socio-emotional, and moral development (O'Neil, 2011; Berk, 2013). Specifically, early years characterized by exponential growth across cognitive, social, and emotional dimensions, exhibit a unique capacity for information absorption and assimilation, making them unrivaled in their developmental potency (Kagan & Neuman, 1997). Thus, these formative years provide an essential foundation for the current research inquiry.

Comprehending these initial years of development is of utmost importance as they establish the groundwork for all future learning and developmental progression (Clark et al., 2020; Shonkoff & Phillips, 2000). Crucially, the experiences fostered and interactions nurtured during this period significantly shape children's predispositions towards education, readiness for formal schooling, and potentially, their overall academic achievement trajectory (Bendini & Devercelli, 2022; Sylva et al., 2004). Parental engagement and satisfaction, therefore, wield transformative potential during this stage. They have the capacity to not only affect the immediate learning environment but also shape the longer-term educational pathways of children (Goodall & Montgomery, 2014). Scrutinizing these dynamics within early childhood education provides an opportune lens through which these relationships can be viewed from their inception, yielding insights that could profoundly impact parental involvement strategies, early education policies, and, ultimately, children's educational outcomes (Epstein, 2001).

Based on this framework, the current investigation delves into the promising relationships among parents' satisfaction, parent engagement, and the home literacy environment provided by parents for their children. This exploration aspires to unravel the concept of parent satisfaction with their children's educational experiences during early childhood, which could potentially influence parent engagement. Concurrently, it aims to elucidate the role of the home literacy environment, which could act as a mediator in this relationship. The moderating effect of household income, a critical socioeconomic factor, is also scrutinized, which could contribute to a richer understanding of the foundations of parent engagement and the factors that could enhance it.

1.1 Significance of the Study

The intricate relationship between parents' satisfaction and parent engagement in early childhood education (ECE) has been the subject of extensive research, revealing a complex interplay that is influenced by various factors such as communication, choice of setting, and quality of education. Studies have shown that collaboration-enhancing communication between parents and educational settings leads to increased parents' satisfaction (Galil et al., 2006; Winkelstein, 1981; Ziviani et al., 2011), and parents who align their choices with the quality and values of the

education setting tend to express higher satisfaction and involvement (Hausman & Goldring, 2000). Furthermore, research has demonstrated that parents' satisfaction can be both a result of and a catalyst for engagement, suggesting a bidirectional relationship (Jinnah & Walters, 2008; Shao et al., 2022; Gibbons & Silva, 2011). However, dissatisfaction stemming from perceived unsupportiveness or unresponsiveness can lead to ineffective engagement and negative child outcomes (Griffith, 2020; Jónsdóttir et al., 2017; Abidin & Brunner, 1995; Crnic & Low, 2002; Gerstein et al., 2009).

Despite the wealth of research on these individual aspects, a significant gap exists in the literature regarding the comprehensive exploration of the relationship between parents' satisfaction and engagement, particularly in the context of early childhood education. This study aims to fill this void by investigating the multifaceted relationship between parents' satisfaction and engagement, considering the moderating influence of the school environment and household income. The intention is to build upon the empirical work of scholars such as Jeynes (2011), who underscored the correlation between parents' satisfaction and involvement, and to extend the understanding of how satisfaction might serve as a catalyst to spur increased parent engagement. By focusing on this specific relationship and considering the broader context, this study seeks to provide a more nuanced understanding of the factors that influence parental involvement in ECE, thereby contributing to the development of strategies and policies that can enhance both satisfaction and engagement. The novelty of this approach lies in its attempt to synthesize various strands of research into a cohesive framework, addressing a previously unexplored dimension of parents' satisfaction and engagement in early childhood education.

This study intends to augment the realm of parent engagement studies by revealing the relationships between parents' satisfaction with their children's educational experiences in early childhood period, parent engagement in early childhood education, and the home literacy environment that parents provide to their children as well as household income of the families that may act as a moderator among the relationships.

The importance of this study can be considered in three broad contexts: a contribution to the broader understanding of parent engagement in early childhood education; expanding upon the use and understanding of the novel concept of “parent engagement – aile bağılılığı” in Turkish research; and providing a foundation for practical implementation strategies that promote parent engagement in early childhood education, particularly within the national context.

Parent engagement is an essential component of early childhood education, and this research aims to enhance the understanding of it by revealing its multifaceted relationships with parents’ satisfaction, the home literacy environment, and household income. This is of particular importance as the early childhood period has been identified as a crucial time when parents can significantly impact their children’s learning and development (National Academies of Sciences, Engineering and Medicine, 2016). Moreover, research suggests that early interventions focusing on parent engagement can be cost-effective due to their potential for long-lasting impacts (Bierman et al., 2017; Jeynes, 2012; Reynolds et al., 2018). Additionally, research shows that patterns of parent engagement established in early childhood often persist throughout a child’s educational journey (Green et al., 2007).

Within this framework, the findings of this research are anticipated to hold relevance not just for academics probing the field, but also for educators, curriculum developers, education officials, and parents. The outcomes could potentially guide the formulation of strategies aimed at boosting parent engagement by unveiling potential mechanisms that influence it. By deconstructing these relationships, this study may play a role in the development of more precisely-targeted strategies to stimulate parental involvement, thereby fostering a richer educational experience for children.

Building upon the existing body of Turkish literature on parent engagement, this research presents an adapted version of a new parent engagement scale (Parent Engagement in Early Childhood Education Survey – PEECE), originally developed by Gross et al. (2022). Tailored to fit within the Turkish cultural and linguistic context, this adaptation is needed as it facilitates the examination of parent engagement patterns and quality among Turkish parents. Further, it provides valuable insight into the relationships between parent engagement, parents’

satisfaction with their children's educational experiences, and the nature of the home literacy environment provided.

This study advances the discourse by investigating potential factors influencing parent engagement, such as parents' satisfaction with their children's educational experiences, the home literacy environment, and household income. Another aspect of this research is its consideration of the home literacy environment as a mediating factor and household income as a moderating variable in the relationship between parent satisfaction and parent engagement (Drouin, 2009; Zambrana et al., 2019). Consequently, this research enriches the understanding of the dynamics that influence parent engagement, an essential step in addressing and overcoming hurdles to parental involvement.

Finally, the practical implications of this research cannot be understated. This study provides a robust basis for developing interventions and parent education programs aimed at enhancing parent engagement in early childhood. It allows for a more nuanced understanding of the role that parents' satisfaction with their children's educational experiences plays in promoting parent engagement. Furthermore, it sheds light on how an enriched home literacy environment might mediate this relationship. This knowledge could be leveraged to develop more effective strategies to increase parents' satisfaction, and consequently, enhance parent engagement. Furthermore, the research could provide insights into how socio-economic status might moderate these relationships, offering valuable information for policymakers, researchers, school administrators, and social welfare officials who are committed to enhancing parent engagement, particularly within low-income families.

On the other hand, the decision to conduct this study exclusively in the setting of Türkiye is anchored in several key reasons. Firstly, early childhood education in Türkiye and its utilization varies considerably across different socio-economic and demographic groups (OECD, 2019). This heterogeneity presents an opportunity to explore the nuanced interplay between parents' satisfaction, home literacy environment, and parent engagement in a context where these elements might hold greater variability and significance than in settings where early childhood education is uniformly accessible.

Secondly, the socio-economic landscape in Türkiye, characterized by notable income disparities (OECD, 2021), allows for an intricate examination of household income as a potential moderating factor in the relationships posited in this study. Given the significant role of income in determining access to educational resources and the quality of the home literacy environment, its exploration within the Turkish setting offers valuable insights that can inform targeted interventions.

Thirdly, there is a dearth of research in the Turkish context exploring the intricate relationships between parents' satisfaction with educational experiences, home literacy environment, and parent engagement in early childhood education. This gap underscores the need for a contextualized understanding of these constructs within the unique socio-cultural fabric of Turkish society. In particular, the study's focus on the mediating role of home literacy environment and the moderating role of household income addresses uncharted territories in the Turkish academic landscape.

The conclusions drawn from this study may provide pertinent insights that could inform policy and practice within Türkiye, specifically aimed at strengthening parent engagement in early childhood education. Appreciating the local environment and the challenges unique to it is vital when crafting and putting into action successful interventions. As such, this research adds not only to the academic discourse but also holds considerable practical merit for the early childhood education landscape in Türkiye.

In summary, the exclusive focus on Türkiye in this study is informed by the uniqueness of the Turkish early childhood education context, the socio-economic heterogeneity, the gap in the local literature, and the potential policy and practical implications of the findings.

1.2 Purpose, Research Questions, and the Hypotheses of the Study

The purpose of this study is to investigate the intricate interplay between parents' satisfaction with their children's educational experiences, parent engagement in such education, the home literacy environment, and household income. An exploration was conducted to comprehensively understand and elucidate the potential mediating role of the home literacy environment in the relationship between parents' satisfaction with their children's early education and the degree of their engagement in this education. This study also aims to comprehend the

moderating role of household income on the aforementioned relationship. An examination was made to discern whether the level of household income strengthens or weakens the mediating role of the home literacy environment in the relationship between parents' satisfaction and their engagement in early childhood education. In line with the aforementioned research purpose, the following research questions are addressed:

RQ1. What is the direct relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education?

RQ2. What is the direct relationship between parents' satisfaction with educational experiences in early childhood education and the home literacy environment that parents provide to their children?

RQ3. What is the direct relationship between the home literacy environment that parents provide to their children and parent engagement in early childhood education?

RQ4. Does the home literacy environment that parents provide to their children play significant role in the relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education?

RQ5. Does household income moderate the relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education?

RQ6. Does household income moderate the relationship between parents' satisfaction with educational experiences in early childhood education and the home literacy environment that parents provide to their children?

RQ7. Does household income moderate the relationship between the home literacy environment that parents provide to their children and parent engagement in early childhood education?

The research questions outlined above serve as a roadmap for this investigation, guiding the inquiry into the intricate relationships between these variables. These questions are designed to uncover the direct and indirect influences of parents' satisfaction, the home literacy environment, and household income on parent engagement in early childhood education. The research questions reveal the

relationship between two or more variables by formulating it as a question; whereas, the hypothesis is a declarative statement that asserts the relationship between two or more variables (Kerlinger, 1979; Krathwohl, 1988). These research questions serve as the foundation for the subsequent hypotheses based on the literature, providing a clear and focused direction for the study.

To achieve the purpose of the study, a path model has been designed to explore the direct and indirect relationships among the variables under study (See Figure 1.1). The creation of this model is expected to yield a more structured and comprehensive understanding of the complex network of relationships that inform parent engagement in early childhood education.

By conducting this multifaceted investigation, this research aspires to contribute to the understanding of factors influencing parental involvement in early childhood education, ultimately leading to improved educational strategies, policies, and programs that facilitate a supportive learning environment at home and enhance children's educational outcomes. The overarching aim is to provide empirical evidence that will guide educators, policymakers, and families in creating conditions conducive to the academic success and lifelong learning pursuits of children in the early stages of their education.

In the context of the present study, Structural Equation Modeling (SEM) is adopted as a comprehensive statistical approach to test the proposed hypotheses. The decision to utilize SEM is based on its suitability for exploratory and confirmatory factor analysis, path analysis, and modeling complex relationships between observed and latent variables (Schumacker & Lomax, 2010). SEM, being a multivariate analysis technique, offers greater flexibility and precision in estimating the relationships between multiple independent and dependent constructs, enabling researchers to simultaneously examine a series of dependence relationships (Hair et al., 2014). This study, therefore, requires a more sophisticated analytical approach like SEM to measure direct, indirect, and moderating effects of the relationships among parent satisfaction, home literacy environment, parent engagement, and household income. In line with these characteristics of SEM, this research proceeds with hypothesis formulation as a means to clearly outline and test the expected relationships within a comprehensive structural model.

In alignment with the articulated research purpose and in pursuit of a comprehensive exploration of the investigated relationships, the ensuing hypotheses are propounded for rigorous empirical testing:

H₀₁: Parents' satisfaction with educational experiences in early childhood education does not directly and positively affect parent engagement in early childhood education.

H₁: Parents' satisfaction with educational experiences in early childhood education positively and directly affects parent engagement in early childhood education.

H₀₂: Parents' satisfaction with educational experiences in early childhood education does not directly and positively affect the home literacy environment that parents provide to their children.

H₂: Parents' satisfaction with educational experiences in early childhood education positively and directly affects home literacy environment that parents provide to their children.

H₀₃: The home literacy environment that parents provide to their children does not directly and positively affect parent engagement in early childhood education.

H₃: Home literacy environment that parents provide to their children positively and directly affects parent engagement in early childhood education.

H_{03a}: The home literacy environment that parents provide to their children does not mediate the relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education.

H_{3a}: Home literacy environment that parents provide to their children mediates the relationship between the parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education.

H_{04a}: Household income does not moderate the relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education.

H_{4a}: Household income moderates the relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education.

H_{04b}: Household income does not moderate the relationship between parents' satisfaction with educational experiences in early childhood education and the home literacy environment that parents provide to their children.

H_{4b}: Household income moderates the relationship between parents' satisfaction with educational experiences in early childhood education and home literacy environment that parents provide to their children.

H_{04c}: Household income does not moderate the relationship between the home literacy environment that parents provide to their children and parent engagement in early childhood education.

H_{4c}: Household income moderates the relationship between home literacy environment that parents provide to their children and parent engagement in early childhood education.

Hypothesis testing, including Structural Equation Modeling (SEM), entails the formulation of a null hypothesis (H_0) and an alternative hypothesis (H_1). H_0 postulates no effect or difference, whereas H_1 proposes an effect or difference. Instead of accepting H_1 , one rejects or fails to reject H_0 . When significant results are found, it is more accurate to assert " H_0 is rejected," suggesting sufficient evidence supporting H_1 , rather than stating " H_1 is accepted" due to the inherent uncertainty in statistics (Wasserstein & Lazar, 2016).

1.3 Proposed Model

The conceptual framework of the present study (illustrated in Figure 1.1) outlines the direct impact of parents' satisfaction with their children's early childhood educational experiences on parent engagement in education. Additionally, it explores a possible mediating process that could explain the relationship between parents' satisfaction and parent engagement. By investigating this proposed path model, the study aims to shed light on the underlying mechanisms through which parents' satisfaction influences their level of engagement in their children's education during early childhood.

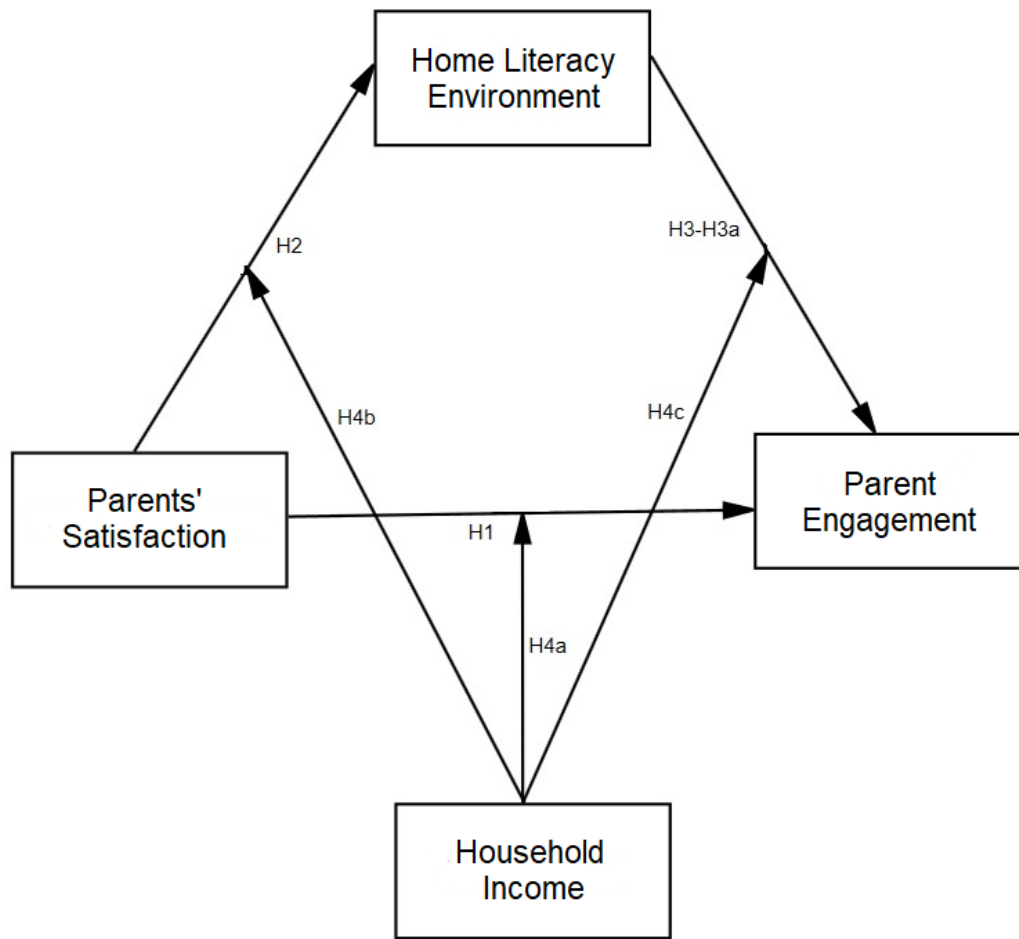


Figure 1.1. Proposed model

In consideration of the importance attributed to model specification within path analysis, as underscored by Kline (2016) and Schumacker and Lomax (2010), this study's proposed model has been meticulously constructed, drawing from the propositions, suggestions, and empirical findings established by prior research. Despite the existence of an expansive body of studies exploring various factors related to parental involvement, research specifically delineating the association between parent engagement and its correlated elements appears limited. This study, underpinned by a wealth of literature on parents' satisfaction with their children's educational experiences, employs an explanatory correlational research design to examine the potential relationships between parents' satisfaction with educational experiences, the home literacy environment they provide, and their level of engagement.

Furthermore, this study considers the potential moderating role of household income within these interrelationships, a relatively less explored dimension in the context of early childhood education (Fraenkel, Wallen, & Hyun, 2011). Through this comprehensive approach, the study seeks to fill the identified gaps in existing literature and contribute to the further understanding of these complex dynamics.

Before proceeding with the presentation of the study's hypotheses and their supportive theoretical frameworks, it is crucial to establish the significance and role of these hypotheses in this research. Hypotheses, essentially educated assumptions or proposed explanations, offer a guiding path for research, and when suitably grounded in theory and empirical literature, they form the backbone of credible scientific inquiry (Creswell, 2012). They are conjectural statements that seek to explain the assumed relationships or correlations among the variables under investigation. In this study, each hypothesis is not merely an assertion, but is meticulously conceptualized in line with the underpinnings of established theories and prior empirical studies. Hence, the forthcoming section not only states the hypotheses, but also systematically links each hypothesis with its relevant theoretical underpinning and supporting literature. This contextualization of hypotheses within the theoretical foundations and existing literature enriches the understanding of these proposed relationships, lends credibility to the study, and guides the path of investigation. This approach ultimately facilitates the formulation of meaningful and actionable insights from the study findings.

The following section delineates the formulated hypotheses of this study, each intricately tethered to their respective theoretical foundations, and substantiated with relevant empirical studies from the extant literature.

H₁: Parents' satisfaction with educational experiences in early childhood education positively and directly affects parent engagement in early childhood education.

Foundational principles for this hypothesis (H₁) are embedded within the Sociocultural Theory (Vygotsky, 1978; Rogoff, 2003) and Family System Theory (Miller et al., 2000; Minuchin, 1985). Vygotsky's conception of social learning proposes that parents' satisfaction, seen as a positive emotional state, could potentially spark and foster more active engagement in their child's education (Hill & Tyson, 2009). In tandem, the Family Systems Theory forms the basis of the relationship between parent satisfaction and engagement. The theory asserts that

family components exert influence upon each other and function as a cohesive system. Thus, satisfaction with a child's education is likely to resonate with and bolster a parent's dedication to their participation in this educational process (Sheridan et al., 2012).

The concept of parents' satisfaction, as referenced in this study, pertains to the gratifying experiences parents derive from their engagement in early childhood education. A wealth of scholarly literature supports the assertion that parents who are satisfied with the learning opportunities and the level of engagement facilitated by schools tend to exhibit lower parenting stress and heightened parental engagement (Lau & Ng, 2019; Tao et al., 2019). Conversely, perceptions of unsupportive school environments or unresponsiveness to children's needs in teaching and parent collaboration can breed dissatisfaction among parents, often reducing their desire for cooperation (Griffith, 2020; Jónsdóttir et al., 2017). Such dissatisfaction can precipitate negative appraisals of events and maladjustment, fostering ineffective parent engagement and problematic child outcomes (Abidin & Brunner, 1995; Crnic & Low, 2002; Gerstein et al., 2009).

Prior research, notably those conducted by Jinnah and Walters in 2008, Shao et al. in 2022 as well as Gibbons and Silva in 2011, have provided empirical evidence supporting the assertion that there is a positive correlation between the degree of parental involvement and levels of parents' satisfaction. Their studies have underscored the proposition that active engagement of parents in the academic and social activities of their children serves as a significant predictor of heightened levels of satisfaction among parents. This suggests that fostering an environment where parents are encouraged to participate can lead to an increase in parent satisfaction, highlighting the critical role parental involvement plays in contributing to a positive educational outcome. Indeed, while these studies affirm the notion that parental involvement is positively predictive of parents' satisfaction, it could reasonably be inferred that the relationship may exhibit reciprocity. According to the first hypothesis (H_1) of the present study, parents' satisfaction with educational experiences in early childhood education is anticipated to have a positive and direct impact on their level of engagement in the same. This implies a potentially bidirectional relationship between the two constructs - satisfaction and engagement. On the one hand, engagement enhances satisfaction, while on the other, satisfaction

bolsters further engagement. Therefore, while Jinnah and Walters' (2008), Shao et al.'s (2022) and Gibbons and Silva's (2011) research posits the influence of parent involvement on satisfaction, this study suggests the possibility of a reverse causality where satisfaction might also serve as a catalyst to spur increased parent engagement in early childhood education.

Moreover, this study is significantly influenced by the empirical work conducted by Jeynes (2011). Expounding on his research, it is postulated in this study that parents' satisfaction with educational experiences in early childhood education will exert a positive and direct impact on parent engagement. Jeynes' scholarly contribution underscores a robust correlation between parents' satisfaction and their ensuing involvement in their children's educational pursuits, further substantiating the theory underpinning this research hypothesis. Thus, the interplay between parents' satisfaction and engagement, enriched by the moderating influence of the school environment and household income, forms the foundational bedrock of the hypotheses postulated in this study.

Having elucidated the relationship between parents' satisfaction and their corresponding engagement in early childhood education as posited by Hypothesis 1 (H_1), the focus now shifts to explore the impact of this satisfaction on another pivotal aspect of children's education: the home literacy environment. The second hypothesis (H_2) of this study postulates that parents' satisfaction with educational experiences in early childhood education positively and directly affects the home literacy environment that parents provide to their children. The underlying premise here is that the level of satisfaction derived from educational experiences in early childhood settings might indeed extend beyond the confines of the institution, permeating the home environment and shaping the quality of the literacy experiences provided by parents. Thus, H_2 puts forth the conjecture that parents who are more satisfied with their child's educational experience may create a more conducive and enriching literacy environment at home. The examination of this hypothesis enables a broader understanding of the cascading influence of parents' satisfaction on a child's overall educational trajectory.

H_2 : Parents' satisfaction with educational experiences in early childhood education positively and directly affects the home literacy environment that parents provide to their children.

The foundations for this hypothesis (H₂) are laid down by Family Systems Theory (Miller et al., 2000; Minuchin, 1985) and Ecological Systems Theory (Fantuzzo et al., 2013). The Family Systems Theory intimates that the level of satisfaction parents feel about their children's educational experiences can shape the literacy environment that is nurtured at home. Elevated satisfaction could possibly motivate parents to foster a more supportive and intellectually stimulating literacy environment (Weigel et al., 2006). Viewed through the lens of Ecological Systems Theory, the satisfaction parents derive from the education process contributes to the microsystem, thereby directly affecting the immediate learning environment – the home literacy environment (Zhang et al., 2010).

Extending from the findings of Manolitsis et al. (2013), the second hypothesis of this study posits that parents' satisfaction with educational experiences in early childhood education will positively and directly affect the home literacy environment that they provide for their children. Manolitsis et al. (2013) indicated that the quality of the home literacy environment is significantly shaped by the level of parents' satisfaction with their children's educational experiences.

In the course of this scholarly exploration, having navigated the relationships between parents' satisfaction, engagement in early childhood education, and the creation of the home literacy environment, the study further ventures into another dimension of the intricate interplay of these variables. Hypothesis 3 (H₃) is posited on the assertion that the home literacy environment, as provided by parents to their children, positively and directly affects parent engagement in early childhood education.

This hypothesis surfaces as a natural progression from Hypothesis 2 (H₂), building on the supposition that a more conducive home literacy environment - a byproduct of increased parents' satisfaction - could potentially drive enhanced parental engagement in early childhood education. The rationale behind this hypothesis is to scrutinize the possible impacts of the home literacy environment on parent engagement. Specifically, whether the home literacy environment, as a product of parents' satisfaction, in turn exerts an influence on the degree to which parents are engaged in their child's education. As such, H₃ probes deeper into the multifaceted mechanisms by which parent satisfaction could impact their

engagement, both directly, as posited by H₁, and indirectly, through the mediating role of the home literacy environment, as suggested by H₂ and H₃.

H₃: Home literacy environment that parents provide to their children positively and directly affects parent engagement in early childhood education.

This hypothesis can be contextualized within Ecological Systems Theory (Fantuzzo et al., 2013) and Sociocultural Theory (Vygotsky, 1978; Rogoff, 2003). Ecological Systems Theory emphasizes the interplay of different environments affecting a child's development. A supportive HLE can stimulate and foster more extensive parental involvement (Sénéchal & LeFevre, 2014). Further, within the framework of Sociocultural Theory, the role of parents in shaping their children's learning environment is emphasized. Thus, a rich HLE would be indicative of proactive parent engagement in their child's learning (Hammer et al., 2005).

The existing literature provides substantial evidence that parent engagement is a vital component of the HLE. For instance, Adhani (2019) emphasized the importance of parents' role in stimulating language development in children through various aspects of HLE, such as reading books and interactive conversations. Similarly, studies by Garcia et al. (2015) and Niklas & Schneider (2017) revealed that parental involvement in children's language skills can significantly improve reading abilities, and when parents are involved in motivating their children, it usually leads to enhanced learning outcomes (Primiya & Dewi, 2022).

Moreover, research has shown that interventions in the HLE may have a positive impact on children's linguistic and literacy development (Mol et al., 2008; Sénéchal and Young, 2008). Successful family literacy interventions often include parental education or general information for parents on how to enhance the quality in the HLE (Niklas and Schneider, 2017b; Saracho, 2017). Such approaches may change attitudes and actual behavior in parents, further supporting the notion that parent engagement can affect HLE.

Given these findings, it is reasonable to hypothesize that the relationship between HLE and parent engagement may be reciprocal. If parent engagement can influence the quality and nature of the HLE, as demonstrated by studies such as Wood (2002) and Weigel et al. (2006), it is plausible that the HLE, in turn, can affect parent engagement.

Transitioning from the examination of direct relationships between parents' satisfaction, home literacy environment, and parent engagement, the study proceeds to hypothesize a more nuanced interaction among these factors. Specifically, Hypothesis 3a (H_{3a}) postulates that the home literacy environment provided by parents to their children serves as a mediating factor in the relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education.

This hypothesis extends the inquiry beyond the direct influences posited in the earlier hypotheses (H_1 - H_3) and introduces the concept of a mediating role for the home literacy environment. According to this hypothesis, the influence of parents' satisfaction with educational experiences on their engagement in early childhood education may not be strictly direct, but could also be indirectly manifested via the effects of parents' satisfaction on the home literacy environment. That is to say, greater parents' satisfaction with educational experiences might lead to a richer home literacy environment, which in turn might spur increased parental engagement in early childhood education. Therefore, H_{3a} endeavors to add depth to our understanding of the intricate interdependencies between the variables of interest in this study:

H_{3a} : Home literacy environment that parents provide to their children mediates the relationship variable between the parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education.

In alignment with Ecological Systems Theory (Fantuzzo et al., 2013) and Sociocultural Theory (Vygotsky, 1978; Rogoff, 2003), this hypothesis underscores the bridging role of the home literacy environment. The Ecological Systems Theory underscores the interaction of different layers of environmental influence, hence, the home literacy environment can act as an intermediary mechanism, mediating the influence of parents' satisfaction on their engagement (Bronfenbrenner & Morris, 2006). Moreover, in line with the sociocultural perspective, the importance of the social and cultural tools (such as language and literacy practices at home) in mediating learning experiences is accentuated (Son & Morrison, 2010).

The study conducted by Weigel et al. (2006) aligns with the underlying premise of the present study, highlighting the crucial role played by the home literacy environment as a mediating factor between parents' satisfaction with

educational experiences in early childhood education and their engagement in the same. Weigel et al. (2006) provided empirical evidence supporting the mediating influence of the home literacy environment in establishing a link between parents' satisfaction and engagement. Their findings contribute to the growing body of research that emphasizes the significance of creating a literacy-rich environment at home in fostering parental engagement and reinforcing the positive outcomes of early childhood education experiences. By recognizing the mediating role of the home literacy environment, the current study builds upon Weigel et al.'s (2006) findings, further exploring the intricate relationship between parents' satisfaction, engagement, and the home literacy environment within the context of early childhood education.

As the intricacies of the relationships between parents' satisfaction, the home literacy environment, and parental engagement continue to unravel, it becomes increasingly apparent that these interactions do not occur in a vacuum. Rather, they are embedded in a larger socio-economic context, a dimension that the study acknowledges by introducing household income as a potential moderating variable. Hypotheses 4_a, 4_b, and 4_c examine the role of household income in potentially moderating the relationships previously explored. These hypotheses align with broader ecological frameworks which underscore the influence of economic conditions on individual behavior and family dynamics (Bronfenbrenner & Morris, 2006).

In particular, the inclusion of household income as a moderating variable is a nod to the potential influence of socio-economic factors in shaping educational experiences and outcomes. It underscores the critical understanding that parental engagement in early childhood education, and the effects thereof, may not be purely a function of parents' satisfaction and the home literacy environment, but may also be affected by the economic circumstances of the household. Therefore, the introduction of these hypotheses provides a more comprehensive, nuanced, and socio-economically contextualized perspective of the intricate dynamics being investigated. The specific hypothesized moderating effects of household income are articulated in Hypotheses 4_a, 4_b, and 4_c, which are as follows:

H_{4a}: Household income moderates the relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education.

H_{4b}: Household income moderates the relationship between parents' satisfaction with educational experiences in early childhood education and home literacy environment that parents provide to their children.

H_{4c}: Household income moderates the relationship between home literacy environment that parents provide to their children and parent engagement in early childhood education.

According to these hypotheses (H_{4a}, H_{4b}, H_{4c}), household income moderates the relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education; household income moderates the relationship between parents' satisfaction with educational experiences in early childhood education and home literacy environment that parents provide to their children; household income moderates the relationship between home literacy environment that parents provide to their children and parent engagement in early childhood education.

These hypotheses (H_{4a}, H_{4b}, H_{4c}), draw on Eco-cultural Theory (Bernheimer et al., 1990) and Ecological Systems Theory (Fantuzzo et al., 2013). According to Eco-cultural Theory, household income as a determinant of family ecology, can play a moderating role in the relationship between parent satisfaction and their engagement in their child's education (Brooks-Gunn & Duncan, 1997). Meanwhile, Bronfenbrenner's Ecological Systems Theory also emphasizes the role of socio-economic factors (such as household income) within the macrosystem that can influence the micro- and mesosystems (such as parental engagement and home literacy environment) (Duncan et al., 2014). Thus, the financial context of the family can affect how parents' satisfaction with their children's education influences their engagement and the home literacy environment they provide.

Informed by the body of scholarly literature, this research postulates several interconnected hypotheses. Drawing from the study by Dearing et al. (2006), the hypothesis (H_{4a}) posits that household income moderates the relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement. Dearing et al.'s research convincingly showed that family income

can significantly moderate the effects of parental involvement in education, providing a strong foundation for this hypothesis.

Building upon these insights, this study further proposes (H_{4b}), in alignment with the findings of Bradley et al. (2001), that household income also moderates the relationship between parents' satisfaction with educational experiences in early childhood education and the quality of the home literacy environment provided to their children. Bradley et al. (2001) emphasized that family income levels can profoundly influence the quality of the home literacy environment, fortifying this hypothesis.

Lastly, this research extends its theoretical grounding to encompass the work of Grolnick et al. (1997). Mirroring their findings, it is hypothesized (H_{4c}) that household income moderates the relationship between the home literacy environment parents provide to their children and parent engagement in early childhood education. Grolnick et al.'s research corroborated the significant moderating effect of socioeconomic status on the relationship between home literacy environment and parental engagement, hence strengthening the basis of this hypothesis.

These hypotheses, supported by a wealth of existing research, frame the basis of the current investigation and guide the direction of the forthcoming empirical analysis.

1.4 Definition of the Terms

Parent: The term "parent" is used broadly to refer to anyone who has parental responsibilities for a child, including biological, adoptive, and stepparents as well as grandparents, other family members who provide care and legal custody (Gross et al. 2022).

Parent Engagement: It can be seen as a first step before implementing parent involvement in education procedures because it works as a result of mutual expectation, to listen and talk about needs, to understand how sent messages are perceived, to take action by taking the answers of messages, or to see cooperation as a part of the society where the family and school are (Demircan, 2018).

Parents' Satisfaction: In the context of this research, the term 'parents' satisfaction' pertains to the fulfilling experiences parents encounter while participating in the early educational journey of their children (Hong et al., 2020).

Home Literacy Environment (HLE): The Home Literacy Environment (HLE) is characterized by a rich combination of resources, interpersonal interactions, and literacy-focused activities that members of a family partake in within their home setting (Altun et al., 2021).

Household Income: This refers to the total combined income of all members of a household, typically composed of wages, salaries, pensions, rents, and any kind of investments or benefits. It serves as a key metric for socioeconomic status, as it influences access to resources and opportunities, including educational experiences (DeNavas-Walt et al., 2011).

Early Childhood Education (ECE): Early Childhood Education (ECE) is defined by the National Association for the Education of Young Children (NAEYC) to include any part- or full-day group program in a center, school, or home that serves children from birth through age eight, including children with special developmental and learning needs (NAEYC, 1993). This broad definition encompasses the education provided in preschools, kindergartens, and the early years of primary education. ECE focuses on holistic development, including cognitive, social, emotional, and physical growth. It lays the foundation for lifelong learning and development, emphasizing play-based and child-centered learning experiences. In Türkiye, however, early childhood education specifically targets children aged 36 to 72 months. This phase is considered crucial for children's development, and various programs are designed to meet their unique needs. The Turkish early childhood education system emphasizes the importance of family involvement, socialization, creativity, and the development of basic skills and values. The curriculum is often aligned with international standards but is tailored to reflect the cultural, social, and educational context of Türkiye (MoNE, 2013).

CHAPTER 2

LITERATURE REVIEW

This chapter aims to provide a comprehensive literature review that examines the theoretical foundations and key variables of the study. Firstly, it explores Vygotsky's Socio-cultural Theory (1978), Ecological Systems Theory (Fantuzzo et al., 2013), Family System Theory (Miller et al., 2000; Minuchin, 1985), and Ecocultural Theory (Bernheimer et al., 1990). These theoretical frameworks serve as the basis for constructing the conceptual framework of the current study.

Subsequently, the literature review delves into the topics of parent engagement, parents' satisfaction with their children's educational experiences, and home literacy environment. Each of these areas is explored in separate sections, encompassing the definition and conceptualization of the variables, their significance for children and families, as well as theoretical models associated with these variables.

Lastly, the literature review delves into the intricate relationships that were briefly mentioned in the preceding chapter, which discussed the rationale behind the proposed path model. This section provides a comprehensive examination of the relevant literature that informed the development of the proposed path model, offering a detailed analysis of the associations between the variables.

Through this comprehensive review, the chapter aims to establish a strong theoretical foundation and provide a deep understanding of the variables under investigation in the study.

2.1 Theoretical Background

The current study was conducted within the scope of four theoretical perspectives involving the parents, school, and the child. More specifically, Socio-cultural Theory which focuses on the socio-cultural historical perspective of

relations, the Ecological Systems Theory, which focuses on the interaction of individuals with their development, the Family System Theory, which sees the family as a system consisting of members who interact with, and affect, each other and Ecocultural Theory which addresses the family members' experiences in daily life guided this study. In short, the current study expands on the evidence that parents' satisfaction with their children's educational experiences is associated with parent engagement practices, which specifically emerged as a result of relations with school.

2.1.1 Socio-cultural Theory

The study's theoretical underpinning is rooted in the socio-cultural historical framework, which emphasizes the interplay of individual development with social, cultural, and historical contexts. This framework, as proposed by Vygotsky (1978) and elaborated by Rogoff (2003), situates the individual within their socio-cultural historical context, rather than isolating them. The research aims to examine the relationship between parents' satisfaction with their children's educational experiences, parental engagement, and the home literacy environment through this lens.

Vygotsky's assertion of the influence of social interaction, language, and culture on cognition and learning is central to understanding the home literacy environment. He emphasized the importance of social experiences and cultural immersion in children's intellectual and linguistic development (Vygotsky, 1978). This perspective is reflected in the study's exploration of home literacy environments fostered by shared reading activities between parents and children.

Bruner's (1966) concept of scaffolding further complements Vygotsky's ideas, highlighting the role of adults in facilitating children's operation within the zone of proximal development. Scaffolding represents the transitional support provided by adults, enabling children to move from a supported level of performance to independence (Bodrova & Leong, 1998). This concept aligns with the study's focus on the supportive setting in which children are empowered to resolve issues independently.

Bronfenbrenner's Ecological Systems Theory builds upon these ideas, synthesizing the contributions of Vygotsky and Lewin to offer a comprehensive

model for understanding the dynamics between individuals and their environment (Bronfenbrenner & Morris, 2006; Ceci, 2006; Darling, 2007). This theory provides a unique framework for the study, integrating the significance of interpersonal relationships, social and cultural interactions, and the interplay of genetics and environmental influences.

In summary, the constructs of parents' satisfaction and engagement are conceptualized within a dynamic network of socio-ecological systems, drawing from the theories of Vygotsky, Rogoff, Bruner, and Bronfenbrenner. These theoretical foundations collectively inform the study's exploration of the intricate relationships between parents' satisfaction, engagement, and the home literacy environment, considering the socio-cultural historical context and the complex interplay of social interaction, language, culture, scaffolding, and ecological systems.

2.1.2 Ecological Systems Theory

The Ecological Systems Theory, as developed by Bronfenbrenner, offers a comprehensive framework for understanding child development by considering the intricate interactions among various systems, including the child, family, school, community, and broader societal influences. This theory is characterized by four key principles: Process, Person, Context, and Time, and it emphasizes the dynamic exchange between interconnected systems (Bronfenbrenner & Morris, 2006).

The theory delineates four environmental systems: the microsystem, mesosystem, exosystem, and macrosystem, each contributing to shaping relationships and child development over time. The microsystem includes immediate influences such as family and school, while the mesosystem encompasses connections between different microsystems. The exosystem comprises external settings that indirectly impact the child, and the macrosystem includes broader cultural and societal influences (Bronfenbrenner, 1977; 2005).

Bronfenbrenner's later refinement into the Bio-Ecological Systems model added a fifth layer, the chronosystem, incorporating biological factors and temporal contexts within a child's development (Bronfenbrenner, 1993). Research supports the notion that parents' social networks positively correlate with their engagement in their children's education, and that factors such as socioeconomic status can present obstacles to engagement (Sheldon, 2002; Hornby & Lafaele, 2011).

The Ecological Systems Theory also emphasizes the active role of the developing individual, recognizing children as active participants who engage with and shape their environment. The theory's visual representation, akin to Matryoshka dolls, symbolizes the layered nature of the ecological systems influencing child development, emphasizing the need for a holistic perspective (Bronfenbrenner, 1979).

At the heart of Bronfenbrenner's Ecological Systems Theory is a model composed of four interconnected systems or contexts, depicted as concentric circles encircling the central figure of the child. This nested representation is illustrated in Figure 2.1.

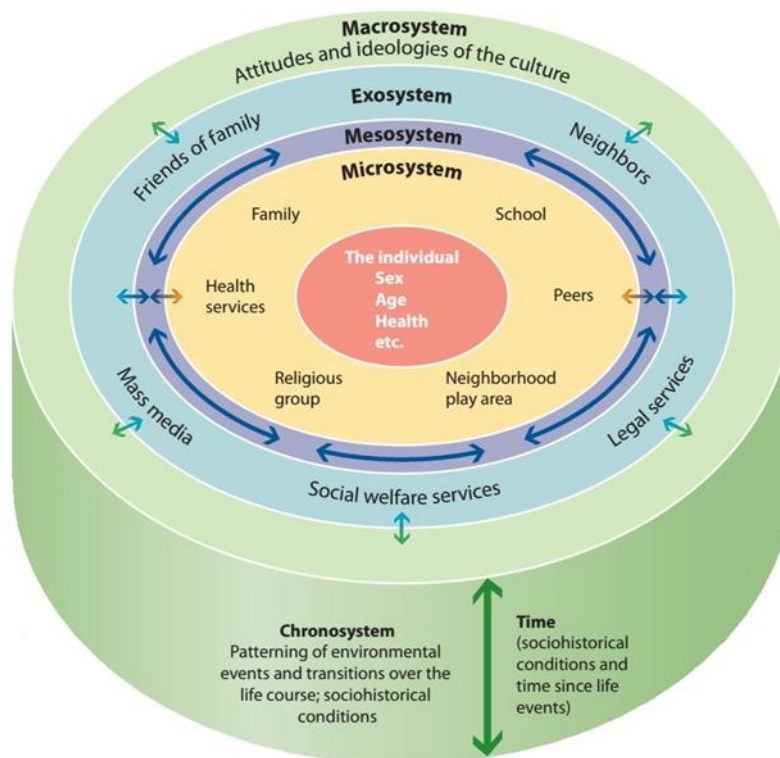


Figure 2. 1. Bronfenbrenner's Ecological Theory of Development (adapted from Santrock, 2011, p. 29).

Child factors, including behavioral attributes and disabilities, and family factors, such as parents' education level and cultural background, play crucial roles in shaping a child's educational journey. The theory also underscores the importance of collaborative efforts among educators, families, and communities, recognizing the

interconnectedness of home and school environments (El Nokali et al., 2010; Kelty, 2020).

Epstein (1995) aligns with the Ecological Systems Theory, emphasizing the intersection between family, school, and community, and the importance of recognizing their interdependence in fostering optimal educational outcomes. The microsystem's significance in understanding parent-school relationships is also emphasized, with high-quality early childhood education programs characterized by supportive relationships and respectful communication with parents (Bronfenbrenner, 1979, 1996; Knopf & Swick, 2008).

In summary, the Ecological Systems Theory provides a multifaceted framework for understanding child development, emphasizing the complex interplay between various environmental systems. By recognizing and nurturing these interconnected contexts, educators, families, and communities can create a cohesive network of support that enhances educational experiences and outcomes for children. This study aims to investigate these dynamics within the microsystem and mesosystem, contributing to our understanding of parental engagement in education and informing strategies to promote collaborative partnerships for the benefit of children's educational experiences and outcomes.

2.1.3 Family System Theory

Family, as part of the microsystem, contains internal relationships that impact its members. Essentially, a family operates as a system where all members are interconnected. Each family member is interdependent, meaning that the family's structure, organization, and transactional patterns significantly influence each individual, shaping their behavior (Miller et al., 2000). As Minuchin (1985) noted, there exists a reciprocal relationship between the family system and its members. Members play a role in shaping the family system, and in turn, the family system influences its members.

The Family Systems Theory also proposes that the family system is greater than the mere sum of its members (Cox & Payle, 1997). The family as a whole may exhibit characteristics distinct from those of individual members. For instance, the family's overall behavior can differ from the behaviors exhibited by its members when analyzed individually. Therefore, a complete understanding of a family can't be

gleaned from analyzing individual members separately. Instead, the family should be examined as a whole, considering the interactions between its members (Whitchurch & Constantine, 2009).

In this context, parents may show increased engagement by providing a home literacy environment and participating in shared reading activities with their children. Additionally, they may demonstrate more engaged behaviors if they are satisfied with their children's early school experiences. In other words, the child's behaviors may influence the parent's attitudes toward parental engagement, and conversely, parents' practices regarding parental engagement may also impact the child's development and achievement.

The Family Systems Theory, with its focus on family structure and processes, provides a solid framework to examine a family through interactions between parents and children (James et al., 2018; Palkovitz et al., 2013). This approach can illuminate how a home literacy environment is provided. Accordingly, this study is motivated to account for possible interactions in the form of specific relationships between parents and their children within the family system. This is achieved by assessing parents' satisfaction with their children's educational experiences and the home literacy environment they provide for their children. By examining the parents and the psychological factors underlying their decisions to engage, one can better understand parents' satisfaction with their children's educational experiences and its effect on parental engagement in their children's education.

2.1.4 Ecocultural Theory

The Ecocultural Theory offers a nuanced perspective on family dynamics by considering individual family members' experiences within the context of their broader environment and cultural practices. Unlike the ecological view, which focuses on environmental systems' influences, the ecocultural approach emphasizes the family's routine experiences and collective ideals (Bernheimer et al., 1990).

This theory recognizes that each family possesses a unique "culture" comprised of shared experiences, customs, values, and beliefs, allowing for a more profound understanding of family dynamics. It acknowledges that families may interpret their experiences differently based on their specific cultural context (Bernheimer et al., 1990).

By extending the ecological model, the ecocultural theory examines the impact of external influences on the family's daily activities, considering factors such as livelihood, work cycles, health status, demographic characteristics, security threats, gender roles, and cultural influences. The interpretation of family experiences is thus centered on the family unit itself (Kelty, 2020). The relationship between parents' satisfaction and engagement, for example, may be deeply influenced by the socio-economic status of the family.

The complex interplay of socio-cultural factors and parental engagement in education is particularly evident in the context of internal migration in Türkiye (Açıklın & Neyişçi, 2020). Migrating rural families face challenges in adapting to urban living and working conditions, often marked by longer working hours and strenuous environments (Korkmaz & Balaban, 2020). These conditions may limit the quality time parents can devote to their children, impacting their engagement in their children's education.

This situation is further complicated by Türkiye's diverse cultural fabric, with distinct East and West Anatolian identities, literacy practices, and familial customs. Migration often implies not just a geographical shift but a challenging cultural transition for families, with implications for parental engagement in children's early literacy experiences (Yavuz & Yüceşahin, 2012; Susar Kırmızı et al., 2016; UNESCO, 2016; Çıldır & Ergün, 2021).

Through the lens of Ecocultural Theory (Weisner, 2002), these scenarios highlight how broader socio-economic factors and nuanced cultural contexts converge to shape family routines and parental engagement in education. The experiences of migrating families in Türkiye serve as a powerful testament to the interconnected complexities of socio-economic circumstances, cultural nuances, and parental engagement dynamics.

In summary, the Ecocultural Theory provides a comprehensive framework for understanding family dynamics, emphasizing the integral role of family routines and collective ideals. By considering the unique cultural context of each family and the broader socio-economic factors, this theory offers valuable insights into parental engagement in education, particularly in diverse and transitional settings such as Türkiye. The intricate relationship between parents' satisfaction, engagement, and

socio-economic and cultural factors forms a complex and multifaceted focus for further exploration and understanding.

2.2 Parents' Satisfaction with Their Children's Educational Experiences

This section explores the concept of parents' satisfaction with their children's educational experiences in preschool and its potential association with parental engagement. Definitions of parents' satisfaction from the literature are presented, and the relationship between satisfaction and engagement is discussed based on research findings. Additionally, the influence of socio-economic factors on parents' satisfaction with their children's educational experiences, as reported in various studies, is also examined.

2.2.1 Definition and Conceptualization of Parents' Satisfaction

Parents hold deep aspirations for their children to receive quality education and to lead fulfilled lives. While educators often gauge the success of education taking place at school and through parental involvement at home, it is vital to recognize parents' role in children's upbringing and their responsibility in their life. Hence, including parents' perspectives on the educational processes – from planning to execution and evaluation – becomes crucial (Ahmetoğlu & Acar, 2017). Evaluating parents' satisfaction with children's education in early years helps identify areas where preschool institutions need to strengthen their effectiveness or develop novel approaches, as all education stakeholders are interdependent (Vasiljevic et al., 2016).

The assessment of early childhood programs, encompassing both childcare and preschool education, is a significant metric (Mendez, 2010; Teleki & Buck-Gomez, 2002). Parents' satisfaction, an essential facet in assessing early childhood education's effectiveness, is commonly viewed as a tridimensional construct. These dimensions encapsulate diverse elements associated with the services parents and their children receive and the nature of their interactions with service providers.

The first dimension of parents' satisfaction reflects the breadth and quality of the services that parents and their children receive from educational institutions (Bailey et al., 1999). This pertains not only to the academic provisions made for the child but also includes other complementary services, such as extracurricular

activities, welfare services, and support for special educational needs. Parents evaluate these services based on their alignment with their expectations and the perceived value they offer to their child's development and learning experience.

The second dimension of parents' satisfaction pertains to the quality of interaction between parents and service providers, along with the parents' perception of the educational programs implemented (Johnson & Duffett, 2002; Laws & Millward, 2001). This dimension extends beyond routine interactions, enveloping aspects such as the frequency and depth of communication, the responsiveness of educators to parental concerns, and the level of respect and trust that permeates the relationship. In addition, parents assess the relevance, comprehensiveness, and effectiveness of the educational programs offered, bearing in mind their child's specific needs and potential.

The third dimension involves ranking the importance of various facets of the services or the parents' relationship with service providers (McWilliam, 1991; Summers et al., 2005). This aspect is influenced by personal preferences, individual circumstances, and cultural considerations. For instance, some parents may prioritize academic rigor, while others might value a supportive and nurturing educational environment more. Similarly, certain parents might place a higher emphasis on open, frequent communication with educators, whereas others might be content with periodic updates.

To encapsulate, parents' satisfaction functions as a comprehensive yardstick, encompassing the multifaceted interplay among the parent, the child, the education providers, and the services they dispense. It stands as a significant measure that facilitates the appraisal of the efficacy and suitability of early childhood education services, distinctly through the lens of parental perspectives. This comprehensive interpretation of parents' satisfaction underscores its significance in understanding and optimizing the educational milieu for early learners.

In essence, parents' satisfaction draws parallels with "customer satisfaction", offering key insights for refining services by uncovering recipients' attitudes and expectations (Ziviani et al., 2011). Nevertheless, it differs slightly as it also mirrors a parent's expectations from and attitudes towards Early Childhood Education (ECE) services. Alongside being service recipients, parents serve as ECE's "gatekeepers", and sometimes even the center of such services (Korfmacher et al., 2008). Therefore,

measuring parents' satisfaction in ECE is often employed (1) to assess existing services, (2) to offer suggestions for service enhancement, (3) to encourage parental participation in decision-making, and (4) to persuade funders and administrators about ECE services' effectiveness (Bailey, 1987; Conn-Powers et al., 1990; Rodger et al., 2008; Scheirer, 1978; Upshur, 1991; Wolery, 1987).

Notably, parents' satisfaction is not just a driving force encouraging parents to engage more in the collaboration between family and school (Summers et al., 2005), but also a robust indicator for kindergarten administrators to gauge parental involvement. Evaluating parents' satisfaction enables kindergartens to obtain timely feedback and vital information for program enhancement, helps avert program rejection, and assists in decision-making amidst the intricate interplay among ECE's three main stakeholders: school managers, teachers, and parents (Fantuzzo et al., 2006; McNaughton, 1994; Summers et al., 2005).

As parents engage with any ECE service, they naturally gain a holistic and multilayered experience interacting with the school, teachers, and class (Fantuzzo et al., 2006). To assess these three constructs of parents' experiences, Fantuzzo et al. (2006) introduced the Parent Satisfaction with Educational Experiences Scale (PSEE), considering teacher contact, classroom contact, and school contact. This three-construct model offers an inclusive tool to gauge parents' satisfaction across the key ECE aspects and their interrelations (Fantuzzo et al., 2006). The PSEE, with its proven reliability and validity, allows for a comprehensive evaluation of parental experiences with ECE services (Fantuzzo et al., 2006). Adapted to Turkish by Ahmetoğlu and Acar (2017), the PSEE continues to be a reliable instrument to measure Turkish parents' satisfaction.

Several variables, such as school safety and parent-school communication, have been recognized as antecedents in conceptual models like Friedman et al.'s (2006). As for aspects, parents' satisfaction can be understood as a broad construct or as encompassing multiple components or dimensions. For instance, the measure by Fantuzzo et al. (2006) gauged three elements of parents' satisfaction related to educational experiences, i.e., parent interactions with teacher contact, classroom contact, and school contact.

In terms of satisfaction correlates, numerous correlations have been scrutinized, including communication between parents and the school/care setting,

parental choice of the setting, setting's quality, or specific setting or parental characteristics in relation to various research questions. Communication that fosters collaboration, such as parent-setting communication, appears to enhance parents' satisfaction (Galil et al., 2006; Winkelstein, 1981; Ziviani et al., 2011). Additionally, parents who choose a particular education setting based on the quality of education and shared values tend to express higher satisfaction and involvement (Hausman & Goldring 2000).

Concerning parental involvement, it appears that parents have a desire to be engaged, appreciate opportunities for involvement provided by school/care centers, and are satisfied with such settings that allow them to participate (Fantuzzo et al., 2006; Friedman et al., 2006; LaForett & Mendez 2010). Fantuzzo et al. (2006) found in their research that parents of younger children reported increased satisfaction regarding opportunities for parental engagement, suggesting a heightened focus on parental involvement in these classrooms.

Vasiljevic et al. (2016), in a more recent study, investigated parents' satisfaction levels with the goal of enhancing the preschool education program. They collected data from 610 parents whose children attended preschool education institutions across several cities in Montenegro. The findings revealed high satisfaction levels among parents with the preschool education program and its implementation, affirming that satisfaction with education rises with parental involvement (Vasiljevic et al., 2016).

In this study, parents' satisfaction also refers to the positive experiences parents gain during their involvement in ECE. Past studies have shown that parents who are satisfied with the learning opportunities and engagement offered by schools experience reduced parenting stress and increased parental engagement (Lau & Ng, 2019; Tao et al., 2019). However, if parents perceive the school as unsupportive or unresponsive to children's needs in teaching and collaboration, they may lose their willingness to cooperate, leading to dissatisfaction (Griffith, 2020; Jónsdóttir et al., 2017). This dissatisfaction may subsequently increase their tendency to negatively assess events and maladjustments, ultimately leading to ineffective parent engagement and child problem outcomes (Abidin & Brunner, 1995; Crnic & Low, 2002; Gerstein et al., 2009).

To the best of the author's knowledge and research, no study has specifically investigated the relationship of parents' satisfaction with their children's educational experiences on the level of parental engagement. The following are some studies conducted in Turkish early childhood settings related to parents' expectations and satisfaction.

Şimşek and İvrendi (2014) conducted a study on the expectations of parents from preschool education institutions. The opinions of 1465 parents whose children attended preschool education institutions were examined using a personal information form and the scale of expectations of families from preschool education institutions. The findings revealed that parents' expectations varied based on their income, education level, and geographical region. Specifically, parents with low income and those who had completed primary school, particularly in the Marmara and Mediterranean regions, had higher expectations from preschool education institutions (Şimşek & İvrendi, 2014).

Yıldırım and Dönmez (2008) investigated the views of teachers and parents on school-family cooperation. The study involved interviews and document analysis with 9 teachers and 8 parents. Both teachers and parents preferred face-to-face interviews. The results revealed that teachers considered activities such as get acquainted meetings, tea hours, picnics, seminars, and end-of-year trips to be useful in creating a relaxed and friendly atmosphere. They believed that these activities would make families feel valued, enhance their understanding of their children, and strengthen school-family cooperation. Similarly, parents viewed school-family cooperation as beneficial for their children's development and for enabling teachers to better understand their children (Yıldırım & Dönmez, 2008).

Examining the expectations of parents whose children attend preschool education institutions, Yeşilyurt (2011) included 1465 parents from 63 schools in the study. The research findings indicated that income status, education level, and geographical region of residence influenced parents' expectations from preschools and the degree to which those expectations were fulfilled. However, age and gender factors did not have a significant effect (Yeşilyurt, 2011).

In a study by Hanaylı (2019), the relationship between children's developmental status and their parents' satisfaction with their educational experiences was explored. The findings revealed that as children's language and

intellectual development scores increased, parents' satisfaction with their educational experiences, including communication with the teacher, classroom environment, and school, also increased (Hanaylı, 2019).

Bacanlı and Kaya (2016) conducted a study on parents' participation in their children's educational experiences. The research involved 790 parents and utilized scales such as the parental role structure scale, family involvement scale, school experience scale, parental time and energy perception scale, parental self-efficacy scale, and perceived invitation to participate scales. The results indicated that parents' positive perception of past school experiences, high levels of self-efficacy, and activation of their role structures positively influenced their participation in educational experiences. Additionally, the perceived invitation to participate by parents had a direct positive impact on their perception of time and energy, thereby increasing parental participation (Bacanlı & Kaya, 2016).

In a study conducted by Başal and Kahraman (2018), the expectations of mothers living in urban and rural areas, whose children attended preschool education institutions, were examined. Data were collected from 200 mothers using the scale of expectations of families from preschool education institutions and a personal information form. The findings revealed a significant difference in the expectations of mothers living in urban and rural areas across dimensions such as teacher, school policy, education and family, and information. The gender of the children, however, did not have an effect on the expectations of the mothers. Moreover, it was observed that mothers with higher education levels, especially university and high school graduates, had higher expectations from preschool education institutions (Başal & Kahraman, 2018).

The review of these studies presents an intriguing panorama of parents' satisfaction and engagement in early childhood education in the Turkish context. However, these studies have focused more on the isolated aspects of the issue, while a comprehensive examination of the impact of parents' satisfaction with their children's educational experiences on parental engagement remains untouched.

2.2.2 Factors Affecting Parents' Satisfaction

Taking a gentler approach to this discourse, it becomes apparent that consensus is elusive when it comes to the factors influencing parents' satisfaction

with ECE services. The experiences parents have with identical ECE services can diverge significantly due to a multitude of factors, resulting in unique satisfaction levels (Rodger et al., 2008). One element of this complex puzzle is child outcomes; while their impact has been the subject of extensive research, the causal link with parents' satisfaction remains ambiguous (Marfo et al., 1991; Upshur, 1991). The behavior and actions of ECE providers, such as communication styles and provision of information, are often seen as instrumental in determining parents' satisfaction (Law et al., 2003). Not to be overlooked are elements embedded in the parents' socio-cultural milieu, including family income, rural or urban living conditions, and ethnicity, which have been found to have associations with parents' satisfaction (Teleki & Buck-Gomez, 2002).

Moreover, parental factors, such as education level, marital status, mental wellness (including stress, depression), their views and expectations of ECE (Rodger et al., 2008), and even the child's age (Summers et al., 2005) could have an effect on parents' satisfaction. Yet, some researchers have questioned the influence of these demographic elements (Hoover-Dempsey & Sandler, 1995; Waanders et al., 2007). The general agreement, if any, might be that parents' satisfaction is a "multifaceted construct" with various contributing factors (King et al., 2001; Rodger et al., 2008). Regardless, it is evident that both ECE providers' behavior and parental socio-cultural background could collaboratively shape parents' satisfaction (Law et al., 2003; Rodger et al., 2008; Summers et al., 2005; Teleki & Buck-Gomez, 2002). The PSEE's three-construct model provides a precise perspective by segregating ECE providers' actions into three categories - classroom, teachers, and school contacts. This framework allows for a more efficient investigation of the effects of these three levels of ECE provider behavior, as well as the interplay of these factors (Fantuzzo et al., 2006).

Various communication channels such as phone calls, messages, weekly newsletters, school/classroom newspapers that can be sent home, e-mails, facebook groups, and teachers' periodic meetings with parents or sending them notes about developmental issues that they think their children need additional support by meeting with parents or sending them notes, contribute positively to parent satisfaction (Ansari et al., 2018). In the light of all this information, it is possible to say that it is important for parents to have positive experiences in the dimensions of

communication with both the teacher and the school/classroom, and that parent engagement is important in terms of enabling them to be more present in their children's lives.

Existing research on parental school satisfaction generally falls into two main areas: the examination of school choice and its determinants, and the exploration of the components of satisfaction and the development of measurement tools. Within these topics, school reputation often emerges as a central element of discussion in the literature. However, it is important to acknowledge that the concepts of parental school satisfaction, school reputation, and school choice motives are interconnected and overlapping, and studies on these topics often intersect and inform each other. Several factors collectively shape or contribute to parents' satisfaction, school reputation, and school choice motives, although the degree of contribution varies depending on the perspective of the study. These factors include students' academic achievement, the socio-economic status of the school, the prevailing culture and climate of the school, teaching quality and teacher competency, as well as safety and discipline protocols in place.

Numerous studies have underscored the significance of various factors that contribute to parents' satisfaction, school reputation, and the decision-making process regarding school choice. These factors encompass diverse aspects such as school leadership and administration, curriculum design, class sizes, transportation services, facilities and equipment, as well as a school's marketing strategies (Friedman et al., 2006; Johnsson & Lindgren, 2010; Li & Hung, 2009; Meier & Lemmer, 2019).

Friedman et al. (2006, 2007) proposed a comprehensive conceptual model that delineates three key factors contributing to overall parental school satisfaction. The first factor is effective communication and meaningful involvement, emphasizing the importance of open channels of communication between parents and the school, as well as opportunities for parental engagement in school-related activities. The second factor is school resources, encompassing the availability and adequacy of educational resources, materials, and facilities that support students' learning experiences. Lastly, leadership quality and budget adequacy constitute the third factor, highlighting the role of effective school leadership and appropriate allocation of financial resources in promoting parents' satisfaction. While some

studies have focused on specific factors that contribute to parental school satisfaction, such as communication, resources, or leadership, others have adopted a broader perspective, considering multiple dimensions of parental school satisfaction. By considering various dimensions and factors, these studies provide a comprehensive understanding of the multifaceted nature of parents' satisfaction and its impact on school choice and engagement.

Meier and Lemmer (2019) conducted a study that identified four major themes associated with parental school satisfaction. The first theme is school culture, which encompasses the overall atmosphere and values promoted within the school environment. A positive and inclusive school culture that fosters a sense of belonging and support for students and families contributes to parents' satisfaction. The second theme is communication between home and school. Effective and regular communication channels between parents and teachers, such as parent-teacher conferences, newsletters, and online platforms, facilitate the exchange of information, feedback, and updates about students' progress. Open and transparent communication is essential for parental involvement and satisfaction with the school. The quality of instruction constitutes the third theme identified by Meier and Lemmer (2019). Parents value high-quality teaching practices that engage students, promote learning, and meet individual needs. Effective instructional strategies, relevant and challenging curricula, and supportive learning environments contribute to parents' satisfaction with the quality of instruction in their children's schools. The fourth theme is classroom organization and discipline. Parents place importance on well-managed classrooms with clear expectations, consistent discipline policies, and a safe learning environment. When students feel safe, respected, and engaged in the classroom, parents are more likely to be satisfied with the overall school experience.

Similarly, a study conducted in Iceland by Jónsdóttir et al. (2017) identified influential factors of parental school satisfaction. The study found that parents' satisfaction was influenced by their perceptions of their children's wellbeing and development at school. This included factors such as social-emotional support, academic progress, and the overall positive impact of the school environment on children's growth. Additionally, the ability to influence school decisions and contribute to the future vision of the school was identified as an important factor in parents' satisfaction. When parents feel that their opinions and input are valued and

taken into account by the school, it enhances their satisfaction with the school. Furthermore, the adequacy of special support for students with specific needs was found to significantly impact parental school satisfaction. Parents valued schools that provided appropriate resources, services, and accommodations to support students with special needs.

These findings highlight the multifaceted nature of parental school satisfaction and the diverse range of factors that contribute to parents' overall satisfaction with their children's schools. It underscores the importance of creating a positive school culture, promoting effective communication between home and school, ensuring high-quality instruction, and maintaining well-organized classrooms. Additionally, addressing students' wellbeing, involving parents in decision-making processes, and providing adequate support for students with special needs are crucial elements for enhancing parents' satisfaction and fostering positive school experiences for children.

In this context, Hu et al. (2018) indicated that parents' satisfaction was positively linked to the educational level and yearly income of the parent. While variables at the classroom level explained a significant percentage of parents' satisfaction, only certain factors were found to be significant predictors of satisfaction across various dimensions of ECE services. These include structural quality predictors like the teaching experience of teachers and class size, as well as the process quality predictor of emotional support.

Even though parents generally express satisfaction with ECE services, their attitudes and assessments can be influenced by a range of factors (Erdwins et al., 1998; Fantuzzo et al., 2006; Nyland et al., 2016) such as demographic characteristics. These can encompass their gender (Erdwins et al., 1998; Nyland et al., 2016), educational attainment (Kelesidou et al., 2016), employment situation (Fantuzzo et al., 2006; Jang et al., 2014; Nyland et al., 2016), income levels (Jang et al., 2014; Nyland et al., 2016), and marital status (Fantuzzo et al., 2006). For instance, mothers are generally more involved in their children's education and care compared to fathers (McWayne et al., 2008), and they often report higher levels of satisfaction than fathers do (Erdwins et al., 1998). Furthermore, parents with higher socioeconomic status (SES) often face more limited options than their lower-SES

counterparts; they may not have the means or access to higher-quality centers which they might prefer (Riley & Glass, 2002).

Parents' education has been linked with various educational aspects, including parents' beliefs about the roles of educational institutions and family, and their expectations about the effectiveness of educational institutions for learning (Diamond & Gomez 2004). Parents with higher levels of education tend to be more critical and have higher demands from their children's care centers than parents with a lower educational level (Cryer & Burchinal 1997; Rentzou 2013). Moreover, parents with a higher level of education appear to select better-quality childcare centers than less educated parents (Barraclough & Smith 1996). Does this mean that more educated parents are also more satisfied with their childcare center than less educated parents?

This relationship between parental education and satisfaction with early childhood care centers has not been as extensively researched as it has been for primary schools, where it is considered alongside several other variables. The findings to date are somewhat inconclusive. While parental education was not a central variable in their research, LaForett and Mendez (2010) discovered a positive correlation; the more educated the parents, the higher their satisfaction. This was also observed in primary school studies (Friedman et al. 2006, 2007; Rätty et al., 2004; Rätty & Kasanen 2007). Conversely, some studies have found no correlation between parents' educational level and satisfaction (Fantuzzo et al. 2006; Galil et al. 2006; Ziviani et al. 2011).

Regarding the relationship between parent engagement and parents' satisfaction, Shao et al. (2022) proposed that parental engagement in children's online learning in primary schools, precipitated by the shift from traditional classroom instruction to online education during the COVID-19 pandemic, has a positive predictive effect on parent satisfaction. Their empirical findings revealed a significant positive correlation between the level of parental involvement in children's remote learning, which included tasks such as study guidance and psychological counseling, and the level of parents' satisfaction with this new mode of educational delivery. Thus, their research underscores the significant role that active parental engagement plays in contributing to overall satisfaction in the digital learning context.

In general, although there seems to be a trend towards a positive correlation between parental education and satisfaction, this correlation appears rather weak and not particularly reliable, as it is not based on a large volume of studies. As previously mentioned, parents with higher education tend to be more demanding and critical of their children's educational settings than those with lower education. In conclusion, parental demographics likely play a significant role in determining their levels of satisfaction. Therefore, the effects of parental demographics should be accounted for in this study when examining the influences on parents' satisfaction and engagement.

2.3 Parent Engagement

In the realm of early childhood education, parent engagement encompasses a range of activities and can occur within the home, community, and early childhood settings (Hindman et al., 2012). To understand parent engagement more comprehensively, this section delves into various aspects by exploring definitions and conceptualizations of parent engagement. Additionally, Epstein's model of parent engagement and Hoover-Dempsey and Sandler's parent involvement model are introduced. Subsequently, the domains and sociodynamics of parent engagement are discussed. Furthermore, insights into the Turkish context of early childhood education and parent engagement are provided, highlighting notable studies conducted in Türkiye thus far.

2.3.1 Definition and Conceptualization of Parent Engagement

The term "parent engagement" encompasses a multifaceted and diverse range of activities and practices (Hayakawa et al., 2013; Van Voorhis et al., 2013). It can be seen as a first step before implementing parent involvement in education procedures because it works as a result of mutual expectation, to listen and talk about needs, to understand how sent messages are perceived, to take action by taking the answers of messages, or to see cooperation as a part of the society where the family and school are (Demircan, 2018).

The United States Department of Education defines parent engagement as the active participation of parents and educators in meaningful and regular communication concerning student academic learning and other school-related activities (United States Department of Education, 2015). Similarly, the Center for

Disease Control and Prevention defines parent engagement as the collaborative efforts between parents and schools to support and enhance students' learning, development, and overall well-being (Centers for Disease Control and Prevention, 2012). In the literature, various terms are used to refer to parent engagement initiatives in early childhood education (ECE) settings, such as "center outreach" (Hindman et al., 2012), "educator outreach" (Hindman & Morrison, 2011), "parent-educator communication" (Lin et al., 2019; Murray et al., 2015), and "invitations for in-school involvement" (Hindman & Morrison, 2011).

The definition and implementation of parent engagement in early childhood education (ECE) settings lack consensus among researchers. However, various practices have been identified that constitute parent engagement efforts by ECE staff. These practices include maintaining regular communication with parents about their child's progress, sharing information on child development, extending invitations for parental involvement in classroom or center activities (such as field trips), and facilitating communication among parents about events (Galindo & Sheldon, 2012; Hindman et al., 2012; Hindman & Morrison, 2011).

Volunteering in the classroom, attending parent meetings, participating in parent-teacher conferences, attending social events, contributing to policy discussions, and observing classroom activities are common forms of engagement in ECE settings (Ansari & Gershoff, 2016; Castro et al., 2004; Hindman et al., 2012; Hindman & Morrison, 2011). The frequency of these engagement activities can vary, ranging from once or twice a year to as often as six times a year, depending on the specific ECE setting (Castro et al., 2004; Hindman & Morrison, 2011; Hindman et al., 2012). These findings highlight the diverse range of activities that can be considered as parent engagement efforts in ECE settings. The frequency and specific practices may vary across different settings and depend on the goals and priorities of the ECE program and the preferences and availability of parents.

Significant differences may exist between the perspectives of educators and parents regarding the specific activities and responsibilities associated with parent engagement in supporting children's learning (Gross et al., 2019). Parents may view parent engagement as encompassing behaviors and values demonstrated within the home environment, such as assisting with homework, engaging in shared reading, or emphasizing the importance of education (Jarrett & Coba-Rodriguez, 2017;

McWayne et al., 2008). On the other hand, educators may emphasize observable parent behaviors that demonstrate a commitment to supporting their children's education, such as volunteering in the classroom, participating in school committees, promptly responding to school communications, accompanying students on field trips, and taking on leadership roles within the school (Child Trends, 2013).

These divergent perspectives highlight the importance of considering the various dimensions of parent engagement, including engagement within the home, educational setting, community, and expressed through parent voice and leadership. It is crucial to recognize and acknowledge the disparities in perspectives between families and staff regarding the meaning and significance of family engagement. Understanding and respecting these differing conceptualizations can foster effective collaboration and mutual understanding between educators and parents, ultimately benefiting children's educational experiences and outcomes.

Families play a multifaceted and vital role in their children's early learning experiences (Fantuzzo et al., 2000; Waanders et al., 2007). However, there is a lack of consensus regarding the definition of parent engagement in early education. A study conducted with parents, early childhood staff, teachers, and community leaders revealed the existence of nine distinct definitions of parent engagement in early learning, highlighting the diverse perspectives surrounding this concept (Gross et al., 2019). It is evident that a universally agreed-upon definition of family engagement in early education or school settings is yet to be established (Bakker & Denessen, 2007; Gross et al., 2019; Hilado et al., 2013; Jeynes, 2018; Kim, 2009). Much of the existing understanding of parent engagement in education stems from the school-based literature, which has traditionally focused on parent involvement in school-related activities (Lawson, 2003; Knopf & Swick, 2007). However, a more comprehensive perspective recognizes the dynamic role and agency of parents in various contexts, including the home, school, and community (Alleyne, 2022).

One approach to understanding parent engagement focuses on parents' involvement in the learning and development of young children. This perspective recognizes the fundamental parent-child relationship and emphasizes the active efforts parents make within the home environment. In the early education research literature, parent engagement is broadly defined as parents' active participation in their children's development and learning (Fantuzzo et al., 2000). It is crucial to

consider what constitutes developmentally appropriate parent involvement in the context of early education (Fantuzzo et al., 2000).

Parent engagement in the early years differs from that of school-aged children, taking into account the unique developmental stages and needs of young children. In this specific context, parent engagement revolves around the important role parents play in supporting their children's development and early learning (Alleyne, 2022). It entails active and intentional interactions and activities that promote children's growth, such as engaging in joint play, reading together, providing a stimulating home environment, and fostering positive social-emotional experiences.

Another perspective on parent engagement revolves around the collaborative relationship between parents and professional caregivers in supporting children's development and learning. These definitions emphasize the importance of partnerships between parents and caregivers in addressing children's caregiving needs and promoting their overall development. By working together, parents and caregivers can consult, problem-solve, and provide consistent care and guidance to young children in early care settings (Smith & Sheridan, 2019).

The collaboration between families and program staff creates opportunities for tailored learning experiences that align with children's developmental needs (Christenson, 2004; Reschly & Christenson, 2012). These relationships, along with the parent-child relationship and other social and environmental influences, significantly shape children's development according to Bronfenbrenner's Ecological Systems Theory (1979, 2005). This theoretical framework recognizes the interplay of relationships and influences that contribute to children's growth as they navigate different contexts.

Parent engagement encompasses various dimensions, including the activities and interactions that take place in the home, the level of contact between parents and the school, and the quality of relationships between teachers and parents (Waanders et al., 2007). Similarly, other definitions emphasize the importance of communication and interaction between families and school staff in supporting a child's development and learning within the school setting (Gross et al., 2019).

While many definitions of family engagement focus on the efforts of parents in educational settings, it is important to acknowledge the role of teachers and staff

as well. In the context of teacher training, family engagement encompasses how teachers can independently support and enhance the approaches used by parents (referred to as parent involvement) while also embracing collaborative approaches to foster partnerships between families and schools (known as family-school partnerships) (Smith & Sheridan, 2019).

By recognizing the collaborative nature of parent engagement and considering the efforts of both parents and educators, we can create a more comprehensive understanding of the multifaceted relationships and interactions that contribute to children's development and learning in educational settings.

A third set of definitions encompasses parent engagement beyond educational settings by considering the relationships between families, educational programs, and the community (Epstein, 1995; Fantuzzo et al., 2004; Christenson, 2004). For instance, family engagement is defined as the "beliefs, attitudes, and activities of families to support their children's learning, whether at home, at school, or in the community" - emphasizing that learning can happen anywhere (Weiss et al., 2006; Weiss et al., 2010, p. xviii). This definition recognizes that parents and families can provide support for learning in various contexts, including playgrounds, libraries, museums, grocery stores, cultural centers, or community events (Alleyne, 2022). These definitions aim to capture the multidimensional and complex nature of parent engagement in relation to educational programs and the community.

Another set of definitions focuses on parent voice, leadership, and advocacy in education, highlighting the agency of parents in home, educational settings, and the community. Parents have the ability to advocate for and lead initiatives on behalf of their own children, families, other children, and communities through both individual and collective actions (Cooper, 2009; Delgado Gaitan, 2012). For instance, one study defines parent engagement as "intentional efforts by the school to recognize and respond to parents' voices and to help school staff better understand how to address barriers identified by parents" (Baker et al., 2016, p. 163). Similarly, other researchers emphasize the significance of parent voice and presence. Parent voice signifies that parents possess ideas and opinions about their children, and educators are receptive to these perspectives, fostering open and multidirectional communication (McKenna & Millen, 2013, p. 10). Parent presence refers to actions taken based on the input of caregivers (McKenna & Millen, 2013, p. 10). These

definitions distinguish themselves from other definitions of parent involvement by emphasizing the advocacy and decision-making roles of parents in various contexts, including the home, school, and the community.

McKenna and Millen (2013) conducted a comprehensive study developing a holistic parent engagement model (see Figure 2.2). Their model includes two components: parent voice, which recognizes that parents have ideas and opinions regarding their children, and parent presence, which encompasses actions derived from those voices. Furthermore, they argue that parent engagement, guided by voices and presence, is characterized by four conditions: it must develop over time, be active and deliberate, be culturally sensitive, and have both communal and personal foundations (McKenna & Millen, 2013, p. 38).

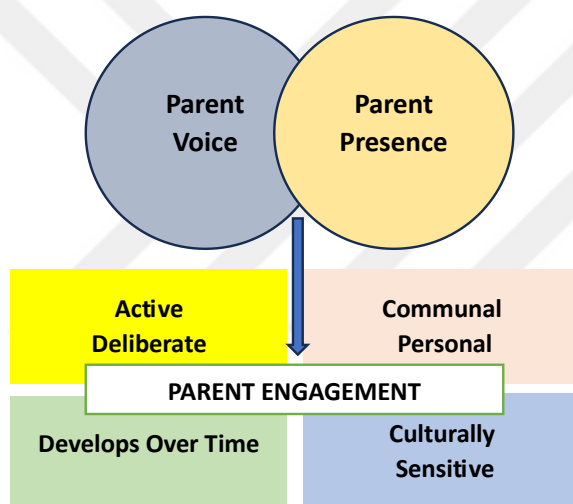


Figure 2. 2. McKenna and Millen's (2013, p. 37) Parent Engagement model

Limited research exists on the specific child, parent, or center characteristics that are associated with the use of parent engagement practices or parent school engagement in early childhood education centers (Lin et al., 2019; Murray et al., 2015). This scarcity of research can be attributed, in part, to the diverse definitions of parent engagement in preschool settings and the predominant focus of parent engagement studies on Head Start settings, where parent engagement is mandated. Consequently, there is likely to be a significant level of homogeneity in terms of child, family, and center characteristics within these settings.

Previous research examining the characteristics associated with the utilization of parent engagement practices or parent school engagement in early childhood education (ECE) centers has yielded inconsistent and challenging-to-interpret findings. Surprisingly, certain factors within the centers themselves, such as the provision of support or services to facilitate engagement, have been found to be linked with lower levels of parent engagement (Ansari & Gershoff, 2016). The relationship between parent engagement and center quality has been reported to vary, with some studies indicating positive associations (Castro et al., 2004) while others finding no significant associations (Ansari & Gershoff, 2016). Similarly, studies have shown no association between teacher education and ECE parent engagement (Castro et al., 2004; Hindman et al., 2012). In a study examining parent-teacher contacts, neither teacher race nor teacher education level demonstrated a significant relationship, but the total teaching experience was associated with increased contact between parents and teachers (Rimm-Kaufman & Pianta, 1999). On the other hand, teacher and staff training in parent engagement have been positively correlated with higher levels of parent engagement (Ansari & Gershoff, 2016). Additionally, teacher attitudes, such as holding non-authoritarian beliefs about children, have been found to be associated with increased "partnership behaviors" between teachers and parents, such as sharing information and seeking information, as well as higher levels of parent engagement, including receiving help from parents (Owen et al., 2000).

Overall, the existing literature provides mixed findings regarding the relationship between center factors, teacher characteristics, and parent engagement in ECE settings. These inconsistent results highlight the complexity of understanding the factors that influence parent engagement and suggest the need for further research to examine the nuanced relationships between these variables.

2.3.2 Epstein's Model of Parent Engagement

Epstein's Model of Parent Engagement has significantly contributed to the understanding of parental involvement in children's education. This model, which aligns with Bronfenbrenner's ecological theory of human development, proposes that the family, school, and community are interconnected entities that should collaboratively support a child's educational journey (Epstein, 1995; 2018). Figure

2.3 illustrates the interplay of these key actors in a child's development and education.

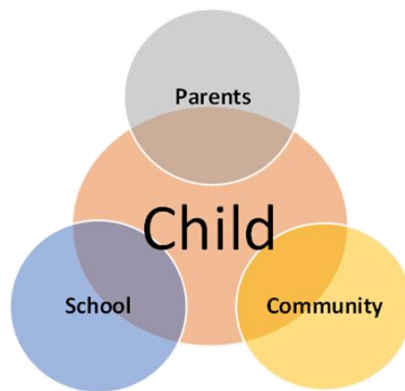


Figure 2. 3. The Interplay of Key Actors in a Child's Development and Education

Epstein (1995) identified six types of activities through which parents can engage in their children's education. These include parenting, which involves creating a supportive home environment; communication, fostering effective bidirectional communication between parents and the school; volunteering, where parents assist with school and out-of-school activities; learning at home, providing parents with strategies to support their children's education at home; decision-making, involving parents in the school's decision-making process; and collaborating with the community, integrating community resources with school activities to enhance learning opportunities (Epstein, 1995; Epstein et al., 2018).

While Epstein's typology has primarily focused on the elementary school context, researchers have adapted and extended it to investigate parent involvement in early childhood education (Fantuzzo et al., 2000; Demircan & Tantekin Erden, 2015; Hakyemez-Paul et al., 2018; Jones et al., 1997; Jones & White, 2000; McBride et al., 2002; Pelletier & Brent, 2002; Rattenborg et al., 2019). Notably, Fantuzzo et al. (2000) developed an instrument for the multidimensional assessment of parent involvement in early childhood education, which has been widely used in subsequent research.

However, existing surveys assessing parent engagement in early childhood have been critiqued for their limitations, particularly when applied to low-income populations (Gross et al., 2022). These limitations include a lack of evidence of effectiveness across socioeconomic strata, infeasibility for families facing economic

hardships, and inability to translate survey results into actionable plans. To address these issues, Gross et al. (2022) developed the Parent Engagement in Early Childhood Education Survey (PEECE), aiming to comprehensively assess parent engagement in early childhood and facilitate its adaptation in various settings.

In summary, Epstein's Model of Parent Engagement provides a comprehensive framework for understanding and promoting parental involvement in children's education. The model emphasizes the interconnected roles of the family, school, and community, and outlines six key areas of parental engagement, as depicted in Figure 2.3. While the model has been adapted for early childhood education, ongoing research and development of assessment tools, such as the PEECE survey, continue to enhance our understanding and practice of parent engagement in diverse educational contexts.

2.2.3 Domains and Sociodynamics of Parent Engagement

The scholarly discourse on parental engagement typically segregates it into three sectors: engagement within the home, within the school, and within parent-teacher/school communications (Epstein, 1995; Fantuzzo et al., 2000; Hoover-Dempsey & Sandler, 1997; Kohl et al., 2000). Of these, the most robust evidence that correlates parental engagement to child academic performance is found in the domain of home-based engagement. This is seen in strategies like reading to children, maintaining consistent routines, and setting high educational aspirations for children. Such strategies have shown consistent correlations with children's receptive language skills, literacy and numeracy abilities, learning attitudes, and classroom conduct (Dove et al., 2015; Jeynes, 2012; Loughlin-Presnal & Bierman, 2017). A comprehensive analysis of 22 studies exploring early learning parental engagement and child academic performance revealed consistent associations of home-based engagement behaviors with more advanced literacy and numeracy skills across various age brackets, socioeconomic statuses, and racial/ethnic groups (Boonk et al., 2018).

Conversely, the evidence that supports school-based engagement as a trustworthy predictor of child academic success is less compelling, particularly among low-income populations, even though such indicators are commonly utilized in many measurements (Alameda-Lawson & Lawson, 2016; Fantuzzo et al., 2013).

Although some research has noted positive correlations between parent participation in school functions and academic outcomes, few have scrutinized these connections in the context of household income, parent education, or marital status. The lack of such analyses clouds the clarity of whether correlations between student achievement and school-based engagement are influenced by sociodemographic advantages, which are also linked to student achievement and comfort in school settings. For example, in a nationwide study on parent involvement by school-level socioeconomic status (SES), Gonzalez & Jackson (2013) found that school staff efforts to enhance parent volunteerism and decision-making were associated with better academic outcomes, but only in higher SES schools. Contrarily, these initiatives had a neutral or negative effect on academic outcomes in lower SES schools.

A plethora of studies have investigated the intricacies of school-based parent engagement among populations confronting significant socio-economic hurdles, emphasizing the impacts of economic status, race, ethnicity, and neighborhood context on the perception and manifestation of parent engagement (Delale-O'Connor et al., 2019; Ishimaru & Takahashi, 2017; Iruka et al., 2011; Rattenborg et al., 2019). Current research unanimously indicates that parents who are White, English-speaking, affluent, and possess higher education levels generally feel more at ease in school settings and wield greater social capital to advocate for their children (Lareau & Horvat, 1999). In contrast, low-income and working poor families often confront restrictions such as rigid schedules and scarce resources, inhibiting their participation in school-based events (Lechuga-Pena et al., 2019; Luet, 2017; Posey Maddox & Haley-Lock, 2016). Single-parent households, devoid of additional adult support, may encounter hurdles in participating in out-of-home events due to multiple caregiving responsibilities (Posey-Maddox & Haley-Lock, 2016).

These factors underscore the limitations of utilizing school-centric indicators of parental engagement for low-income and non-White families. Persistent dependence on these indicators may sustain biases that presume parents not attending school events are unengaged in their children's education, whereas in reality, they may be intensely engaged, albeit in less school-observable ways (Ho & Cherng, 2018; Luet, 2017). Despite the substantial research probing the statistical relationships between student outcomes, parental SES, and neighborhood conditions,

only a segment has delved into the impact of SES and neighborhood conditions on parent engagement (DeLuca & Dayton, 2009; Duncan & Magnuson, 2005; Galster, 2011; Leventhal & Brooks-Gunn, 2000; Phillips, 2011). Thus, integrating an urban planning perspective in parent engagement studies, which takes into account social and physical facets of meso and macro environments, could illuminate specific urban mechanisms influencing family behaviors related to learning and education. Community development research suggests that regardless of lower income and education levels, parents can engage when they receive support from schools, social welfare programs, public goods, and community groups (Makarewicz, 2022).

Investigations across various disciplines have examined the interplay between parent SES and neighborhood environments, demonstrating that parental education cannot counterbalance the impact of neighborhood poverty alone (Fusarelli, 2011; Sharkey, 2013). However, the dearth of detailed neighborhood data in time-use studies presents a challenge in reconciling these diverse findings. It remains ambiguous whether limited parent engagement primarily reflects the constraints imposed by poverty on engagement activities and resources, the absence of community norms and resources supporting parent engagement, or the role of neighborhood resources beyond household incomes in determining parent engagement levels (Duncan & Magnuson, 2011; Neuman, 2009). The impact of working adults in the household is also intricate, as parental employment can positively influence engagement and child development when it provides parents with confidence, satisfaction, and financial resources, but it can have negative impacts when it saps parents' mental and physical energy for engaging in activities with their children (Newman & Chin, 2003; Ruhm, 2008; Sayer et al., 2004; Waldfogel et al., 2010). Studies have discovered that low-income single mothers transitioning to work may reduce their engagement, such as supervising homework, when confronted with long commutes or evening shifts to boost their incomes (Newman & Chin, 2003; Weiss et al., 2003). Without appropriate supports, the initial relief from additional income can be eroded by "time-poverty" (Alcaino et al., 2011, p. 14).

The third sector of parental engagement emphasizes indicators that capture the volume, quality, and type of communication between parents and teachers or schools. Parental engagement involves a collaboration with teachers or other school

personnel, sharing the collective objective of enhancing children's academic success (Centers for Disease Control and Prevention, 2012; United States Department of Education, 2015). Establishing mutual trust, respect, and open communication are vital for nurturing parental engagement, and these concepts are integral to the evaluation of parental engagement in early childhood settings (Powell et al., 2010; Sheridan et al., 2020).

In this study, the domains encompass *parents' understanding and expectations about their children's educational experiences, the quality and extent of mutual trust and communication between the parents and the school, and home-based engagement*. Collectively, these are examined to delineate parental engagement and its correlation with parents' satisfaction with their children's educational experiences, proposing that the home literacy environment mediates, while household income moderates the aforementioned relationships.

2.2.4 Hoover-Dempsey and Sandler's Parent Involvement Model

Hoover-Dempsey and Sandler (1995, 1997) proposed a theoretical model to explain the process of parent involvement in their children's education, drawing on research from educational, developmental, and social psychology. The model, depicted in Figure 2.4, elucidates the reasons why parents choose to become involved, the different forms of involvement they engage in, and how their involvement influences student outcomes from a psychological perspective (Walker et al., 2005). In this context, parent involvement in a child's learning can be predicted by their motivational beliefs, encompassing their beliefs, perceptions, and enthusiasm for being involved in their child's education (Semke et al., 2010). It is worth noting that the model uses the term 'involvement,' as the differentiation between family involvement and engagement was not made at the time the model was developed. However, the first level of the model can be considered as part of the broader concept of comprehensive parent engagement (Filik Uyanık, 2018).

The first level of the model includes personal, contextual, and life-context variables that may influence parents' decisions regarding their involvement in their children's education (Whitaker & Hoover-Dempsey, 2013; Hoover-Dempsey & Sandler, 2005). This level comprises constructs such as motivational beliefs

concerning involvement in the child's education, including parental role activity beliefs and parental self-efficacy beliefs for supporting the child's success in school.

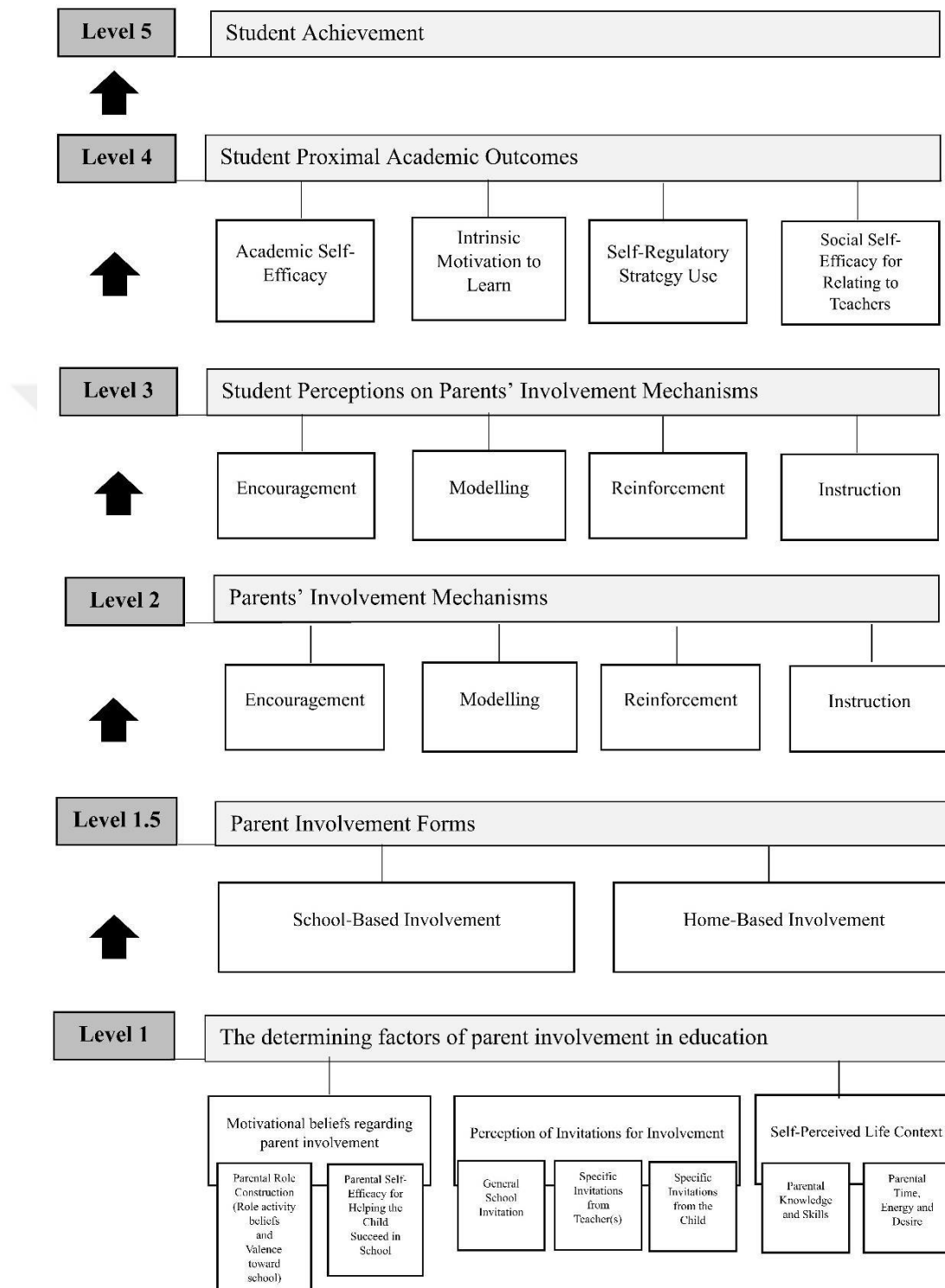


Figure 2. 4. Model of parent involvement processes in education (adapted from Ertan, 2017; Hoover-Dempsey & Sandler, 1995, 1997, 2005; Walker et al., 2005)

It also encompasses the perception of invitations, including general school invitations, specific invitations from teachers, and specific invitations from the child. Additionally, it takes into account the self-perceived life context of parents, including their knowledge and skills, as well as their available time, energy, and desire to be involved (Ertan, 2017; Hoover-Dempsey & Sandler, 2005; Hoover-Dempsey et al., 2005; Walker et al., 2005). Parents' motivational beliefs regarding involvement in education reflect their personal convictions that either motivate or demotivate them to engage in their child's education.

The focus of this study is on the first two levels of the model, aiming to understand the factors that influence parents' engagement decisions in the context of early childhood education. Specifically, the study focuses on parents' motivational beliefs, which reflect their personal convictions regarding their role, and their satisfaction with their children's educational experiences. While parents' satisfaction was not explicitly mentioned in Hoover-Dempsey and Sandler's (2005) model, this study seeks to explore and identify a relationship between parents' satisfaction and parent engagement in early childhood education.

2.2.5 Early Childhood Education and Parent Engagement in Türkiye

In the context of Turkish settings, scholars and officials have predominantly used the term "involvement" instead of "engagement," and in this section, the terms are used interchangeably. Early childhood education is a priority for the Turkish Ministry of National Education (MoNE), similar to many other countries. Over the past two decades, the MoNE has made efforts to increase parent involvement and improve the quality of early childhood education. In 2013, a new curriculum was introduced, which is play-based, developmentally appropriate, and holistic, aiming to provide young children with enhanced early experiences (MoNE, 2020). The importance of parent involvement in early childhood education has been increasingly emphasized through educational reforms during this period.

The concept of parent involvement was first introduced in 2002 when the national early childhood curriculum suggested that teachers should implement various parent involvement programs in their classrooms (Yazar et al., 2008). Subsequently, in 2006, parent engagement was incorporated into the new early childhood national curriculum, emphasizing that parent involvement should be

integrated into classroom practices. Furthermore, the new national early childhood curriculum in 2013 introduced the "integrated family support training guide," which includes a range of parent involvement activities to support children's development and education (MoNE, 2020). Nowadays, teachers are expected to incorporate parent involvement activities as part of their regular classroom practices.

Research studies in Türkiye have examined parent involvement in education, although such studies do not have a long history dating back to the early 20th century. These studies have explored various aspects of parent involvement, including its promotion in mathematics instruction (e.g., Çeziktürk, 1997), its effects on students' social and academic development (e.g., Atcı, 2003; Utku, 1999), and the attitudes of parents and teachers towards parent involvement (e.g., Akkaya, 2007; Bayraktar et al., 2016; Kaya, 2007) at both the early childhood education level and higher education levels.

Erkan, Uludağ, and Egeli (2016) examined the perceptions of administrators, teachers, and parents regarding parent involvement in preschools. The study revealed that parents perceived parent involvement as supporting their child's education within the school, whereas teachers and administrators perceived involvement as supporting the overall development and education of the child in any context. The researchers also identified various forms of parental participation, including engaging in activities with their children, having conversations with them, monitoring their development and education, communicating with the school, and participating in school-organized activities such as projects or special days. The study also explored barriers to parent involvement in early childhood education. The findings indicated that barriers to home-based involvement were mainly related to the parents themselves, such as lack of time, heavy workloads, and work-life stress. Insufficient opportunities for parent involvement provided by the school were identified as a major barrier to school-based involvement. Teachers and administrators reported that parental employment often led to time constraints, high workloads, fatigue, and stress, which negatively affected parent involvement. Overall, the study highlighted differences in perceptions between parents and school staff regarding the nature of parent involvement, ways to become involved, and barriers that hinder parent involvement.

Gürşimşek (2003) conducted a study examining the impact of various factors on parent involvement in Türkiye, including the age of parents, their educational level and income, the number of children in the family, the amount of time spent with each child, and teachers' assessments of parenting practices and involvement. The findings indicated that the average scores for home-based involvement were significantly higher than those for both school-based involvement and home-school conferencing. School-based involvement exhibited the lowest level of engagement. Additionally, the amount of time parents spent with their children had a significant effect on home-based involvement. Furthermore, teachers' assessments of parenting practices and involvement were found to significantly influence school-based involvement and home-school conferencing.

Hakyemez (2015) explored the perspectives of Turkish early childhood educators regarding parent involvement. The study revealed that educators held positive attitudes toward parent involvement in education. According to educators' reports, the most popular type of parent involvement involved encouraging parents to engage in activities at home that supported their children's learning processes. Conversely, the least preferred type of involvement was parents' participation in decision-making processes. The study also found a positive correlation between communication with parents and their engagement in school-based involvement activities, such as volunteering and participating in decision-making. Moreover, teachers identified parents' initial reluctance to become involved as the main reason for the perceived ineffectiveness of parent involvement in education. The findings further indicated that parents tended to participate more in activities categorized as home-based involvement as compared to those classified as school-based involvement activities.

Yakıcı (2018) conducted a study specifically investigating the predictors of parent involvement in the context of early childhood education in Türkiye. The findings indicated that the level of home-based involvement was higher compared to school-based involvement and home-school conferencing. The study also revealed that family structure significantly influenced school-based involvement, while the parents' level of education had a significant effect on home-based involvement. Moreover, there were positive and significant associations between socioeconomic status (SES) and both home-based involvement and school-based involvement.

Kaya and Bacanlı (2016) put to test a model suggested by Hoover-Dempsey and Sandler (1995), probing the factors influencing Turkish parents' involvement in education of their children enrolled in K-5 grades. This research concentrated on the associations between motivational beliefs related to educational involvement, parents' perceptions of invitations for involvement, perceived time and energy necessary for participation, and the level of parental involvement. The research outcomes indicated that motivational beliefs, encompassing parental role activity beliefs and self-efficacy beliefs, coupled with perceived time and energy for involvement and perception of involvement invitations from various sources (like the child, teacher, school staff, and school counselor), were both directly and indirectly related to parent involvement in education. More specifically, perceived time and energy for involvement and perceptions of invitations for involvement had a direct and significant impact on the level of parental involvement. Furthermore, parental motivational beliefs significantly influenced the perceived time and energy for involvement and perceptions of invitations for involvement. Also, the study discovered that parental motivational beliefs indirectly influenced the level of parental involvement via their impact on perceived time and energy for involvement and perception of invitations for involvement. That is, as parents' confidence and role beliefs augmented and their previous school experiences were perceived positively, their involvement in their children's educational experiences also increased. This positive effect was mediated by their motivational beliefs concerning the perceived time and energy required for involvement and the perception of invitations received from others. In summary, the study underscored the significance of motivational beliefs, perceived time and energy involvement, and perceptions of invitations for involvement in shaping parental involvement in education. The research demonstrated that parents' beliefs and perceptions are crucial in determining their level of involvement in their children's education.

In a similar vein to the current study, Ertan's research in 2017 delved into the realm of parental involvement in early childhood education, notably encompassing a vast number of participants. This included 404 fathers and 437 mothers, all of whom were parents of preschool-aged children from the central districts of Ankara, Türkiye. The focus of Ertan's investigation was to explore the differential impacts of various demographic factors on the level of parental involvement. Despite the

considerable range of variables, including parents' age, educational levels, occupation, and the age of the child, the study concluded that these factors exerted negligible influence on the extent of parental involvement. Ertan's comprehensive study expanded the understanding of the relationship between demographic variables and parental involvement in early childhood education. The findings brought to light that, contrary to what might have been expected, demographic attributes such as parents' age, educational background, occupation, and the child's age did not significantly sway the degree of parental involvement. However, a noteworthy divergence was identified between mothers and fathers concerning their beliefs about their role in their child's education, their self-efficacy beliefs, their perceptions of involvement invitations, and their assessment of the time and energy required for involvement, as well as their own skills and knowledge. Mothers consistently scored higher than fathers across all these variables, signifying a greater level of involvement. Moreover, Ertan's research unveiled an interesting interplay between parents' perceptions of invitations from others for involvement and their self-perceived life context in relation to parental involvement, both of which were found to be predictors of their motivational beliefs concerning involvement in education. This suggests that parents' perspectives of their role and potential in their children's education, and how these are influenced by external invitations for participation, shape their motivation to be involved, thereby underscoring the significance of subjective perceptions in driving parental involvement in early education.

Günay Bilaloğlu and Aktaş Arnas (2019) investigated teachers' knowledge and awareness of family participation, barriers to family participation, responsibility for family-school communication, and increasing parental involvement. The findings revealed that participating teachers lacked sufficient knowledge and awareness regarding these aspects of family participation. Parents, on the other hand, expressed a willingness to communicate with the school and participate in their children's education but faced barriers such as lack of information on how to participate, inadequate support from the school and teachers, and communication problems with school management and teachers.

Ekinci Vural and Doğan Altun (2021) found that volunteering in the classroom was the most common form of parent involvement, while decision-making was one of the least utilized forms of involvement by teachers. Teachers reported

that parental involvement was high in their classrooms and that they played a significant role in facilitating involvement through informing parents and organizing activities. Obstacles to parental involvement identified by teachers included parents' education level, having multiple children in the family, fathers' absence in classroom activities, parents' unwillingness to engage in homework, lack of parent participation in seminars, and limited space in crowded classrooms.

2.4 Home Literacy Environment

The Home Literacy Environment (HLE) refers to an analytical tool used to determine the extent and quality of resources, opportunities, parent-child interactions, and social experiences related to early literacy that occur within the home environment, involving parents or other caregivers (Burgess et al., 2002; Tabors et al., 2001). Within the HLE, family members engage in various literacy-related activities in and around the house, which encompass a wide range of resources, materials, social interactions, and shared experiences (Altun, 2021).

Bronfenbrenner's (1979, 1995) ecological systems theory of human development provides a theoretical framework for understanding the HLE. This theory emphasizes that to understand children's development, we must consider multiple levels of analyses that encompass the child and both proximal, microsystem (e.g., family and school) and distal, macrosystem (e.g., language and culture) environmental factors. In light of this, the significant effect of HLE on children's language and literacy development across various languages and cultural contexts has been demonstrated in previous studies (e.g., de Jong and Leseman, 2001; Silinskas et al., 2012, 2020; Niklas and Schneider, 2013; Inoue et al., 2018; Liu et al., 2018; Zuilkowski et al., 2019).

Numerous studies have demonstrated a positive association between young children's HLE and language development, particularly in terms of vocabulary, phonological awareness, and print-related concepts (Altun et al., 2018; Boerma et al., 2017; Liu et al., 2018; Rose et al., 2018). More recent research has also linked the HLE to socioemotional development (Rose et al., 2018; Wirth et al., 2020), academic achievement (Alston-Abel & Berninger, 2018; Niklas & Schneider, 2017), and cognitive skills (Altun, 2019; Boerma et al., 2017). The HLE has consistently

demonstrated its contribution to children's language development, as supported by existing literature (e.g., Altun, 2019; Niklas & Schneider, 2017; O'Brien et al., 2020).

The relationship between home language activities and literacy has been widely acknowledged. Early engagement in conversations with children contributes to the development of appropriate language skills, which in turn serves as a foundation for the acquisition of reading skills. The ability to comprehend written text is heavily dependent on the level of language exposure and proficiency that children have been exposed to since infancy (Kintsch & Kintsch, 2005). Mastery of specific language elements, such as vocabulary and grammar, is crucial for achieving comprehensive reading, as these elements demonstrate how words combine to form meaningful sentences (Kintsch & Kintsch, 2005). Therefore, verbal language abilities and the development of emergent literacy play a vital role as precursors to reading and academic achievement. Children who exhibit low proficiency in oral language skills generally experience poorer academic performance compared to their peers (Snow et al., 1998).

Establishing a strong literacy-promoting environment at home begins with cultivating a sense of value for literacy in children (Reneau, 2019). Active engagement in reading with parents holds great significance for all children, as it fosters their interest in and proficiency with literacy. Shared reading has been recognized as a key opportunity for adults to support children's literacy achievement (Lonigan et al., 2008). During shared reading sessions, parents can ask questions, engage in meaningful conversations about the text, and provide clarification to deepen the understanding of the story (Lonigan & Shanahan, 2010). Further research indicates that when parents and children actively read together, it not only contributes to language development but also leads to improvements in social and emotional domains (Ko & Chou, 2014). Deliberate structuring of home and other environments by parents also plays a crucial role in supporting children's literacy development. Access to books, libraries, literacy-focused institutions, and engaging in active reading are among the strategies parents can employ to create a literacy-rich environment. A study involving 101 triads of mother-father-child revealed a strong association between home literacy environment and children's reading, with the number of books in the home being the only variable accounting for this relationship (van Bergen et al., 2017). The availability of books holds particular importance for

families with lower socioeconomic status (SES). Research by Neuman and Celano (2001) found that low SES families, on average, shared one book among 300 children, whereas middle-income families had access to around 13 books at a time. To improve book access, families with lower SES can utilize resources such as after-school programs, community-based organizations, literacy institutions, and reading programs (Reneau, 2019). However, it is important to note that the success of these programs hinges on strong parental engagement (Sénéchal & Young, 2008). When parents instill positive attitudes toward reading in their children, the children are more likely to adopt these views and engage in reading for pleasure (Baker & Scher, 2002). Considering that children acquire reading and writing skills during their early years, efforts to involve parents should be initiated as early as the preschool stage (Purcell-Gates, 2001).

In Türkiye, HLE and its impact on early literacy development in children has been a focal point of several research studies, revealing intriguing insights and patterns. One key observation derived from these studies indicates that Türkiye parents, on the whole, do not typically allocate substantial time towards reading books with their children. Nevertheless, a progressive trend has been observed where parents with higher levels of education increasingly spend more meaningful, quality time fostering their children's academic skills. This directly correlates with the enhancement of their offspring's early literacy development (Arıcı & Tüfekci Akcan, 2019; Kotaman, 2008; Okuyucu-Akdaş & Deniz, 2015; Özbek Ayaz et al., 2017). In parallel, research by Işıkoğlu-Erdoğan et al. (2016) has demonstrated an interesting dichotomy. Their work shows that teachers, owing to their advanced comprehension and knowledge of the subject matter, tend to read books to children more often than parents do. This highlights an area for potential parental involvement and literacy skill reinforcement.

Contrasting this, Altıparmak's research (2010) highlights that a significant majority of parents in Türkiye appreciate the critical role of home-based early literacy activities in advancing their children's literacy skills. These parents display a clear preference for structured, organized literacy activities, signifying the emphasis they place on a systematic approach to early childhood literacy development.

In response to these findings, various strategies have been adopted within Türkiye to nurture early literacy skill development within the home environment.

These strategies typically encompass training for families on interactive book reading (Çelebi Öncü, 2016), guidelines on how parents should engage their children with books at home (Arıcı & Tüfekci Akcan, 2019; Işıkoğlu Erdoğan, 2016; Işıkoğlu Erdoğan et al., 2016, Özbek Ayaz, 2015), and studies exploring the type of language mothers employ when reading to their children (Cengiz, 2013). A key area of focus is also enhancing parental awareness levels pertaining to early literacy skills (Altıparmak, 2010; Turan & Akoğlu, 2014).

Delving deeper into the intricacies of HLE, some studies have scrutinized the connection between children's phonological awareness skills (Turan & Akoğlu, 2014) and investigated the dynamics of HLE within the context of families' socio-economic statuses (Ergül et al., 2017; Okuyucu-Akdaş & Deniz, 2015). The findings from these studies align with international research trends, corroborating that families with higher SES in Türkiye are more likely to incorporate frequent home literacy activities (Ergül et al., 2017; Özbek Ayaz, 2015). These insights underline the multifaceted nature of HLE in Türkiye and the spectrum of factors that contribute to its optimization.

In terms of HLE, the present study seeks to examine the association between the Home Literacy Environment and parental engagement within a structural equation modeling (SEM) framework. It is hypothesized that parents who prioritize creating a literacy-rich environment at home will engage more frequently in activities that promote literacy. Moreover, considering previous findings suggesting that household income may impact the quality of the HLE, this study explores whether household income moderates the relationship between the HLE and parent engagement. By investigating these relationships, this study aims to contribute to our understanding of the complex interplay between the parents' satisfaction, parental engagement, HLE, and household income in the promotion of early literacy development.

HLE serves as a pivotal indicator of the literacy experiences children encounter in the early stages of their life, underlining the role of the home as a primary locus of language acquisition and literacy development. Encapsulating a spectrum of activities and interactions, HLE stands as a reflection of the home's intellectual atmosphere and an influential determinant of a child's literacy trajectory.

This environment, replete with linguistic resources and parental involvement, sets the stage for developing crucial cognitive, linguistic, and socio-emotional skills.

Navigating through the intricate web of elements that influence early childhood education, this thesis embarks on a journey to unravel the complex dynamics of the HLE. The hypotheses posited in this study, notably H₂, H₃, and H_{3a}, emphasize the crucial role of the HLE as a conduit linking parents' satisfaction and engagement. These hypotheses suggest that parents' satisfaction with educational experiences exerts a positive impact on the HLE, which in turn shapes parental engagement. Furthermore, the HLE also acts as a mediating agent in the relationship between parents' satisfaction and engagement. This suggests the potential for an enriched HLE to amplify the effect of parents' satisfaction on engagement. The aforementioned assertions are pivotal in comprehending the underlying mechanisms that drive parental engagement in early childhood education. Further, it is intriguing to investigate the potential moderating role of household income within these relationships, as proposed in hypotheses H_{4b} and H_{4c}. This could reveal valuable insights into how socio-economic disparities might shape the effects of parents' satisfaction and home literacy environments on parental engagement.

In closing, an enriching HLE, marked by an abundance of resources and positive linguistic interactions, plays an irreplaceable role in fostering children's literacy and language development, ultimately contributing to academic success. However, this environment's efficacy is intertwined with various elements such as parents' satisfaction with educational experiences, parent engagement, and household income, necessitating a comprehensive analysis of these dynamics. The upcoming sections of this thesis will continue to explore these relationships, aiming to elucidate the multifaceted influences shaping early childhood education.

2.5 Household Income

Household income, fundamentally, denotes the summative total of all earnings procured by a family from diverse sources, encompassing wages, salaries, pensions, income from investments, and benefits (Guzman, 2022). This metric serves as a representative indicator of the socio-economic resources available to a family, and as such, provides an insightful measure of the household's socio-economic status (SES) (Conger & Donnellan, 2007).

An extensive body of research provides substantial evidence that household income can notably influence a broad array of education-related aspects, inclusive of access to resources, educational opportunities, and the overall quality of the learning environment (Bradley & Corwyn, 2002; McLoyd, 1998; Reardon, 2011). For the purpose of this dissertation, the decision to specifically emphasize household income, instead of the all-encompassing socio-economic status (SES), arises from its directly measurable and quantifiable nature, which supports a more precise and lucid analysis (Bradley & Corwyn, 2002). In contrast to SES - a comprehensive, composite indicator frequently comprising factors such as parents' level of education and occupational standing - household income affords a more granular insight into a family's economic resources. This particular focus therefore enables a more concentrated examination of its plausible moderating influence within the model (Conger & Donnellan, 2007).

Drawing from an extensive body of research, the hypotheses proposed in this study carry pivotal implications. For instance, the moderation of household income suggests that while parents' satisfaction with educational experiences and parental engagement remain crucial for a child's educational success, these relationships are possibly modulated by household income. Higher household income may bolster the relationships proposed in H₁, H₂, and H₃, as it facilitates more resources for parental engagement and creates a richer home literacy environment. In contrast, lower household income may constrict these relationships, due to restricted resources and socio-economic stressors (Bradley et al., 2001; Dearing et al., 2006; Grolnick et al., 1997).

The use of SES, and more specifically, household income, to discern relationships in educational studies is prevalent due to the extensive impact SES can exert on educational processes. Research reveals income-related disparities in children's learning environments and experiences, beginning early in life and extending throughout their schooling years (Duncan et al., 2011). In the Turkish context, SES has been identified as a critical determinant of educational success (Güzel & Berberoglu, 2012).

Within the broader framework of the study, unique family experiences are interpreted and valued within the context of their specific familial unit (Kelty, 2020). As such, each family, influenced by their unique socio-cultural background, exhibits

different interaction patterns and responses to varying circumstances. For instance, the relationship between

Parents' satisfaction and parental engagement can be significantly influenced by the family's socio-economic status, such as household income (Teleki & Buck-Gomez, 2002). This becomes particularly evident in the context of internal migration in Türkiye, where families moving from rural areas to urban centers grapple with adapting to challenging living and working conditions, which can potentially limit their engagement in their children's education (Riley & Glass, 2002).

Furthermore, socio-economic status and neighborhood conditions, including factors such as parent education level, number of children, and locality, have been shown to influence parent engagement in various studies (DeLuca & Dayton, 2009; Duncan & Magnuson, 2005; Fusarelli, 2011; Galster, 2011; Leventhal & Brooks-Gunn, 2000; Phillips, 2011; Sharkey, 2013). For instance, a national study by Gonzalez & Jackson (2013) found a disparity between higher and lower SES schools in the impact of parent volunteerism and decision-making on academic outcomes.

Furthermore, studies specific to Türkiye, like that by Yakıcı (2018), also underscore the influence of SES on parent involvement in early childhood education. The study highlighted the varying levels of school-based and home-based involvement influenced by family structure and parent education levels. It is remarkable that lower SES families can mitigate the limited availability of books, a crucial aspect of home literacy environment, by leveraging resources such as after-school programs, community-based organizations, literacy institutions, and reading programs (Neuman & Celano, 2001; Reneau, 2019).

Bilican Demir and Özen Yıldırım (2022) analyzed data from 4028 students and 180 schools included in the TIMSS 2019 Türkiye sample. According to their findings, they demonstrated that the performance of schools in rural areas was lower than in urban areas; when the effect of socioeconomic level was controlled, the differences in performance between regions persisted. Similarly, when school-level variables were added to the model, the impact of the school's location on student performance slightly decreased; the student's self-confidence in science and mathematics did not significantly mitigate regional performance differences (Bilican Demir & Özen Yıldırım, 2022).

According to Özgür Güler and Veysikarani (2022), upon examining the cluster group that our country belongs to, a notable factor is that Türkiye is still far behind the countries with the best PISA scores, even though Türkiye's PISA scores have shown an increase in recent years. Looking at the OECD rankings, Türkiye continues to show fluctuating results around the OECD average.

In their study, Sağbaş and Kolukısa (2022) explored the socioeconomic characteristics and income distribution of Afyonkarahisar province of Türkiye, which comprises the sample of this research. Gini coefficients, a statistical measure of economic inequality or dispersion within a population, were calculated for three regions, factoring in the location of households residing in the city center of Afyonkarahisar. The Gini coefficient was calculated as 0.343 for households living in the city center, 0.329 for those residing close to the city center, and 0.341 for those situated far from the city center. Upon examination, it was observed that the Gini coefficients are strikingly similar across all three locations. Based on these findings, it can be posited that location does not significantly influence income distribution disparities in the region of Afyonkarahisar (Sağbaş & Kolukısa, 2022).

In conclusion, the review of literature and empirical findings highlighted above substantiate the relevance of household income as a pivotal variable in this study. Its hypothesized moderating role in the relationships between parents' satisfaction with educational experiences, home literacy environment, and parental engagement underscores the complexity and multi-dimensionality of these dynamics. The nuanced influences of household income, as demonstrated in the Turkish context and elsewhere, accentuate its significance as a determinant of both the quality and extent of educational experiences and outcomes. Furthermore, the evidence underscores the importance of considering household income in the development of effective strategies and interventions aimed at enhancing parent engagement and creating enriched home literacy environments. This holistic, integrated perspective not only facilitates a more comprehensive understanding of the intertwined factors that shape early childhood education but also provides a robust foundation for future empirical investigations and policy development. It is, therefore, incumbent upon educators, researchers, and policy makers to continue exploring and addressing the multi-faceted influences of household income on early childhood education outcomes, aiming to ensure equity, quality, and inclusivity for all children.

CHAPTER 3

METHOD

The design of the study that led to the overall process is first explained in this chapter. Second, the Parent Engagement in Early Childhood Education Survey (PEECE) adaptation and main study's population and sample are described. The introduction of the data collection tools comes in third. The proof for the instruments' validity and dependability is then shown. The PEECE adaptation and translation process is also described. Fourth, the methods for gathering data and analyzing it are presented. Finally, the study's assumptions and limitations are discussed.

3.1 Design of the Study

The purpose of this study is to investigate the intricate interplay between parents' satisfaction with their children's educational experiences, parent engagement in early childhood education, the home literacy environment, and household income with a sample of parents who have at least one child attending to public or private preschools. This study is descriptive in nature and employs correlational research in keeping with its primary goal. Without modifying the variables, correlational research seeks to determine whether and to what extent there is a relationship between two or more variables (Creswell, 2012; Fraenkel et al., 2011; Gay et al., 2012; Lodico et al., 2006). Therefore, in this study the data were collected through research instruments namely Demographical Information Form (a form to define the samples for the adaptation and main study, and to use in preliminary and major analyses), the Parent Engagement in Early Childhood Education Survey (PEECE; Gross et al., 2022), the Parents' Satisfaction with Educational Experiences Scale (PSEE; Fantuzzo et al., 2006) and the Home Literacy Environment Questionnaire (HLEQ; Marjanovič Umek, 2005) were given to the parents of preschoolers, in order to explore the relationships among the variables. This study specifically employs the

explanatory correlational design (Creswell, 2012; Fraenkel et al., 2011; Gay et al., 2012). The explanatory design is typically used when there is either no or weak evidence of relationships among the study's included variables. As a result, this design enables the inductive method of describing relationships between variables without the need for an existing model as well. There was be no interference at any point in the procedure.

Some data analysis techniques are used in correlational research designs to look at the relationship between two or more variables (e.g., bivariate correlation analysis, multiple correlations, or discriminant function analysis). However, more sophisticated model-based techniques (such as path analysis and confirmatory factor analysis) may also be used to show the relationships between the variables (Cohen et al., 2007; Creswell, 2012; Fraenkel et al., 2011). In addition, a proposed model in which the relationships between constructs (i.e., latent variables) are defined by groups of variables (i.e., observed variables) can be tested using structural equation modeling (SEM), which is a combination of path and confirmatory factor model analyses (Kline, 2016; Schumacker & Lomax, 2010). The level and quality of parent engagement, parent satisfaction with their children's educational experiences, and the home literacy environment that preschoolers' parents provide to their children together with household income are the study variables. Path analysis, a special form of SEM conducted through observed variables, was used in this study to investigate the direct and indirect relationships among these variables.

3.2 Variables of the Study

The mean scores of the scales were used to measure the variables of the study. In line with the purpose of the study, the group of variables that were examined within this study were:

- *Independent (Exogenous) Variable:* Parents' Satisfaction with Their Children's Educational Experiences
- *Mediating Variable:* Home Literacy Environment Provided by Parents to Their Children
- *Dependent (Endogenous) Variable:* Parent Engagement in Early Childhood Education
- *Moderating Variable:* Household Income

3.3 Population and Sample

Data were gathered from a sizable sample within the parameters of the study's design and analysis, which is necessary for the study's quantitative components and reliable statistical analysis. In particular, path analysis, a SEM-based analysis technique, needs a large sample size to produce more accurate estimates of the relationships between study variables (Ullman, 2013; Kline, 2016). As a result, in order to strengthen the analysis of the study, the author made an effort to obtain a large sample size from the target population. All parents of children between the ages of 60 and 72 months who are enrolled in a public or private school in Afyonkarahisar made up the study's target population.

In the main study of this dissertation, the author purposefully selected parents of children aged 60-72 months as the sample group. This choice was guided by several key considerations. Firstly, children within this age range are navigating the pivotal period just before starting primary school, a phase often recognized as a significant turning point in their developmental trajectory. Given the crucial nature of this period, it becomes essential to thoroughly evaluate and address the various elements that can influence a child's school readiness.

Secondly, as per the expert views, it was established that the items from the three scales utilized in this study—the Parents' Satisfaction with Educational Experiences Scale (PSEE), the Parent Engagement in Early Childhood Education (PEECE), and the Home Learning Environment Questionnaire (HLEQ)—align closely with the educational experiences of children aged 60-72 months. In other words, when the items of these scales are collectively examined, they provide an all-encompassing perspective for investigating, comprehending, and enhancing the distinct learning environments of children in this age group.

By selecting this particular sample group, the author ensured that the research was not only strategic but also pertinent to capture the dynamics at play during a crucial developmental stage. It also ensured that the research tools employed were most apt for reflecting the experiences of this specific demographic. Ultimately, the choice of sample highlights the author's commitment to targeted, comprehensive, and meaningful research, with the overarching goal of contributing to improved educational outcomes for children.

Since it is not feasible or realistic to contact all of these parents, data collection was limited to parents residing in the provincial center of Afyonkarahisar and the three near suburban districts (Sülümenli, Beyyazı and Sadıkbey). For convenience, a variety of public and private schools were chosen. In other words, selection criteria included the school's accessibility and student population. However, the author took special care to include schools from various socioeconomic backgrounds. As a result, the criteria used to select schools vary depending on the indicators in a recent report named “Demographic Structure and Economic Relations of Afyonkarahisar Province” by Kayahan and Gökğöz (2022).

For the main study, data was collected from 681 participants with the aim of testing the study's hypotheses. However, not all the collected data was deemed suitable for use in the main research. Specifically, data from 21 participants was identified as outliers, posing a risk of confounding the study's results (please refer to the Outliers section for a detailed explanation). To ensure the validity and reliability of the study, this outlier data was removed from the dataset. Following this correction, a total of 660 usable responses remained in the dataset for the main analysis. A summary of the demographic characteristics of the final sample can be found in Table 3.1.

Table 3. 1.

Demographic characteristics of the sample of the main study

Characteristics	f	%
Parent's Gender		
Female	585	88.6
Male	75	11.4
<i>Total</i>	<i>660</i>	<i>100</i>
Parent's Age		
22-25	31	4.7
26-30	150	22.7
31-35	260	39.4
36-40	158	23.9
41-45	56	8.5
45 or above	5	0.8
Parent's Educational Level		
Elementary school	45	6.8
Secondary School	77	11.7
High school	163	24.7

Table 3.1. (continued)

University	316	47.9
Master's Degree	40	6.1
PhD Degree	19	2.9
Parent's Employment Status		
Homemaker/Unemployed	340	51.5
Public worker	181	27.4
Private sector employee	139	21.1
Place of Residence		
City Center	572	86.70
Suburbs or the countryside	88	13.30
Household Income*		
TL8,506 or below	104	15.8
TL8,506- TL12,000	145	22.0
TL12,001- TL16,000	97	14.7
TL16,001- TL20,000	87	13.2
TL20,001- TL24,000	53	8.0
TL24,001- TL28,000	48	7.3
TL28,001- TL32,000	38	5.8
TL32,001- TL34,000	15	2.3
TL 34,001- TL 38,000	19	2.9
TL 38,001 or above	54	8.2
Number of Children		
1	205	31.1
2	322	48.8
3	103	15.6
4 or more	30	4.5
Child's Gender		
Girl	305	46.2
Boy	355	53.8
Child's previous attendance to pre-school education		
Attended	325	49.2
Not attended	335	50.8
School Type		
Private	226	34.20
Public	434	65.80

*During the data collection period, the minimum wage in Türkiye was TL8,506.

The sample consisted of 660 parents, with 88.6% female and 11.4% male. The age of the parents ranged from 22 to 45 and above, with the highest percentage falling in the 31-35 age group (39.4%). Most parents had completed university education (47.9%), followed by high school (24.7%). In terms of the number of children, 48.8% of parents had two children, while 31.1% had one child. Most

children (65.8%) attended public school, and 49.2% of children had attended preschool education before. The most common employment status was homemaker/unemployed (51.5%). The majority of families lived in the city center (86.7%) and the most common household income was in the range of TL8,506-TL12,000 (22%).

When creating household income groups for the data analysis, current data was needed to determine the boundaries of lower, middle- and upper-income groups. In this context, data from labor unions in Türkiye were analyzed, but the possibility that unions may set the poverty line too high in order to justify the salary increases they demand from the government was considered. In Türkiye, where inflation has been a major problem, the most recent data from the Turkish Statistical Institute (TurkStat, 2018), which is responsible for official statistics, was from 2018. In the process of conducting the analyses of this study (April 2023 / \$1=TL19.38), it was decided that the most recent data could be from the Turkish Housing Development Administration (TOKİ, 2023), with the opinion of two experts in the field of economics lecturing at Afyon Kocatepe University. The idea that TOKİ data can be used as a basis for the boundaries determining the lower, middle- and upper-income groups stems from the fact that TOKİ provides social housing for the lower- and middle-income groups and the necessary service units by completing their infrastructure. Accordingly, those with a monthly income between TL8,506-TL16,000 are classified as lower income group (52.3%), those with a monthly income between TL16,001-TL32,000 are classified as middle-income group (34.3%), and those with a monthly income of TL32,001 and above are classified as upper income group (13.4%) before carrying out the data analyses, revealing that more than three fourths of participants were at a middle and lower-income level.

3.4 Data Collection Instruments

The data for the study was amassed using four primary self-report instruments: (a) the Demographic Information Form, (b) the Parents' Satisfaction with Educational Experiences Scale (PSEE; Fantuzzo et al., 2006), (c) the Parent Engagement in Early Childhood Education Survey (PEECE; Gross et al., 2022), and (d) the Home Literacy Environment Questionnaire (HLEQ; Marjanovič Umek,

2005). For data collection purposes, Turkish versions of the PSEE (Ahmetoğlu & Acar, 2017), PEECE, and HLEQ (Altun, 2013) were employed.

As no existing Turkish adaptation of PEECE was available, the author prepared a Turkish version specifically for this study, with the relevant data being gathered via this newly adapted instrument. Details regarding the translation process can be found in the subsequent sections.

To establish the validity of the Turkish version of PEECE, evidence of content-related and construct-related validity was provided. This was achieved through translation of the instrument and consultation with domain experts. Furthermore, to substantiate the reliability and validity of the Turkish PEECE, a Confirmatory Factor Analysis (CFA) was undertaken within an adaptation study. The translation process, alongside the entire adaptation study, is discussed in detail under the subtitle "3.3.2 Parent Engagement in Early Childhood Education Survey - PEECE". Internal consistency and reliability of the instrument were also evaluated in the adaptation study, using Cronbach's alpha (α) coefficients. Cumulatively, the findings from the adaptation study affirmed the reliability and validity of the Turkish PEECE. Comprehensive details about all the research instruments are provided in Table 3.2.

Finally, the author devised a demographic information form to be used in the study. Detailed representations of all the utilized data collection tools can be found in Appendix A. In compliance with ethical guidelines, the researcher sought and received approval from the original authors or those who adapted the instruments for use in this specific study. This permission was obtained through email or Whatsapp communication to ensure the respectful and proper use of these tools in the current research context.

3.4.1 Demographic Information Form

The author created the demographic information form to collect data pertaining to the study participants. The questionnaire asks open-ended and yes/no questions about the parent's gender, age, educational background, employment status, monthly household income, place of residence, the child's age, gender, school type, status of previous attendance to preschool and number of children in the family. The demographic information gathered using this form was used for the current

study in two ways. To give a general overview of the study's sample, the participant characteristics are first defined. Second, some demographic factors that have been discovered to have an impact on the variables are included in the information form. In order to determine whether the demographic variables have an impact on the variables were discussed and they were also used in preliminary analyses as well.

Table 3. 2.
Characteristics of the instruments

Instrument	Purpose	Factors	Number of Items	Response Format	Original Form Developers	Turkish Form Adapters
Parent Engagement in Early Childhood Education Survey (PEECE)	To identify relevant and equitable indicators of parent engagement of the parents whose children are attending to any kind of preschool center	1. Knowledge and Expectations 2. Trust and Communication 3. Home-based Engagement	25	*Always True *Sometimes True *Rarely True *Never True	Gross et al., 2019	Adapted by the author to collect data during the process of this dissertation.
Parents' Satisfaction with Their Children's Educational Experiences (PSEE)	To ask primary caregivers of young children to report their levels of satisfaction with the experiences with their children's early childhood education.	1. Teacher Contact Experiences 2. School / Classroom Contact Experiences	12	*Very dissatisfied *Dissatisfied *Satisfied *Very satisfied	Fantuzzo et al., 2006	Ahmetoğlu & Acar, 2017
Home Literacy Environment Questionnaire (HLEQ)	To measure the quality of children's home literacy environment.	1. Stimulation to use language 2. Reading books to the child, visiting the library and puppet theatre 3. Joint activities and conversation 4. Interactive reading 5. Zone-of-proximal-development stimulation	32	*Never *Rarely *Sometimes *Often *Usually *Always	Marjanovic et al., 2005	Altun, 2013

3.4.2 Parents' Satisfaction with Educational Experiences Scale (PSEE)

As the study seek ways to identify the relationship between parents' satisfaction with their children's educational experiences scale, PSEE was selected by the author since it meets the criteria of convenience and usefulness together with it has an existing adapted Turkish version.

3.4.2.1 Original Form of PSEE

Fantuzzo and colleagues' (2006) Parents' Satisfaction with Educational Experiences Scale (PSEE) is a comprehensive tool consisting of 12 items that

measure parents' satisfaction within the context of early childhood education. Each item is scored using a 4-point Likert scale, where '1' signifies 'very dissatisfied', and '4' stands for 'very satisfied'.

The PSEE is distinguished by its examination of three critical constructs that provide an in-depth understanding of parental experiences. The first of these is the teacher contact experiences construct, which reflects interactions between parents and teachers, such as phone conversations, or written correspondence like notes sent home.

The second construct, classroom contact experiences, delves into parents' direct engagement with the classroom environment. This may encompass instances of volunteering, participation in planning classroom activities, and other forms of active involvement within the classroom.

Lastly, the school contact experiences construct evaluates the broader context of parental interactions with the school environment. It includes experiences like attending parent workshops, training opportunities offered by the institution, or communications with key school figures like principals or administrators.

In terms of reliability, each of these constructs exhibits a high degree of internal consistency. Fantuzzo et al. (2006) reported Cronbach's alpha coefficients of .82 for both teacher and classroom contact experiences, and .75 for school contact experiences. These figures substantiate the PSEE's reliability, underlining its effectiveness in accurately capturing the diverse dimensions of parents' satisfaction in early childhood education.

3.4.2.2. Reliability and Validity of the Turkish version of PSEE

In the process of adapting the Parents' Satisfaction with Educational Experiences Scale (PSEE) to the Turkish context, Ahmetoğlu and Acar (2017) reconfigured the scale into two core constructs: 'teacher contact experience' and 'school/class contact experiences'. This modification was influenced by the observation that parents' perception of 'school contact experience' often overlapped with either 'teacher contact experience' or 'classroom contact experience'.

Items like "Contact I have had with other parents" and "Workshops or training opportunities offered", which could occur via classroom or school, were statistically aligned more closely with the classroom experience, despite their

original classification under 'school contact experience'. Moreover, items such as “Contact I have had with the principal/administrator” and “Support for their family’s language and culture”, originally a part of 'school contact experience', were reassigned to 'teacher contact experience' in the Turkish adaptation, based on the statistical models and item meanings.

In their work, Ahmetoğlu and Acar tested the adapted version using Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA), verifying its reliability with acceptable Cronbach’s alpha values and model fit. Specifically, they reported internal consistency values of $\alpha = .81$ for 'teacher contact experience' and $\alpha = .82$ for 'school/class contact experiences'. This implies that the items in each subscale significantly represented the intended construct and correlated internally, supporting the reliability and validity of the Turkish adaptation.

In conclusion, the Turkish version of the PSEE, with its demonstrated reliability and validity, is an effective tool for assessing parents’ satisfaction with their children's early childhood education experiences. Its utility extends to researchers and educational authorities aiming to evaluate parents’ satisfaction and engagement within their children's educational journey (Ahmetoğlu & Acar, 2017).

Given the specific aims and hypotheses of the current study, the Parents’ Satisfaction with Educational Experiences Scale (PSEE) was judiciously chosen as a primary instrument for gauging parents’ satisfaction with early childhood education experiences. As the hypotheses suggest that parents’ satisfaction directly influences parent engagement and the home literacy environment, a validated measure that accurately captures parents' educational satisfaction is crucial. The PSEE, with its already available Turkish version, presents itself as an ideal candidate for this purpose (Ahmetoğlu & Acar, 2017).

The Parent Satisfaction with Educational Experiences (PSEE) instrument, employed in this study, affords a robust and comprehensive examination of parents’ satisfaction, skillfully capturing its multifaceted nature. The distinctiveness of the PSEE lies in its pointed focus on the pivotal arenas of interaction - teacher contact experiences, classroom contact experiences, and school contact experiences - elements that constitute the critical pillars of the school-home nexus (Fantuzzo et al., 2006). This focal orientation of the PSEE harmonizes impeccably with the constructs

scrutinized within the context of this research, thereby bolstering its ecological validity, or its ability to reflect real-world settings.

Further strengthening the case for the PSEE's selection in this investigation is its well-established internal consistency, a critical indicator of the measure's reliability. As per the research by Ahmetoğlu & Acar (2017), the instrument has demonstrated solid internal consistency with a Cronbach's alpha of .82 for both teacher contact experience and school/class contact experiences. In addition to these previously reported reliability coefficients, it is noteworthy to mention that in the main study of the current dissertation, the Cronbach's alpha for the PSEE scale was found to be .89, thus lending robust credibility to the results derived from its utilization. This reliability index underscores the ability of the PSEE to yield consistent results across diverse research contexts, enhancing its overall suitability for this research.

The selection of PSEE is also justified in terms of the cultural context of the study. The adapted Turkish version of the PSEE has demonstrated suitable psychometric properties in the Turkish context, aligning with the study's geographical location and population. Furthermore, the nuanced factors that emerged during the adaptation process in the Turkish version, specifically the re-conceptualization of the school contact experience, provides culturally relevant nuances that may not have been captured by the original version of the scale (Ahmetoğlu & Acar, 2017).

Therefore, with the Turkish version of PSEE, this research not only attains a measure that accurately represents the multifaceted nature of parents' satisfaction but also ensures cultural and linguistic appropriateness, thus contributing to the reliability and validity of the study's findings.

3.4.3 Parent Engagement in Early Childhood Education (PEECE)

Survey

To capture the depth and dynamics of parental involvement, the Parent Engagement in Early Childhood Education (PEECE) Survey was employed. Originally developed by Gross et al. (2022), this survey aimed to construct an equitable and accurate instrument to assess parental engagement, particularly catering to parents with resource constraints.

3.4.3.1 Original Form of the Parent Engagement in Early Childhood Education Survey (PEECE)

A concerted effort went into the creation of the PEECE Survey, led by Gross et al. (2019), working in collaboration with urban public schools in the USA, referred to as City Schools. The objective of this endeavor was to develop a measurement tool for parental involvement that was both efficient and fair, particularly tailored for urban districts with predominantly low-income and ethnically diverse student populations.

In establishing this tool, the research team put forward three criteria for defining meaningful indicators of parent engagement: (a) a clear correlation with students' academic success, (b) the feasibility for widespread parent implementation, and (c) actionable outcomes that could instigate changes or improvements in district schools.

Using the Delphi method, a panel of ten diverse stakeholders, including parents, educators, researchers, and social workers, rigorously assessed 106 potential indicators of parental engagement against these criteria. After two Delphi survey rounds and a consensus meeting, 30 indicators were chosen (Bettencourt et al., 2020). These spanned five areas: home-based activities, knowledge about child's learning, parental expectations, quality of home-school communication, and trust and quality in parent-school-teacher relationships.

Parents participating in the PEECE survey are asked to rate the applicability of each item on a scale of 1 (Never true) to 4 (Always true). Notably, the survey has been designed with readability in mind, requiring just a 4th-grade reading level according to the Flesch-Kincaid readability formula (Flesch, 1979), and can typically be completed within 2-4 minutes.

The PEECE Survey, underpinning its sound theoretical base, targets three critical areas: academic success of children, feasibility of parental engagement regardless of socio-demographic constraints, and actionable data that could inform targeted parental engagement plans. The reliability of the survey's subscales varies, with strong internal consistency for the Knowledge/Expectations and Trust/Communication subscales (GLB = 0.81–0.85), while the Home-based Engagement subscale showed slightly lower reliability (GLB = 0.63).

In conclusion, preliminary findings suggest that the PEECE Survey is an effective, unbiased tool for evaluating parental engagement, especially among socioeconomically disadvantaged and African American parents in the USA. It was designed with ease of comprehension in mind, particularly for English-speaking, ethnically diverse, and low-income families. Consequently, during the translation process for the Turkish adaptation, the author paid close attention to maintaining these distinguishing features of the original survey.

3.4.3.2 Translation and Adaptation of the Parent Engagement in Early Childhood Education Survey (PEECE) into the Turkish Language

Prior to beginning the translation, all necessary approvals from the authors of the original survey were obtained in order to translate the document into Turkish via email. Multiple stages of the translation process were completed (see Figure 3.1). The tool was initially translated into Turkish by two different researchers. One of these translators was the author of this study as he has got a bachelor's degree in English Language Teaching. The other translator was a professional translator and tutor at the Department of Translation and Interpretation of Afyon Kocatepe University. The two translators compared the two translated versions of the instrument after they had been translated. Following that, they identified the discrepancies that were present, item by item, and talked about potential solutions. They succeeded in unifying the two forms of both instruments and gave the instrument a single form. Then, a researcher who is interested in English Language Teaching and has experience with translation and interpretation backtranslated this form. The instrument's back-translated form was compared to its original translated version.

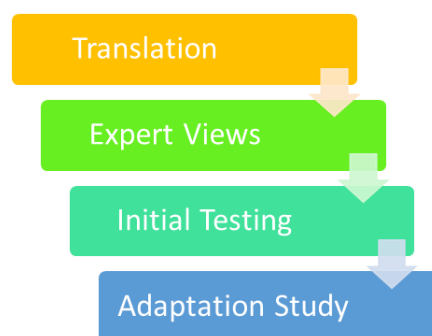


Figure 3. 1. The adaptation process of the Parent Engagement in Early Childhood Education Survey

Item by item, the discrepancies that already existed were identified, and potential solutions were discussed. Then, another instrument form was accomplished. However, the author used other methods in the translation and adaptation process besides back translation. To adopt a more meaning-oriented approach for the translation and adaptation process, and to improve the clarity, appropriateness, and meaning of the items, consultations were held with five experts from various fields. These experts included three academics from the Early Childhood Education department, one from the Turkish Language department, and one from the Measurement and Evaluation department. Additionally, ten parents of preschoolers were also consulted. The necessary revisions were made after each stage of expert opinions based on their feedback and provided in Appendix C of this study. After the translation was complete, the form was given to two mothers and two fathers for them to read and evaluate the items' clarity. Finally, the instrument's final version was developed to evaluate the validity and reliability of the survey in the adaptation study.

3.4.3.3 Validity and Reliability of the Turkish Form of Parent Engagement in Early Childhood Education Survey (PEECE)

The aim of the adaptation study, a crucial task within the scope of dissertation, was to investigate the accuracy and consistency of the Turkish Form PEECE in the early childhood education context.

In the process of adapting scales, exploratory factor analysis is frequently used before confirmatory factor analysis, but it is not particularly preferred. Exploratory factor analysis is a method used by researchers to examine the structure of a developed or adapted scale when they have no idea about factor structures or scientific evidence to support their claims (Finch and West, 1997). However, when PEECE was first developed by Gross et al. (2022), it was based on a sample that was similar to the one used in this study. To evaluate the reliability of the scale, the Cronbach Alpha coefficient was calculated to measure the internal consistency of the items used in the scale. Additionally, item-total correlations were considered during the analysis to determine the properties of the items.

The adaptation study was conducted in Afyonkarahisar, where seven kindergartens, including three private and four public ones, participated with a total of 381 parents whose children were between 36-72 months of age.

In the process of adapting the PEECE, the author strategically decided to focus the sampling on parents of children aged between 36-72 months. This decision was guided by several factors. Firstly, this specific age range is a critical period in a child's development, and having a measurement tool like the PEECE specifically adapted for this group will provide a valuable resource for future research. Additionally, by focusing efforts on this age group, the author aimed to enhance the overall accuracy and reliability of the PEECE's adaptation. Furthermore, this work with this particular demographic is believed to set a precedent for future studies, enabling other researchers to replicate or build upon these methods. By creating a clearly defined, applicable and adaptable model, the goal was to foster a seamless continuation of research in this important area. The overarching goal of the author was to contribute to the ongoing development of robust, effective tools for understanding and enhancing the well-being of children in this pivotal developmental stage.

The data was collected through convenience sampling after receiving official permission from the Applied Ethics and Research Center at Afyon Kocatepe University and the Provincial Directorate of National Education (see Appendix D). The researcher contacted the schools to arrange data collection meetings, and the data was collected during the spring semester of the 2022-2023 academic year. Table 3.3 presents the demographic characteristics of the sample.

Table 3. 3.

Demographic characteristics of the sample of the adaptation study

Characteristics	f	%
Parent's Gender		
Female	338	88.7
Male	43	11.3
<i>Total</i>	<i>381</i>	<i>100</i>
Parent's Age		
22-25	14	3.7
26-30	93	24.4
31-35	154	40.4

Table 3.3. (continued)

36-40	96	25.2
41-45	24	6.3
Parent's Educational Level		
Elementary School	31	8.1
Secondary School	46	12.1
High School	91	23.9
University	180	47.2
Master's Degree	24	6.3
PhD Degree	9	2.4
Parent's Employment Status		
Unemployed / Homemaker	200	52.5
Public worker	93	24.4
Private worker / Business Owner	88	23.1
Place of Residence		
City Center	333	87.4
Suburbs or the countryside	48	12.6
Household Income		
TL16,000	202	53.01
TL16,001- TL32,000	135	35.43
TL32,000 or above	44	11.54
Number of Children		
1	121	31.8
2	185	48.6
3	59	15.5
4 or above	16	4.2
Child's Gender		
Girl	186	48.8
Boy	195	51.2
Child's age		
36-41 months	40	10.5
42-53 months	79	20.7
54-65 months	112	29.4
66-72 months	150	39.4
Child's previous attendance to pre-school education		
Attended	188	49.3
Not attended	193	50.7
School Type		
Private	136	35.7
Public	245	64.3

Table 3.3 presents the demographic characteristics of the parents and children involved in the adaptation study. The sample comprised 381 parents, predominantly female (88.7%), with males constituting only 11.3%. The age of the parents was

mostly between 31-35 years old (40.4%), followed by those aged 36-40 years (25.2%), 26-30 years (24.4%), 41-45 years (6.3%), and 22-25 years (3.7%).

In terms of education, nearly half of the parents (47.2%) held a university degree, 23.9% completed high school, 12.1% had secondary school education, 8.1% attended elementary school, while 6.3% held a Master's degree, and a small percentage (2.4%) had a PhD degree. As for employment, over half of the parents were unemployed or homemakers (52.5%), with public workers making up 24.4%, and private workers or business owners forming 23.1% of the sample. Most parents resided in the city center (87.4%).

The household income ranged widely, with 53.01% of the parents reporting an income of TL16,000 or below, 35.43% between TL16,001 and TL32,000, and 11.54% reporting a household income of TL32,000 or above. When considering the number of children, 48.6% of the families had two children, followed by families with one child (31.8%), three children (15.5%), and four or more children (4.2%).

Child characteristics included an almost equal gender distribution, with boys making up 51.2% and girls 48.8%. The age of the children ranged from 36 to 72 months, with the majority being between 66-72 months (39.4%). Previous attendance to pre-school education was almost evenly split, with 49.3% having attended and 50.7% not having attended pre-school. Lastly, most children were enrolled in public schools (64.3%) with 35.7% attending private institutions.

According to Tabachnick & Fidell (2013), before applying statistical analyses, the dataset should be examined for missing data, univariate and multivariate normality, linearity, outliers, multicollinearity, and residuals. In this study, no missing data was found in the dataset. However, to ensure sufficient sample size, Kline (2016) suggested a minimum of 200 participants, and the study had 381 participants, meeting this requirement.

Additionally, two tests were conducted to determine if the data was appropriate for analysis. The first test is the Kaiser-Meyer-Olkin (KMO) test, and the expected value for this test is above .70. The second test is the Bartlett sphericity test, and the p-value for this test should be below .05 (Çömlekçi & Başol, 2019; Keser et al., 2017). The results of these tests can be examined in Table 3.2 indicating that the data is suitable for analysis.

The suitability of the adapted version of the scale, whose theoretical structure was determined in its original form, to the sample group it was applied to in the adaptation process is determined by using confirmatory factor analysis (CFA) (Şeker & Gençdoğan, 2014).

Table 3. 4.
KMO and Bartlett's Test of Sphericity Results

KMO		.900
Bartlett's Test of Sphericity	Approx. Chi-Square	6121.892
	df	300
	p	.000

Confirmatory factor analyses were conducted to examine the construct validity and factor structure of the scale. Accordingly, the obtained 3-factor structure was subjected to CFA on 381 data. Figure 3.3 shows the standardized coefficient solutions for the Turkish form of PEECE.

Additionally, multiple fit indices were examined to assess the goodness of fit of the model during the analysis (see Table 3.4). This revealed that the dataset provided a better fit to the model.

Table 3.5 presents the model fit indices for the PEECE model, and the values of the indices are compared to the acceptable thresholds. The indices suggest that the model fits the observed data well, with values either at or above the acceptable thresholds (Çelik & Yılmaz, 2013; Çömlekçi & Başol, 2019; Şimşek, 2007). According to these results, it can be said that the 3-factor structure has been confirmed. Therefore, the items have focused on 3 factors: Knowledge/Expectations (items 1, 2, 4, 7, 11, 12, 14, 15, and 16), Trust/Communication (items 3, 6, 8, 9, 10, 18, 19, 20, 21, 22, and 24), and Home-based Engagement (items 5, 13, 17, 23, and 25). There was no need for item deletion or revision.

To examine the reliability values of the scale, necessary analyses were conducted. First, Cronbach's alpha coefficient, which provides internal consistency of the items used in the scale, was calculated. Cronbach's alpha measures the internal consistency of a measure and focuses on correlations between different items on the same measure, assuming that items on the test measure the same construct to produce

similar scores across participants. The current study showed acceptable internal consistency values, with $\alpha=.97$ for Knowledge/Expectations, $\alpha=.80$ for Trust/Communication, and $\alpha=.74$ for Home-based Engagement. The internal consistency value for the whole scale was $\alpha=.80$. These values indicate that the scale has internal consistency.

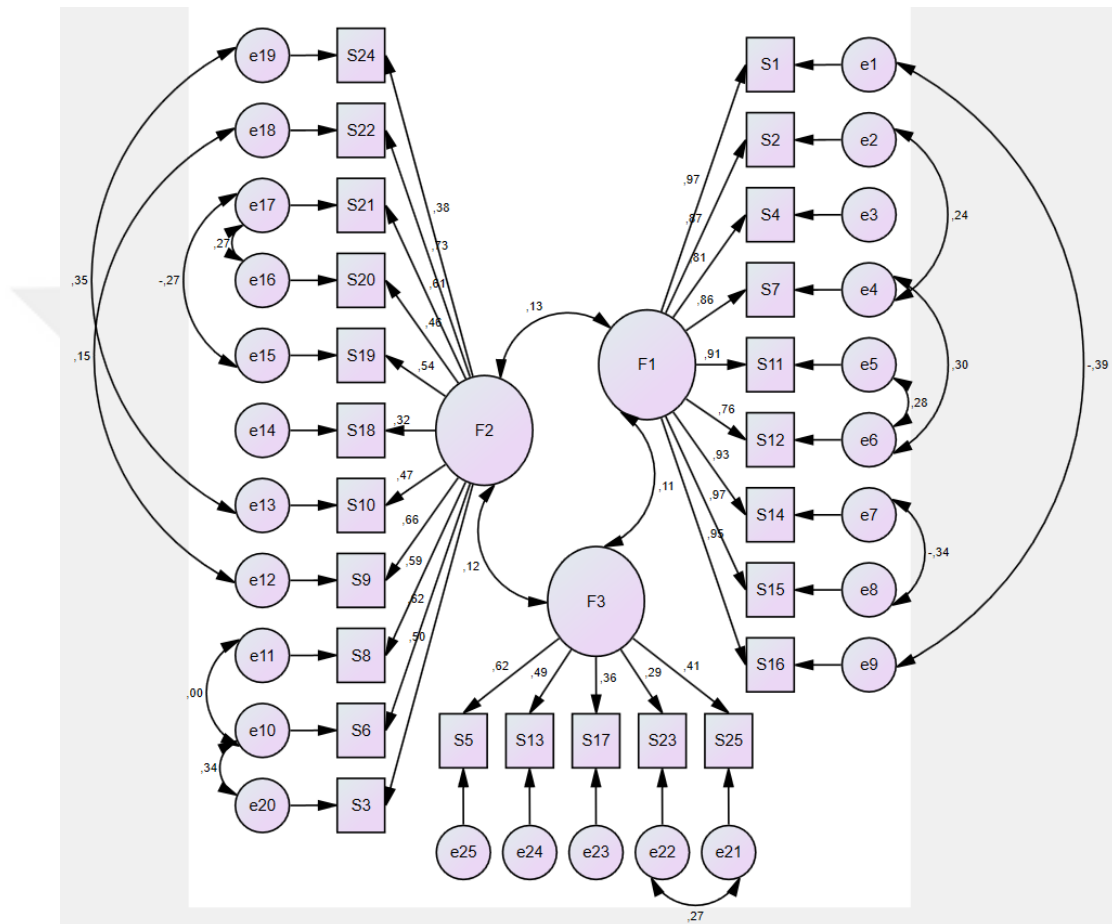


Figure 3. 2. CFA results for the Turkish Form of PEECE. F1= Knowledge/Expectations; F2= Trust/Communication; F3= Home-based Engagement

Table 3. 5.

The goodness of fit indices values for the Turkish form of PEECE

Model Fit Index	Acceptable Values	Values of the Turkish form of PEECE
χ^2/sd	<5	1.312
RMSEA	<.08	.029
NFI	>.90	.946
CFI	>.95	.986
GFI	>.90	.935
AGFI	>.85	.919

In addition, item-total correlations were also calculated to determine the properties of the items. It was observed that the item-total score correlations obtained by item analysis ranged between .311 and .577 (see Table 3.6).

Table 3. 6.
Item – Total Correlations of the Turkish Form of PEECE

Items	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
1	.558	.796
2	.513	.796
3	.386	.799
4	.484	.797
5	.313	.807
6	.483	.793
7	.479	.797
8	.409	.798
9	.385	.799
10	.387	.804
11	.529	.796
12	.440	.798
13	.341	.808
14	.509	.797
15	.577	.795
16	.556	.796
17	.322	.809
18	.362	.808
19	.335	.803
20	.396	.799
21	.425	.798
22	.487	.794
23	.311	.816
24	.386	.804
25	.329	.819

Table 3.5 displays the reliability results for the Turkish form of PEECE. According to the analysis, the internal consistency coefficient does not decrease when any item is removed from the scale. Therefore, it can be seen that the 25-item scale has high reliability in this form. Additionally, it was found that the item-total correlations were greater than .30, indicating that the items have high discriminatory power (De Vaus, 2002).

Overall, the results of the present study indicate that the Turkish form of the PEECE has acceptable reliability and validity. This suggests that the items in each subscale accurately represent the construct and are internally correlated to form the subscales. Thus, the Turkish form of PEECE can be a valuable tool for evaluating parental engagement in early childhood education. Researchers and educational authorities can use this scale to assess the level of parental engagement with their young children's education, which can lead to the development of improved programs and facilities and ultimately better child outcomes. Further research on different samples can enhance the scale's reliability and validity in the future.

In alignment with the goals of this study, the utilization of the Parent Engagement in Early Childhood Education Survey (PEECE) offers a robust framework for measuring parent engagement in early childhood education within the context of Türkiye. Initially developed by Gross et al. (2019) in conjunction with City Schools in the United States, the PEECE was designed to encapsulate equitable markers of parent engagement, with a particular emphasis on low-income, racially, and ethnically diverse communities.

The PEECE centers on several pivotal factors, encompassing aspects such as home-based learning activities, parental understanding of their children's education, parental aspirations, and the nature of home-school communication. It also accounts for the quality of relationships among parents, schools, and teachers. These components are deemed integral to the construct of parental involvement, acting as influential catalysts that bear a close connection to children's academic achievement.

This approach facilitates a comprehensive evaluation of parent engagement, transcending socio-demographic boundaries and offering critical insights into the broader educational landscape. Therefore, its integration into this study not only enriches the scope of the research but also reinforces the theoretical underpinnings,

supporting an all-encompassing exploration of parent engagement within the early childhood educational setting in Türkiye.

The PEECE was carefully designed to be theoretically sound, empirically linked to academic success, and feasible for parents of all socio-demographic backgrounds. These characteristics of the PEECE make it a highly relevant tool for this study, given that the research context includes diverse populations of Turkish parents whose children attend early childhood education centers. Importantly, the PEECE provides actionable data that can be used to develop targeted parent engagement action plans, which aligns well with the goals of this research to improve early childhood education outcomes in Türkiye.

The translation of the PEECE into Turkish was carried out with meticulous attention to preserve the nuances of the original form, ensuring its readability, comprehension, and applicability in the Turkish context. The successful validation of the Turkish PEECE, revealed through a three-factor structure and strong reliability values, further attests to its suitability for this study. The Cronbach's alpha values obtained for the subscales of Knowledge/Expectations ($\alpha=.97$), Trust/Communication ($\alpha=.80$), and Home-based Engagement ($\alpha=.74$), and for the entire scale ($\alpha=.80$) indicate high internal consistency, which is crucial for the reliability of the research findings.

In conclusion, the use of the Turkish form of PEECE in this study is a strategic choice that promises accurate, reliable, and culturally-relevant measurement of parental engagement in early childhood education. This choice not only guarantees the robustness of the research findings but also contributes to the broader goal of advancing early childhood education practices and outcomes in Türkiye.

3.4.4 Home Literacy Environment Questionnaire (HLEQ)

To measure one of the variables with the aim of identifying relationships in this study, the HLEQ which was originally developed by Marjanovič Umek et al. (2005) will be used for being convenient.

3.4.4.1 Original Form of HLEQ

HLEQ, developed by Umek et al. (2005), is a comprehensive instrument designed to evaluate various aspects of the home literacy environment. This includes,

but is not limited to, behaviors related to book reading and conversation, making it a multifaceted and robust measure of the overall home literacy environment.

The HLEQ is composed of 33 items, all of which are designed to gauge the frequency of parent-child literacy-related activities. Parents are asked to rate the prevalence of these activities on a Likert scale, which ranges from 1 to 6 (with 1-2 indicating 'never or rarely', 3-4 representing 'frequently', and 5-6 suggesting 'very frequently or always'). This enables the questionnaire to capture a detailed spectrum of interaction frequencies, lending granularity to the evaluation.

Subsequent scoring of the HLEQ involves computing the mean of all item scores. This cumulative score preserves the integrity of the original Likert scale and ranges between 1 and 6. Not only does this approach maintain consistency with the original response scale, but it also offers a holistic, numeric representation of the literacy environment in the home. This can be particularly valuable for researchers and educators seeking a quantifiable understanding of literacy practices within a child's home environment.

It's important to emphasize that the breadth of the HLEQ is one of its key strengths, allowing for a broad yet detailed view of home literacy practices. This feature may be particularly beneficial for identifying specific areas of strength or improvement within a home literacy environment, aiding in more targeted literacy intervention efforts.

3.4.4.2 Validity and Reliability of the HLEQ

The Turkish variant of the Home Literacy Environment Questionnaire (HLEQ) was established through the diligent efforts of Altun (2013). The instrument's adaptation procedure was initially tested in a pilot study involving a diverse participant group of 754 parents, originating from five distinctive districts of Ankara. This participant group was largely composed of mothers, who made up approximately 83% (n=622) of the respondents, with fathers accounting for the remaining 17% (n=132).

Following the completion of data collection, a meticulous statistical analysis was initiated to assess the reliability and validity of this Turkish adaptation of the HLEQ. A central component of this verification process was the computation of the Cronbach's alpha coefficient, which was employed to scrutinize the reliability of the

questionnaire. In the context of the pilot study, the Turkish version of the HLEQ yielded a remarkably high Cronbach's alpha coefficient of .89, indicating a robust level of internal consistency.

Moreover, when examined through the lens of the original five-factor structure, the model accounted for approximately 48.7% of the variance. The contributions of each factor to this variance were also calculated: factor 1 provided a substantial 25.68%, factor 2 contributed 7.85%, factor 3 offered 6.23%, factor 4 added 4.75%, and finally, factor 5 inserted an additional 4.18%.

Based on these statistical indicators, the Turkish variant of the HLEQ was deemed to exhibit excellent reliability. The meticulous translation process, in conjunction with the comprehensive statistical validation, ensures that the Turkish version of the HLEQ can be confidently used in research studies to evaluate the quality of the home literacy environment (Altun, 2013). The process and results of this adaptation affirm its applicability and relevance in the Turkish context, setting the stage for future research into home literacy environments within this cultural milieu.

The decision to exclusively use the Home Literacy Environment Questionnaire (HLEQ) in this dissertation aligns with the key research objectives and the nature of the research hypotheses. The HLEQ, with its comprehensive scope, captures the multi-dimensional characteristics of the home literacy environment and presents a strong alignment with the central research hypotheses positing the home literacy environment as a mediating factor in the relationships between parents' satisfaction, parent engagement, and household income.

Developed by Marjanovič Umek et al. (2005), the HLEQ probes the quality of home literacy environment using five distinct dimensions: stimulating the use of language, reading books to children and visiting the library and puppet theatre, engaging in joint activities and conversation, performing interactive reading, and supporting the zone of proximal development. These dimensions not only encompass various facets of the home literacy environment but also offer an in-depth understanding of how this environment potentially contributes to parent engagement and satisfaction, and how it may be influenced by household income. The original HLEQ demonstrated strong reliability with a coefficient of 0.91, bolstering the instrument's capacity to provide accurate and consistent measurements.

The Home Literacy Environment Questionnaire (HLEQ), with its robustly constructed framework, offers an expansive and culturally relevant assessment of the home literacy environment, thus making it a crucial instrument in the context of this study. Its Turkish adaptation by Altun (2013) amplifies its cultural and linguistic pertinence, thereby ensuring the instrument's resonance with the Turkish context. In the process of its adaptation, meticulous care was taken to retain the integral five-factor structure of the original version, whilst attaining a high reliability coefficient of .89. This demonstrates a commendable level of internal consistency among the items, thus reinforcing the dependability of the measure.

Corroborating the reliability and validity of the Turkish version of the HLEQ were the results from the pilot study, where the model accounted for 48.7% of the variance, a substantial percentage that supports its aptness for this research. In the context of the main study of this dissertation, the Cronbach's alpha for the HLEQ was found to be an impressive .90, further validating the reliability of the instrument.

The employment of the HLEQ in this research, with its extensive dimensions, proven reliability, and culturally suitable Turkish adaptation, offers a sturdy and contextually appropriate apparatus for assessing the home literacy environment. In doing so, it not only fortifies the precision of the research findings but also elevates the overall validity of the research outcomes. The choice of this measure, thus, bolsters the exploration of the proposed relationships and the fulfillment of the research objectives, rendering it a valuable tool in this academic investigation.

3.5 Data Collection Procedure for the Main Study

After the translation and adaptation of the PEECE, all four main data collection instruments were merged in a single data collection form (Appendix A).

In order to increase the number of participants, it was thought to give a gift to one person at the end of the data collection process by drawing among the participants, but this idea was abandoned considering that the number of outlier data would increase. Participants were included in the study completely voluntarily.

In order to contribute to sustainability while reducing the cost and carbon footprint of the study, it was decided by the author that the data collection tools to be used in this study would not be given to the participants in printed form; instead, the data would be collected online via Google Forms, although it was decided by the

author to give the participants a choice during data collection and to give printed forms to the participants who wanted them. Considering the predictions of the classroom teachers consulted by the author, parents were reached through printed forms, especially in socio-economically disadvantaged schools. The data of the study were collected during the spring semester of the 2022-2023 academic year. Before starting the data collection, the necessary permissions were obtained from the Applied Ethics and Research Center in Middle East Technical University and Afyonkarahisar Provincial Directorate of National Education.

After granting permission, the schools were contacted by the author to arrange visits to the school for data collection. The first thing the author did in the data collection visit is to inform the principals and classroom teachers and about the purpose of the study and the data collection procedure. After that, the researcher provided the data collection online links to the classroom teachers to be forwarded via WhatsApp groups to the parents of the children in their classroom. On the contrary, some teachers in socio-economically disadvantaged schools asked for printed forms and the author met this requirement.

The author additionally developed a consent form that encompassed concise information concerning the study's objectives and procedures, as well as a statement addressing parents' voluntary participation in the research (see Appendix E). Subsequently, the data collection forms and consent forms were enclosed in envelopes, sealed, and discreetly distributed to parents by the teachers who requested the printed forms. The parents of the teachers who stated that their parents would fill out the forms more easily online and requested the link to the online form could not answer the questions without reading and approving the consent form, so it was assumed that their consent was also obtained.

Although it is impossible to leave the questions in the online forms blank, unfortunately, the problem of missing value occurs in printed forms. In this respect, in classes where printed forms were given, teachers asked parents to make sure that the questions were never left blank. In this way, no missing data was found in the study.

The sample of this study included the parents whose children, aged 60-72 months, were attending to a nursery class or a kindergarten in Afyonkarahisar. The author did not directly contact the parents because the intended sample of the study

was large enough (N=660). Therefore, it was not feasible and economical in terms of time to reach all parents individually. For this reason, the data of the study were collected through a third party: the teacher of the class.

3.6 Data Analysis

The data analysis procedure of the study encompassed four distinct stages (see Figure 3.2). Initially, the data underwent screening to identify outliers and missing values, while also verifying the assumptions required for analysis. Subsequently, the potential influence of demographic variables on the mediating and the exogenous variable was examined.

In the third stage of the data analysis process, descriptive analysis was conducted. This involved examining and summarizing the data using statistical measures such as means, frequencies, and percentages to gain a better understanding of the variables and their characteristics. In the final stage, path analyses were utilized to assess the direct and indirect relationships among the variables of interest.

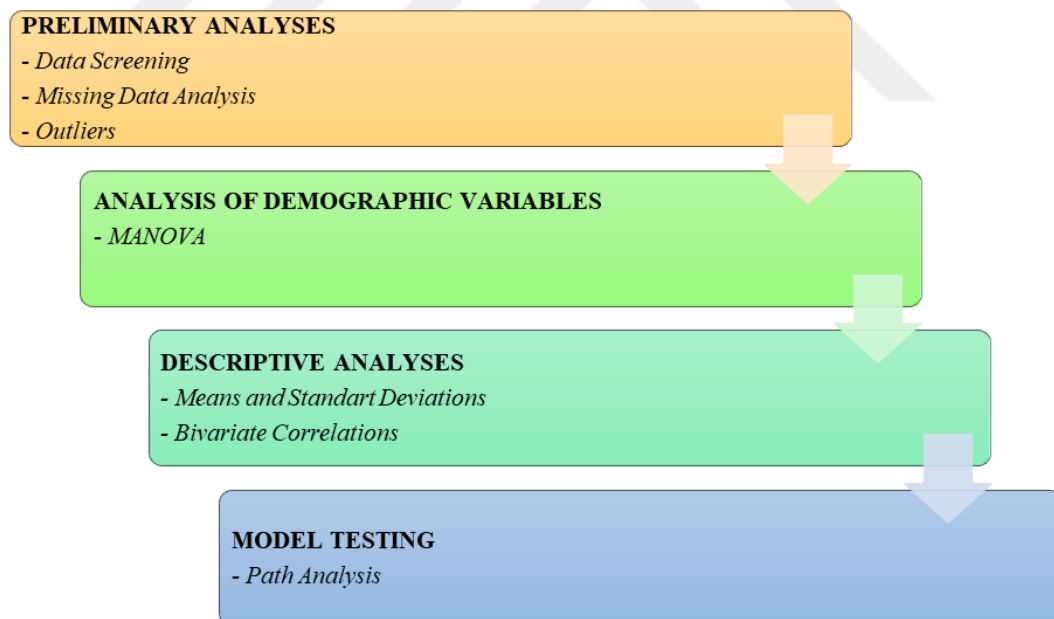


Figure 3. 3. Phases of data analysis in the main study

3.6.1 Preliminary Analysis (Data Screening and Testing Assumptions)

In preparation for testing the hypotheses addressed in this study, a series of preliminary analyses were conducted. The initial step involved screening and

processing the study's data to identify any data entry errors, missing values, and outliers. To accomplish this, the IBM SPSS 27.0 package program was utilized, ensuring the integrity of the dataset.

Following the data screening process, the assumptions necessary for the subsequent data analysis were examined using IBM SPSS 27.0. Firstly, the adequacy of the sample size, which had been approximately determined prior to data collection, was assessed. Secondly, the data was evaluated to determine whether it exhibited a normal distribution. Subsequently, an assessment was made regarding the presence of linearity within the distribution.

By performing these essential preliminary analyses, the current study established a solid foundation for the subsequent testing of the hypotheses. The diligent screening and treatment of the data ensured the reliability and validity of the results obtained from the data analysis phase. Moreover, adherence to established statistical assumptions serves to enhance the robustness and credibility of the findings, ultimately contributing to the overall rigor of the study.

3.6.2 Preliminary Analysis Regarding Demographic Variables

In the present study, several parent-related characteristics were examined as potential variables that could influence the research outcomes. Specifically, the impact of demographic variables such as household income, parental education level, and employment status on parental involvement was investigated based on previous literature (e.g., Eccles & Harold, 1996; Fantuzzo et al., 2000; Kohl et al., 2000; Lee et al., 2007). Additionally, the researcher included household income as a moderating variable in the proposed model.

Prior to testing the hypotheses regarding the model, an analysis was conducted to explore the potential effects of parent's gender, educational level, employment status, and monthly income on the research variables using the IBM SPSS 27.0 package program. Individual factorial multivariate analysis of variance (MANOVA) was performed to examine whether the scores for the exogenous and mediator variables differed significantly based on parent's gender, household income, parent's age, parent's employment status, and parent's educational level.

Before proceeding with the MANOVA, certain assumptions were examined. Firstly, any univariate and multivariate outliers were removed from the dataset to

mitigate their potential impact on the analysis results. Secondly, while the data in the current study generally adhered to the normality assumption based on the inspection of skewness and kurtosis values, normality tests, histograms, and plots, it was decided to employ the bootstrap method as a precautionary measure to address any potential violation of the normality assumption (Chernick, 2008).

Given that there was only one exogenous variable in this study, concerns regarding multicollinearity and singularity were not applicable. Similarly, the scatterplot matrices for all combinations of the independent variables showed no evidence of violating the linearity assumption (see Appendix G).

Interpreting p-values alone for the effect of independent variables on dependent variables does not provide conclusive evidence of practical significance in terms of correlation or mean difference. Therefore, effect size measures were used to provide more robust evidence of the effect or difference (Sun et al., 2010). Specifically, Pillai's trace (V) was utilized for interpreting the results of the MANOVA, as it offers more robust results in cases where assumptions may be violated or sample sizes are unequal, while also providing effective control of Type I error compared to other tests like Wilks' Lambda or Hotelling's trace (Field, 2009; Harlow, 2005; Pillai, 1955; Tabachnick & Fidell, 2013). Additionally, partial eta squared values (η^2_p) were considered to evaluate the potential effects of demographic variables, as p-values are highly sensitive to sample size (Ferguson, 2009; Royall, 1986, 1997). Cohen's guidelines (1988, 1992) were employed to interpret effect sizes, with magnitudes of .01, .06, and .14 representing small, medium, and large effect sizes, respectively. In the current study, partial eta squared coefficients equal to or greater than .06 were considered as sufficient evidence of the variables' effects (Richardson, 2011).

3.6.3 Descriptive Analysis

The initial phase of the study involved conducting descriptive analyses to address the first research question. These descriptive analyses aimed to characterize the scores of each exogenous, mediator, and endogenous variable using IBM SPSS 27.0. In line with the study's main objectives, the means, standard deviations, and minimum and maximum values were reported for the entire sample.

3.6.4 Bivariate Correlations among the Study Variables

Bivariate correlation coefficients were computed to assess the strength and direction of the linear relationship between parents' satisfaction, home literacy environment, and parent engagement. The bivariate correlation analysis was performed using the IBM SPSS 27.0 statistical program. In interpreting the magnitude of the correlations among the study variables, coefficients below .30 were considered indicative of a small effect. Coefficients ranging from .30 to .50 were deemed to represent a moderate effect, while coefficients exceeding .50 were classified as a large effect according to Cohen's guidelines (1988, 1992).

3.6.5 Path Analysis

To investigate the direct and indirect relationships among the study variables based on the proposed model, path analysis, a form of Structural Equation Modeling (SEM) with observed variables, was employed. This analytical approach allows for the simultaneous examination of the relationships among the observed constructs, namely parents' satisfaction, home literacy environment, and parent engagement (Kline, 2016; Schumacker & Lomax, 2010). The path analysis was conducted using the AMOS statistical package program Version 23. By employing path analysis, the current study was able to explore the direct and indirect associations among the study variables within the path diagram (Kline, 2016; Tabachnick & Fidell, 2013).

The execution of the path analysis within this study was undertaken in accordance with prescribed steps indicated in relevant scholarly literature (Kline, 2016; Schumacker & Lomax, 2010). Initially, a path model that incorporated hypotheses was sketched out, supported by an exhaustive review of relevant literature. This review made use of prevailing theoretical frameworks, previous research studies, and other pertinent knowledge within the domain of interest. A model featuring observed structural dynamics was employed during the specification phase, wherein the endogenous variable was depicted as the resultant factor of the model's other variables (Kline, 2016). At this juncture, error variances were incorporated into all the model's endogenous and mediator variables, and the parameters were delineated, including the determination of path coefficients.

Subsequently, the approximations relevant to the proposed model were generated using the data gathered from the main study. This stage included the calculation of parameter values and estimated errors.

Following this, the fit between the collected data and the model was evaluated. A selection of fit indices, as recommended in existing literature, was used to gauge the model fit. These indices offered different perspectives on interpreting the model fit, accommodating a variety of interpretation suggestions found within the literature. The advised thresholds for each fit index were set according to well-established guidelines referenced in the literature, which are presented alongside the cut-off values for fit indices in Table 3.9.

In summary, this comprehensive and rigorous path analysis approach offers a robust foundation for understanding the dynamics between variables in this study. With the robust methodology and stringent criteria for model fit, the outcomes of this analysis should provide valuable insights into the research question at hand.

Table 3. 7.

Fit indices and acceptable cutoff-values

Fit Index	Recommended Range	References
χ^2/df	≤ 3	Anderson & Gerbing, 1984; Hooper et al., 2008
RMSEA	≤ 0.08	Hu & Bentler, 1999; Jöreskog & Sörbom, 1993
SRMR	≤ 0.08	Kline, 2016
NFI	$0.95 \leq NFI \leq 1$	Marsh & Hau, 1996; Shevlin & Miles, 1998
CFI	$0.95 \leq CFI \leq 1$	Marsh & Hau, 1996; Shevlin & Miles, 1998
GFI	$0.95 \leq GFI \leq 1$	Marsh & Hau, 1996; Shevlin & Miles, 1998
AGFI	$0.95 \leq AGFI \leq 1$	Marsh & Hau, 1996; Shevlin & Miles, 1998
IFI	$0.95 \leq IFI \leq 1$	Hu & Bentler, 1999; Jöreskog & Sörbom, 1993

In order to elucidate the interactions between endogenous variables and their respective predictors within the path model, emphasis was placed on the examination of path coefficients. These coefficients, analogous to regression coefficients within the context of multiple regression analyses, served as tools to gauge both the potency and statistical significance of these relationships (Kline, 2016).

Within the subsequent 'Results' section of this research endeavor, both standardized (denoted as β) and unstandardized (marked as 'Estimate') path

coefficients will be presented. Accompanying these will be their associated standard errors (SE) and respective p-values. These statistical values, in tandem, serve the purpose of establishing the statistical significance of the path coefficients. All these findings will be conveniently organized and displayed in a tabular format.

By detailing these coefficients and accompanying statistical measures, this study aims to offer a comprehensive and statistically robust evaluation of the interactions and dependencies within the model. This transparent and meticulous approach not only enriches the findings of this study but also enhances its reliability and reproducibility, reinforcing its contribution to the broader body of academic literature.

3.7 Assumptions and Limitations

The author assumes that participants in this study have expressed their views honestly and accurately regarding the items in the data collection instruments that were used. In addition, it was assumed that there was no interaction between parents while responding to items in the instruments and that parents clearly read and understood the items accurately.

The study was limited to parents who are residing in the provincial center of Afyonkarahisar or three near suburban districts (Sülümenli, Beyyazı and Sadıkbey) and had 60–72-month-old children enrolled in nursery classes or kindergartens during the spring semester of the 2022-2023 academic year.

One additional limitation of the study is related to the data collection method. Specifically, the study data is restricted to the information provided by parents through self-report measures concerning their satisfaction with their young children's educational experiences, home literacy environment, and parent engagement. Additionally, the researchers did not collect data through alternative assessment methods, such as interviews or observations.

3.8 Ethical Issues

The author approached ethical considerations with utmost seriousness and caution prior to the commencement of the study, recognizing that ethical concerns are paramount and cannot be deferred (Hesse-Biber, 2016). Consequently, potential ethical issues arising from the present study were meticulously examined and

deliberated upon. In addition, the researcher sought guidance from the Applied Ethics and Research Center at METU to assess the study's adherence to ethical considerations. Following thorough evaluation, the committee at the center determined that the study posed no ethical concerns and granted permission for its administration (see Appendix F).

Furthermore, ethical considerations were not only taken into account prior to the initiation of the study but were also upheld throughout its duration and even after its completion. In essence, the researcher diligently considered ethical issues at each stage, aligning with the nature of the study, which encompassed aspects such as informed consent, confidentiality, deception, and potential psychological harm (Cohen et al., 2007; Gay et al., 2012; Lodico et al., 2006).

Initially, a consent form (see Appendix E) containing concise information pertaining to the study's purpose and procedures was disseminated to the participants. Subsequently, concerns regarding the confidentiality of the collected data were addressed. Measures were implemented to ensure confidentiality, such as providing envelopes for the forms and instructing parents to seal the envelopes before returning them. Participants were explicitly instructed not to include their names on the forms. Additionally, teachers were entrusted with the responsibility of safeguarding the forms, explicitly instructed not to open the envelopes. Neither the identities of the institutions nor those of the participants were disclosed during or after the study.

On the other hand, in the context of the teachers who stated that their parents could fill in the data collection tools online, the parents were never asked for name-surname and contact information on the forms, and the e-mail addresses of the participants were not collected from these data collected through Google Forms.

Moreover, participants were not subjected to any form of deception during the phase of data collection. As stipulated in the consent form, participants possessed the right to decline participation or withdraw from the study at any point. Lastly, the research instruments employed in the study were tailored to be suitable for the participants, devoid of any potentially displeasing statements or factors that could cause psychological harm.

CHAPTER 4

RESULTS

The results of this study, which examined the mediating role of home literacy environment and the moderating role of household income in the relationship between parents' satisfaction and parent engagement, are given under the titles of results of preliminary analysis, descriptive results and bivariate correlations among the study constructs and the proposed model, respectively.

4.1 Results of Preliminary Analysis (Data Screening and Testing of Assumptions)

Prior to embarking on hypothesis testing, a preliminary examination of the collected data was meticulously conducted. This vital initial step ensured that the subsequent analysis and hypothesis testing were based on clean, accurate, and reliable data, thereby enhancing the integrity and validity of the findings.

Firstly, the data were scrupulously inspected for any potential input errors. This is essential because such errors could distort the analysis, leading to inaccurate conclusions. Any detected anomalies were addressed appropriately to maintain the integrity of the dataset.

Secondly, the dataset was probed for any missing values. These could occur due to various reasons, such as participant non-responses or errors in data collection. Missing values can significantly impact the robustness of subsequent analyses and lead to potentially biased results. Hence, any detected missing values were dealt with using appropriate statistical methods.

Next, the data were analyzed for potential outliers. Outliers are data points that deviate significantly from the majority of data and could potentially skew the results of the analysis. The presence of outliers was carefully assessed and managed following standard statistical guidelines.

Finally, the dataset was evaluated to ascertain whether it met the requisite assumptions for subsequent analyses in the study. These assumptions vary based on the type of statistical analysis being employed and are crucial to ensure the validity of the results derived from the analysis.

In conclusion, this thorough screening and preparation of the data were necessary to lay a solid foundation for the subsequent steps in the study, ultimately ensuring the reliability and validity of the findings.

4.1.1 Data Screening (Management of Missing Values and Outliers)

This section elucidates the steps taken and the analytical techniques utilized to groom the data in preparation for the primary analyses of the study. The IBM SPSS 27.0 software was employed to conduct these initial analyses and data cleanup tasks.

The initial step involved a meticulous scrutiny of the dataset to identify any errors stemming from data entry. The integrity and accuracy of data entry is a fundamental aspect of research since it directly influences the validity of the findings. Any detected data entry errors within the dataset were rectified accordingly.

Subsequent to error rectification, preliminary analyses were carried out to ready the data for the main analyses. This entailed examining the dataset for missing values, an essential procedure considering missing data can distort results and lead to inaccurate conclusions. The examination confirmed the absence of missing values within the dataset, thereby endorsing the dataset's comprehensiveness.

Lastly, an assessment for outliers within the dataset was conducted. Outliers, which are data points that significantly deviate from other observations, can unduly skew analytical results, and thus, their detection and management are critical. Any detected outliers were meticulously eliminated from the dataset.

Overall, these methodical steps to prepare the data, which included error rectification, missing value analysis, and outlier detection, set the stage for an accurate and robust data analysis phase, thus solidifying the reliability and validity of the subsequent results.

4.1.1.1 Missing Data Analysis

The issue of missing data is a critical one that needs to be addressed before embarking on any data analysis process. This is because traditional statistical methodologies operate under the assumption that all variables are measured across all cases (Allison, 2009; Brown, 1983; Tabachnick & Fidell, 2013). Furthermore, one of the key assumptions underpinning path analysis is the absence of missing values in the dataset (Kline, 2016). As such, the rectification of missing data problems is a vital prerequisite to conducting accurate analyses in any research study.

The pattern of missing values, specifically whether their distribution is random or non-random, can present a more significant concern than the quantity of missing data itself (Tabachnick & Fidell, 2013). To ascertain the distribution of missing values in the dataset and determine if they are randomly distributed, a Missing Completely at Random (MCAR) test was performed in this study (Little, 1988).

The MCAR test assesses the assumption that the pattern of missing data for a particular variable is not connected to the values of any other variables in the dataset, suggesting a completely random distribution (Allison, 2009; Little, 1988). In the event that missing values are randomly distributed (χ^2 MCAR, $p > .05$) and comprise less than 5% of the dataset, various methods can be applied to fill in these missing values. These include conventional methods like listwise deletion, pairwise deletion, and dummy-variable adjustment, as well as imputation techniques such as substituting means for missing values or regression imputation. More contemporary approaches include the maximum likelihood method and multiple imputations (Allison, 2009; Little, 1988; Tabachnick & Fidell, 2013).

In the context of this study, the MCAR test indicated that there were no variables with missing values. Consequently, no steps were necessary to handle missing data in this instance. The absence of missing data in the dataset enhances the robustness of the analysis and the reliability of the results.

4.1.1.2 Outliers

Outliers, characterized as data points which significantly deviate from the rest of the distribution, hold the potential to skew results and mislead interpretations (Howell, 2011). Therefore, it is crucial to identify and address these data anomalies

before conducting primary data analyses. In this study, robust measures were implemented to detect and eliminate outliers, thus ensuring the validity of the research findings.

Detection of outliers was a two-step process, employing univariate and multivariate outlier analyses. In the univariate analysis, the values were transformed into standard scores, commonly known as z-scores. In accordance with academic literature, data with a z-score higher than 3.29 ($p < .001$) or lower than -3.29 ($p < .001$) can be flagged as extreme values in large samples (Field, 2009; Tabachnick & Fidell, 2013). Each component within the dependent, independent, and mediator variables was scrutinized individually to identify outliers based on the z-scores of the total scores of all constructs. As a result, 15 data points with a z-score exceeding 3.29 ($p < .001$) or below -3.29 ($p < .001$) were considered outliers and subsequently omitted from the dataset.

In the second phase, a statistical technique known as Mahalanobis distance were utilized to pinpoint multivariate outliers. The Mahalanobis distance represents a data point's deviation from the centroid of other data points in the dataset (Tabachnick & Fidell, 2013; Field, 2009). The distance is determined by comparing the critical Chi-Square value, which is significant at $p < .001$ level, with the degrees of freedom, equivalent to the number of independent variables. When considering six degrees of freedom (representing all independent variables significant at the .001 level) in this study, the critical Chi-Square value was found to be 17.359. Therefore, six data points with a Mahalanobis distance exceeding 17.359 were deemed outliers and subsequently excluded from the dataset.

Overall, both univariate and multivariate outlier analyses led to the removal of 21 data points from the dataset. Thus, the succeeding analyses were carried out on the remaining 660 data points, contributing to the rigorousness and authenticity of the study.

4.1.2 Results of Assumption Testing

Upon the conclusion of data screening, it was essential to scrutinize potential breaches of critical statistical assumptions, including sample size, normality, and linearity. These checks were executed using IBM SPSS 27.0 software, and were

instrumental in ensuring the data's compatibility with the methodologies applied for hypothesis testing within this study.

4.1.2.1 Sample Size

In the realm of statistical analyses, there are a variety of recommendations regarding the necessary sample size. Among these, Tabachnick and Fidell (2013) put forth a formula specifically pertinent to regression analyses. They suggest that the sample size should be greater than 50, augmented by eight times the count of exogenous variables (noted as m), in scenarios where multiple correlations are under examination. Indeed, both Structural Equation Modeling (SEM) and path analyses display significant sensitivity towards the sample size (Ullman, 2013). That is to say, a larger sample size is considered critical in path analysis as the estimation of covariances becomes increasingly unstable when derived from a smaller sample size. Kline (2016), in his examination of educational and psychological review studies, proposes that a sample size of around 200 may suffice. However, it's important to note that this number isn't an absolute minimum, and the requisite sample size may fluctuate based on factors such as model complexity, data distribution, and the type of estimation method utilized (Kline, 2016).

In alignment with these considerations, the present study endeavored to assemble a sample as large as feasible to conduct precise analyses with the observed variables, ultimately securing a sizeable sample of 660 participants.

4.1.2.2 Normality

Examining the normality of the data distribution serves as a crucial step when preparing for statistical analyses. The assumption of normality is a critical prerequisite for various statistical tests, particularly for methodologies such as Structural Equation Modeling (SEM) or path analysis (Byrne, 2016; Pallant, 2010; Tabachnick & Fidell, 2013). There are numerous methods to assess the normality of variables, including scrutinizing distributions via histograms and plots, evaluating skewness and kurtosis values, and conducting tests such as Kolmogorov-Smirnov and Shapiro-Wilk.

Skewness and kurtosis are instrumental metrics in understanding the symmetry and peakness, respectively, of a data distribution (Tabachnick & Fidell,

2013). Skewness, for instance, sheds light on the distribution symmetry. In instances where a variable's distribution is skewed, the mean of the variable will not fall at the center of the distribution. Kurtosis, on the other hand, gauges whether the distribution is either peaked or flat. If both skewness and kurtosis values approximate zero, it suggests a normal data distribution. Additionally, skewness and kurtosis values hovering close to zero signal a nearly normal data distribution.

In the current study, the normality of each variable was examined, specifically focusing on the level of parents' satisfaction and home literacy environment concerning their engagement in their child's education, by scrutinizing the skewness and kurtosis values. Below, Table 4.1 provides a detailed overview of the skewness and kurtosis statistics for the variables under consideration in this study: parents' satisfaction, home literacy environment, and parent engagement. The table delineates the respective values along with their corresponding standard errors.

Table 4. 1.
Normality statistics

Variable	Skewness		Kurtosis	
	Value	Standard Error	Value	Standard Error
Parents' Satisfaction	-.151	.095	-.170	.190
Home Literacy Environment	-.430	.095	-.054	.190
Parent Engagement	-1.157	.095	1.260	.190

The degree of skewness and kurtosis is an essential determinant of a data distribution's normality. Skewness values within the range of -1 to +1 and kurtosis values within -2 and +2 are generally regarded as ideal for normal distribution, whilst any skewness and kurtosis values within the range of ± 2 are deemed acceptable (George & Mallery, 2003; Pallant, 2010). As per Table 4.1, skewness values for the present study ranged from -1.157 to -.151, and kurtosis values spanned from -0.170 to 1.260. This suggests that most of the skewness and kurtosis values fall within the acceptable range of ± 2 , implying a distribution that is relatively normal. Consequently, the skewness and kurtosis values yielded no indication of violation against the normality assumption of the distribution for the study's variables.

Alongside skewness and kurtosis values, the normality of the data was further scrutinized using Shapiro-Wilk and Kolmogorov-Smirnov tests. In studies with substantial samples, these tests are expected to yield non-significant results to confirm data normality (Pallant, 2010). However, in this study with a rather large sample size (n=660), both Shapiro-Wilk and Kolmogorov-Smirnov tests indicated significant results. Although this might initially suggest a violation of the normality assumption, it is crucial to note that large sample sizes often lead to significant results for these tests, even when the data are normally distributed (Field, 2009; Pallant, 2010). Hence, despite the initial significance, the Shapiro-Wilk and Kolmogorov-Smirnov tests' outcomes might not conclusively attest to a violation of normality given the large sample size of this study. The results of the Shapiro-Wilk and Kolmogorov-Smirnov tests for each variable are represented in Table 4.2, providing further insights into the normality of the data distribution.

Table 4. 2.
Tests of normality

Variables	Kolmogorov-Smirnov		Shapiro-Wilk	
	Statistic	Sig.	Statistic	Sig.
Parents' Satisfaction	.097	.000	.969	.000
Home Literacy Environment	.061	.000	.985	.000
Parent Engagement	.139	.000	.907	.000

Assessing data normality is a pivotal stage in ensuring the reliability of any research findings. It is not uncommon for large samples to violate the assumption of normality when subjected to traditional normality tests (Pallant, 2010). Therefore, it is advised to also inspect graphical representations of data, such as histograms and plots. In a normal distribution, histograms take on a bell shape, Normal Q-Q plots approximate a straight line, and scores cluster close to a straight line in Detrended Normal Q-Q plots. In this study, an evaluation of the histograms, Normal Q-Q plots, and Detrended Normal Q-Q plots gave a preliminary indication of data normality (refer to Appendix G for graphical details).

Even though skewness and kurtosis values, the results of normality tests, and the examination of histograms and plots provided a certain level of assurance of

normality in the data, these methods do not offer irrefutable proof that the data distribution complies entirely with the assumption of normality. Therefore, to counteract any potential violations of this assumption, the bootstrap method was adopted.

The bootstrap method is a robust statistical technique used to draw inferences about a population based on resampling the existing data set (Chernick, 2008). This approach considers the current data set as a representation of all potential samples and proceeds to generate numerous resamples (such as 1000, 2000, 5000), through random reshuffling of observations (Efron & Tibshirani, 1993). Bootstrapping holds several advantages over other resampling methods like jackknifing, subsampling, and cross-validation. Primarily, it yields more accurate confidence intervals even in the face of deviations from normality (Chernick, 2008; MacKinnon et al., 2004). Moreover, it facilitates more precise testing of indirect effects, which aligns with one of the objectives of the current study (Bollen & Stine, 1990).

Therefore, in order to ensure precise confidence intervals, estimates, and inferences, the demographic variables analysis and hypotheses testing in the current study, which included correlation and path analysis, were performed based on the bootstrap method (Neal & Simons, 2007). Specifically, these analyses were performed with 5000 bootstrap samples using the percentile bootstrap method (95% CI). This was done to manage any potential violations of distribution assumptions and to control for possible Type I error rates that could arise from conducting multiple statistical analyses on the same sample (MacKinnon et al., 2004; Preacher & Hayes, 2008).

In this study, a bootstrap value of .716 indicates that a significant portion (71.6%) of the results obtained from the bootstrap samples are statistically significant, implying a high level of reliability. This value ranges between 0 and 1, with a value closer to 1 indicating more reliable results. Consequently, it can be concluded that the results from this study are quite dependable.

4.1.2.3 Linearity

Linearity, another crucial assumption, refers to the relationship between variables and is typically assessed through the evaluation of a scatter plot (Pallant, 2010). A scatter plot displays the correlation between two sets of data, with

individual data points graphically presenting this relationship (Tabachnick & Fidell, 2013). If these data points approximate a straight line, it suggests a linear association between the variables. Conversely, a curved pattern of data points signifies a non-linear, or curvilinear, relationship between variables. In this study, an examination of the scatter plots showed adherence to the linearity assumption, suggesting that the relationships between the study variables can be adequately described by a linear model (refer to Appendix G for scatter plots).

4.1.2.4 Multicollinearity and Singularity

If there is only one independent (exogenous) variable in a SEM model, there is no need to test for singularity or multicollinearity assumptions (Kline, 2016). These assumptions are relevant when there are multiple independent variables in the model, as they pertain to the relationships and interdependencies among those variables.

Singularity refers to a situation where one or more variables in the model can be perfectly predicted by a linear combination of the other variables. In the context of SEM, singularity would occur when there is a perfect or near-perfect linear relationship between the exogenous variables, rendering the model non-identifiable. Multicollinearity, on the other hand, arises when there are high correlations or linear dependencies among the independent variables in the model, which can lead to unstable estimates of the model parameters. However, when there is only one independent variable, singularity and multicollinearity are not applicable concerns. With a single exogenous variable, there are no other variables to be correlated with or to create linear dependencies, making these assumptions irrelevant in this particular scenario.

In summary, when analyzing a SEM model with only one independent variable, singularity and multicollinearity assumptions do not need to be tested or addressed as they are not applicable in this context (Grewal et al., 2004).

4.2 Results of the Preliminary Analyses Regarding Demographic Variables

Before commencing the main analyses of the study, preliminary investigations were conducted using individual factorial Multivariate Analysis of

Variance (MANOVA) tests. The intent of these analyses was to explore the possible discrepancies in mediator and endogenous variables based on key parental demographic characteristics, such as gender, age, educational attainment, employment status, and household income (Tabachnick & Fidell, 2013).

The rationale for these preliminary analyses is twofold. First, these analyses were designed to unearth any underlying demographic patterns that could be present in the mediator and endogenous variables (Hair et al., 2014). This type of analysis aids in identifying any demographic attributes that could exert influence on the main constructs in our structural equation model (SEM) (Kline, 2016).

Second, these analyses enable the control of potential confounding influences these demographic variables might impose on the relationships among the primary constructs of the SEM (Meyers et al., 2016). This critical step is imperative to maintain the integrity of the findings by ensuring the observed associations in the SEM are not merely reflections of these demographic variables (Weston & Gore, 2006).

The following sections will discuss the results of the MANOVAs, providing a comprehensive report on both statistically significant and nonsignificant values of the mediator and endogenous variables. This inclusive approach to reporting data not only promotes transparency (APA, 2020), but also allows for a holistic view of the findings, laying the foundation for an extensive interpretation and discussion of the results in the context of our predefined hypotheses (McHugh, 2013).

4.2.1 Results of the Analyses for Parent Engagement

A multivariate analysis was conducted to examine the effects of various factors on parent engagement. The results of the analysis indicated a significant overall effect, as evidenced by the low value of Pillai's Trace ($V = .989$) and the large F-statistic ($F(25.606) = 2153.708, p < .001$), demonstrating a substantial impact of the independent variables on parent engagement. The effect size, measured by partial eta squared (η^2p), was found to be high ($\eta^2p = .989$), indicating a considerable proportion of variance explained by the model.

Table 4. 3.*Results of the multivariate analysis for parent engagement*

Independent Variable	Value	F	p-value	η^2p
Parent's gender	.078	2.058	.002	.078
Household income	.336	.952	.683	.037
Parent's age	.132	.662	.998	.026
Parent's employment status	.069	.874	.721	.035
Parent's educational level	.250	1.287	.019	.050

*** $p < .05$

The results of the multivariate analysis for parent engagement are presented in Table 4.5, which examines the effects of various independent variables on parent engagement. In this analysis, the significance of these effects is determined by the corresponding p-values. The conventional threshold for statistical significance is typically set at $p = .05$, indicating that p-values below this threshold are considered statistically significant, suggesting that the observed effects are unlikely to have occurred by chance.

Firstly, parent's gender was assessed as a predictor of parent engagement. The analysis revealed a statistically significant effect of parent's gender on parent engagement, with a p-value of .002 ($F = 2.058$, $\eta^2p = .078$). These findings suggest that parent's gender plays a significant role in influencing the level of parent engagement, indicating that gender-related factors may contribute to variations in parent engagement. The relationship between household income and parent engagement was also examined. The analysis showed that household income did not have a statistically significant effect on parent engagement, as evidenced by the p-value of .683 ($F = .952$, $\eta^2p = .037$). Thus, the available evidence does not support the notion that household income is a significant predictor of parent engagement. Furthermore, the influence of parent's age on parent engagement was investigated. The results indicated that parent's age was not a significant predictor of parent engagement, with a p-value of .998 ($F = .662$, $\eta^2p = .026$). Therefore, there is insufficient evidence to suggest a meaningful association between parent's age and parent engagement. Moreover, the effect of parent's employment status on parent

engagement was examined. The analysis revealed a non-significant relationship, with a p-value of .721 ($F = .874$, $\eta^2p = .035$). These findings indicate that parent's employment status does not have a statistically significant impact on parent engagement. Lastly, parent's educational level was considered as a predictor of parent engagement. The results demonstrated a statistically significant effect, with a p-value of .019 ($F = 1.287$, $\eta^2p = .050$). This suggests that parent's educational level plays a significant role in influencing parent engagement.

In summary, among the examined independent variables, parent's gender and parent's educational level showed statistically significant effects on parent engagement. On the other hand, household income, parent's age, and parent's employment status were found to have no significant impact on parent engagement in this multivariate analysis. These findings shed light on the factors that may influence parent engagement, particularly emphasizing the potential roles of a parent's gender and educational level in shaping parental involvement in their children's education.

4.2.2 Results of the Analyses for Home Literacy Environment

A multivariate analysis was conducted to examine the effects of parent related independent variables on the home literacy environment. The effects of parent's gender, parent's age, parent's educational level, parent's employment status, and household income were investigated.

The multivariate test revealed a significant overall effect of the independent variables on home literacy environment, as indicated by the Pillai's Trace value of .976 ($F(470,427) = 32.000$, $p < .001$, $\eta^2 = .976$). Similarly, other multivariate test statistics such as Wilks' Lambda (.024), Hotelling's Trace (40.358), and Roy's Largest Root (40.358) also demonstrated significant effects ($F(470,427) = 32.000$, $p < .001$, $\eta^2 = .976$).

The results of the multivariate analysis for home literacy environment are presented in Table 4.6, which explores the effects of several independent variables on the home literacy environment. Statistical significance of these effects is determined by the corresponding p-values, with a significance level of $p = .05$ commonly used in hypothesis testing.

Table 4. 4.

Results of the multivariate analysis for home literacy environment

Independent Variable	Value	F	p-value	η^2p
Parent's gender	.064	.796	.780	.064
Household income	.663	.947	.724	.074
Parent's age	.366	.930	.720	.073
Parent's employment status	.086	.528	.999	.043
Parent's educational level	.487	1.272	.015	.097

*** $p < .005$

The first independent variable examined was parent's gender. The analysis revealed a non-significant effect of parent's gender on the home literacy environment, with a p-value of .780 ($F = .796$, $\eta^2p = .064$). These findings suggest that parent's gender does not have a meaningful impact on the home literacy environment. Next, the relationship between household income and the home literacy environment was investigated. The results indicate that household income is not statistically significant in predicting the home literacy environment, as the p-value obtained was .724 ($F = .947$, $\eta^2p = .074$). Thus, the available evidence does not support the notion that household income plays a significant role in shaping the home literacy environment. The analysis also considered the influence of parent's age on the home literacy environment. The results show that parent's age is not a significant predictor of the home literacy environment, with a p-value of .720 ($F = .930$, $\eta^2p = .073$). Therefore, there is insufficient evidence to suggest an association between parent's age and the home literacy environment. Furthermore, the effect of parent's employment status on the home literacy environment was examined. The analysis revealed a non-significant relationship, with a p-value of .999 ($F = .528$, $\eta^2p = .043$). These findings indicate that parent's employment status does not have a meaningful impact on the home literacy environment. Lastly, parent's educational level was assessed as a predictor of the home literacy environment. The results demonstrated a statistically significant effect, with a p-value of .015 ($F = 1.272$, $\eta^2p = .097$). This suggests that parent's educational level plays a noteworthy role in shaping the home literacy environment.

In summary, among the examined independent variables, only parent's educational level showed a statistically significant effect on the home literacy environment. The other variables, including parent's gender, household income, parent's age, and parent's employment status, were found to have no significant impact on the home literacy environment in this multivariate analysis. These findings offer insights into the factors that may influence the home literacy environment, with a particular focus on the potential role of a parent's educational level in fostering a literacy-rich home environment.

4.3 Descriptive Results

The subsequent section presents descriptive statistics (means, standard deviations, and the minimum and maximum values) for the three primary constructs under investigation: Parents' Satisfaction, Home Literacy Environment, and Parent Engagement. These statistics offer a comprehensive depiction of the distribution, variability, and central tendencies of the variables within the study population, thereby serving as a foundation for subsequent analyses and further understanding of the properties of these constructs within the given context. The descriptive statistics are provided in Table 4.7.

Before delving into the specifics of the descriptive statistics, it is essential to understand the metrics that contributed to these statistics: the scales used for the respective constructs. Each construct was measured using different scales comprising unique sets of items and Likert scales.

Firstly, the Parents' Satisfaction with Educational Experiences (PSEE) scale, consisting of 12 items, employs a 4-point Likert scale for responses. The scale is interpreted as follows: 1 equates to "Very Dissatisfied", and 4 signifies "Very Satisfied". As such, the possible scores for each participant using this scale can range from 12 (where all items are scored as 1, indicating a very low level of satisfaction) to 48 (if all items are scored as 4, suggesting a very high level of satisfaction).

Secondly, the Home Literacy Environment Questionnaire (HLEQ) contains 32 items and uses a six-point Likert scale, which ranges from 'never' to 'always'. Consequently, an individual's score on this scale could span from a minimum of 32 (all items scored 'never') to a maximum of 192 (all items scored 'always').

Lastly, the Parent Engagement in Early Childhood Education (PEECE) scale encompasses 25 items, with parents rating the trueness of each item from 1 (Never true) to 4 (Always true). Hence, the total score on this scale can vary between 25 (all items rated as 'Never true') and 100 (all items rated as 'Always true').

With this understanding, the specific descriptive statistics for the three constructs are as follows:

Table 4. 5.
Descriptive statistics

Constructs	<i>N</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
Parents' Satisfaction	660	22.00	48.00	38.95	5.18
Home Literacy Environment	660	90.00	192.00	152.54	19.62
Parent Engagement	660	73.00	100.00	93.48	5.16

Table 4.5 shows the descriptive statistics for Parents' Satisfaction, Home Literacy Environment, and Parent Engagement, based on responses from a sample of 660 participants. In terms of Parents' Satisfaction, the scores ranged from 22.00 to 48.00, with a mean score of 38.96, suggesting a moderate level of satisfaction among parents. The standard deviation of 5.18 signifies the spread of scores around this mean.

For the Home Literacy Environment, the scores varied widely from 90.00 to 192.00, with a mean of 152.55. The standard deviation of 19.63 indicates a relatively wide dispersion of responses, suggesting varying characteristics and resources of the home literacy environment among participants.

Regarding Parent Engagement, scores spanned between 73.00 and 100.00. The mean score of 93.49, along with a standard deviation of 5.17, implies a fairly high and consistent level of parental engagement across the sample.

4.4 Bivariate Correlations among the Study Variables

Table 4.8 presents the correlations among three constructs: Parents' Satisfaction, Home Literacy Environment, and Parent Engagement. The correlation coefficients are based on a sample size of 660 participants.

Table 4. 6.*Correlations among the study variables (N=660)*

Variables	1	2	3
1.Parents' Satisfaction	1		
2.Home Literacy Environment	.299**	1	
3.Parent Engagement	.472**	.431**	1

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

Starting with Parents' Satisfaction, it shows a significant positive correlation with Home Literacy Environment ($r = .299$, $p < .01$) and Parent Engagement ($r = .472$, $p < .01$). This indicates that higher levels of parents' satisfaction are associated with higher levels of both home literacy environment and parent engagement. For Home Literacy Environment, it exhibits a positive correlation with Parents' Satisfaction ($r = .299$, $p < .01$) and Parent Engagement ($r = .431$, $p < .01$). This implies that a more favorable home literacy environment is related to higher levels of both parents' satisfaction and parent engagement. Lastly, Parent Engagement demonstrates a significant positive correlation with both Parents' Satisfaction ($r = .472$, $p < .01$) and Home Literacy Environment ($r = .431$, $p < .01$). This suggests that higher levels of parent engagement are associated with higher levels of both parents' satisfaction and a favorable home literacy environment. That is, the parents who are more satisfied with their children's education are more likely to provide a rich literacy environment at home and to be more engaged in their children's education.

The significant correlation coefficients at the .01 level (2-tailed) indicate a robust and meaningful relationship between the constructs. These findings suggest that parents' satisfaction, home literacy environment, and parent engagement are interrelated factors within the studied population.

4.5 The Proposed Model

In order to test the hypotheses, a path model was created and tested by conducting a series of path analyses to determine whether the model fits the data. In the proposed model, as displayed in Figure 4.1, the pre-defined hypotheses with their nulls were as follows:

H₀₁: Parents' satisfaction with educational experiences in early childhood education does not directly and positively affect parent engagement in early childhood education.

H₁: Parents' satisfaction with educational experiences in early childhood education positively and directly affects parent engagement in early childhood education.

H₀₂: Parents' satisfaction with educational experiences in early childhood education does not directly and positively affect the home literacy environment that parents provide to their children.

H₂: Parents' satisfaction with educational experiences in early childhood education positively and directly affects home literacy environment that parents provide to their children.

H₀₃: The home literacy environment that parents provide to their children does not directly and positively affect parent engagement in early childhood education.

H₃: Home literacy environment that parents provide to their children positively and directly affects parent engagement in early childhood education.

H_{03a}: The home literacy environment that parents provide to their children does not mediate the relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education.

H_{3a}: Home literacy environment that parents provide to their children mediates the relationship between the parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education.

H_{04a}: Household income does not moderate the relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education.

H_{4a}: Household income moderates the relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education.

H_{04b}: Household income does not moderate the relationship between parents' satisfaction with educational experiences in early childhood education and the home literacy environment that parents provide to their children.

H_{4b}: Household income moderates the relationship between parents' satisfaction with educational experiences in early childhood education and home literacy environment that parents provide to their children.

H_{04c}: Household income does not moderate the relationship between the home literacy environment that parents provide to their children and parent engagement in early childhood education.

H_{4c}: Household income moderates the relationship between home literacy environment that parents provide to their children and parent engagement in early childhood education.

In the current study, it is thought that parents' satisfaction with their children's educational experiences in early childhood education affects home literacy environment that parents provide to their children, and home literacy environment that parents provide to their children affects parent engagement in early childhood education. In this framework, regarding the model proposed in the study, home literacy environment was tested as the mediator variable and household income as the moderator variable. Therefore, this study investigated the hypotheses created to test the relationships between parents' satisfaction, home literacy environment, and parent engagement on a sample (N=660) consisting of parents of preschoolers aged 60–72 months.

4.5.1 Results for the Structural Model

AMOS 23 was used for the path analysis. The results obtained from the analysis were evaluated according to the model fit assumptions and various good fit indices. The fit indices used to evaluate the validity of the proposed model were assessed according to established criteria. These criteria are as follows: the ratio of the chi-square value to the degrees of freedom ($\chi^2/df \leq 3$), the Root Mean Square Error of

Approximation (RMSEA $\leq .08$), the Normed Fit Index (NFI: $.95 \leq \text{NFI} \leq 1$), the Comparative Fit Index (CFI: $.95 \leq \text{CFI} \leq 1$), the Goodness of Fit Index (GFI: $.95 \leq \text{GFI} \leq 1$), the Adjusted Goodness of Fit Index (AGFI: $.95 \leq \text{AGFI} \leq 1$), the Incremental Fit Index (IFI: $.95 \leq \text{IFI} \leq 1$), and the Standardized Root Mean Square Residual (SRMR $\leq .08$). The provided fit value ranges align with established guidelines from the literature (Anderson & Gerbing, 1984; Hooper et al., 2008; Hu & Bentler, 1998; Jöreskog & Sörbom, 1993; Kline, 2016; Marsh & Hau, 1996; Shevlin & Miles, 1998; Tabachnick & Fidell, 2013). These fit indices and their

corresponding ranges were used to assess the goodness-of-fit of the model in accordance with established standards.

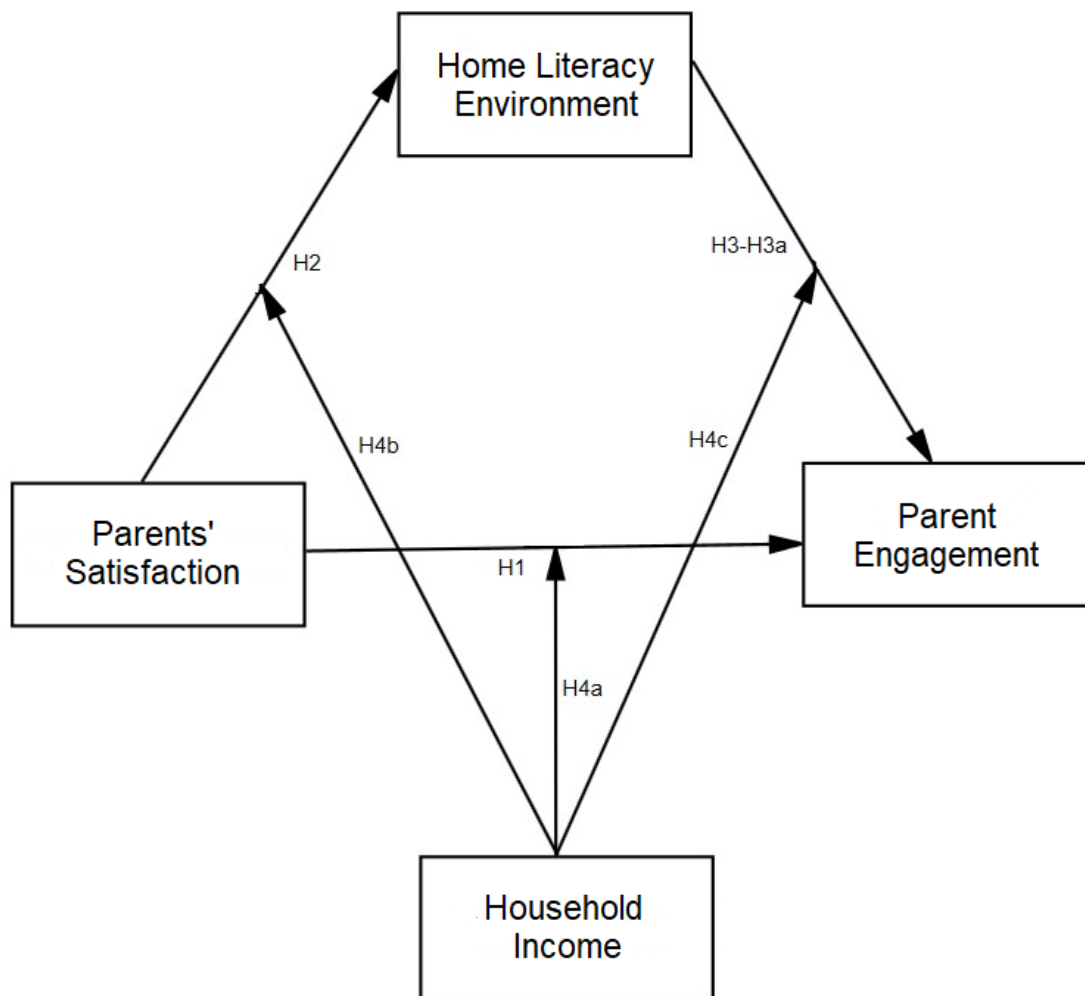


Figure 4. 1. Theoretical representation of the proposed model

When examining the fit index values of the model [$\chi^2 = 17.359$; (df=6, $p < .001$); $\chi^2/df = 2.893$; RMSEA=.054, NFI=.946, CFI=.964, GFI=.982, AGFI=.947, IFI=.964, SRMR=.050], it was determined that χ^2/df (Anderson & Gerbing, 1984; Kline, 2016), RMSEA (Jöreskog & Sörbom, 1993; Hu & Bentler, 1998), NFI (Hu & Bentler, 1998; Tabachnick & Fidell, 2013), CFI (Tabachnick & Fidell, 2013), GFI (Shevlin & Miles, 1998; Hooper et al., 2008), IFI (Marsh & Hau, 1996), and SRMR (Kline, 2016) values fall within the acceptable range according to the relevant literature on model fit. AMOS output showing the parameters in the model can be seen in Figure 4.2.

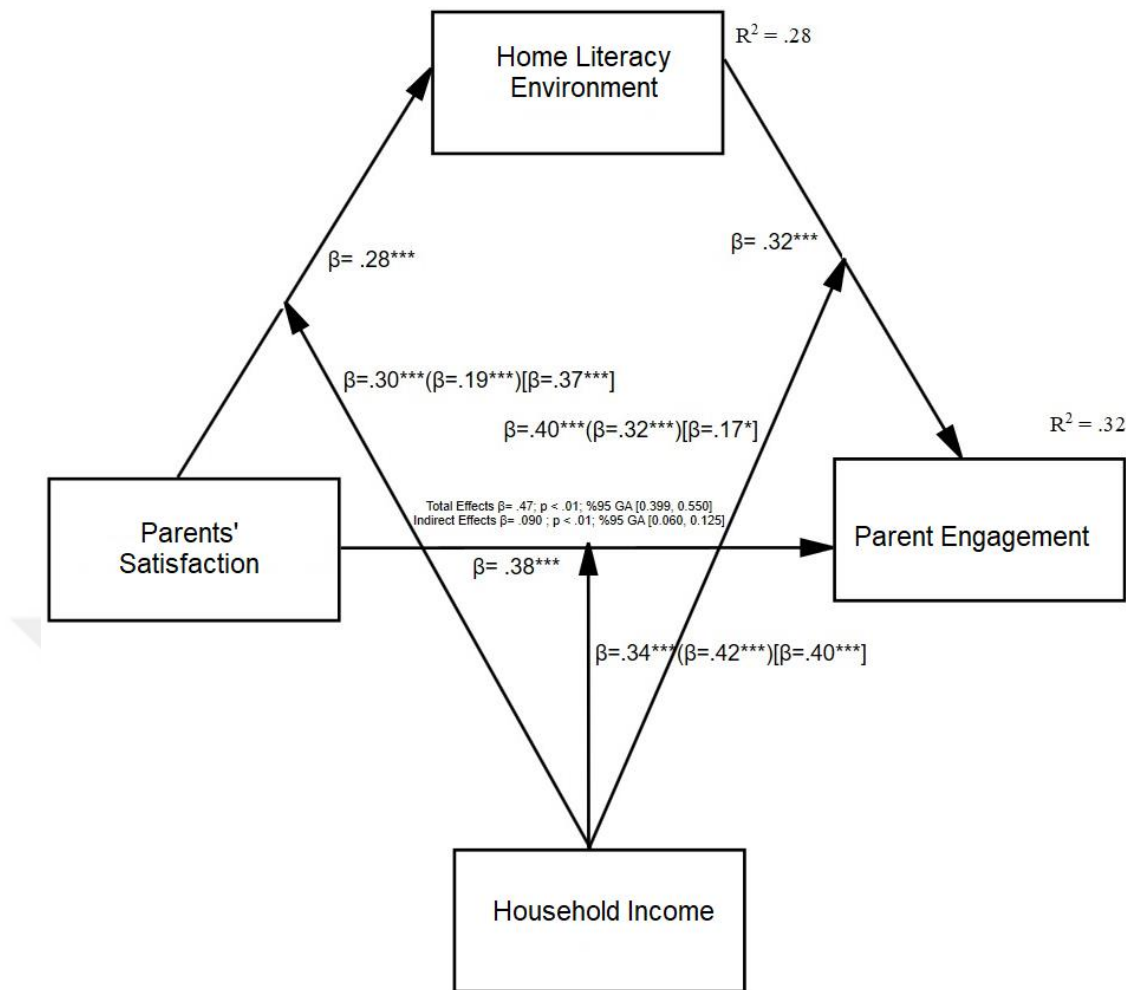


Figure 4. 2. Standardized estimate values of the model as a result of path analysis. (* $p < .05$. ** $p < .01$. *** $p < .001$. $N = 660$), β = Lower Income, path a, (β = Middle Income, path b), [β = Upper Income, path c]

According to Figure 4.2, 28% of the variance in Home Literacy Environment ($R^2 = .28$) is accounted for by the variables in the model. 32% of the variance in Parent Engagement ($R^2 = .32$) is explained by the variables in the model. In Table 4.9, the results of the path analysis are presented. The predictive variables (X) and the outcome variables are listed, along with the corresponding regression coefficients (B), standardized coefficients (β), standard errors (S.E.), critical ratios (C.R.), p-values (p), and the result for each hypothesis.

According to the results of the path analysis shown in Table 4.9, the variable Parents' Satisfaction ($\beta = .379$; $CR = 11.433$; $p < .01$) directly and positively influences Parent Engagement. In this context, Hypothesis 1 (H_1) is supported while H_{01} is rejected. The variable Parents' Satisfaction ($\beta = .278$; $CR = 7.259$; $p < .01$) also

directly and positively affects Home Literacy Environment. Therefore, Hypothesis 2 (H_2) is supported while H_{02} is rejected. Additionally, Home Literacy Environment ($\beta = .3221$; $CR = 9.727$; $p < .01$) directly and positively influences Parent Engagement. Thus, Hypothesis 3 (H_3) is supported whereas H_{03} is rejected.

Table 4. 7.

Path Analysis Results for Direct Effects

Predictive Variables	→	Outcome Variables	B	β	S.E.	C.R.	p	Result
Parents' Satisfaction (X)	→	Parent Engagement (Y)	.385	.379	.034	11.433	***	H_1 Supported
Parents' Satisfaction (X)	→	Home Literacy Environment (M)	1.015	.278	.140	7.259	***	H_2 Supported
Home Literacy Environment (M)	→	Parent Engagement (Y)	.090	.322	.009	9.727	***	H_3 Supported

B =Unstandardized Estimates β =Standardized Estimates

Overall, the findings indicate that parents' satisfaction with educational experiences in early childhood education has a positive and direct effect on both parent engagement and the home literacy environment. Additionally, the home literacy environment itself directly and positively influences parent engagement. These results highlight the importance of parents' satisfaction and the literacy environment in shaping parent engagement in early childhood education.

4.5.2 Results of Mediation Analysis

The results of path analysis for mediation effects are presented in Table 4.10, specifically examining the relationship between the predictive variable (Parents' Satisfaction), the outcome variable (Parent Engagement), and the mediating variable (Home Literacy Environment). The table provides valuable insights into the direct and indirect effects of the variables, along with their standardized estimates and corresponding confidence intervals. The standardized total effect reveals the overall

impact of Parents' Satisfaction on Parent Engagement, considering both the direct and indirect pathways. Additionally, the standardized indirect effect highlights the specific mediation effect mediated by the Home Literacy Environment. The significance levels indicate the strength of these effects and provide support for the research hypothesis H_{3a}.

Table 4. 8.
Path Analysis Results for Mediation Effects

Predictive Variable	Outcome Variable				Mediating Variable
Parents' Satisfaction (X)	Parent Engagement (Y)				Home Literacy Environment (M)
	<i>B</i>	β	95% CI		p
			Lower	Upper	
Standardized Total Effect	.476	.469	.399	.550	.000
Standardized Indirect Effect	.091	.090	.060	.125	.000

B=Unstandardized Estimates β =Standardized Estimates

When examining Table 4.8, the mediating variable analysis of the Home Literacy Environment is investigated. Based on this, first, the standardized total effect was examined to determine the influence of the Parents' Satisfaction variable on the Parent Engagement variable. Then, when the Home Literacy Environment variable was added to the model (see Figure 4.2), the values of the standardized indirect effects were examined. In the simple direct effect model where the Home Literacy Environment is not defined as a mediating variable, the standardized total effect values indicate that the Parents' Satisfaction variable significantly and positively influences the Parent Engagement variable ($\beta = .469$; $p < .01$; 95% CI [0.399, 0.550]). When the Home Literacy Environment is included as a mediating variable in the mediated effect model, the results of the standardized indirect effect test reveal that Parents' Satisfaction ($\beta = .090$; $p < .01$; 95% CI [0.171, 0.272]) significantly and positively affects the Parent Engagement variable.

Upon examining Table 4.10, it is observed that when the Home Literacy Environment variable (M) is added to the simple direct effect model for Parents'

Satisfaction to Parent Engagement ($X \rightarrow Y$), the β coefficient decreases, and the confidence interval's upper and lower bounds do not encompass the value of "0". From this observation, it can be understood that the Home Literacy Environment plays a significant mediating role in the effect model between Parents' Satisfaction and Parent Engagement ($X \rightarrow M \rightarrow Y$). Since the addition of the Home Literacy Environment variable as a mediating variable does not eliminate the significant difference in the simple direct effect model, the Home Literacy Environment variable assumes a partial mediating role. Therefore, hypothesis H_{3a} is supported while H_{03a} is rejected based on these findings.

In conclusion, the results of the mediation analysis suggest that Home Literacy Environment partially mediates the relationship between Parents' Satisfaction and Parent Engagement.

4.5.3 Results of Moderation Analysis

The moderating role of household income was investigated through moderating effect analysis on the relationships between Parents' Satisfaction and Parent Engagement (H_{4a}), Parents' Satisfaction and Home Literacy Environment (H_{4b}), and Home Literacy Environment and Parent Engagement (H_{4c}). Table 4.11 presents the results of the path analysis for moderating effects in the relationship between predictive variables, outcome variables, and household income. The table provides valuable insights into how household income levels influence the relationships between variables. By examining the paths for lower income, middle income, and upper income groups, a comprehensive understanding of the moderating effects of income on the studied variables can be gained.

Table 4.9 shows the moderating role of Household Income on the effect of the predicted variable (Parents' Satisfaction) on the outcome variable (Parent Engagement) with paths (a) for Lower Income Group, (b) for Middle Income Group and (c) for Upper Income Group. Parents' Satisfaction directly and significantly affects Parent Engagement for the Lower Income Group ($\beta=.345$; $CR=7.259$; $p<.01$). Path (a) is significant in this respect. Parents' Satisfaction directly and significantly affects Parent Engagement for the Middle Income Group ($\beta=.423$; $CR=7.628$; $p<.01$). Path (b) is significant in this sense. Parents' Satisfaction directly and

significantly affects Parent Engagement for Upper Income Group ($\beta=.401$; $CR=4.759$; $p < .01$). Path (c) is significant in this respect.

Table 4. 9.
Path Analysis Results for Moderating Effects

Predictive Variable	→ Outcome Variable	Household Income (W)														
		Lower Income (path a)					Middle Income (path b)					Upper Income (path c)				
		B	β	SE	CR	p	B	β	SE	CR	p	B	β	SE	CR	p
Parents' Satisfaction (X)	→ Parent Engagement (Y)	.363	.345	.050	7.259	.001	.410	.423	.054	7.628	.001	.379	.401	.080	4.759	.001
Pairwise Comparisons	Parameter Z (path a)						.704					.165				
	Z (path b)	.704					-					.379				
Predictive Variable	→ Outcome Variable	Household Income (W)														
		Lower Income (path a1)					Middle Income (path b1)					Upper Income (path c1)				
		B	β	SE	CR	p	B	β	SE	CR	p	B	β	SE	CR	p
Home Literacy Environment (M)	→ Parent Engagement (Y)	.117	.408	.014	8.624	.001	.089	.319	0.16	5.743	.001	.039	.174	0.19	2.062	.039
Pairwise Comparisons	Parameter Z (path a1)	-					1.357					3.357				
	Z (path b1)	1.357					-					2.050				
Parent Engagement R ²		.371					.332					.242				
Predictive Variable	→ Outcome Variable	Household Income (W)														
		Lower Income (path a2)					Middle Income (path b2)					Upper Income (path c2)				
		B	β	SE	CR	p	B	β	SE	CR	p	B	β	SE	CR	p
Parents' Satisfaction (X)	→ Home Literacy Environment (M)	1.103	.301	.199	5.538	.001	.670	.191	.230	2.919	.001	1.551	.368	.352	4.401	.001
Pairwise Comparisons	Parameter Z (path a2)	-					1.424					1.107				
	Z (path b2)	1.424					-					2.094				
Home Literacy Environment R ²		.090					.036					.136				

B=Unstandardized Estimates β =Standardized Estimates CI= Confidence Interval

The moderating role of Household Income in the effect of the predicted variable (Home Literacy Environment) on the outcome variable (Parent Engagement) through (a1) for the Lower Income Group, (b1) for the Middle Income Group and (c1) for the Upper Income Group is examined. Home Literacy Environment directly and significantly affects Parent Engagement for the Lower Income Group ($\beta=.408$; $CR=8.624$; $p < .01$). Path (a1) is significant in this sense. Home Literacy Environment directly and significantly affects Parent Engagement for Middle Income Group ($\beta=.319$; $CR=5.743$; $p < .01$). Path (b1) is significant in this sense. Home Literacy Environment directly and significantly affects Parent Engagement for Upper Income Group ($\beta=.174$; $CR=2.062$; $p < .05$). Path (c1) is significant in this sense.

The moderating role of Household Income on the effect of the predicted variable (Parents' Satisfaction) on the outcome variable (Home Literacy

Environment) through (a2) for the Lower Income Group, (b2) for the Middle Income Group and (c2) for the Upper Income Group is examined. Parents' Satisfaction directly and positively affects Home Literacy Environment for the Lower Income Group ($\beta=.301$; $CR=5.538$; $p<.01$). Path (a2) is significant in this sense. Parents' Satisfaction directly and significantly affects Home Literacy Environment for the Middle Income Group ($\beta=.191$; $CR=2.919$; $p <.01$). Path (b2) is significant in this sense. Parents' Satisfaction directly and positively affects Home Literacy Environment for Upper Income Group ($\beta=.368$; $CR=4.401$; $p <.01$). Path (c2) is significant in this sense.

Critical Ratios for Differences between Parameters (Default Model)												
	a1	a2	a	b1	b2	b	c1	c2	c	par_10	par_11	par_12
a1	.000											
a2	-4.939	.000										
a	-3.604	4.443	.000									
b1	-1.424	2.405	1.307	.000								
b2	-5.076	-1.357	-5.257	-2.525	.000							
b	-3.332	5.315	.704	-1.081	5.492	.000						
c1	1.107	4.066	3.338	2.094	4.145	3.186	.000					
c2	-5.319	-3.357	-6.089	-2.740	-2.050	-6.530	-4.285	.000				
c	-3.378	3.241	.165	-1.200	3.572	-.379	-3.245	3.847	.000			
par_10	11.830	12.364	12.242	12.021	12.378	12.216	11.501	12.402	12.228	.000		
par_11	12.377	12.417	12.407	12.394	12.418	12.405	12.359	12.420	12.406	11.369	.000	
par_12	11.541	12.339	12.161	11.803	12.359	12.123	11.010	12.393	12.139	-3.101	-11.697	.000
par_13	10.147	10.560	10.463	10.305	10.571	10.442	9.911	10.591	10.454	.525	-11.280	3.227
par_14	10.570	10.602	10.594	10.584	10.603	10.592	10.554	10.605	10.594	9.747	.274	10.012
par_15	9.867	10.535	10.382	10.103	10.552	10.349	9.455	10.582	10.365	-3.046	-11.701	-.121
par_16	7.511	7.821	7.746	7.636	7.829	7.730	7.348	7.844	7.740	.139	-11.288	2.299
par_17	7.834	7.854	7.849	7.843	7.854	7.848	7.825	7.855	7.849	7.348	1.536	7.504
par_18	7.336	7.804	7.692	7.518	7.816	7.669	7.079	7.838	7.683	-2.602	-11.675	.057

Figure 4. 3. Pairwise Parameter Comparisons

When the significant difference between paths (a, a1, a2), (b, b1, b2) and (c, c1, c2) is examined according to the results of path analysis and pairwise parameter comparison (see Figure 4.3) regarding whether Household Income has a moderating role as stated in the research hypotheses H_{4a} , H_{4b} and H_{4c} , it is revealed that Household Income is not a significant moderating variable since the moderating role of Household Income in the effect of Parents' Satisfaction on Parent Engagement is below the critical value of 1.96% in paths a, b and c, it is revealed that Household Income is not a significant moderating variable. Since the moderating role of Household Income in the effect of Home Literacy Environment on Parent Engagement is below the critical value of 1.96 in paths a1 and b1, Household Income

is not a significant moderating variable. However, since path c1 is above 1.96, it differs significantly from paths a1 and b1 and the moderating role of Household Income emerges. Since the moderating role of Household Income in the effect of Parents' Satisfaction on Home Literacy Environment is below the critical value of 1.96 in paths a2 and b2, Household Income is not a significant moderating variable. However, since the critical value between paths b2 and c2 is above 1.96, there is a significant differentiation from paths b2 and c2, and thus the moderating role of Household Income emerges. In the light of these findings, H_{4a} is rejected and H_{04a} is supported while H_{4b} and H_{4c} are supported. In this case H_{04b} and H_{04c} is rejected.

In the light of findings, Hypothesis H_{4a} , which proposed that household income moderates the relationship between parents' satisfaction with educational experiences and parent engagement, was not supported by the data. This suggests that the level of household income does not significantly alter the association between parents' satisfaction and their engagement in early childhood education. In contrast, Hypothesis H_{4b} , which posited that household income moderates the relationship between parents' satisfaction with educational experiences and the home literacy environment, was supported by the data. These findings imply that the impact of parents' satisfaction on the quality of the home literacy environment is contingent upon household income. Higher income households tend to provide a more enriched home literacy environment when they are satisfied with their children's early childhood educational experiences. Similarly, Hypothesis H_{4c} , which suggested that household income moderates the relationship between the home literacy environment and parent engagement in early childhood education, received support from the data. The results indicate that the influence of the home literacy environment on parent engagement is dependent on household income. Higher income households are more likely to exhibit greater engagement when the home literacy environment is conducive to fostering educational involvement.

In the proposed model, with Household Income as the moderating variable, the analysis reveals that Parent Engagement varies across different income levels, ranging from ($R^2=.242$) to ($R^2=.371$). Similarly, Home Literacy Environment exhibits variations across income levels, ranging from ($R^2=.090$) to ($R^2=.136$).

4.5.4 Summary of Results

The findings of this study revealed several significant correlations among parents' satisfaction, home literacy environment, and parent engagement. Parents' satisfaction exhibited a substantial positive correlation with both home literacy environment ($r = .299, p < .01$) and parent engagement ($r = .472, p < .01$), indicating that higher levels of parents' satisfaction are associated with higher levels of both home literacy environment and parent engagement. Likewise, home literacy environment demonstrated positive correlations with parents' satisfaction ($r = .299, p < .01$) and parent engagement ($r = .431, p < .01$). This implies that a more favorable home literacy environment is linked to higher levels of both parents' satisfaction and parent engagement. Furthermore, parent engagement displayed significant positive correlations with both parents' satisfaction ($r = .472, p < .01$) and home literacy environment ($r = .431, p < .01$). This suggests that higher levels of parent engagement are associated with higher levels of both parents' satisfaction and a favorable home literacy environment. Overall, these findings indicate that parents who express greater satisfaction with their children's education are more likely to provide a rich literacy environment at home and exhibit higher levels of engagement in their children's education.

On the other hand, as a result of path analysis to test the hypotheses (H_1 , H_2 and H_3), the findings indicated that parents' satisfaction with educational experiences in early childhood education had a positive and direct effect on both parent engagement and the home literacy environment. Additionally, the home literacy environment itself directly and positively influenced parent engagement. These results highlight the importance of parents' satisfaction and the literacy environment in shaping parent engagement in early childhood education.

Upon examining the direct effect model from parents' satisfaction to parent engagement ($X \rightarrow Y$), it was found that the introduction of the home literacy environment variable (M) resulted in a decrease in the β coefficient, and the confidence interval did not include the value of "0". This suggests that the home literacy environment plays a significant mediating role in the relationship between parents' satisfaction and parent engagement ($X \rightarrow M \rightarrow Y$). Furthermore, the inclusion of the home literacy environment variable as a mediating factor did not eliminate the significant difference observed in the direct effect model. Therefore, it

can be concluded that the home literacy environment assumes a partial mediating role in the relationship between parents' satisfaction and parent engagement. In light of these findings, hypothesis H_{3a} is supported, indicating that the home literacy environment provided by parents serves as a significant partial mediator in the relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education. Overall, these conclusions highlight the important role of the home literacy environment as a mediating factor, shedding light on the mechanism through which parents' satisfaction influences parent engagement in early childhood education.

The results highlight the moderating role of Household Income on the relationship between predictor variables and outcome variables. Specifically, Parents' satisfaction significantly influences Parent Engagement for all income groups, with distinct paths for the Lower, Middle, and Upper Income Groups. Similarly, Home Literacy Environment has a significant direct effect on Parent Engagement across income groups. However, the analysis indicated that Household Income did not serve as a significant moderating variable in these relationships, as its effect fell below the critical value in most paths. The results support the acceptance of hypotheses H_{4b} and H_{4c}, while H_{4a} is rejected. Furthermore, the analysis reveals variations in the levels of Parent Engagement and Home Literacy Environment across different income levels, with R₂ values ranging from (R₂=.090) to (R₂=.371).

4.5.5 Highlights

- The correlation coefficients among Parents' Satisfaction, Home Literacy Environment, and Parent Engagement were based on a sample size of 660 participants. Significant positive correlations were found among the three constructs, indicating interrelated factors within the studied population.
- A path model was created to test predefined hypotheses, including null and alternative hypotheses, to explore the relationships between the variables. Parents' satisfaction positively influenced both Parent Engagement and Home Literacy Environment, supporting Hypotheses H₁ and H₂. Home Literacy Environment positively influenced Parent Engagement, supporting Hypothesis H₃.
- The Home Literacy Environment was found to partially mediate the relationship between Parents' satisfaction and Parent Engagement, supporting Hypothesis H_{3a}.
- Household Income was examined as a moderating variable but was found not to be a significant moderating variable in most paths. The moderating role of

Household Income emerged in the effect of Home Literacy Environment on Parent Engagement and between Parents' satisfaction and Home Literacy Environment for certain income groups, supporting Hypotheses H_{4b} and H_{4c}. Hypothesis H_{4a}, proposing that household income moderates the relationship between Parents' satisfaction and Parent Engagement, was not supported by the data.

- The analysis revealed variations in Parent Engagement and Home Literacy Environment across different income levels.
- Overall, the findings highlight the importance of Parents' satisfaction and the Home Literacy Environment in shaping Parent Engagement in early childhood education, with variations across income levels.



CHAPTER 5

DISCUSSION

The discussion segment of this dissertation titled "Parents' Satisfaction and Engagement in Early Childhood Education: The Mediating Role of Home Literacy Environment" begins with the aim of thoroughly analyzing and interpreting the interrelationships of the variables investigated in the study.

5.1 Discussions of the Results

5.1.1 General Discussion

This research intends to enhance the current understanding of parent engagement by considering its interconnectedness with parents' satisfaction with their children's educational experiences, the home literacy environment, and household income. This study offers one of the first detailed examinations of these interrelationships in the context of early childhood education in Türkiye, to the extent of the author's knowledge.

In the foreground, this research brings significant insights into parents' satisfaction, a cornerstone in understanding parent engagement in early childhood education. Acknowledging this phase as critical for influencing children's developmental trajectories, the study explicates the multi-layered relationships between parents' satisfaction, parent engagement, home literacy environment, and household income. This in-depth exploration may enable a more profound understanding of parents' satisfaction, which is indispensable not only for the academic realm but also for practitioners, including educators, curriculum developers, and educational administrators. The findings of this study might suggest potential strategies to enhance parents' satisfaction, offering critical insights for facilitating enriching educational experiences for children.

Furthermore, the practical implications of this research are significant. The study offers a robust foundation for designing interventions and education programs aimed at enhancing parent engagement by elucidating the impact of parents' satisfaction with their children's educational experiences and the home literacy environment's influence. The investigation into the role of household income as a potential moderator provides vital insights for policymakers and social welfare officials interested in promoting parent engagement, especially among low-income families.

The study's exclusive focus on Türkiye adds a unique value. The distinct socio-economic backdrop, marked by significant income disparities, permits a thorough investigation of household income as a potential moderating factor. The paucity of research on these intricate relationships in the Turkish context underscores the need for a contextualized understanding, thus filling a critical gap in the local academic landscape and holding substantial practical value for Türkiye's early childhood education sector.

In conclusion, this study uncovers the complexity of parents' satisfaction in the context of early childhood education in Türkiye. It elucidates the intricate dynamics between parents' satisfaction, home literacy environment, and parent engagement, and highlights the vital role of household income as a moderating factor. This exploration holds significant implications for policy, practice, and future research, contributing to the enhancement of parents' satisfaction, the promotion of increased parent engagement, and improved educational outcomes for children.

5.1.2 Discussions Regarding Descriptive Results

Expanding on the interrelations between the three constructs, this study has discovered that parents' satisfaction was significantly correlated with both the Home Literacy Environment (HLE) and parental engagement. Specifically, increased parents' satisfaction correlated with improved HLE ($r = .299, p < .01$) and enhanced parent engagement ($r = .472, p < .01$). This is an important finding, demonstrating that when parents feel more satisfied with their children's early education, the HLE tends to be more conducive, and the degree of parental engagement is heightened.

These results resonate with earlier studies, which have also identified a positive correlation between parents' satisfaction and parental engagement. Lau &

Ng (2019), Tao et al., (2019), and others have highlighted that satisfied parents are less likely to experience stress related to parenting and more likely to engage with their children's education. This link has been shown to persist even in changing educational environments, such as the shift towards online learning due to the COVID-19 pandemic (Shao et al., 2022). The convergence of these findings not only reaffirms the interrelatedness of parents' satisfaction, HLE, and parental engagement but also emphasizes that these constructs are not standalone phenomena. Instead, they mutually influence one another, thereby collectively shaping the child's learning environment.

Diving deeper into the HLE, it was also found to be significantly correlated with both parents' satisfaction and engagement. A more favorable HLE was associated with increased parents' satisfaction ($r = .299$, $p < .01$) and heightened parental engagement ($r = .431$, $p < .01$). Earlier studies have also found that parents appreciate environments that provide them with opportunities to participate, leading to an increase in satisfaction levels (Fantuzzo et al., 2006; Friedman et al., 2006; LaForett & Mendez 2010). This signifies the importance of creating supportive HLEs that promote parental engagement and consequently improve satisfaction levels.

Further, parent engagement demonstrated a significant positive correlation with both parents' satisfaction and HLE, suggesting that higher levels of parental engagement result in increased parents' satisfaction and improved HLE. This finding strengthens the theoretical proposition that parental engagement is a continuum from school participation to home learning support (Hornby & Lafaele, 2011). The outcomes of this study support this, showing the profound influence parental engagement can have on satisfaction levels and the HLE.

When examining these three constructs, it's crucial to interpret them within the context of early childhood education, which is characterized by significant complexity and diversity. The mean scores suggest a moderate level of parents' satisfaction with early education experiences, a varied landscape of HLEs, and a relatively consistent level of parental engagement. These insights reinforce the multifaceted nature of early childhood education, emphasizing the importance of viewing these constructs as interconnected parts of a whole rather than isolated entities (Goodall & Montgomery, 2014).

However, it's important to remember that correlation doesn't imply causation. While these results show significant correlations, other unexamined factors could also be influencing these relationships. Moreover, the experiences of the parents and the characteristics of the HLE are likely to be influenced by numerous factors beyond those examined in this study, highlighting the need for further research.

In conclusion, the bivariate correlations explored in this study, coupled with the insights from previous research, provide a comprehensive understanding of the multifaceted relationships between parents' satisfaction, HLE, and parental engagement. This exploration underscores the need to consider all these factors when designing interventions to improve early literacy skills and foster long-term academic success. This holistic approach could potentially inform policies and interventions aimed at improving early childhood education outcomes.

5.1.3 Discussions Regarding the Model

In this section, a thorough discussion is presented concerning the results of the hypotheses in the current study, based on the outcomes of the path analysis. Initially, the series of hypotheses formulated under the study are addressed, each investigating the direct and indirect relationships between parents' satisfaction with early childhood education, home literacy environment, parent engagement, and the moderating role of household income.

Firstly, the focus is laid on hypothesis H_1 , exploring the direct influence of parents' satisfaction with educational experiences in early childhood education on parent engagement in early childhood education. This is followed by an examination of hypothesis H_2 , analyzing the direct effects of parents' satisfaction with educational experiences in early childhood education on the home literacy environment that parents provide to their children.

Subsequently, the third hypothesis, H_3 , is discussed, which probes the direct impact of the home literacy environment that parents provide to their children on parent engagement in early childhood education. This discussion is further extended to hypothesis H_{3a} , addressing the mediating role of the home literacy environment that parents provide to their children in the relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education.

Lastly, the three hypotheses H_{4a} , H_{4b} , and H_{4c} , which propose the moderating role of household income in different relationships, are discussed in detail. H_{4a} investigates the moderating effect of household income on the relationship between parents' satisfaction with educational experiences in early childhood education and parent engagement in early childhood education. H_{4b} explores the moderation of household income on the relationship between parents' satisfaction with educational experiences in early childhood education and the home literacy environment that parents provide to their children. Finally, H_{4c} delves into the moderation by household income on the relationship between the home literacy environment that parents provide to their children and parent engagement in early childhood education.

Each of these hypotheses is scrutinized sequentially, thereby providing a comprehensive understanding of the various dynamics at play within the sphere of early childhood education, parent engagement, home literacy environment, and household income. This examination and the resulting insights prove instrumental in further elucidating the complex interrelations inherent within the context of early childhood education and the influencing factors.

5.1.3.1 Discussions Regarding the Direct Effect of Parents' Satisfaction on Parent Engagement

Based on the path analysis results, the null hypothesis (H_0), which posited no significant influence of Parents' satisfaction on Parent Engagement, can be decisively rejected. This conclusion is supported by the empirical evidence gathered, indicating a direct and positive impact of the Parents' satisfaction variable on Parent Engagement ($\beta = .379$; $CR = 11.433$; $p < .01$). This statistically significant relationship is enough to discard the null hypothesis, providing robust empirical evidence against the assumption of no substantial influence.

With the null hypothesis being rejected, the alternate Hypothesis 1 (H_1), which suggests that parents' satisfaction with educational experiences in early childhood education has a positive and direct effect on parent engagement, finds considerable support. The empirical data gathered for this research offers strong validation for H_1 , thus aligning with the initial assertion. This study adds to the existing body of evidence that suggests a relationship between parents' satisfaction

and their engagement in early childhood education, potentially reinforcing the importance of ensuring high levels of satisfaction among parents in early education settings. Sociocultural Theory (Vygotsky, 1978; Rogoff, 2003) and Family System Theory (Miller et al., 2000; Minuchin, 1985) provide robust theoretical frameworks that affirm the connection between parents' satisfaction and engagement. Essentially, Vygotsky's social learning theory underscores the proposition that parents' satisfaction, perceived as a favorable emotional condition, has the potential to fuel more active participation in their child's education (Hill & Tyson, 2009). Simultaneously, the Family Systems Theory underpins the relationship between parent satisfaction and engagement, affirming that family units influence each other and function systemically. Hence, satisfaction with a child's education can spill over, bolstering a parent's commitment to involvement in this process (Sheridan et al., 2012).

In the context of this research, the notion of parents' satisfaction refers to the gratifying experiences derived from their engagement in early childhood education. A plethora of scholarly literature bolsters the argument that satisfied parents, in terms of learning opportunities and the level of engagement facilitated by schools, tend to exhibit diminished parenting stress and increased parental engagement (Lau & Ng, 2019; Tao et al., 2019). Conversely, negative perceptions of unsupportive school environments or unresponsiveness to children's needs in teaching and parent collaboration can breed dissatisfaction, often resulting in a diminished desire for cooperation (Griffith, 2020; Jónsdóttir et al., 2017). Such discontent can foster negative appraisals of events and maladjustment, engendering ineffective parent engagement and problematic child outcomes (Abidin & Brunner, 1995; Crnic & Low, 2002; Gerstein et al., 2009).

Akin to the concept underpinned in the Family Systems Theory, prior research, particularly those conducted by Jinnah and Walters in 2008, Shao et al. in 2022, and Gibbons and Silva in 2011, provide empirical evidence demonstrating a positive correlation between the extent of parental involvement and the degrees of parents' satisfaction. These studies strongly propose that active parental engagement in their children's academic and social activities serves as a significant predictor of enhanced levels of satisfaction. This underscores the importance of cultivating an environment where parents are encouraged to participate, leading to increased

satisfaction, thereby emphasizing the crucial role parental involvement plays in contributing to positive educational outcomes.

In line with this, H_1 of the present study, which anticipates that parents' satisfaction with early childhood educational experiences will have a positive and direct effect on their level of engagement, proposes a potentially bidirectional relationship between satisfaction and engagement. On one side, engagement promotes satisfaction, while on the other, satisfaction spurs further engagement. Therefore, while the works of Jinnah and Walters (2008), Shao et al. (2022), and Gibbons and Silva (2011) argue the influence of parent involvement on satisfaction, the current study suggests the possibility of a reverse causality where satisfaction might also serve as an impetus to trigger increased parent engagement in early childhood education.

Furthermore, Jeynes' (2011) seminal work substantially underpins this study. Jeynes' research substantiates a robust correlation between parents' satisfaction and their ensuing involvement in their children's educational pursuits, further reinforcing the theory guiding this research hypothesis. Consequently, the interaction between parents' satisfaction and engagement, influenced by the moderating effect of the school environment and household income, forms the foundation of the hypotheses proposed in this study.

It is crucial to note that this research finding has profound implications not only on the theoretical groundings of early childhood education but also on the policies and practices that seek to encourage parent engagement. The identification of parents' satisfaction as a significant predictor of parental engagement elucidates the necessity for educational institutions to pay heed to this pivotal aspect. Institutions must strive to foster environments conducive to positive parental experiences and satisfaction levels to stimulate increased engagement in their child's education. The finding also presents an opportunity to examine and explore further the concept of bidirectional relationships between satisfaction and engagement, shedding light on the intertwined nature of these constructs and their reciprocal influences.

Ultimately, this study's findings offer insights into the intricate connection between parents' satisfaction and engagement in early childhood education, potentially contributing to the existing body of knowledge concerning parental

engagement. The acknowledgment of this link can potentially pave the way for more comprehensive, efficacious strategies in education designed to maximize both parents' satisfaction and engagement, thereby enhancing the quality of early childhood education.

5.1.3.2 Discussions Regarding the Direct Effect of Parents' Satisfaction on Home Literacy Environment

Upon examining the results derived from the data analysis, it becomes evident that the null hypothesis (H_{02}) proposing no significant influence of parents' satisfaction on the HLE can be emphatically rejected. The data clearly indicates that parents' satisfaction exerts a direct and positive influence on the HLE ($\beta = .278$; $CR = 7.259$; $p < .01$), which refutes the assumption presented in the null hypothesis H_{02} .

Given this robust evidence against the null hypothesis, it becomes clear that the alternate Hypothesis 2 (H_2), which postulates a positive and direct effect of parents' satisfaction on the HLE, is substantiated. This finding not only aligns with but also lends empirical support to the theoretical foundations laid out by the Family Systems Theory and the Ecological Systems Theory (Fantuzzo et al., 2013; Miller et al., 2000; Minuchin, 1985). Moreover, it is congruent with the empirical findings of Manolitsis et al. (2013), who also evidenced a positive influence of parents' satisfaction on the HLE.

This validation of H_2 significantly strengthens our understanding of the role parents' satisfaction plays in shaping the HLE, thus underscoring the importance of fostering high levels of parents' satisfaction to enhance the home literacy environment. This is particularly crucial in early childhood education, as an enriched HLE is integral for promoting literacy skill development in children.

Family Systems Theory purports that parents' satisfaction can permeate their home environment and shape the literacy experiences provided to children. This theory suggests that familial behaviors, attitudes, and overall dynamics are interconnected, thus influencing the trajectory of the child's development (Miller et al., 2000; Minuchin, 1985). Therefore, parents who express satisfaction with their children's educational experiences might be inspired to establish a more conducive home literacy environment, thereby augmenting their children's literacy development.

Bronfenbrenner's Ecological Systems Theory, meanwhile, underscores the role of the microsystem in shaping a child's development. In this regard, parents' satisfaction with the educational process, a key component of the microsystem, can directly influence the home literacy environment (Zhang et al., 2010). Such relationships among these microsystem elements can significantly impact the child's cognitive, socioemotional, and academic development, aligning with the findings of the direct influence of parents' satisfaction on the HLE.

Previous research by Manolitsis et al. (2013) suggested a significant correlation between the quality of the HLE and the level of parents' satisfaction with their children's educational experiences. The current findings affirm this relationship, demonstrating that a positive parental perception of early educational experiences can directly contribute to a rich and supportive HLE.

Enhancing parents' satisfaction with their children's educational experiences is a critical factor in establishing a nurturing home literacy environment. A positive correlation exists between parents' satisfaction and engagement in shared reading experiences, thereby fostering children's literacy skills and interests (Lonigan et al., 2008; Lonigan & Shanahan, 2010). A satisfactory education experience can also motivate parents to supply an array of reading materials and foster an environment that encourages reading skill development.

Moreover, parents' satisfaction can strengthen the belief in the importance of literacy, thereby motivating parents to actively construct home and other environments conducive to their children's literacy development (Reneau, 2019). This can extend to providing access to books, libraries, and literacy-focused institutions, fostering an environment that cultivates reading (van Bergen et al., 2017).

Increased parents' satisfaction also suggests an enhanced propensity to utilize external resources like after-school programs, community-based organizations, and reading programs, especially for families with lower socioeconomic status (SES) (Neuman & Celano, 2001; Reneau, 2019). The active involvement of parents in these programs is crucial, as their success often depends on strong parental engagement (Sénéchal & Young, 2008).

The significance of parents' satisfaction in shaping the HLE cannot be overstated. A conducive HLE influences children's academic trajectories

significantly, making parents' satisfaction a cornerstone in this relationship. The findings underscore the importance of research into the interactions between parents' satisfaction, HLE, and other related factors in enhancing early literacy development initiatives and policies. A continual evaluation and improvement of the quality of early childhood education experiences to increase parents' satisfaction are thus integral in promoting the home literacy environment, and ultimately, children's academic success.

The satisfaction of parents with their children's educational experiences in early childhood education directly shapes the HLE they provide, emphasizing the need for its consistent improvement to bolster early literacy development. In this regard, the present study adds to the existing literature on early childhood education by exploring the complex interplay between parents' satisfaction, the HLE, and parental engagement. It suggests a direction for further studies that might delve into the intricate mechanisms underlying these relationships.

5.1.3.3 Discussions Regarding the Direct Effect of Home Literacy Environment on Parent Engagement

The rigorous evaluation of the data in this study leads to the rejection of the null hypothesis (H_{03}), which posited no significant impact of the Home Literacy Environment (HLE) on Parent Engagement. The evidence clearly demonstrates a significant and positive direct influence of the HLE on Parent Engagement ($\beta = .3221$; $CR = 9.727$; $p < .01$), thereby refuting the assertions made in the null hypothesis H_{03} .

In light of this evidence, the alternate Hypothesis 3 (H_3) – postulating that the HLE has a positive and direct influence on Parent Engagement – receives substantial support. This finding aligns with and provides empirical reinforcement to the Ecological Systems Theory and the Sociocultural Theory (Fantuzzo et al., 2013; Vygotsky, 1978; Rogoff, 2003), and mirrors the empirical findings of Sénéchal and LeFevre (2014).

The verification of H_3 significantly enhances our understanding of the role the HLE plays in shaping Parent Engagement. This insight emphasizes the importance of cultivating a rich HLE to augment Parent Engagement, particularly in early childhood education. It suggests that the quality of the literacy environment at

home can indeed significantly influence parents' engagement in their children's education.

The existing literature provides substantial evidence that parent engagement is a vital component of the HLE. Adhani (2019) emphasized the importance of parents' role in stimulating language development in children through various aspects of HLE, such as reading books and interactive conversations. Similarly, studies by Garcia et al. (2015) and Niklas & Schneider (2017) revealed that parental involvement in children's language skills can significantly improve reading abilities, and when parents are involved in motivating their children, it usually leads to enhanced learning outcomes (Primiyaana & Dewi, 2022).

Moreover, research has shown that interventions in the HLE may have a positive impact on children's linguistic and literacy development (Mol et al., 2008; S  n  chal and Young, 2008). Successful family literacy interventions often include parental education or general information for parents on how to enhance the quality in the HLE (Niklas and Schneider, 2017b; Saracho, 2017). Such approaches may change attitudes and actual behavior in parents, further supporting the notion that parent engagement can affect HLE. Given these findings, it is reasonable to hypothesize that the relationship between HLE and Parent Engagement may be reciprocal. If parent engagement can influence the quality and nature of the HLE, as demonstrated by studies such as Wood (2002) and Weigel et al. (2006), it is plausible that the HLE, in turn, can affect parent engagement.

The broader exploration of the HLE in this dissertation, taking into account a comprehensive range of components, not solely centered on specific activities, has shed light on the essential role these wider-ranging factors play in enhancing parental engagement. This expanded perspective contributes valuable insights to the academic discourse on the HLE and parental engagement, emphasizing that fostering an enriching literacy environment at home means more than just providing necessary resources. It extends to the attitudes of parents, their active involvement, their emotional support, and the learning values they foster. This more comprehensive viewpoint, exploring the overarching components influencing parental engagement, highlights that specific activities are important, yet the general literacy environment at home, shaped by an array of interwoven factors, is equally crucial in cultivating parental engagement.

The influence of HLE on parent engagement is critical to understanding because parental engagement is associated with improved learning outcomes for children. Parent engagement is multifaceted and encompasses various activities such as helping with homework, attending school events, and creating a stimulating environment at home (Hill & Tyson, 2009). Parents who engage in these activities provide children with learning opportunities outside the school setting and contribute to their learning motivation and academic success (Hoover-Dempsey & Sandler, 1997).

In conclusion, the importance of a robust HLE as a determinant of parent engagement is undeniable. It constitutes an integral factor that directly influences a child's educational trajectory, shaping both their academic success and socio-emotional development. Hence, it becomes a pivotal area of focus for educators, policymakers, and parents aiming to optimize early childhood educational experiences. The finding of this study corroborates the essence of the hypothesis, providing empirical evidence to the theoretical assumptions, and opening up new avenues for future research in the realm of early childhood education. The significance of these results holds implications for educational strategies, school-family collaborations, and policy-making, underlining the need for a multi-dimensional approach to enhancing early literacy development and parental engagement.

5.1.3.4 Analysis of the Mediating Role of Home Literacy Environment in the Relationship Between Parents' Satisfaction and Parent Engagement

This section provides a detailed exploration of the interrelationships between parents' satisfaction, home literacy environment (HLE), and parent engagement. The findings suggest that the home literacy environment plays a critical mediating role in the relationship between parents' satisfaction and engagement. While the direct effect of parents' satisfaction on engagement is significant ($\beta = .469$; $p < .01$; 95% CI [0.399, 0.550]), the introduction of the home literacy environment as a mediating variable reveals a more complex interplay.

As per the mediated effect model, the introduction of the home literacy environment to the model results in a substantial drop in the β coefficient, indicating a profound shift in the relationship between parents' satisfaction and engagement.

The standardized indirect effect test further substantiates this, demonstrating that parents' satisfaction significantly and positively impacts parent engagement ($\beta = .090$; $p < .01$; 95% CI [0.171, 0.272]). These results suggest that the home literacy environment plays a significant role in shaping parental engagement, acting as a critical conduit through which parents' satisfaction impacts engagement.

The findings from this study echo those of previous research, specifically the work of Weigel et al. (2006). The parallels drawn between these two studies highlight the validity of the current research, strengthening the claim for the mediating role of the home literacy environment. In their study, Weigel and colleagues provided empirical evidence supporting the mediating role of the home literacy environment in the relationship between parents' satisfaction and engagement, a finding this study upholds.

Moreover, the concept of the home literacy environment as a mediating variable aligns with theoretical perspectives, such as the Ecological Systems Theory (Fantuzzo et al., 2013) and Sociocultural Theory (Vygotsky, 1978; Rogoff, 2003). The Ecological Systems Theory emphasizes the multilayered interactions of environmental influences, implying that the home literacy environment can serve as an intermediary mechanism. In line with the sociocultural perspective, the home literacy environment—comprising social and cultural tools like language and literacy practices—plays an instrumental role in shaping learning experiences (Son & Morrison, 2010).

However, the introduction of household income as a moderating variable in the relationships among parents' satisfaction, home literacy environment, and parent engagement does not yield significant results, indicating that income level does not moderate these relationships. Despite this, the variations in parent engagement and home literacy environment across different income levels do suggest the need for further research to uncover other potential moderating variables.

Overall, these findings are of crucial importance as they underline the role of home literacy environment in parental engagement. Recognizing this mediating role can guide interventions aimed at improving parental engagement by focusing on enhancing the quality of the home literacy environment, which, in turn, is influenced by parents' satisfaction. Thus, the implications of these findings extend beyond

academia to the realm of policy and practice, informing strategies to boost parent engagement in early childhood education.

In conclusion, the findings present a compelling case for the mediating role of the home literacy environment, thereby supporting Hypothesis H_{3a} and rejecting Hypothesis H_{03a} . The results paint a comprehensive picture of the intricate interplay among parents' satisfaction, home literacy environment, and parent engagement, inviting further exploration into this significant area of early childhood education research.

5.1.3.5 Analysis of the Moderating Role of Household Income Among the Relationships

Household income as a moderating variable stands as a significant factor in this study. Its role in modifying the relationships between parents' satisfaction, home literacy environment, and parental engagement in early childhood education is indispensable, as it provides a comprehensive lens through which to understand these intricate dynamics.

With Hypothesis H_{4a} suggesting that household income moderates the relationship between parents' satisfaction with educational experiences and parent engagement, the findings contradict this proposition. This divergence from the hypothesis indicates that regardless of the household income level, the relationship between parents' satisfaction with their children's educational experiences and their level of engagement remains consistent. Such a conclusion offers a unique perspective, differing from some of the pre-existing literature in the field.

Research from Dearing et al. (2006) emphasized that family income could significantly moderate parental involvement in education, which served as the theoretical basis for H_{4a} . The current findings not aligning with Dearing et al.'s research suggest that household income may not influence parents' engagement level when they are satisfied with their children's educational experiences. This discrepancy potentially indicates the overarching value parents place on education, overriding income-related influences.

On the other hand, for Hypothesis H_{4b} , which proposed that household income moderates the relationship between parents' satisfaction with educational experiences and the home literacy environment, the findings align. This congruence

underscores the crucial role of economic resources in shaping the home literacy environment.

Bradley et al. (2001) highlighted that family income levels could significantly influence the home literacy environment's quality, corroborating this study's findings. The parallel findings underscore that when parents are satisfied with their children's educational experiences, higher income households tend to provide a more enriching home literacy environment. This reinforces the crucial role of economic resources in shaping children's learning environment at home, highlighting the differential opportunities that families with varying income levels can provide.

Hypothesis H_{4c}, suggesting that household income moderates the relationship between the home literacy environment and parent engagement in early childhood education, also received support from the findings. In line with Grolnick et al.'s (1997) research, it was found that higher income households were more likely to exhibit greater engagement when the home literacy environment was conducive to fostering educational involvement.

These findings provide an interesting dynamic to the moderating role of household income in educational outcomes and parental behavior. They highlight the nuanced complexities within these relationships, bringing into sharp focus the pivotal role of socio-economic factors in the educational landscape.

In the proposed model, with Household Income as the moderating variable, the variation in Parent Engagement across different income levels further substantiates the findings. Ranging from ($R^2=.242$) to ($R^2=.371$), it is clear that income does indeed play a role in moderating the levels of parental engagement. This suggests that families with higher income levels may have greater means and resources to engage more actively in their child's education.

Similarly, the Home Literacy Environment also exhibits variations across income levels, ranging from ($R^2=.090$) to ($R^2=.136$). This reiterates the conclusion drawn from H_{4b}: higher income levels are associated with a more enriched home literacy environment.

These findings, set in the larger socio-economic context, underscore the multifaceted nature of the relationships between parents' satisfaction, home literacy environment, and parental engagement. However, it is essential to consider these results in light of certain factors, such as parents' education level, mental health

status, expectations, and socio-cultural backgrounds, as explored by researchers like Rodger et al. (2008), Law et al. (2003), Marfo et al. (1991), Upshur (1991), and Summers et al. (2005).

Furthermore, studies by Neuman and Celano (2001), Bonal and Gonzalez (2020), Bol (2021), Treviño et al. (2021), Bayrakdar and Guveli (2020), and Osorio-Saez et al. (2021) also provide valuable perspectives on how various factors, including household income and socio-economic status, influence the quality of the home literacy environment and parental engagement in their children's education.

While these findings provide essential insights into the moderating role of household income, it is paramount to consider them within a broader framework that includes other significant determinants such as parental education level, family structure, rural vs. urban locale, ethnicity, etc.

In light of the evidence presented in this study, it may be inferred that household income appears to have a relationship with parents' satisfaction, home literacy environment, and parental engagement in early childhood education. Although they align with some hypotheses and diverge from others, they unequivocally underscore the pivotal role that socio-economic factors play in shaping these dynamics. These conclusions hold profound implications for future research, policy-making, and educational practices. It's clear that any interventions or strategies aimed at improving parental engagement or home literacy environments must take into account the family's economic context, as it may significantly impact their effectiveness.

5.2 Implications

The implications of this study are manifold, with far-reaching consequences for both theoretical understanding and practical application within the realm of early childhood education. This study examines the intricate relationships between parents' satisfaction, home literacy environment, and parental engagement in early childhood education, in the context of household income, providing insights that expand the existing body of knowledge and inform practices in education, particularly within the Turkish context. These implications are dissected into two categories: implications for theory and research, and implications for practice.

In the first category, the discussion revolves around how the study is intended to contribute to the theoretical understanding of the variables in question and how it presents opportunities for further research. The study confirms, extends, and challenges existing theoretical frameworks, contributing to a more nuanced understanding of the subject. It also paves the way for future research, pushing the boundaries of current knowledge and prompting further investigations in this domain.

In the second category, the exploration pertains to how the findings can be used to enhance practical efforts in early childhood education. It discusses how the insights derived from the study can inform policies and interventions designed to improve parental engagement in early childhood education, both generally and specifically within the Turkish context.

In summary, the implications of the study extend beyond academic inquiry, offering practical strategies for enhancing parental engagement, promoting more effective home literacy environments, and improving satisfaction with children's educational experiences. The study offers insights that may contribute to a more comprehensive understanding of parent engagement in early childhood education. This understanding could potentially serve as a foundation for strategies aimed at enhancing children's learning experiences and outcomes, though the implications and applications of these findings may vary according to different perspectives and contexts.

5.2.1 Implications for Theory and Research

The partial support for hypotheses H_{4a} , H_{4b} , and H_{4c} adds a critical dimension to the broader ecological frameworks, particularly the Eco-cultural Theory and the Ecological Systems Theory. The incorporation of household income as a moderator in the relationships among these variables emphasizes the pervasive role of socio-economic influences, thereby extending these frameworks' reach. It underscores the multifaceted nature of parental engagement and invites researchers to consider additional socio-economic factors that could influence parents' engagement with their children's early education.

However, the study may also challenge existing theoretical perspectives. The lack of complete support for hypothesis H_{4a} necessitates a reconsideration of the

findings by Dearing et al. (2006). This divergence suggests that the interplay between parents' satisfaction and parental engagement might not be as straightforward as previously understood. This discrepancy is significant as it not only challenges established theories but also opens up new areas of inquiry for future research. It prompts questions about the potential mediating or moderating variables that might impact the relationship between parents' satisfaction and their engagement.

This study's contribution is not limited to theoretical expansion; it may also offer substantial implications for empirical research. It provides a robust basis for further research exploring parent engagement in early childhood education. It signals the necessity of considering multiple influences - satisfaction with children's educational experiences, home literacy environment, and household income - when studying parent engagement, thereby broadening the scope of future investigations. This research can inform and shape further inquiries into the factors that can either facilitate or hinder parental engagement, leading to more comprehensive, nuanced, and effective interventions.

In terms of contribution to the existing literature, this research presents a thorough examination of the concept of "parent engagement - aile bağılılığı" within the Turkish context. It introduces the Parent Engagement in Early Childhood Education Survey (PEECE), a novel tool developed by Gross et al. (2022), which has been adapted for the Turkish cultural and linguistic context. This makes a significant addition to the literature as it allows for the exploration of parent engagement patterns among Turkish parents. By adapting this instrument to the Turkish setting, this research facilitates further investigations into parent engagement in early childhood education within a unique cultural context.

Moreover, this study can be considered as unique in its consideration of the home literacy environment as a mediating variable and household income as a moderating variable in the relationship between parents' satisfaction and parental engagement. This approach offers fresh perspectives that enrich the literature and paves the way for future research exploring these relationships further.

Finally, by situating the research within the unique socio-economic context of Türkiye, the study sheds light on the particular challenges and opportunities that characterize the Turkish early childhood education landscape. By doing so, it

highlights the need for localized, context-specific research that considers socio-cultural factors and economic disparities in shaping parental engagement. Therefore, this research not only intends to contribute to the global academic discourse but also provides critical insights that are specifically relevant to the Turkish context.

5.2.2 Implications for Practice

The findings of this research bear implications for practical applications, particularly within the context of early childhood education in Türkiye. Given the discovered moderating role of household income on the relationships between parents' satisfaction, the home literacy environment, and parental engagement, it is imperative for educators, policymakers, and support agencies to devise strategies that consider socio-economic disparities.

Understanding the moderation role of household income can aid in developing targeted interventions to reduce income-related disparities in parental engagement and home literacy environments. First and foremost, acknowledging that families from diverse income brackets might require different types and levels of support to engage effectively with their children's early education becomes vital. Specifically, in the Turkish context where family structure and parental education levels have been found to significantly influence parental engagement (Yakıcı, 2018), interventions should be sensitive to these socio-economic dynamics.

The insight that higher-income households tend to provide a more enriched home literacy environment, especially when they are satisfied with their children's early childhood educational experiences, should shape program development and resource allocation. This suggests that educational policy makers and practitioners should consider how parents' satisfaction might interact differently with parental engagement and home literacy environments across various socio-economic strata.

Educators and early childhood service providers can utilize this understanding to create more tailored and effective parent engagement programs. Lower-income families might benefit from additional resources to enhance their home literacy environment, such as access to books and educational materials. Conversely, higher-income families might find value in programs that help them understand how to maximize their engagement in a way that leverages their existing resources to better support their child's learning.

The non-significant moderation of household income on the relationship between parents' satisfaction and parent engagement implies that parents across all income brackets are likely to increase their involvement when they are satisfied with the education services. Consequently, improving parents' satisfaction with early education services becomes critical across all socio-economic groups. This can be achieved by ensuring transparency, regular communication, and actively involving parents in decision-making processes about their child's education.

The study's results suggest that schools and educational policymakers should strive to make their services more accessible and inclusive to parents across all income levels. Potential strategies could involve implementing flexible scheduling for parent-teacher meetings, offering resources for at-home learning, and providing additional support for families that may struggle with language barriers or other obstacles affecting their engagement.

Moreover, the complex relationship between SES, parent engagement, and the home literacy environment calls for further training and professional development for educators. In contexts like Türkiye, where socio-economic factors significantly shape parental engagement, this understanding becomes even more crucial. This training could encompass both pre-service and in-service professional development. Pre-service training might focus on equipping future educators with the knowledge and skills to understand and address the diverse needs of families from various socio-economic backgrounds. This could include modules on cultural sensitivity, family dynamics, and strategies for engaging parents who may have limited resources or face other barriers. In-service training, on the other hand, could provide current educators with ongoing support and resources to adapt their practices as they encounter new challenges and opportunities in engaging parents. The aim of this training would be to foster a more inclusive and responsive approach to parent engagement, recognizing the unique influences of socio-economic status on the home literacy environment. By enhancing educators' abilities to tailor their engagement strategies to the specific needs and circumstances of different families, this training could contribute to more effective collaboration between schools and parents, ultimately supporting children's learning and development across varying socio-economic strata.

In conclusion, by tailoring strategies that consider the moderating role of household income, educational institutions can encourage more effective parent engagement, thus contributing to improved educational outcomes for children across varying socio-economic strata. This comprehensive approach will ensure that support mechanisms address socio-economic disparities and aim to provide all parents with the tools they need to create effective home literacy environments and to engage meaningfully with their child's education, regardless of their income levels.

5.3 Recommendations for Future Research

The study at hand has advanced the understanding of how parents' satisfaction, home literacy environment, and parental engagement intertwine in early childhood education, particularly within the context of varying household income. Yet, as is characteristic of all research, it opens new frontiers for additional inquiry and investigation.

Foremost, the revelations regarding the moderating role of household income offer a fascinating premise for upcoming studies. The partial manifestation of this moderation across the hypotheses necessitates a deeper exploration into how socio-economic circumstances may intricately interact with parents' satisfaction, home literacy environment, and parental engagement. A thorough examination of this area could incorporate a diverse array of socio-economic contexts and intersecting factors such as cultural variables, geographical disparities, and educational backgrounds of parents. Studying these dynamics across diverse socio-economic tiers would not only offer broader validation but could also critically test the current study's findings.

Secondly, the unanticipated non-significant relationship between parents' satisfaction and engagement hints at a potentially untouched terrain in the existing body of literature. The lack of significant relationships may indicate the presence of unexplored mediating factors such as cultural differences, psychological variables, or specific socio-demographic factors. Consequently, future studies should strive to uncover these potential mediators, thereby enriching the theoretical understanding of parent engagement in early childhood education.

In light of the distinct influence of household income on the home literacy environment, future research could focus on how low-income families could be better supported to improve their home literacy environments. Such research could

incorporate multiple angles, including the impact of government policies, school programs, and community initiatives aimed at reducing income-related disparities. Particular attention should be directed towards the affordability, accessibility, and effectiveness of such interventions.

Additionally, cross-cultural studies could provide a valuable addition to future research. Although the present study offers key insights within Türkiye's context, contrasting these findings with those from different cultural contexts could enrich the understanding of the variables under scrutiny. This could entail comparative research across different countries or even regions within a single country, highlighting the role of cultural differences on parent engagement in early childhood education. By "cultural differences," this refers to the variations in values, beliefs, norms, and practices that exist between different cultural groups. These differences can influence parenting styles, expectations, communication patterns, and the ways in which parents engage with educational institutions. Understanding how these cultural nuances shape parent engagement can provide a more comprehensive view of how to support diverse families in early childhood education. Future studies could explore how cultural differences in parental roles, expectations, and values might mediate or moderate the relationships between parents' satisfaction, home literacy environment, and parental engagement. Such research could contribute to the development of culturally responsive interventions and support systems that recognize and honor the unique cultural contexts in which families live and raise their children.

Moreover, it would be intriguing to explore how the relationships among parents' satisfaction, home literacy environment, and parental engagement unfold over time through longitudinal studies. Given that household income and parents' satisfaction can shift over the years, understanding these dynamics can offer a more comprehensive view of the subject matter.

Considering that parental expectations from early childhood centers dynamically change over time, future studies could employ a mixed-methods design to comprehensively explore the factors influencing parents' satisfaction with their children's educational experiences. A mixed-methods design combines both qualitative and quantitative research methods, allowing for a more nuanced understanding of complex phenomena. In this context, the quantitative component

could involve surveys or experiments to measure parents' satisfaction, engagement, and home literacy environment across a broad population. Simultaneously, the qualitative component could include in-depth interviews, focus groups, or observations to explore the underlying reasons, perceptions, and experiences that shape these variables. By integrating both numerical data and personal insights, a mixed-methods study could provide a richer, more detailed picture of how parents' satisfaction and engagement evolve over time and across different contexts. This approach would allow researchers to capture the multifaceted nature of parental engagement, considering not only the measurable aspects but also the subjective experiences and cultural nuances that influence parents' satisfaction and involvement in their children's education. Such studies could provide critical insights to enhance parents' satisfaction and engagement, contributing to improved early childhood education practices, tailored to the specific needs and preferences of different families.

In the Turkish context, this research has introduced a new parent engagement scale (Parent Engagement in Early Childhood Education Survey – PEECE). Its adaptation within the Turkish cultural and linguistic environment is an important step for studies exploring parental engagement patterns among Turkish parents. This offers a better understanding of the connections between parent engagement, parents' satisfaction with their children's educational experiences, and the home literacy environment. The PEECE scale, now aptly adapted for Turkish culture and language, can act as a catalyst for subsequent research on parental engagement in early childhood education in Türkiye.

In conclusion, while the current research has made considerable progress in unraveling the dynamics of parents' satisfaction, home literacy environment, and parental engagement in early childhood education, vast areas remain to be explored. Future studies should strive to dive deeper into these dynamics across different contexts, exploring potential mediating and intersecting factors, and conducting longitudinal and cross-cultural studies. This will extend the understanding of parental engagement, particularly within the Turkish context, enhancing the quality of early childhood education practices and policy-making.

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APPENDICES

APPENDIX A: DATA COLLECTION INSTRUMENTS

Değerli Anne-Babalar,

Okul öncesi eğitime devam eden çocuklarınızın eğitim süreçlerine katılımınızı, değerlendirme amaçlı olarak hazırlanan bu ölçekleri doldururken eğer birden fazla çocuğunuz okul öncesi eğitime devam ediyorsa aşağıdaki soruları sadece bir çocuğunuzu düşünerek yanıtlayınız.

- Araştırma sürecinde tüm bilgileriniz gizli tutulacaktır. Sizden asla isim-soyisim ve iletişim detayları istenmemektedir.
- Ortalama 5 dakika sürecek bu ölçekleri cevaplandırırken sizlerin samimi ve dürüst bir şekilde işaretlemeler yapmanız araştırma sonuçlarının doğruluğu açısından çok önemlidir.

Araştırmama katıldığınız ve değerli vaktinizi ayırdığınız için teşekkür ederim.

Ümit Ünsal KAYA / Ortadoğu Teknik Üniversitesi / Tel: [REDACTED] / E-posta: [REDACTED]

Danışman: Doç. Dr. Hasibe Özlen DEMİRCAN

Cinsiyetiniz: ☐ Kadın ☐ Erkek

Yaşınız:

Ailenizin Toplam Aylık Geliri:

Çocuk sayınız:

Çalışma Durumunuz / Mesleğiniz:

Eğitim Durumunuz:

Velisi bulunduğunuz çocuğun ay hesabı üzerinden yaşı:

Velisi bulunduğunuz çocuğun cinsiyeti: ☐ Kız ☐ Erkek

Çocuğunuz geçtiğimiz sene anaokuluna devam etti mi? ☐ Evet ☐ Hayır

Çocuğunuzun kayıtlı olduğu okul türü: ☐ Özel ☐ Devlet

Yerleşim yeriniz: ☐ Şehir merkezi ☐ Köy/Kasaba

Erken Çocukluk Eğitimine Aile Bağlılığı Ölçeği (EÇEABÖ)

Aşağıdaki ifadeleri okuyarak size göre en doğru seçeneği daire içine alınız.

1. Çocuğumun okuldaki başarı durumundan haberdarım.	Her zaman	Bazen	Nadiren	Hiçbir zaman
2. Davranışlarımla ve sözlerimle eğitimin ne kadar önemli olduğunu çocuğumun anlamasını sağlarım.	Her zaman	Bazen	Nadiren	Hiçbir zaman
3. Çocuğumun eğitimi için öğretmenle birlikte çalıştığımı hissediyorum.	Her zaman	Bazen	Nadiren	Hiçbir zaman
4. Nelerin çocuğumun dikkatini çekeceğini ve onda öğrenme hevesi oluşturacağını biliyorum.	Her zaman	Bazen	Nadiren	Hiçbir zaman
5. Gündelik yaşamda, örneğin alışveriş yaparken nesneleri saydırarak veya renkleri sorarak çocuğumun bir şeyler öğrenmesine yardımcı olurum.	Her zaman	Bazen	Nadiren	Hiçbir zaman
6. Öğretmeni ve ben, çocuğum ile ilgili konularda en etkili iletişimi kurmayı biliyoruz.	Her zaman	Bazen	Nadiren	Hiçbir zaman
7. Çocuğumun okulda neler öğrendiğinden haberdardım.	Her zaman	Bazen	Nadiren	Hiçbir zaman
8. Çocuğuma verilen bir ödevi anlayamadığımda, öğretmenle rahatlıkla iletişime geçebilirim.	Her zaman	Bazen	Nadiren	Hiçbir zaman
9. Çocuğumun öğretmeni ile iletişim kurma talebime öğretmenin en kısa sürede yanıt vereceğini bilirim.	Her zaman	Bazen	Nadiren	Hiçbir zaman
10. Bu okulun anne-babalara değer verdiğinden eminim.	Her zaman	Bazen	Nadiren	Hiçbir zaman
11. Çocuğumla ileride büyüdüğünde ne olmak istediği konusunda konuşurum.	Her zaman	Bazen	Nadiren	Hiçbir zaman
12. Okulun çocuğumdan ne beklediğini biliyorum.	Her zaman	Bazen	Nadiren	Hiçbir zaman
13. Umudunu yitirmiş olsa bile denemeye	Her zaman	Bazen	Nadiren	Hiçbir zaman

devam etmesi için çocuğumu zaman zaman cesaretlendiririm.				
14. Çocuğumun okulda hangi davranışları sergileyebileceği ile ilgili net beklentilere sahibim.	Her zaman	Bazen	Nadiren	Hiçbir zaman
15. Çocuğumu bir sonraki eğitim aşamasına ne şekilde hazırladığı konusunda öğretmenden bilgi alırım.	Her zaman	Bazen	Nadiren	Hiçbir zaman
16. Hasta olmadığı sürece çocuğumun okula devam etmesi benim için önemlidir.	Her zaman	Bazen	Nadiren	Hiçbir zaman
17. Her akşam olmasa bile gınaşırı çocuğuma okulda gününün nasıl geçtiğini sorarım.	Her zaman	Bazen	Nadiren	Hiçbir zaman
18. Çocuğum evde problem yaşarsa, okulu bu konuda bilgilendirmek konusunda rahat hissedirim.	Her zaman	Bazen	Nadiren	Hiçbir zaman
19. Ayda en az iki defa çocuğumun öğretmenini ile iletişim kurarız. (yüz yüze, telefonla ya da mesaj yoluyla)	Her zaman	Bazen	Nadiren	Hiçbir zaman
20. Okul insanda güzel duygular uyandıran hoş bir yerdir.	Her zaman	Bazen	Nadiren	Hiçbir zaman
21. Çocuğumun öğretmenine güvenirim.	Her zaman	Bazen	Nadiren	Hiçbir zaman
22. Çocuğumun desteğe ihtiyacı olduğunda öğretmenini beni bilgilendirir.	Her zaman	Bazen	Nadiren	Hiçbir zaman
23. Çocuğumun gün içerisindeki tablet, tv, bilgisayar gibi ekran başında kalma süresine sınır koyarım.	Her zaman	Bazen	Nadiren	Hiçbir zaman
24. Okuldaki çalışanların çocukları önemseydiğine ve değer verdiğine inanıyorum.	Her zaman	Bazen	Nadiren	Hiçbir zaman
25. Çocuğuma, ben veya evdeki başka bir yetişkin, her gün ya da 2-3 günde bir kitap okur.	Her zaman	Bazen	Nadiren	Hiçbir zaman

Eğitimsel Deneyimlerdeki Ebeveyn Memnuniyeti Ölçeği (EDEMÖ)

Aşağıdaki maddeler sizi ne kadar memnun ediyor? Lütfen uygun olanı daire içine alınız.

	Hiç memnun etmiyor	Memnun etmiyor	Memnun ediyor	Çok memnun ediyor
1.Okulda aktif ebeveyn katılımına verilen destek ve cesaretlendirme	0	0	0	0
2. Sınıfta gönüllü çalışmak	0	0	0	0
3.Çocuğumun öğretmeniyle telefon görüşmeleri yapmak	0	0	0	0
4. Sınıf aktivitelerinin planlanmasında ebeveyn katılımı	0	0	0	0
5. Okul ya da program için karar aşamasında ebeveyn katılım seviyesi	0	0	0	0
6. Öğretmen tarafından eve gönderilen notlar	0	0	0	0
7. Çocuğumun sınıfındaki diğer ebeveynler ile kurduğum irtibat	0	0	0	0
8.Çocuğumun okulunun düzenlediği ebeveyn atölye çalışmaları ya da eğitim fırsatları	0	0	0	0
9. Çocuğumun öğrenme ya da davranışları ile ilgili öğretmen ile yapılan toplantılar	0	0	0	0
10. Okul yönetici ya da diğer müdürleri ile kurduğum irtibat	0	0	0	0
11. Çocuğumla evde çalışmam için gönderilen okul çalışmaları	0	0	0	0
12. Ailemizin dil ve kültürüne okulda verilen destek ve cesaretlendirme	0	0	0	0

Ev içi Okuryazarlık Ortamı Ölçeği

	<i>Hiçbir zaman</i>	<i>Nadiren</i>	<i>Bazen</i>	<i>sık sık</i>	<i>Genellikle</i>	<i>Her zaman</i>
1. Çocuğumun sözel ifadelerini tamamlar ve bunları geliştiririm (Örneğin: “Çocuk ağlıyor.” ifadesini uzatarak “Evet, çocuk ağlıyor çünkü canı yanmış olmalı.”)	1	2	3	4	5	6
2. Çocuğumla konuşurken dilbilgisi açısından doğru ve düzgün cümleler kurarım.	1	2	3	4	5	6
3. Çocuğumla gününün nasıl geçtiği hakkında konuşurum.	1	2	3	4	5	6
4. Aynı soruyu defalarca sorsa bile çocuğumun sorduğu soruları cevaplar ve konu ile ilgili açıklamalarda bulunurum.	1	2	3	4	5	6
5. Çocuğumun anlamadığını düşündüğüm şeyleri açıklamaya çalışırım.	1	2	3	4	5	6
6. Çocuğumun konuşmasında ilerleme gördüğümde onu sözlerimle takdir ederim.	1	2	3	4	5	6
7. Çocuğumu akranlarıyla ve yetişkinlerle konuşması için cesaretlendiririm	1	2	3	4	5	6
8. Eğer çocuğumun ne dediğini anlamazsam ondan tekrar etmesini ya da ne demek istediğini açıklamasını isterim.	1	2	3	4	5	6
9. Çocuğuma kitap okurum	1	2	3	4	5	6
10. Çocuğumun sorduğu soruları tutarlı bir şekilde cevaplandırırım.	1	2	3	4	5	6
11. Çocuğum çoğul eklerini yanlış kullandığında onu düzeltirim ve doğru bir şekilde kullanmasını teşvik ederim.	1	2	3	4	5	6
12. Çocuğumun geçmiş ve gelecek zamanı kullanırken yaptığı hataları düzeltirim ve doğru bir şekilde kullanmasını teşvik ederim.	1	2	3	4	5	6

	<i>Hiçbir zaman</i>	<i>Nadiren</i>	<i>Bazen</i>	<i>sık sık</i>	<i>Genellikle</i>	<i>Her zaman</i>
13. Çocuğum benden ne zaman isterse ona kitap okurum.	1	2	3	4	5	6
14. Çocuğumla birlikte kütüphaneye giderim.	1	2	3	4	5	6
15. Çocuğumla birlikte kütüphaneye gittiğimizde çocuğum kütüphaneden istediğı kitapları ödünç alır.	1	2	3	4	5	6
16. Çocuğumla birlikte çocuk tiyatrosuna ya da sinemaya giderim.	1	2	3	4	5	6
17. Çocuğumla birlikte izlediğimiz çocuk tiyatrosu veya film hakkında çocuğumla konuşurum.	1	2	3	4	5	6
18. Çocuğuma hediye olarak kitaplar / sırf resimlerden oluşan resimli kitaplar satın alırım.	1	2	3	4	5	6
19. Çocuğumla birlikte resimli kitaplar okuruz.	1	2	3	4	5	6
20. Çocuğumun kitaplarda ki resimlere bakarak hikâye anlatmasını teşvik ederim.	1	2	3	4	5	6
21. Çocuğumla oyun oynarken farklı nesne ve oyuncakların isimlerini kullanır ve bunları açıklarım. (Örneğın: Evet bu uçak ama diğeri helikopter. Bak helikopterin kanatları uzun değıl.)	1	2	3	4	5	6
22. Çocuğumla günde en az yarım saat oynarım.	1	2	3	4	5	6
23. Çocuğumla birlikte televizyon seyredirim.	1	2	3	4	5	6
24. Çocuğumla televizyonda izledikleri hakkında onunla konuşurum.	1	2	3	4	5	6
25. Çocuğumla yapmak istediğı şeyler hakkında onunla konuşurum.	1	2	3	4	5	6
26. Çocuğuma kitap okurken sözümü kesmesine ve bana sorular sormasına izin veririm.	1	2	3	4	5	6
27. Çocuğuma kitap okurken onun kendisine ait hikâyeler oluşturmamasına izin veririm.	1	2	3	4	5	6
28. Çocuğuma kitap okurken onunla kitabın içeriğı hakkında konuşuruz.	1	2	3	4	5	6
29. Çocuğuma sayı saymayı öğretirim.	1	2	3	4	5	6
30. Çocuğumu birkaç kelimeyi (Örneğın: kendi adını) okuyabilmesi için onu teşvik ederim.	1	2	3	4	5	6
31. Çocuğumun harfleri öğrenmesi konusunda ona destek olurum (Örneğın: Ona kitaptaki harfleri gösteririm, Ona kendi adındaki harfleri öğretirim).	1	2	3	4	5	6
32. Çocuğumla konuşurken uzun ve karmaşık cümleler kullanırım (Örneğın: Kurallı ve devrik olmayan cümleler, bileşik cümleler, isim cümleleri).	1	2	3	4	5	6

APPENDIX B: ORIGINAL FORM OF PARENT ENGAGEMENT IN EARLY CHILDHOOD EDUCATION SURVEY (PEECE; Gross et al. 2022)

Name/ID: _____

Date: _____

Instructions: For each statement below, please circle the answer that is most true for you as a parent of a Kindergarten child. If there are other adults who care for your child at home, consider whether they also help with these behaviors when answering each statement.

Circle how <u>true</u> each statement is for you				
	Always True	Sometimes True	Rarely True	Never True
1. I know how my child is doing in school	Always True	Sometimes True	Rarely True	Never True
2. Through the things I say and do, I let my child know that their education is important	Always True	Sometimes True	Rarely True	Never True
3. I feel like the teacher and I work together as a team to support my child's learning.	Always True	Sometimes True	Rarely True	Never True
4. I know what makes my child want to learn (for example, what gets their attention)	Always True	Sometimes True	Rarely True	Never True
5. I help my child learn in everyday places, like naming colors or counting things in the store	Always True	Sometimes True	Rarely True	Never True
6. My child's teacher and I know the best way to communicate with one another about my child	Always True	Sometimes True	Rarely True	Never True
7. I know what my child is learning in school	Always True	Sometimes True	Rarely True	Never True
8. If I didn't understand an assignment my child was given, I'd feel comfortable asking the teacher for help	Always True	Sometimes True	Rarely True	Never True
9. If I contact my child's teacher, I know they will respond soon	Always True	Sometimes True	Rarely True	Never True
10. It is clear to me that this school values parents	Always True	Sometimes True	Rarely True	Never True
11. I talk with my child about what they want to be when they grow up	Always True	Sometimes True	Rarely True	Never True
12. I know what is expected of my child in school	Always True	Sometimes True	Rarely True	Never True
13. I encourage my child to keep trying even when they get frustrated	Always True	Sometimes True	Rarely True	Never True
14. I set clear expectations for how my child acts at school	Always True	Sometimes True	Rarely True	Never True
15. I ask the teacher how they are preparing my child for the next grade	Always True	Sometimes True	Rarely True	Never True
(OVER)				

Rev 12/2019; created for Baltimore City Public Schools, IES grant #R305H170027; for information about using the PEECE Survey contact debgross@jhu.edu or abetten3@jhu.edu

Name/ID: _____

Date: _____

16. I make sure my child attends school every day, unless they are sick	Always True	Sometimes True	Rarely True	Never True
17. I ask my child how their day went at school every day or nearly every day	Always True	Sometimes True	Rarely True	Never True
18. If my child was having problems at home, I would feel comfortable letting the school know about it	Always True	Sometimes True	Rarely True	Never True
19. My child's teacher and I communicate with each other at least twice a month (in person or by notes, text, email, phone, etc.)	Always True	Sometimes True	Rarely True	Never True
20. The school is a pleasant and welcoming place	Always True	Sometimes True	Rarely True	Never True
21. I trust my child's teacher	Always True	Sometimes True	Rarely True	Never True
22. My child's teacher lets me know if my child needs help in school	Always True	Sometimes True	Rarely True	Never True
23. I limit the amount of screen time my child can have (including TV, video games, tablets, smartphones)	Always True	Sometimes True	Rarely True	Never True
24. The staff at my child's school care about the students	Always True	Sometimes True	Rarely True	Never True
25. I (or another adult in the home) read(s) with my child every day or nearly every day	Always True	Sometimes True	Rarely True	Never True

THANK YOU!

APPENDIX C: REVISIONS OF TRANSLATED ITEMS OF PEECE IN ACCORDANCE WITH THE EXPERT VIEWS

The revisions regarding the items considered as problematic were made in accordance with the suggestions. The revised items were presented below.

PEECE #3

Original: Çocuğumun eğitimi için öğretmenle iş birliği içinde olduğumuzu hissediyorum.

Revised: Çocuğumun eğitimi için öğretmenle birlikte çalıştığımızı hissediyorum.

PEECE #4

Original: Nelerin çocuğumun dikkatini çekeceğini ve onda öğrenme hevesi doğuracağını biliyorum.

Revised: Nelerin çocuğumun dikkatini çekeceğini ve onda öğrenme hevesi oluşturacağını biliyorum.

PEECE #5

Original: Gündelik faaliyetler esnasında, örneğin alışveriş yaparken çocuğuma ürünleri saydırarak ya da nesnelerin renklerini sorarak çocuğumun bir şeyler öğrenmesine yardımcı olurum.

Revised: Gündelik yaşamda, örneğin alışveriş yaparken nesneleri saydırarak veya renkleri sorarak çocuğumun bir şeyler öğrenmesine yardımcı olurum.

PEECE #6

Original: Çocuğumun öğretmeni ve ben birbirimizle ne şekilde ve ne zaman iletişim kurmamız gerektiği konusunda hemfikirizdir.

Revised: Öğretmeni ve ben, çocuğum ile ilgili konularda en etkili iletişimi kurmayı biliyoruz.

PEECE #8

Original: Çocuğuma verilen ev ödevlerini anlamazsam öğretmenle rahatlıkla iletişime geçebilirim.

Revised: Çocuğuma verilen bir ödevi anlayamadığımda, öğretmenle rahatlıkla iletişime geçebilirim.

PEECE #9

Original: Öğretmene mesaj yolladığımda kendisinin müsait olduğu anda en kısa sürede cevap yazacağını bilirim.

Revised: Çocuğumun öğretmeni ile iletişim kurma talebime, öğretmenin en kısa sürede yanıt vereceğini bilirim.

PEECE #10

Original: Okulun anne-babalara değer verdiğinden eminim.

Revised: Bu okulun, anne-babalara değer verdiğinden eminim

PEECE #11

Original: Çocuğumla ileride büyüdüğünde ne olmak istediği konusunda konuşurum.

Revised: Çocuğumla büyüdüğünde ne olmak istediği konusunda konuşurum.

PEECE #12

Original: Okulun çocuğumdan ne gibi kazanımlar beklediğinden haberdarım.

Revised: Okulun çocuğumdan ne beklediğini biliyorum.

PEECE #13

Original: Yapamadığı bir iş için çok öfkelense bile çocuğumu tekrar denemesi için teşvik ederim.

Revised: Umudunu yitirmiş olsa bile, denemeye devam etmesi için çocuğumu cesaretlendiririm.

PEECE #14

Original: Çocuğumun okul performansı ile ilgili net beklentilere sahibimdir.

Revised: Çocuğumun okulda hangi davranışları sergileyebileceği ile ilgili net beklentilere sahibim.

PEECE #15

Original: Çocuğumu ilkokula ne şekilde hazırladığı konusunda öğretmenden bilgi alırım.

Revised: Çocuğumu bir sonraki eğitim aşamasına ne şekilde hazırladığı konusunda öğretmenden bilgi alırım.

PEECE #18

Original: Çocuğumla evde yaşadığımız problemlerden öğretmeni haberdar ederim.

Revised: Çocuğum evde problem yaşarsa, okulu bu konuda bilgilendirmek konusunda rahat hissederim.

PEECE #19

Original: Çocuğumun öğretmeni ile ben ayda en az iki defa iletişim kurarız. (yüz yüze, telefonla ya da mesaj yoluyla)

Revised: Ayda en az iki defa çocuğumun öğretmeni ile iletişim kurarız. (yüz yüze, telefonla ya da mesaj yoluyla)

PEECE #21

Original: Çocuğumun öğretmenine güveniyorum.

Revised: Çocuğumun öğretmenine güvenirim.

PEECE #22

Original: Çocuğumun desteğe ihtiyacı olduğunda çocuğumun öğretmeni beni bilgilendirir.

Revised: Çocuğumun desteğe ihtiyacı olduğunda öğretmeni beni bilgilendirir.

PEECE #25

Original: Çocuğuma her gün ya da 2-3 günde bir mutlaka kitap okurum.

Revised: Çocuğuma, ben veya evdeki başka bir yetişkin, her gün ya da 2-3 günde bir kitap okur.

**APPENDIX D: APPROVAL OF THE AKÜ HUMAN SUBJECTS ETHICS
COMMITTEE AND PROVINCIAL DIRECTORATE OF NATIONAL
EDUCATION FOR THE PEECE ADAPTATION STUDY**

Evrak Tarih ve Sayısı: 01.02.2023-158288

T.C.	
AFYON KOCATEPE ÜNİVERSİTESİ	
SOSYAL VE BEŞERİ BİLİMLERİ BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU KARARLARI	
TOPLANTI SAYISI:01	KARAR TARİHİ: 27.01.2023
KARAR 2023/22	
Üniversitemiz Yabancı Diller Yüksekokulu öğretim elemanı Öğr. Gör. Ümit Ünal KAYA tarafından yürütülen , "Erken Çocukluk Eğitiminde Aile Bağlılığı ve Ebeveyn Memnuniyeti: Ev İçi Okuryazarlık Ortamının Aracı Rolü" başlıklı öğretim elemanı araştırması kapsamında kullanılacak veri toplama araçlarının, etik açıdan sakıncalı olmadığına, katılanların oy birliği ile karar verildi.	
ASLI GIBİDİR	
e-imzalıdır	
Prof. Dr. İsa SAĞBAŞ	
Sosyal ve Beşeri Bilimleri Bilimsel Araştırma ve Yayın Etiği Kurul Başkanı	



T.C.
AFYONKARAHİSAR VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-49809702-605.01-70409359
Konu : Araştırma İzni

15/02/2023

VALİLİK MAKAMINA

- İlgi : a) Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2020/2 sayılı Genelgesi.
b) Afyon Kocatepe Üniversitesi Öğrenci İşleri Daire Başkanlığı'nın 08/02/2023 tarihli ve E-70813604-100-161047 sayılı yazısı.

Afyon Kocatepe Üniversitesi Yabancı Diller Yüksekokulu Yabancı Diller Bölümünde görev yapan Öğr. Grv. Ümit Ünsal KAYA'nın "Erken Çocukluk Eğitiminde Aile Bağlılığı ve Ebeveyn Memnuniyeti: Ev İçi Okuryazarlık Ortamının Aracı Rolü" konulu tez çalışmasında kullanılmak üzere 2022-2023 eğitim-öğretim dönemi içinde Müdürlüğümüze bağlı ilgi (b) yazı ekinde ismi belirtilen okullarda görevli öğretmenlere ve öğrenim gören öğrencilere ilgi (a) genelgenin hükümleri doğrultusunda anket çalışması yapması, çalışmaları tamamladıktan sonra sonuçlarının birer örneğini İl Millî Eğitim Müdürlüğüne teslim etmesi şartıyla, araştırma yapmaları Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Miraç SÜNNETÇİ
İl Millî Eğitim Müdürü

OLUR

Uğur KOLSUZ
Vali a.
Vali Yardımcısı

Ek:
- İlgi Yazı ve Ekleri (13 Sayfa)

Adres : İL MEM Az-Ge

Telefon No : 0 (272) 213 76 03 / 1040
E-Posta : afyonstrateji@gmail.com
Kep Adresi : mecb@hsb01.kep.tr

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/mecb-chys>
Bilgi için: TOLGA YEŞİLÇAYIR
Unvan : Memur
İnternet Adresi: arge03@mecb.gov.tr Faks: 0 272 213 76 03

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evrakorgu.mecb.gov.tr/adresinden> 1d9e-dfe4-3d07-be65-1a46 kodu ile teyit edilebilir.

APPENDIX E: CONSENT FORM

Sayın Katılımcımız,

Katılacağınız bu çalışma, Erken Çocukluk Eğitiminde Aile Bağlılığı ve Ebeveyn Memnuniyeti: Ev içi Okuryazarlık Ortamının Aracı Rolü” adıyla, Doç. Dr. Hasibe Özlen Demircan danışmanlığında Ümit Ünsal KAYA tarafından 25.04.2023 – 15.05.2023 tarihleri arasında yapılacak bir doktora tez araştırması uygulamasıdır.

Araştırmanın Hedefi: Tez çalışmasının temel amacı, ebeveyn katılımının niteliği ve düzeyi, ebeveynlerin çocuklarının erken çocukluk dönemindeki eğitim deneyimlerinden memnuniyetleri, okul öncesi dönemdeki çocukların ebeveynlerinin çocuklarına sağladıkları ev okuryazarlık ortamı ve ailenin sosyo-ekonomik durumu arasındaki ilişkileri, devlet veya özel anaokullarına devam eden en az bir çocuğu olan ebeveynlerden oluşan bir örneklem ile araştırmaktır.

Araştırmanın Nedeni: Tez Çalışması

Araştırmanın Yapılacağı Yer(ler): Afyonkarahisar İl Milli Eğitim Müdürlüğü’ne bağlı resmi anaokulları, anasınıfları ile özel anaokulları

Araştırma Uygulaması: Anket

Araştırma T.C. Milli Eğitim Bakanlığı’nın ve okul/kurum yönetiminin izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılmadan önce önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Aşağıdaki kısmı imzalayarak çalışmaya katılmayı kabul etmiş sayılacaksınız. Saygılarımızla,

Araştırmacı : Ümit Ünsal KAYA

İletişim Bilgileri : [Redacted]

E- Posta: [Redacted]

Katılımcı Ad-Soyad:

Tarih:

İmza:



**APPENDIX F: APPROVAL OF THE METU HUMAN SUBJECTS ETHICS
COMMITTEE AND PROVINCIAL DIRECTORATE OF NATIONAL
EDUCATION FOR THE MAIN STUDY**

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DÜMLÜPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
uesm@metu.edu.tr
www.uesm.metu.edu.tr

07 NISAN 2023

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç. Dr. H. Özlen DEMİRCAN

Danışmanlığını yürüttüğünüz Ümit Ünsal KAYA'nın "Erken Çocukluk Eğitiminde Aile Bağlılığı ve Ebeveyn Memnuniyeti: Ev içi Okuryazarlık Ortamının Aracı Rolü" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek 0214-ODTÜİAEK-2023 protokol numarası ile onaylanmıştır

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN
Başkan

Prof. Dr. İ. Semih AKÇOMAK
Üye

Doç. Dr. Ali Emre Turgut
Üye

Doç. Dr. Şerife SEVİNÇ
Üye

Dr. Öğretim Üyesi Murat Perit ÇAKIR
Üye

Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL
Üye

Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye



T.C.
AFYONKARAHİSAR VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-49809702-605.01-75874395
Konu : Ümit Ünsal KAYA'nın Araştırma İzni

09.05.2023

ORTA DOĞU TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) Valilik Makamı'nın 09/05/2023 tarihli ve E-49809702-605.01-75844822 sayılı Oluru.
b) 02/05/2023 tarihli ve E-54850036-044-E.378 sayılı yazınız.

Üniversiteniz Temel Eğitim Anabilim Dalı Okul Öncesi Doktora Programı öğrencisi Ümit Ünsal KAYA'nın "Erken Çocukluk Eğitiminde Aile Bağlılığı ve Ebeveyn Memnuniyeti: Ev İçi Okuryazarlık Ortamının Aracı Rolü" konulu tez çalışmasında kullanılmak üzere 2022-2023 Öğretim Yılı içinde Müdürlüğümüze bağlı ilgi (b) yazı ekinde belirtilen okullarda görevli öğretmenlere, öğrenim gören öğrencilere ve velilere araştırma çalışması yapabilmesine dair ilgi (b) talebinde bulunulmuştur.

Müdürlüğümüz AR-GE Birimi tarafından "Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü" 21/01/2020 tarihli ve 81576613-10.06.02-E.1563890 sayılı yazısı ile yayımlanan 2020/2 No'lu Genelge doğrultusunda incelemiş olup ilgi (a) "Valilik Oluru" ve onaylanmış veri toplama aracı ekte gönderilmiştir.

Bilgilerinizi ve gereğini arz ederim.

Miraç SÜNNETCİ
İl Millî Eğitim Müdürü

Not: Çalışmalar tamamlandıktan sonra sonuçlarının birer örneğinin İl Millî Eğitim Müdürlüğüne teslim edilmesi zorunludur.

EKLER:

- Makam Onayı ve yazı ekleri

Adres : İL MEM AŞ-GİE

Telefon No : 0 (272) 213 76 03 / 1045
E-Posta : afyonstrateji@gmail.com
Kep Adresi : mebi@il.kep.tr

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ehys>
Belgi için: Habibe KÜÇÜKASLAN

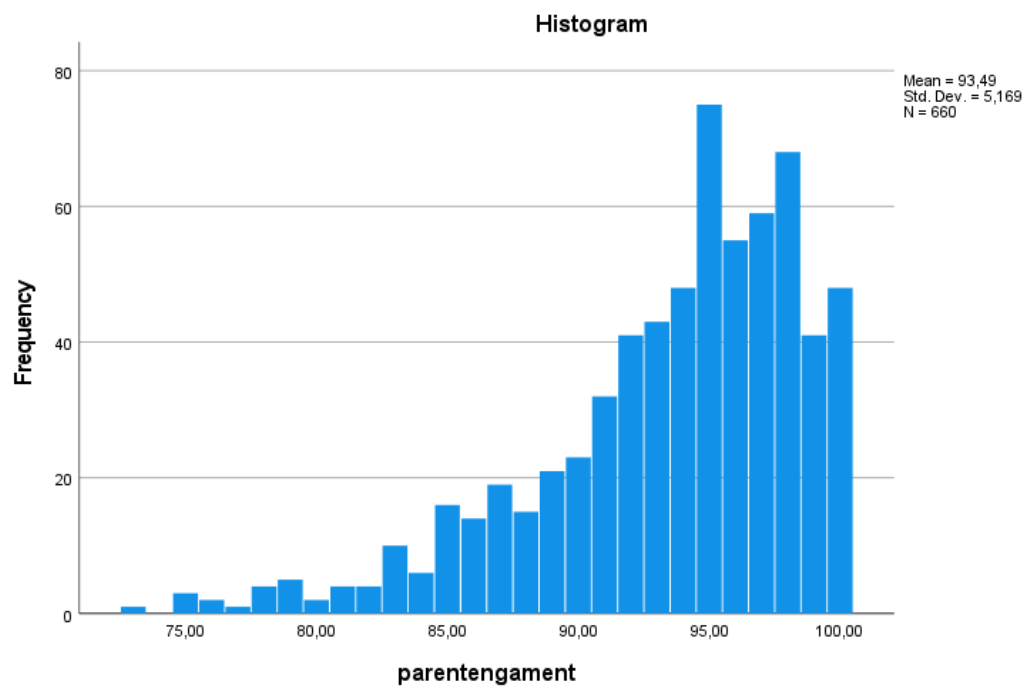
İnternet Adresi: argel03@meb.gov.tr

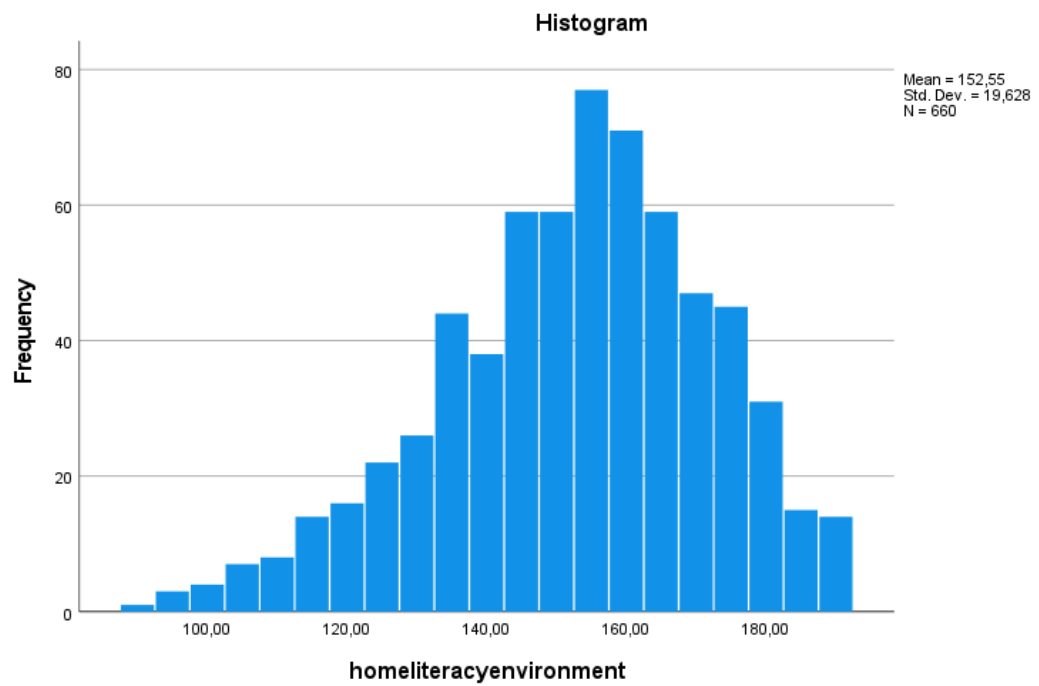
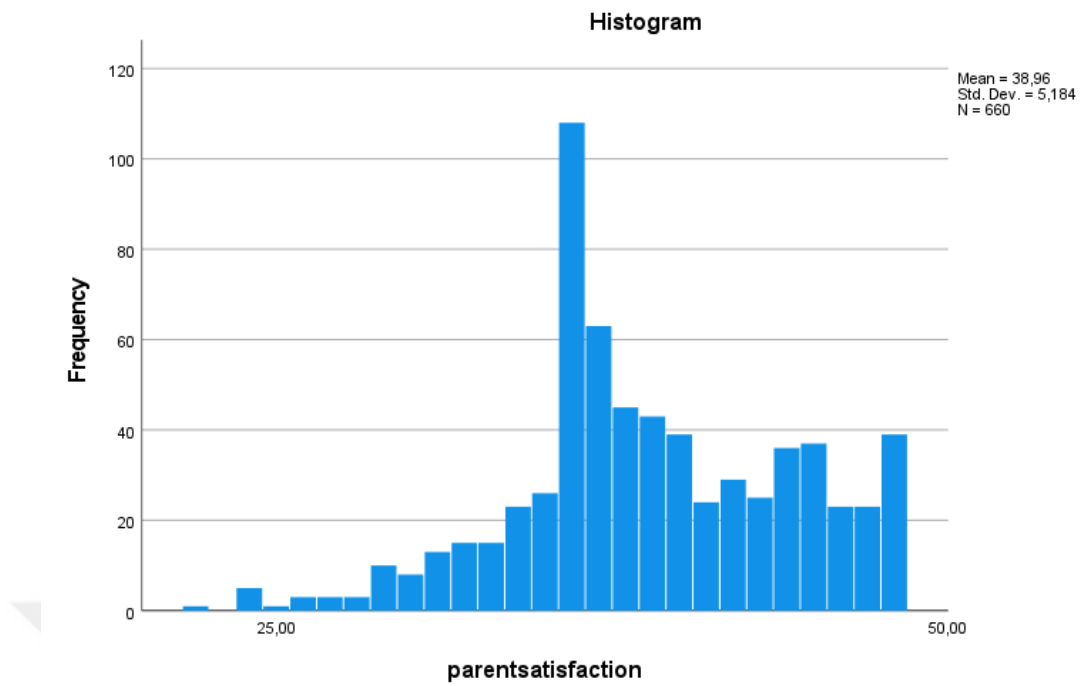
Unvan : Öğretmen
Fakülte : _____

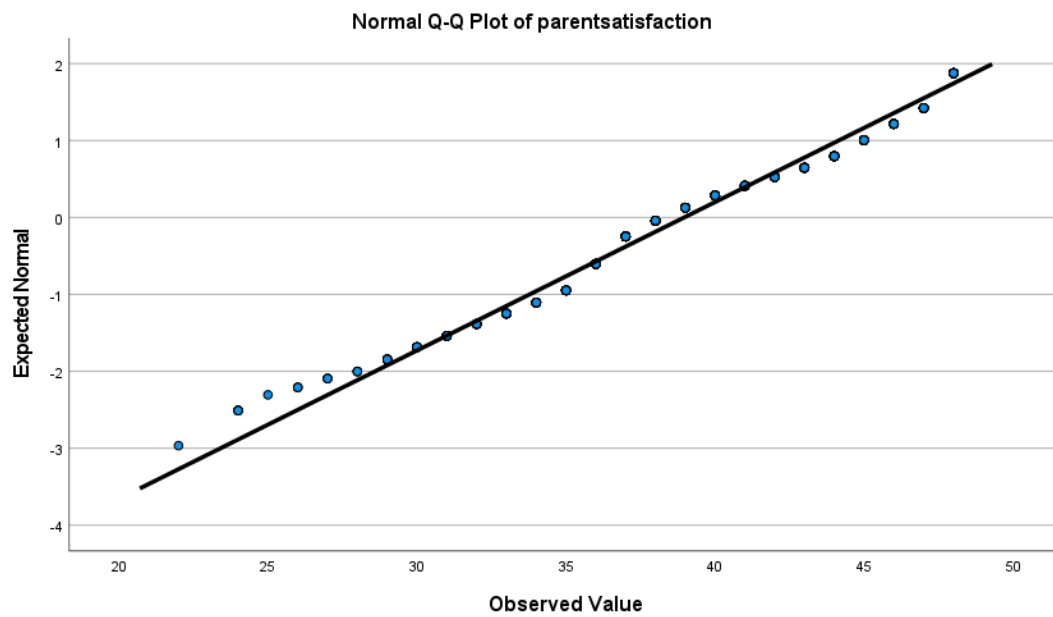
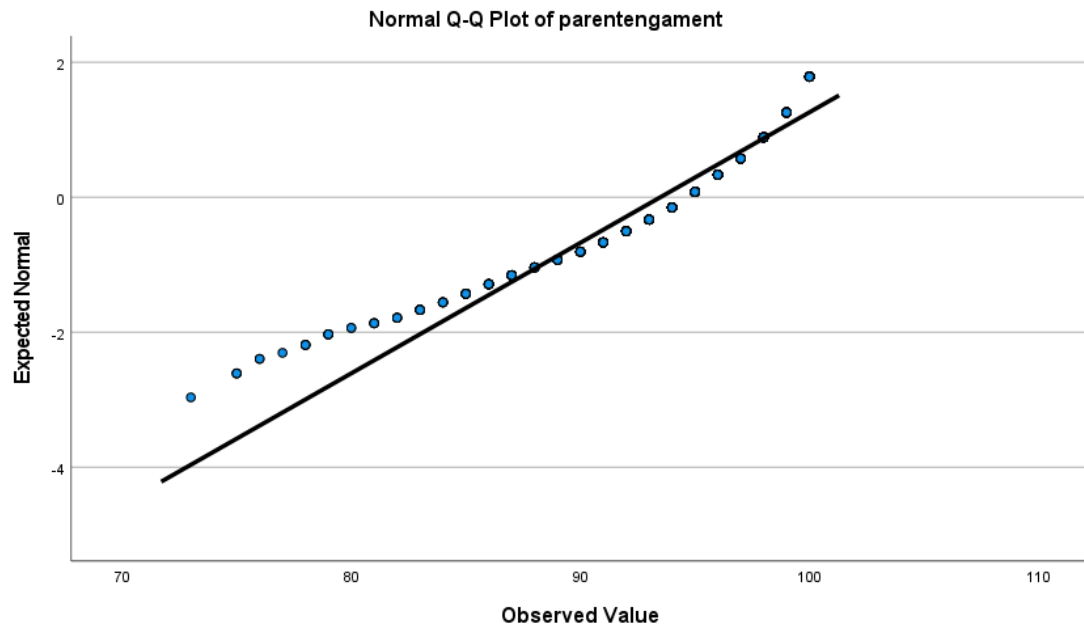
Bu çevre güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 57fb-5ae3-36c5-ac46-5840 koda ile teyit edilebilir.

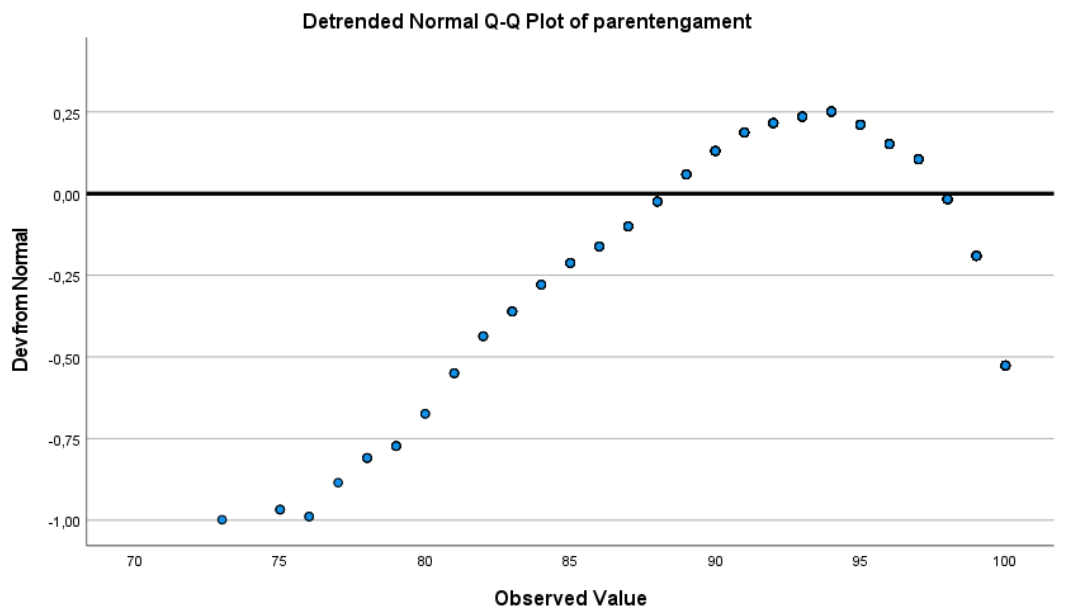
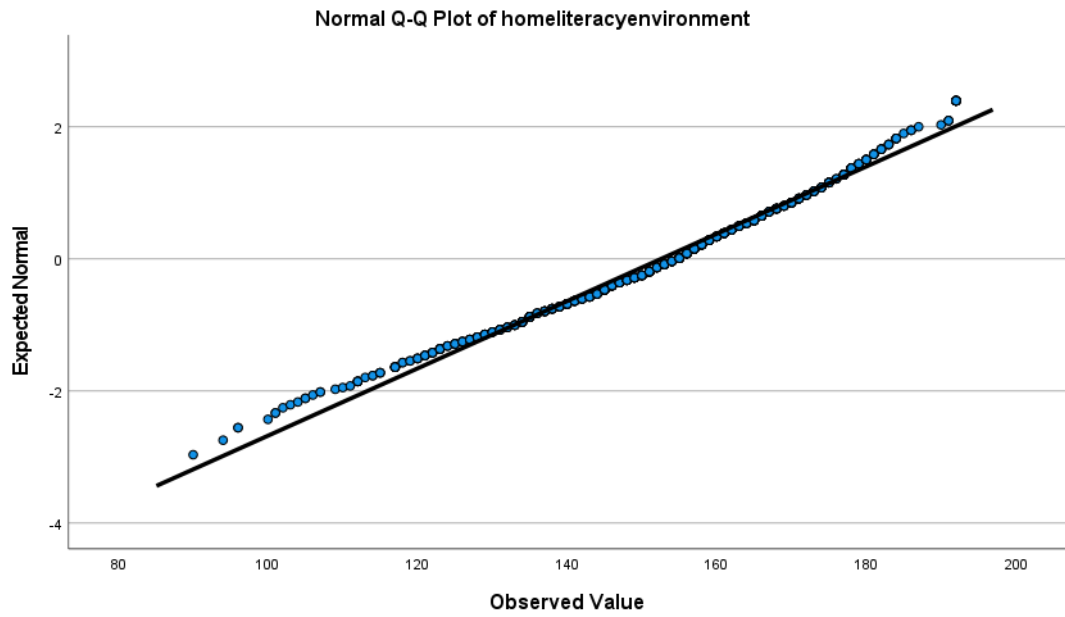
APPENDIX G: HISTOGRAMS, NORMAL Q-Q PLOTS AND DETRANDED Q-Q PLOTS FOR NORMALITY CHECK

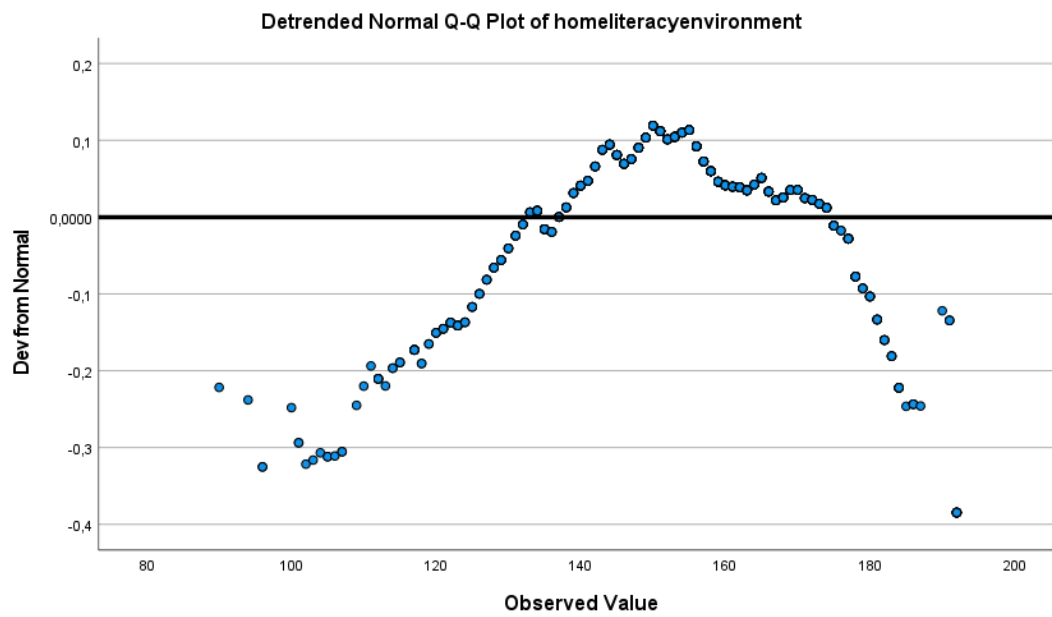
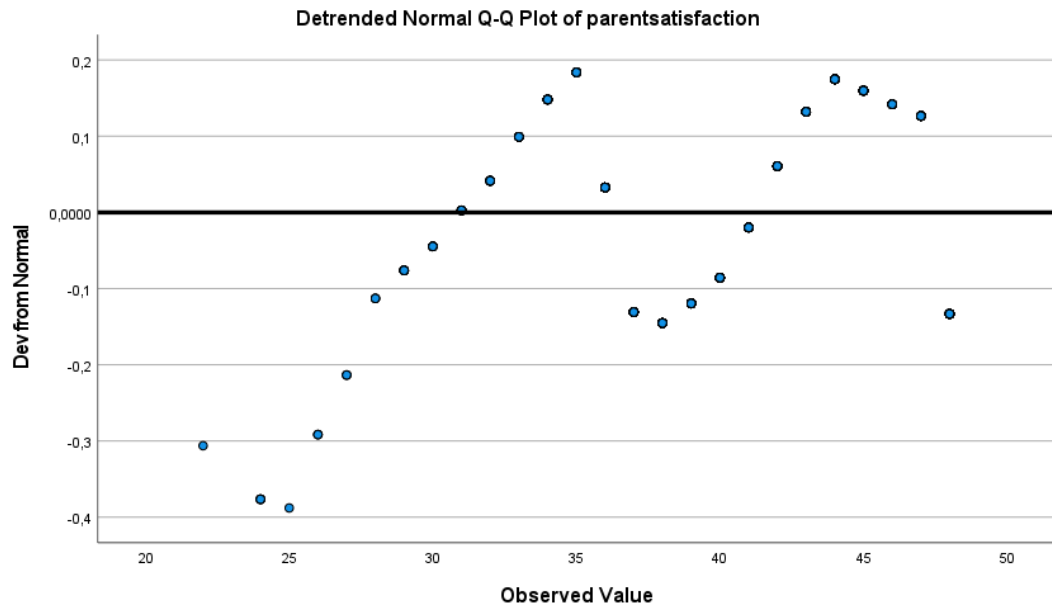
Histograms

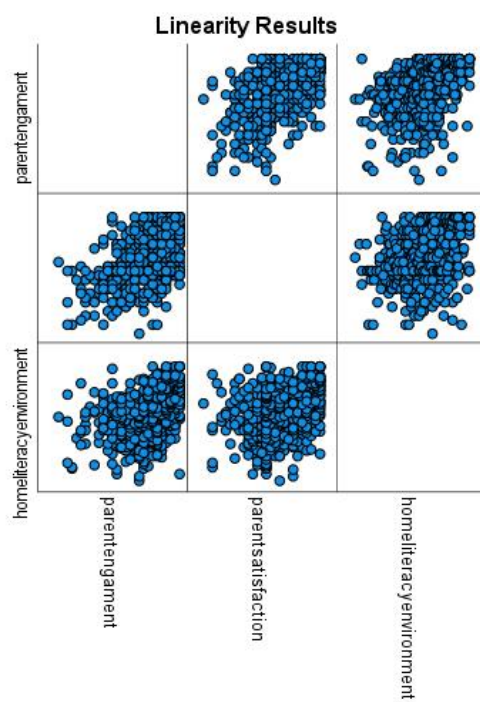












APPENDIX H: CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Kaya, Ümit Ünsal

ORCID ID: [REDACTED]

Nationality: [REDACTED]

Date and Place of Birth: [REDACTED]

Phone: [REDACTED]

E-mail: [REDACTED]

EDUCATION

Degree	Institution	Year of Graduation
MS	Afyon Kocatepe University Elementary Teaching	2007
BS	METU - Foreign Languages Education	2002
High School	Afyon Kocatepe Anadolu Lisesi	1998

WORK EXPERIENCE

Year	Place	Enrollment
2015-Present	Afyon Kocatepe University, Department of Early Childhood Education	Teaching Assistant
2002-2015	Afyon Kocatepe University, School of Foreign Languages	Teaching Assistant

FOREIGN LANGUAGES

English (C1)

German (A2)

COURSES TAUGHT

2021-2022

- Undergraduate
 - Teaching Practice I (4 hours, in Turkish)
 - Introduction to Early Childhood Education (3 hours, in Turkish)
 - Children and Media (2 hours, in Turkish)
 - Family and Child in Turkish Culture (2 hours, in Turkish)
 - Evaluation of Classroom Learning (2 hours, in Turkish)
 - Child Mental Health (3 hours, in Turkish)
 - Child Recognition and Evaluation (3 hours, in Turkish)
 - Teaching Practice II (4 hours, in Turkish)

2020-2021

- Undergraduate
 - Teaching Practice II (2 hours, in Turkish)
 - Children and Media (2 hours, in Turkish)
 - Evaluation of Classroom Learning (2 hours, in Turkish)
 - Research in Preschool Education II (6 hours, in Turkish)
 - Community Service Practices (3 hours, in Turkish)
 - Child Mental Health (3 hours, in Turkish)
 - Development in Early Childhood (3 hours, in Turkish)
 - Child Recognition and Evaluation (2 hours, in Turkish)
 - Introduction to Early Childhood Education (3 hours, in Turkish)
 - Teaching Practice I (2 hours, in Turkish)
 - Family and Child in Turkish Culture (2 hours, in Turkish)
 - Research in Preschool Education I (6 hours, in Turkish)

Projects and Roles:

1. Karaca, N. H., Kaya, U. U., & Can Yasar, M. (2017-2018). "Values in Illustrated Children's Books", Scientific Research Project Supported by Higher Education Institutions, National.
2. Karaca, N. H. (Principal Investigator), Aydogdu, B., Kaya, U. U., Arabaci, M., On, B. O., Uysal, B., Gazel, A. A., Ersen, K. (2020-2022). "Empowering

Youth with Healthy Living Skills Through Risky Play", Project Funded by European Union, International.

3. Karaca, N. H. (Principal Investigator), Can Yasar, M., Kaya, U. U., Kurt Dede Fidan, N., Ocak, I., & Isisağ, S. (2020-2021). "Children Learning the Language of Nature", TÜBİTAK Project, National.
4. Uyanık, O. (Principal Investigator), Kaya, U. U. (Researcher) (2017). "Investigation of the Relationship Between Social Adjustment and Skills of Five-Six-Year-Old Children with Early Academic and Language Skills", Scientific Research Project Supported by Higher Education Institutions, National.
5. Uyanık, A. O. (Principal Investigator), Can Yasar, M. (Advisor), Akyol, T. (Researcher), Şenol, F. B. (Researcher), Kaya, U. U. (Researcher), & Karaca, N. H. (Researcher) (2015-2016). "Right to Play: More Play", Scientific Research Project Supported by Higher Education Institutions, National.
6. Uyanık, O. (Principal Investigator), Kaya, U. U. (Researcher) (2017). "Investigation of the Relationship Between Social Adjustment and Skills of Five-Six-Year-Old Children with Early Academic and Language Skills", Scientific Research Project Supported by Higher Education Institutions, National.
7. Can Yasar, M., Kaya, U. U., Ocak, G., & Karaca, N. H. (2017-2018). "Child Rights in Illustrated Children's Books", Scientific Research Project Supported by Higher Education Institutions, National.
8. Can Yasar, M., Karaca, N. H., & Kaya, U. U. (2018-2019). "Investigation of Self-Concept, Peer Play Behaviors and Parent-Child Relationship of Preschool Children", Scientific Research Project Supported by Higher Education Institutions, National.

WORKS

Articles Published in International Peer-Reviewed Journals:

1. Kaya, Ü. Ü., & Karaca, N. H. (2023). The Evolutionary Transformation of Games: Digital Games and Children's Cyber Security. TAM Akademi Dergisi, 2(3), 146-159. <https://doi.org/10.58239/tamde.2023.03.008.x>
2. Gözümlü, A. İ. C., Özberk, E. H., Kaya, Ü. Ü., & Aktulun, Ö. U. (2023). Number Sense Across the Transition from Preschool to Elementary School:

- A Latent Profile Analysis. *Early Childhood Education Journal*.
<https://doi.org/10.1007/s10643-023-01511-w>
3. Kaya, Ş. B., Göktas, E., Çalış, H., Kaya, Ü. Ü., & Aydoğuş, R. (2023). Amerika Birleşik Devletleri Temelinde Öğretmen Liderliği. *Social Sciences Research Journal*, 12(2), 281-293.
 4. Arabacı, M., Kaya, Ü. Ü., & Karaca, N. H. (2023). Pre-Service Preschool Teachers' Views and Metaphorical Perceptions Towards Distance Education in The Covid-19 Pandemic Process. *Asian Journal of Distance Education*, 18(1), 165-195. <https://doi.org/10.5281/zenodo.7770812>
 5. Kaya, Ü. Ü. (2023). Oyun Müdahale Programlarının Uygulanmasında Karşılaşılan Çok Boyutlu Güçlükler ve Engeller. *Social Sciences Research Journal*, 12(2), 231-240.
 6. Kaya, Ş. B., Kaya, Ü. Ü., & Bulut, Y. (2023). The Role of Bayat in the Turkish National Struggle Process on the Axis of Lieutenant Colonel (Bayatlı) Arif Bey and Karakeçili National Regiment. *Karadeniz Uluslararası Bilimsel Dergi*, 1(57), 81-92. <https://doi.org/10.17498/kdeniz.1242250>
 7. Kaya, Ü. Ü., & Kaya, Ş. B. (2023). Bayat - Afyonkarahisar Yöresi Ağıtları. *Karadeniz Uluslararası Bilimsel Dergi*, 1(57), 1-15. <https://doi.org/10.17498/kdeniz.436355>
 8. Can, Y. M., Kaya, Ü. Ü., & Karaca, N. H. (2021). Okul Öncesi ve Sınıf Öğretmenlerinin Çocuk Cinsel İstismarının Bildirimine Yönelik Tutumlarını Etkileyen Etmenlerin İncelenmesi. *Cumhuriyet International Journal of Education*, 10(2), 715-737. <https://doi.org/10.30703/cije.753489>
 9. Can, Y. M., & Kaya, Ü. Ü. (2019). Bütünleyici Bir Yaklaşımla Okul Öncesi Dönemde Yaratıcılığı Destekleme Yollarını Desenleme. *Turkish Studies - Educational Sciences*, 14(6), 2911-2930. <https://doi.org/10.29228/TurkishStudies.39543>
 10. Karaca, N. H., Kaya, Ü. Ü., & Can, Y. M. (2019). Okul Öncesi Dönemdeki Çocukların Sosyoekonomik Düzeylerine Göre Baba-Çocuk İlişkisi ve Akran Oyun Davranışları Arasındaki İlişkinin İncelenmesi. *e-Kafkas Eğitim Araştırmaları*, 6(4), 33-43. <https://doi.org/10.30900/kafkasegt.578894>
 11. Can, Y. M., Karaca, N. H., & Kaya, Ü. Ü. (2018). Çocuk Cinsel İstismarının Bildirimine Yönelik Öğretmen Tutum Ölçeği'nin Türkçe'ye Uyarlama

Çalışması. PESA International Journal of Social Studies, 4(2), 265-273.
<https://doi.org/10.25272/J.2149-8385>

12. Uyanık, Ö., Can, Y. M., Karaca, N. H., Akyol, T., Şenol, F. B., & Kaya, Ü. Ü. (2018). Oyun Hakkı Daha Fazla Oyun Projesi. Türkiye Sosyal Araştırmalar Dergisi, 22(3), 17-33.
13. Uyanık, Ö., Can, Y. M., Karaca, N. H., Akyol, T., Şenol, F. B., & Kaya, Ü. Ü. (2018). Çocukların Öğrenme Merkezlerinde Oyun Tercihlerinin İncelenmesi. e-Kafkas Eğitim Araştırmaları Dergisi, 5(3), 30-45.
14. Uyanık, Ö., Kaya, Ü. Ü., İnal Kızıltepe, G., & Can, Y. M. (2016). Çocuğu Okul Öncesi Eğitim Kurumuna Devam Eden Babaların Çocukları ile Olan İlişkilerinin İncelenmesi. Kuramsal Eğitimbilim Dergisi, 9(4), 515-531.
<https://doi.org/10.5578/keg.10509>
15. Can, Y. M., İnal Kızıltepe, G., Kaya, Ü. Ü., & Uyanık, Ö. (2012). Çocuk Gözüyle Tabiat Anaya Geri Dönüş. Eğitim ve Öğretim Araştırmaları Dergisi, 1(2), 30-40.

Papers Presented in International Scientific Conferences and Published in Proceedings Books:

1. İnal Kızıltepe, G., Can Yaşar, M., Uyanık, Ö., & Kaya, Ü. Ü. (2011). Öğretmen Adaylarının Mizah Tarzlarının İncelenmesi. 3rd International Conference in Educational Sciences, 1, 119-127.
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APPENDIX I. TURKISH SUMMARY / TRKE ZET

I. GİRİŞ

Okul ncesi eđitimi, bir ocuđun yařam boyu srecek olan đrenme serveninin temelini oluřturur ve onun geliřiminin kritik bir dnemini kapsar (Erdwins et al., 1998; Kelesidou, 2017). Ebeveyn memnuniyeti, bađlılık dzeyi, ev ii okuryazarlık ortamı ve hanehalkı geliri gibi eřitli faktrler, erken dnem eđitim deneyimlerinin niteliđi ve bunların sonuları zerinde belirleyici bir rol oynamaktadır (Fantuzzo et al., 2006; McNaughton, 1994).

Ebeveyn memnuniyeti, eđitim tecrbeleri ve đrenme ortamının kalitesiyle yakından iliřkilidir (Fantuzzo et al., 2006; Harris ve Goodall, 2008). Ebeveynlerin ocuklarıyla olan etkileřimi, iletiřim yntemleri ve aktif katılım imkanları, ebeveyn memnuniyetinin belirlenmesinde nemli unsurlardır (Stevenson ve Baker, 1987). Ebeveynler, ocuklarının eđitim deneyimlerini deđerlendirme srecinde kritik bir grev stlenir ve bu memnuniyet seviyeleri, erken ocukluk eđitim programlarının iyileřtirilmesine katkı sađlar (Vasiljevic et al., 2016; Teleki ve Buck-Gomez, 2002). Ebeveyn memnuniyetinin lm, hizmetlerin kalitesini optimize etmek ve aile katılımını teřvik etmek aısından byk bir neme sahiptir (Fantuzzo et al., 2006; Ziviani et al., 2011). Bu deđerlendirme, ebeveynlerden alınan geri bildirimler aracılıđıyla, erken ocukluk eđitimi hizmetlerinin etkinliđini belirleme ve geliřtirme fırsatları sunar (Bailey et al., 1999; Johnson ve Duffett, 2002). Ebeveyn memnuniyetini belirleyen pek ok faktr vardır ve demografik zellikler, bu memnuniyet seviyelerini řekillendirmede nemli bir rol oynar (Fantuzzo et al., 2006; Jang et al., 2014). Eđitim seviyesi, gelir dzeyi ve medeni durum gibi faktrler, ebeveyn memnuniyetini etkileyen belirleyici deđerřkenler arasında yer alır (Rentzou, 2013; Rty ve Kasanen, 2007). Ebeveyn memnuniyeti, erken ocukluk eđitim hizmetlerinin etkinliđi iin kritik bir gstergedir ve ocukların eđitim tecrbelerini ve geliřimsel yrngelerini biimlendirir (Fantuzzo et al., 2006; LaForett ve Mendez, 2010). Ayrıca, ebeveyn memnuniyeti, ebeveyn-okul iř birliđini glendirme ve aile

bağlılığını artırma konusunda bir motivasyon kaynağı olarak hizmet eder (Summers et al., 2005; Hong et al., 2020).

Okul öncesi eğitimde ebeveyn memnuniyeti ve aile bağlılığı arasındaki etkileşim, erken çocukluk eğitimi alanında çok önemli olan örgün eğitimin temel bir aşamasını oluşturmaktadır (Gross ve diğerleri, 2022). Bu aşamanın önemi, bir çocuğun bilişsel, fiziksel, sosyo-duygusal ve ahlaki gelişimindeki rolüyle vurgulanmaktadır ve eğitim çıktılarını optimize etmek için güçlü aile katılımının gerekliliğini öne sürmektedir (O'Neil, 2011; Berk, 2013). Okul öncesi eğitiminde aile bağlılığı çocukların öğrenme ve gelişim süreçlerine önemli katkılarda bulunmaktadır (Bronfenbrenner, 1979; Hayes ve diğerleri, 2017). Ebeveynler, çocukların ilk ve en önemli eğitimcileri olarak kabul edilmekte ve aile katılımı, çocukların akademik başarıları ile güçlü bir ilişkiye sahiptir (Dufur ve diğerleri, 2013). Bu etkileşim, çocukların ev tabanlı öğrenme süreçlerini desteklerken, aynı zamanda çocuklar ve ebeveynler arasında olumlu ilişkilerin geliştirilmesine de katkıda bulunmaktadır (Fantuzzo ve diğerleri, 2013). Aile katılımının, çocukların akademik başarıları ve okula hazırbulunuşlukları üzerindeki olumlu etkisi vurgulanmaktadır (Castro ve diğerleri, 2015; Van Voorhis ve diğerleri, 2013). Ebeveynlerin çocuklarıyla okuryazarlık ve aritmetik becerileri geliştirmek için gerçekleştirdiği etkinlikler, çocukların öğrenme süreçlerine katkı sağlamaktadır (Loughlin-Presnal & Bierman, 2017). Ebeveyn memnuniyetinin de aile bağlılığı düzeyi üzerinde etkili olduğu görülmektedir (Gross ve diğerleri, 2022). Memnun bir ebeveynin, çocukların eğitim deneyimlerini daha olumlu algılaması ve çocukların öğrenme süreçlerine daha fazla dahil olması beklenmektedir.

Sonuç olarak, okul öncesi eğitiminde aile bağlılığı çocukların eğitim deneyimlerini şekillendiren önemli faktörlerdendir. Ebeveynlerin çocuklarının eğitimine aktif katılımı, çocukların başarılı bir eğitim yolculuğu geçirmesine katkıda bulunurken, ebeveyn memnuniyeti de aile bağlılığını etkileyen bir faktördür. Bu nedenle, eğitimde aile bağlılığı ve aile bağlılığını teşvik etmek, çocukların akademik başarılarını artırmak için önemli bir stratejidir.

Bu çalışma aynı zamanda ev temelli aile bağlılığı davranışlarının temelini oluşturan ev içi okuryazarlık ortamının önemini vurgulamaktadır. Ev içi okuryazarlık ortamı, çocukların okuryazarlık becerilerini geliştirmek için sunduğu fiziksel ve sosyal özelliklerin yanı sıra ebeveynlerin bu süreçteki katkılarını da içerir (Altun ve

diğerleri, 2022). Özellikle okul öncesi yıllarda, ev içi okuryazarlık ortamı çocukların okuma gelişimini desteklemede etkilidir. Bu dönemde çocuklar, ebeveynlerini veya birincil bakıcılarını rol model olarak taklit ederek okuma ve öğrenmeye yönelik tutumlarını benimserler. Ev içi okuryazarlık ortamının esasını, evde mevcut olan çeşitli materyaller ve okuryazarlık etkinliklerine teşvik eden sosyal bir ortam oluşturur (Evans ve diğerleri, 2010). Ancak ev içi okuryazarlık ortamının temelini oluşturan iki kritik bileşen daha bulunmaktadır. Birincisi, ebeveynlerin okuryazarlık hakkındaki inançları ve çocuklarının okuryazarlık becerilerini desteklemeye yönelik rolüdür. Ebeveynlerin okuma ve yazmanın önemine yönelik tutumları, çocukların okuma alışkanlıklarını ve başarılarını etkileyebilir (DeBaryshe, 1995; Weigel ve diğerleri, 2006).

İkinci bileşen ise, ebeveynlerin okuryazarlık gelişimini destekleyen eylemleridir. Ebeveynler, çocuklarına yönelik okuma, yazma ve dil etkinliklerine aktif katılım sağladıklarında, çocukların okuryazarlık becerilerinin gelişimini teşvik ederler (Baker & Scher, 2002; Elias, 2010; Lee & Yeo, 2014; Wiescholek ve diğerleri, 2018; Yeo ve diğerleri, 2014). Bu tür aile bağlılığı, çocukların erken okuryazarlık becerilerini ediniminde önemli bir rol oynamaktadır (Altun ve diğerleri, 2018; Hofslundsengen ve diğerleri, 2019; van Tonder ve diğerleri, 2019; Davidse ve diğerleri, 2011; Farver ve diğerleri, 2013; Liu ve diğerleri, 2019; Dulay ve diğerleri, 2018; Inoue ve diğerleri, 2020; Niklas ve Schneider, 2015; Sénéchal ve LeFevre, 2014).

Aile bağlılığı ve ebeveyn memnuniyeti bağlamında, hane geliri de önemli bir rol oynamaktadır. Hane geliri, ebeveynlerin çocuklarına yönelik eğitim ile ilgili algılarını ve katılım düzeylerini etkileyebilir (Bodovski ve Farkas, 2008). Daha yüksek gelirli ebeveynler, çocuklarının eğitim deneyimlerine daha fazla kaynak ve fırsata erişebilir, bu da daha yüksek katılım düzeylerine yol açabilir (Lareau, 2003). Öte yandan, düşük gelirli ebeveynler, daha fazla kısıtlamayla karşı karşıya kalabilir ve bu da aile bağlılığını azaltabilir (Bodovski ve Farkas, 2008).

Araştırmalar, yüksek gelirli hanelerin daha zengin ve çeşitli öğrenme materyallerine sahip olduğunu ve bu nedenle daha zengin bir ev içi okuryazarlık ortamını teşvik ettiğini göstermiştir (Evans ve diğerleri, 2010). Bu eşitsizlik daha sonra ebeveynlerin çocuklarına yönelik eğitim deneyimlerinden ve katılım düzeylerinden memnuniyetlerini etkileyebilir.

Ancak hane gelirinin ebeveyn memnuniyeti ve aile bağıllığı arasındaki ilişkiyi belirleyici olmaktan uzak olduğu da belirtilmelidir. Düşük gelirli ebeveynlerin, çocuklarının eğitime yönelik yüksek özlemleri ve güçlü inançları tarafından yönlendirilen örneklerine sıkça rastlanmaktadır (Cooper, 2010; Hoover-Dempsey ve diğerleri, 2005). Bu nedenle, hane gelirini düzenleyici bir değişken olarak ele alarak, farklı sosyoekonomik gruplardaki aile bağıllığını teşvik etmek için potansiyel stratejileri anlamak ve eğitim başarısı uçurumunu kapatma ve eğitim fırsatlarında eşitliği teşvik etme çabalarıyla uyumlu hale getirmeyi amaçlanmaktadır. Bu çalışma aynı zamanda ebeveyn memnuniyeti ve okul öncesi dönemde aile bağıllığı arasındaki ilişkiye hane gelirinin nasıl etkileşebileceği hakkında daha kapsamlı bir anlayışa katkıda bulunmayı amaçlamaktadır.

Çalışmanın Önemi: Bu çalışma, okul öncesi eğitime katılımın önemli bir bileşeni olan aile bağıllığını, ebeveynlerin çocuklarına sağladıkları ev içi okuryazarlık ortamı ve hanehalkı geliri ile ilişkilerini araştırmayı amaçlamaktadır. Bu çalışmanın önemi üç geniş bağlamda değerlendirilebilir:

Okul öncesi eğitiminde aile bağıllığının anlaşılmasına katkı: Çalışma, ebeveynlerin okul öncesi eğitime katılımının çeşitli yönlerini ve etkileşimlerini inceleyerek bu konudaki anlayışı geliştirmeyi hedeflemektedir. Aile bağıllığı, çocukların öğrenim ve gelişim süreçlerini önemli ölçüde etkileyebilen kritik bir faktördür ve bu çalışma, bu etkileri daha iyi anlamamıza yardımcı olabilir.

"Aile bağıllığı" kavramının genişletilmesi: Türkiye araştırmalarında kullanılmış olan yeni bir kavram olan "aile bağıllığı - aile bağıllığı" kavramının anlayışını genişletmeyi amaçlamaktadır. Bu bağlamda, ebeveynlerin çocuklarına sağladıkları ev içi okuryazarlık ortamı ve memnuniyetleri arasındaki ilişkilerin önemli olduğu ortaya konulmaktadır.

Eğitimde aile bağıllığını teşvik eden pratik uygulamalar için temel oluşturma: Çalışma, okul öncesi eğitiminde aile bağıllığını teşvik etmek için pratik stratejilere temel sağlamayı amaçlamaktadır. Ebeveynlerin çocuklarına sağladıkları destekleyici ev içi okuryazarlık ortamının ve ebeveynlerin memnuniyetinin önemi vurgulanarak, çocukların eğitim deneyimlerinin zenginleştirilmesine katkıda bulunabilir.

Çalışmanın Amacı ve Hipotezleri: Bu çalışmanın amacı, ebeveynlerin okul öncesi eğitiminden duydukları memnuniyetin, aile bağıllığı, ev içi okuryazarlık ortamı ve hanehalkı geliri arasındaki karmaşık etkileşimi araştırmaktır. Ayrıca,

hanehalkı gelirinin bu ilişki üzerindeki düzenleyici rolünü anlamayı amaçlamaktadır. Araştırmanın temel hipotezleri şunlardır:

H₁: Çocuklarının eğitim deneyimlerinden ebeveynlerin elde ettikleri memnuniyet, okul öncesi eğitime yönelik aile bağlılığını doğrudan ve pozitif yönde etkilemektedir.

Bu hipotez (H₁) için temel ilkeler, Sosyokültürel Teori (Vygotsky, 1978; Rogoff, 2003) ve Aile Sistemleri Teorisi (Miller et al., 2000; Minuchin, 1985) içinde yer alır. Vygotsky'nin sosyal öğrenme kavramı, ebeveynlerin memnuniyetinin, pozitif bir duygusal durum olarak görülen, çocuklarının eğitimine daha aktif katılımı tetikleyebileceğini ve teşvik edebileceğini önerir (Hill & Tyson, 2009). Paralel olarak, Aile Sistemleri Teorisi, ebeveyn memnuniyeti ve katılımı arasındaki ilişkinin temelini oluşturur. Bu teori, aile bileşenlerinin birbirlerine etki ettiğini ve birlikte işleyen bir sistem olarak işlev gördüğünü savunur. Bu nedenle, bir çocuğun eğitimiyle ilgili memnuniyetin, bir ebeveynin bu eğitim sürecine katılımına olan bağlılığını yankılayabileceği ve güçlendirebileceği düşünülmektedir (Sheridan et al., 2012). Bu çalışmada atıfta bulunulan ebeveynlerin memnuniyet kavramı, ebeveynlerin okul öncesi eğitime katılımlarından elde ettikleri tatmin edici deneyimleri ifade eder. Çok sayıda bilimsel literatür, okulların sunduğu öğrenme fırsatlarından ve katılım düzeyinden memnun olan ebeveynlerin genellikle daha az ebeveynlik stresi yaşadıklarını ve daha yüksek aile bağlılığı sergilediklerini belirtir (Lau & Ng, 2019; Tao et al., 2019). Buna karşılık, destekleyici olmayan okul ortamlarının ya da çocukların öğretim ve ebeveyn iş birliği ihtiyaçlarına yanıtız kalmanın, ebeveynler arasında hoşnutsuzluğa yol açabildiği, bu durumun genellikle iş birliği arzularını azalttığı görülmüştür (Griffith, 2020; Jónsdóttir et al., 2017). Bu tür bir hoşnutsuzluk, olayların olumsuz değerlendirilmesine ve uyum bozukluğuna yol açabilir, etkisiz aile bağlılığını ve çocukta problemli sonuçları teşvik eder (Abidin & Brunner, 1995; Crnic & Low, 2002; Gerstein et al., 2009). Daha önce yapılan araştırmalar, özellikle 2008'de Jinnah ve Walters, 2022'de Shao ve arkadaşları ile 2011'de Gibbons ve Silva tarafından yürütülenler, ebeveynlerin katılım derecesi ve ebeveyn memnuniyeti seviyeleri arasında pozitif bir korelasyon olduğunu destekleyen ampirik kanıtlar sağlamıştır. Bu çalışmalar, ebeveynlerin çocuklarının akademik ve sosyal faaliyetlerine aktif katılımlarının, ebeveynler arasında memnuniyet düzeylerinin yükselmesinin önemli bir belirleyicisi olduğunu

vurgulamıştır. Bu, ebeveynlerin katılmaya teşvik edildiği bir ortamın oluşturulmasının, ebeveyn memnuniyetinde bir artışa yol açabileceğini ve aile bağlılığının, olumlu bir eğitim sonucuna katkıda bulunan kritik bir rol oynadığını gösterir. Gerçekten, bu çalışmalar, aile bağlılığının ebeveyn memnuniyetini olumlu bir şekilde öngördüğü düşüncesini doğrular, ancak ilişkinin karşılıklı olabileceği makul bir şekilde çıkarılabilir. Bu çalışmanın ilk hipotezi (H_1) uyarınca, okul öncesi eğitimindeki eğitim deneyimlerinden memnun olan ebeveynlerin, bu deneyimlere katılım düzeylerine pozitif ve doğrudan bir etkisi olması beklenmektedir. Bu, memnuniyet ve katılım arasında potansiyel olarak iki yönlü bir ilişkinin olduğunu ima eder. Bir yandan katılım, memnuniyeti artırırken, diğer yandan memnuniyet, daha fazla katılımı güçlendirir. Bu nedenle, Jinnah ve Walters'ın (2008), Shao ve arkadaşlarının (2022) ve Gibbons ve Silva'nın (2011) araştırmaları aile bağlılığının memnuniyet üzerindeki etkisini öne sürerken, bu çalışma, memnuniyetin de okul öncesi eğitiminde aile bağlılığını artırmayı teşvik eden bir katalizör olarak hizmet edebileceği olasılığını önermektedir. Ayrıca, bu çalışma, Jeynes (2011) tarafından yürütülen ampirik çalışmadan önemli ölçüde etkilenmiştir. Onun araştırmasını genişleterek, bu çalışmada, okul öncesi eğitimindeki eğitim deneyimlerinden memnun olan ebeveynlerin, aile bağlılığına pozitif ve doğrudan bir etki yapacağı öne sürülmektedir. Jeynes'in bilimsel katkısı, ebeveyn memnuniyeti ile çocuklarının eğitim faaliyetlerine sonraki katılımları arasında güçlü bir ilişkiyi vurgular, bu da bu araştırma hipotezinin altında yatan teoriyi daha da destekler. Böylece, ebeveynlerin memnuniyeti ve katılımı arasındaki etkileşim, okul ortamının ve hanehalkı gelirinin düzenleyici etkisiyle zenginleşir ve bu çalışmada öne sürülen hipotezlerin temelini oluşturur. Hipotez 1 (H_1) tarafından öne sürülen ebeveyn memnuniyeti ile okul öncesi eğitime ilgili katılımları arasındaki ilişki açıklandıktan sonra, odak şimdi bu memnuniyetin çocukların eğitiminin bir başka kilit yönü olan ev içi okuryazarlık ortamına etkisini incelemeye kaymaktadır. Bu çalışmanın ikinci hipotezi (H_2), okul öncesi eğitimindeki eğitim deneyimlerinden memnun olan ebeveynlerin, çocuklarına sağladıkları ev içi okuryazarlık ortamını pozitif ve doğrudan etkilediğini öne sürmektedir. Temel varsayım, okul öncesi eğitimindeki eğitim deneyimlerinden elde edilen memnuniyet düzeyinin, kurumun sınırlarının ötesine geçerek ev ortamına sızabileceği ve ebeveynler tarafından sağlanan okuryazarlık deneyimlerinin kalitesini şekillendirebileceğidir. Dolayısıyla, H_2 , çocuğunun eğitim deneyiminden daha fazla

memnun olan ebeveynlerin, evde daha uygun ve zenginleştirici bir okuryazarlık ortamı oluşturabileceği önermesini ortaya koymaktadır. Bu hipotezin incelenmesi, ebeveyn memnuniyetinin bir çocuğun genel eğitim yolunda kaskad etkisinin daha geniş anlaşılmasını sağlar.

H₂: Çocuklarının eğitim deneyimlerinden ebeveynlerin elde ettikleri memnuniyet, ebeveynlerin çocukları için oluşturdukları ev içi okuryazarlık ortamını doğrudan ve pozitif yönde etkilemektedir.

Bu hipotezin (H₃) temelleri, Sosyo-Kültürel Teori (Vygotsky, 1978; Rogoff, 2003) ve Ekolojik Sistemler Teorisi (Bronfenbrenner, 1979) tarafından atılmıştır. Vygotsky'nin sosyal öğrenme kuramı, ev içi okuryazarlık ortamının, ebeveynlerin çocuklarının eğitimine daha fazla katılmalarını teşvik edebilecek bir araç olduğunu belirtir. Yani, bir çocuğun sosyal ve entelektüel gelişimine katkıda bulunan zengin bir okuryazarlık ortamı, ebeveynin çocuklarının eğitimine olan katılımını destekleyebilir. Ekolojik Sistemler Teorisi lensinden bakıldığında, bir çocuğun hemen hemen her eğitim ortamı (mikrosistem) birbirine bağlıdır ve birbirini etkiler. Bu durumda, ev içi okuryazarlık ortamı, bir çocuğun okul öncesi eğitime ebeveynlerin ne kadar katılım gösterdiğini belirleyen bir faktör olarak görülebilir (Fantuzzo et al., 2013). Bu hipotez, H₂'nin aksine, ebeveyn memnuniyetinin artmasının, daha uygun bir ev içi okuryazarlık ortamı oluşturabileceği ve bu durumun da ebeveynlerin okul öncesi eğitime katılımını artırabileceği olasılığını inceler. Bu hipotez (H₃), ev içi okuryazarlık ortamının, ebeveynlerin çocuklarının eğitimine ne kadar katılım gösterdiklerini belirleyen önemli bir faktör olduğunu önermektedir. Böylece, bu çalışma, ebeveyn memnuniyeti, ev içi okuryazarlık ortamı ve ebeveynlerin çocuklarının eğitimine olan katılımı arasındaki karmaşık etkileşimlerin daha geniş bir resmini çizmektedir.

Özellikle, H₃ hipotezi, ebeveyn memnuniyetinin aile bağlılığını nasıl etkileyebileceğine dair daha derin bir anlayış sağlamak için ev içi okuryazarlık ortamının aracı rolünü incelemektedir. H₁'in öne sürdüğü doğrudan etkinin yanı sıra, H₂ ve H₃, ev içi okuryazarlık ortamının, ebeveyn memnuniyetinin ebeveynlerin çocuklarının eğitimine olan katılımı üzerinde dolaylı bir etkisi olabileceğini önermektedir. Bu hipotezlerin araştırılması ve doğrulanması, okul öncesi eğitime

olan aile bağıllığını artırmak ve evde daha zengin bir okuryazarlık ortamı oluşturma yollarını bulmak için stratejiler geliştirmeye yardımcı olabilir.

H3: Ebeveynlerin çocuklarına sağladığı ev içi okuryazarlık ortamı, okul öncesi eğitime yönelik aile bağıllığını doğrudan ve pozitif yönde etkilemektedir.

Bu hipotez, Ekolojik Sistemler Teorisi (Fantuzzo et al., 2013) ve Sosyo-Kültürel Teori (Vygotsky, 1978; Rogoff, 2003) çerçevesinde ele alınabilir. Ekolojik Sistemler Teorisi, bir çocuğun gelişimini etkileyen farklı ortamların etkileşimini vurgular. Destekleyici bir ev içi okuryazarlık ortamı, daha geniş çapta aile bağıllığını teşvik edebilir ve besleyebilir (Sénéchal & LeFevre, 2014). Ayrıca, Sosyo-Kültürel Teori çerçevesinde, ebeveynlerin çocuklarının öğrenme ortamını şekillendirmedeki rolleri vurgulanmaktadır. Dolayısıyla, zengin bir ev içi okuryazarlık ortamı, ebeveynlerin çocuklarının öğrenmelerine proaktif bir şekilde katılımının bir göstergesi olabilir (Hammer et al., 2005). Sénéchal ve LeFevre (2014) tarafından yapılan araştırmaların ışığında, bu çalışma, ebeveynlerin çocuklarına sundukları ev içi okuryazarlık ortamının, okul öncesi eğitiminde aile bağıllığını olumlu ve doğrudan etkileyeceği hipotezini ileri sürmektedir. Çalışmaları, uyarıcı bir ev içi okuryazarlık ortamının, çocukların öğrenmelerinde aile bağıllığını artırdığını göstermiştir.

Ebeveyn memnuniyeti, ev içi okuryazarlık ortamı ve aile bağıllığı arasındaki doğrudan ilişkilerin incelenmesinden çıkarak, çalışma, bu faktörler arasında daha ince bir etkileşimin hipotezini ileri sürmektedir. Özellikle, Hipotez 3_a (H_{3a}), ebeveynlerin çocuklarına sundukları ev içi okuryazarlık ortamının, okul öncesi eğitimindeki ebeveyn memnuniyeti ile aile bağıllığı arasındaki ilişkide bir aracı faktör olarak hizmet ettiğini öne sürmektedir.

Bu hipotez, daha önceki hipotezlerde (H₁-H₃) öne sürülen doğrudan etkilerin ötesine geçer ve ev içi okuryazarlık ortamının bir aracı rolünün kavramını tanıtır. Bu hipoteze göre, ebeveynlerin eğitim deneyimlerinden memnuniyetinin okul öncesi eğitimindeki katılımları üzerindeki etkisi, sadece katı bir şekilde doğrudan olmayabilir, aynı zamanda ebeveyn memnuniyetinin ev içi okuryazarlık ortamı üzerindeki etkileri aracılığıyla dolaylı olarak da kendini gösterebilir. Yani, eğitim deneyimlerinden daha fazla ebeveyn memnuniyeti, daha zengin bir ev içi okuryazarlık ortamına yol açabilir, bu da sırasıyla okul öncesi eğitiminde artan aile

bağlılığını teşvik edebilir. Dolayısıyla, H_{3a}, bu çalışmadaki ilgi alanına giren değişkenler arasındaki karmaşık bağımlılıkları anlamamızı derinleştirmeyi hedeflemektedir.

H3a: Ebeveynlerin çocukları için oluşturduğu ev içi okuryazarlık ortamı, çocuklarının eğitim deneyimlerinden ebeveynlerin elde ettikleri memnuniyet ile okul öncesi eğitime yönelik aile bağlılığı arasındaki ilişkide aracı bir rol oynamaktadır.

Bu hipotez, Ekolojik Sistemler Teorisi (Fantuzzo ve ark., 2013) ve Sosyokültürel Teori (Vygotsky,1978; Rogoff, 2003) çerçevesinde, ev içi okuryazarlık ortamının, ebeveyn memnuniyeti ile okul öncesi eğitimindeki katılımları arasındaki ilişkide aracı bir rol oynadığını vurgular. Bu noktada, Weigel ve ark.'nın (2006) çalışması öne çıkar; çalışma, ev içi okuryazarlık ortamının, ebeveyn memnuniyeti ile katılımları arasındaki ilişkide aracı bir etkiye sahip olduğuna dair ampirik kanıtlar sunmaktadır. Ek olarak, metin, bu etkileşimlerin daha geniş bir sosyo-ekonomik bağlamda gerçekleştiğini kabul eder ve hanehalkı gelirini olası bir moderatör değişkeni olarak sunar. Bu giriş, eğitim deneyimleri ve sonuçları üzerinde sosyo-ekonomik faktörlerin etkisini kabul eden daha nüanslı bir perspektif sağlar. Hanehalkı gelirinin varsayılan moderatör etkileri, Hipotezler 4_a, 4_b ve 4_c'de ifade edilir.

H4a: Hanehalkı gelirinin, çocuklarının eğitim deneyimlerinden ebeveynlerin elde ettikleri memnuniyet ile okul öncesi eğitime yönelik aile bağlılığı arasındaki ilişki üzerinde düzenleyici bir etkisi bulunmaktadır.

H4b: Hanehalkı gelirinin, çocuklarının eğitim deneyimlerinden ebeveynlerin elde ettikleri memnuniyet ile ebeveynlerin çocuklarına sağladığı ev içi okuryazarlık ortamı arasındaki ilişki üzerinde düzenleyici bir etkisi bulunmaktadır.

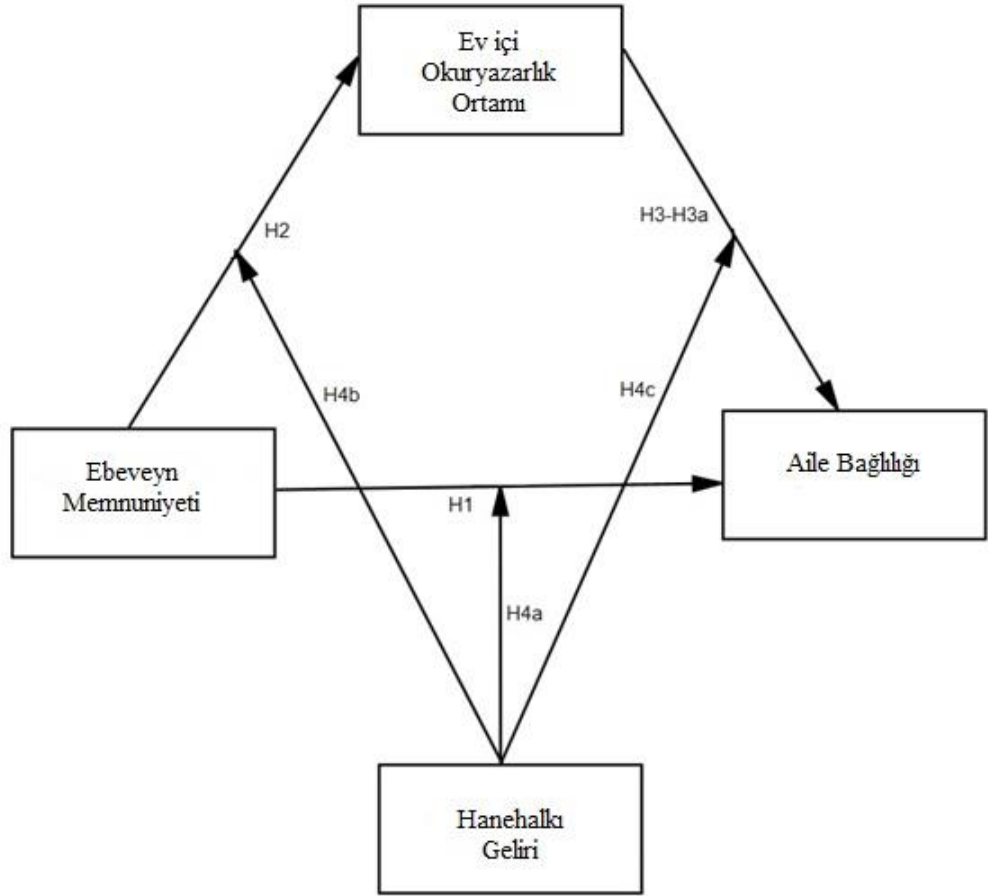
H4c: Hanehalkı gelirinin, ebeveynlerin çocuklarına sağladığı ev içi okuryazarlık ortamı ile okul öncesi eğitime yönelik aile bağlılığı arasındaki ilişki üzerinde düzenleyici bir etkisi bulunmaktadır.

H_{4a}, H_{4b} ve H_{4c} hipotezleri, hanehalkı gelirinin çocuklarının eğitim deneyimlerinden ebeveynlerin elde ettikleri memnuniyeti, ev içi okuryazarlık ortamı ve okul öncesi eğitimindeki aile bağlılığı arasındaki ilişkileri modere ettiğini öne sürmektedir. Bu hipotezler hem Ekolojik Kültürel Teori (Bernheimer ve ark., 1990)

hem de Ekolojik Sistemler Teorisi'nden (Fantuzzo ve ark., 2013) yola çıkar. Bu, aile ekonomisinin belirleyici bir faktör olan hanehalkı gelirin, ebeveyn memnuniyeti ile çocuklarının eğitime katılımları arasındaki ilişkide modere edici bir rol oynayabileceği anlamına gelir. Ayrıca, Bronfenbrenner'ın Ekolojik Sistemler Teorisi de sosyo-ekonomik faktörlerin (örneğin hanehalkı geliri) makrosistem içerisinde mikro- ve mezosistemleri (örneğin aile bağlılığı ve ev içi okuryazarlık ortamı) nasıl etkileyebileceğini vurgular (Duncan ve ark., 2014). Dearing ve ark.'nın (2006) çalışmasından yola çıkarak, bu araştırma, hanehalkı gelirin çocuklarının eğitim deneyimlerinden ebeveynlerin elde ettikleri memnuniyeti ile aile bağlılığı arasındaki ilişkiyi modere ettiği hipotezini (H_{4a}) öne sürmektedir. Bu çalışma, aile gelirin eğitimde aile bağlılığının etkilerini önemli ölçüde modere edebileceğini göstermiştir. Bu da hipotez için güçlü bir temel oluşturmaktadır. Bu bilgilerin üzerine inşa ederek, bu araştırma, Bradley ve ark. (2001) çalışmasının bulguları ile uyumlu olarak, hanehalkı gelirin aynı zamanda çocuklarının eğitim deneyimlerinden ebeveynlerin elde ettikleri memnuniyeti ile çocuklarına sağladıkları ev içi okuryazarlık ortamının kalitesi arasındaki ilişkiyi de modere ettiğini öne sürer (H_{4b}). Bradley ve ark. (2001) aile gelir seviyelerinin ev içi okuryazarlık ortamının kalitesini derinden etkileyebileceğini vurgulamıştır, bu da bu hipotezi güçlendirmektedir. Son olarak, bu araştırma, teorik temelini Grolnick ve ark. (1997) çalışmasını kapsayacak şekilde genişletir. Onların bulgularını yansıtarak, hanehalkı gelirin çocuklarına sağladıkları ev içi okuryazarlık ortamı ile okul öncesi eğitimindeki aile bağlılığı arasındaki ilişkiyi modere ettiği hipotez edilir (H_{4c}). Grolnick ve ark.'nın araştırması, sosyoekonomik durumun ev içi okuryazarlık ortamı ve aile bağlılığı arasındaki ilişki üzerinde önemli bir moderatör etkiye sahip olduğunu doğrulamıştır, bu da bu hipotezin temelini güçlendirir. Bu hipotezler, mevcut araştırmalar tarafından desteklenmiş olup, mevcut incelemenin temelini oluşturur ve gelecek ampirik analizin yönünü belirler.

Bu hipotezler, çalışmanın odaklandığı değişkenler arasındaki ilişkilerin açıklığa kavuşturulması için kullanılacak ve istatistiksel olarak test edilecektir. Sonuçlar, aile bağlılığını artırmayı hedefleyen eğitim stratejileri ve politikaları geliştirmek için önemli bir rehberlik sağlayabilir.

Önerilen Model: Bu çalışmanın kavramsal çerçevesi (bkz. Şekil 1.1), ebeveynlerin çocuklarının erken çocukluk eğitim deneyimlerinden duydukları memnuniyetin, ebeveynlerin eğitime katılımı üzerindeki doğrudan etkisini özetlemektedir. Ek olarak, ebeveynlerin memnuniyeti ile aile bağlılığı arasındaki ilişkiyi açıklayabilecek olası bir arabuluculuk sürecini araştırmaktadır. Çalışma, önerilen bu yol modelini inceleyerek, ebeveynlerin memnuniyetinin erken çocukluk döneminde çocuklarının eğitime katılım düzeylerini etkilemesinin altında yatan mekanizmalara ışık tutmayı amaçlamaktadır.



Şekil 1.1. Kuramsal Model

II. YÖNTEM

Çalışmanın Tasarımı: Çalışma, devlet veya özel anaokullarında en az bir çocuğu olan ebeveynlerin örneklemiyle, çocukların erken çocukluk dönemindeki eğitim deneyimlerinden memnuniyeti, aile bağlılığının kalitesi, ev içi okuryazarlık

ortamı ve hanehalkı geliri arasındaki ilişkileri keşfetmeyi amaçlar. Çalışma, betimsel nitelikte ve korelasyonel araştırmayı kullanır. Korelasyonel araştırma, değişkenler arasındaki ilişkiyi belirlemeye çalışır. Bu çalışmada, değişkenler arasındaki ilişkileri keşfetmek için Okul Öncesi Çocukları Ebeveynleri tarafından doldurulan Demografik Bilgi Formu, Erken Çocukluk Eğitimine Aile Bağlılığı Ölçeği - EÇEABÖ (Parent Engagement in Early Childhood Education - PEECE), EğitimSEL Deneyimlerdeki Ebeveyn Memnuniyeti Ölçeği - EDEMÖ (Parents' Satisfaction with Their Children's Educational Experiences - PSEE) ve Ev içi Okuryazarlık Ortamı Ölçeği - EOOÖ (Home Literacy Environment Questionnaire - HLEQ) kullanılmıştır. Çalışmada, açıklayıcı korelasyonel tasarımı kullanılmıştır. Herhangi bir müdahale yapılmadan veri analizi gerçekleştirilmiştir. Korelasyonel araştırma tasarımlarında, çift değişkenli korelasyon analizi, çoklu korelasyonlar veya diskriminant fonksiyon analizi gibi veri analiz teknikleri kullanılabilir. Ayrıca, yapısal eşitlik modellemesi (YEM) gibi daha sofistike model tabanlı teknikler de kullanılabilir. Aile Bağlılığı, eğitim deneyimlerinden memnuniyet, ev içi okuryazarlık ortamı ve hanehalkı geliri çalışmanın değişkenleridir. Bu değişkenler arasındaki doğrudan ve dolaylı ilişkileri incelemek için bu çalışmada özel bir YEM formu olan yol analizi kullanılmıştır.

Evren ve Örneklem: Çalışmanın evreni yazarın hedef kitlesi olan ve Afyonkarahisar'daki bir devlet ya da özel okula kayıtlı olan 60-72 aylık çocukların ebeveynlerinden oluşmaktadır. Bu örneklem seçimi, öncelikle çocukların ilkökula başlama evresinde olmaları ve bu dönemin çocukların gelişiminde önemli bir dönüm noktası olması sebebiyle yapılmıştır. Ancak, tüm ebeveynlerle iletişime geçmek pratik olmadığından, veri toplama, Afyonkarahisar il merkezinde yaşayan ebeveynler ve üç yakın banliyö bölgesi (Sülümenli, Beyyazı ve Sadıkbey) ile sınırlıdır. Nihai örneklemin demografik özelliklerinin özeti Tablo 3.1'de bulunabilir.

Tablo 3.1

Ana çalışmanın örnekleminin demografik özellikleri

Özellikler	f	%
Ebeveynin Cinsiyeti		
Kadın	585	88.6
Erkek	75	11.4
<i>Toplam</i>	<i>660</i>	<i>100</i>
Ebeveyn Yaşı		

22-25	31	4.7
26-30	150	22.7
31-35	260	39.4
36-40	158	23.9
41-45	56	8.5
45 veya üstü	5	0.8

Ebeveyn Eğitim Düzeyi

İlkokul	45	6.8
Ortaokul	77	11.7
Lise	163	24.7
Üniversite	316	47.9
Yüksek lisans	40	6.1
Doktora derecesi	19	2.9

Ebeveynin Çalışma Durumu

Ev kadını/İşsiz	340	51.5
Kamu çalışanı	181	27.4
Özel sektör çalışanı	139	21.1

İkamet yeri

Şehir merkezi	572	86.70
Banliyöler veya kırsal	88	13.30

Hane geliri*

8.506 TL veya altı	104	15.8
8.506 TL- 12.000 TL	145	22.0
12.001 TL- 16.000 TL	97	14.7
16.001 TL-20.000 TL	87	13.2
20.001 TL- 24.000 TL	53	8.0
24.001 TL- 28.000 TL	48	7.3
28.001 TL- 32.000 TL	38	5.8
32.001 TL- 34.000 TL	15	2.3
34.001 TL- 38.000 TL	19	2.9
38.001 TL ve üzeri	54	8.2

Çocuk Sayısı

1	205	31.1
2	322	48.8
3	103	15.6
4 veya daha fazla	30	4.5

Çocuğun Cinsiyeti

Kız	305	46.2
Erkek	355	53.8

Çocuğun daha önce okul öncesi eğitime devam durumu

Katıldı	325	49.2
Katılmadı	335	50.8

Okul Türü

Özel	226	34.20
Devlet	434	65.80

*Veri toplama döneminde Türkiye'de asgari ücret 8.506 TL'dir.

Veri Toplama Araçları: Çalışmada kullanılan veriler, dört temel öz bildirim mekanizması aracılığıyla toplanmıştır: (a) Demografik Bilgi Formu, (b) Ebeveynlerin Eğitim Deneyimlerine İlişkin Memnuniyet Ölçeği (PSEE; Fantuzzo et al., 2006), (c) Okul Öncesi Eğitimde Aile Bağlılığı Ölçeği (PEECE; Gross et al., 2022) ve (d) Ev içi okuryazarlık ortamı Ölçeği (HLEQ; Marjanovič Umek, 2005). Veri toplama amaçlarına yönelik olarak, PSEE'nin (Ahmetoğlu & Acar, 2017), PEECE ve HLEQ'nin (Altun, 2013) Türkçe versiyonları kullanılmıştır. PEECE'nin mevcut bir Türkçe uyarlaması bulunmadığından, yazar, bu çalışma için özel bir Türkçe versiyon hazırlamış ve ilgili veriler bu yeni uyarlanmış araç aracılığıyla toplanmıştır. Çeviri süreci hakkında detaylar sonraki bölümlerde sunulacaktır. Türkçe PEECE'nin geçerliliğini belirlemek amacıyla, içerik ve yapı ile ilgili geçerlilik kanıtları sunulmuştur. Bu, aracın çevirisi ve alan uzmanlarıyla yapılan görüşmelerin yanı sıra, bir uyarlama çalışması içerisinde Yapısal Eşitlik Modellemesi (SEM) yapılmasıyla gerçekleştirilmiştir. Sonuç olarak, uyarlama çalışmasının bulguları Türkçe PEECE'nin güvenilirliğini ve geçerliliğini teyit etmiştir. Son olarak, araştırmacı, çalışmada kullanılacak demografik bilgi formunu hazırlamıştır. Kullanılan tüm veri toplama araçlarının ayrıntılı açıklamaları Ek A'da bulunabilir. Etik ilkeler doğrultusunda, araştırmacı, orijinal yazarlardan veya bu özel çalışma için araçları uyarlayan kişilerden izin almak için gerekli çabayı göstermiş ve bu izinler, e-posta veya Whatsapp iletişimi aracılığıyla, bu araçların araştırma bağlamında saygılı ve uygun bir şekilde kullanılabilmesi için alınmıştır.

Veri Toplama Süreci: Çalışma kapsamında PEECE'nin Türkçe çevirisi ve uyarlaması gerçekleştirildikten sonra, dört ana veri toplama aracı tek bir formda birleştirilmiştir. Katılımcılar çalışmaya gönüllü olarak dahil edildi ve maddi ödüllendirme düşüncesi aykırı veri artışı ihtimali nedeniyle reddedilmiştir. Sürdürülebilirlik adına, veriler Google Formlar kullanılarak çevrimiçi toplanmış, ancak basılı form isteyen katılımcılara da bu seçenek sunulmuştur. Özellikle sosyo-ekonomik olarak dezavantajlı okullarda, ebeveynlere basılı formlar aracılığıyla ulaşılmıştır. Çalışmanın verileri 2022-2023 akademik yılı bahar döneminde, gerekli etik ve resmi izinler alındıktan sonra toplanmıştır. Toplama işlemi sırasında, öğretmenlerle iletişim kuruldu ve okullara ziyaretler düzenlenmiştir. Ebeveynlerin gönüllü katılımını belirten bir onam formu geliştirildi ve bu formlar, basılı form isteyen öğretmenler tarafından gizlice ebeveynlere dağıtılmıştır. Online formu

dolduran ebeveynler ise onam formunu okuyup onaylamadan soruları yanıtlayamadığından, onaylarının alındığı varsayılmıştır.

Çalışmanın örneklemini, 60-72 aylık çocuklarının Afyonkarahisar'da bir anasınıfına veya anaokuluna devam eden ebeveynler oluşturmaktadır. Veri toplama süreci sınıf öğretmenleri aracılığıyla gerçekleştirilmiştir. Bu süreç boyunca, tüm ebeveynlere bireysel olarak ulaşılmasına gerek kalmamıştır.

Çalışmanın Değişkenleri: Araştırmanın değişkenlerini ölçmek için ölçeklerin ortalama puanları kullanılmıştır. Araştırmanın amacına uygun olarak bu çalışmada incelenen değişken grupları şunlardır:

- Bağımsız (Dışsal) Değişken: Ebeveynlerin Okul Öncesi Eğitimde Çocuklarının Eğitim Deneyimlerinden Memnuniyeti
- Aracı Değişken: Ebeveynlerin Çocuklarına Sağladığı Evde Okuryazarlık Ortamı
- Bağımlı (İçsel) Değişken: Okul Öncesi Eğitimine Aile Bağlılığı
- Düzenleyici Değişken: Hanehalkı geliri

Veri Analizi: Araştırmanın başlangıç aşaması, birinci araştırma sorusuna yanıt vermek için betimleyici analizlerin gerçekleştirilmesini içermiştir. Bu betimleyici analizler, IBM SPSS 27.0 kullanılarak dışsal, aracı ve içsel değişkenlerin puanlarının karakterizasyonunu amaçlamıştır. Araştırmanın ana hedeflerine uygun olarak, tüm örneklemin ortalamaları, standart sapmaları, minimum ve maksimum değerler rapor edilmiştir.

Ebeveyn memnuniyeti, ev içi okuryazarlık ortamı ve ebeveynlerin katılımı arasındaki lineer ilişkinin gücünü ve yönünü değerlendirmek için ikili korelasyon katsayıları hesaplanmıştır. İkili korelasyon analizi, IBM SPSS 27.0 istatistik programı kullanılarak yapılmıştır. Çalışma değişkenleri arasındaki korelasyonların büyüklüğünü yorumlarken, .30 altındaki katsayılar küçük bir etkiyi gösterdiği kabul edilmiştir. .30 ile .50 arasındaki katsayılar, orta büyüklükte bir etkiyi temsil ederken, .50'yi aşan katsayılar Cohen'in rehberlerine (1988, 1992) göre büyük bir etki olarak sınıflandırılmıştır.

Önerilen model temelinde çalışma değişkenleri arasındaki doğrudan ve dolaylı ilişkileri araştırmak için, gözlemlenen değişkenlerle Yapısal Eşitlik Modellemesi (YEM) formu olan yol analizi kullanılmıştır. Bu analitik yaklaşım, ebeveyn memnuniyeti, ev içi okuryazarlık ortamı ve Aile Bağlılığı olmak üzere gözlemlenen yapılar arasındaki ilişkilerin eşzamanlı incelenmesine olanak sağlamıştır (Kline, 2016; Schumacker & Lomax, 2010). Yol analizi, AMOS istatistiksel paket programı Versiyon 23 kullanılarak gerçekleştirilmiştir. Yol analizi kullanarak, bu çalışma yol diyagramı içinde çalışma değişkenleri arasındaki doğrudan ve dolaylı ilişkileri keşfetme imkanı bulmuştur (Kline, 2016; Tabachnick & Fidell, 2013). Yol analizinin gerçekleştirilmesi, ilgili bilimsel literatürde belirtilen adımlara göre yapılmıştır (Kline, 2016; Schumacker & Lomax, 2010). İlk olarak, geniş kapsamlı bir literatür incelemesi ile desteklenen hipotezleri içeren bir yol modeli çizilmiştir. Bu inceleme, geçerli teorik çerçeveler, önceki araştırma çalışmaları ve ilgi alanındaki diğer ilgili bilgileri kullanmıştır. Endogenous değişkenin, modelin diğer değişkenlerinin sonucu olarak tasvir edildiği bir model, belirtme aşamasında kullanılmıştır (Kline, 2016). Bu aşamada, modelin tüm endogenous ve mediator değişkenlerine hata varyansları eklenmiş ve parametreler belirlenmiştir, yol katsayılarının belirlenmesi de bu aşamada gerçekleştirilmiştir. Bunun ardından, ana çalışmadan toplanan veriler kullanılarak önerilen modele ilişkin yaklaşımlar üretilmiştir. Bu aşama, parametre değerlerinin ve tahmini hataların hesaplanmasını içermiştir. Bu işlemi takiben, toplanan veriler ve model arasındaki uyum değerlendirilmiştir. Mevcut literatürde önerilen bir dizi uyum indeksi, model uyumunu ölçmek için kullanılmıştır. Bu indeksler, literatürde bulunan çeşitli yorumlama önerilerini dikkate alan model uyumunu yorumlamak için farklı perspektifler sunmuştur.

III. BULGULAR VE TARTIŞMA

Bu çalışmanın bulguları, ebeveynlerin memnuniyeti, ev içi okuryazarlık ortamı ve aile bağlılığı arasında birkaç önemli ilişki olduğunu ortaya koymuştur. Ebeveynlerin memnuniyeti, hem ev içi okuryazarlık ortamı ($r = .299, p < .01$) hem de aile bağlılığı ($r = .472, p < .01$) ile önemli bir pozitif korelasyon sergilemiştir. Aynı şekilde, ev içi okuryazarlık ortamı, ebeveyn memnuniyeti ($r = .299, p < .01$) ve aile

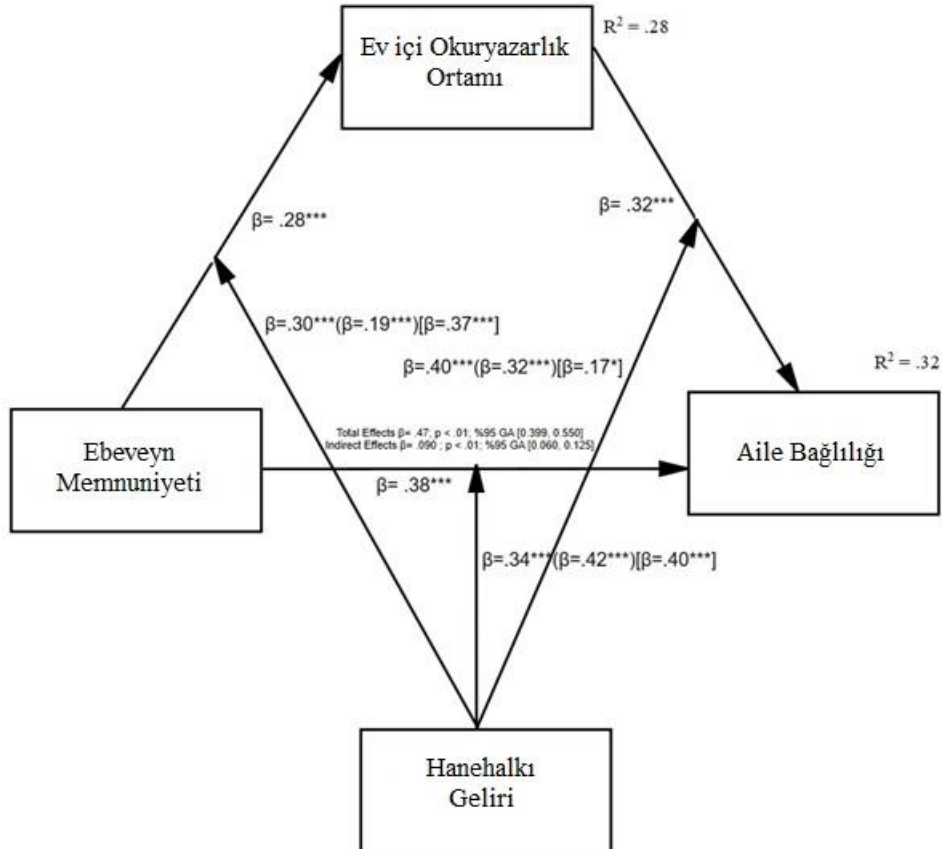
bağlılığı ($r = .431$, $p < .01$) ile pozitif korelasyon göstermiştir. Bu, daha olumlu bir ev içi okuryazarlık ortamının hem ebeveynlerin memnuniyeti hem de aile bağliğıının daha yüksek seviyeleri ile bağlantılı olduğı anlamına gelir. Ayrıca aile bağliğı, hem ebeveyn memnuniyeti ($r = .472$, $p < .01$) hem de ev içi okuryazarlık ortamı ($r = .431$, $p < .01$) ile anlamlı pozitif korelasyonlar göstermiştir. Bu, daha yüksek aile bağliğı düzeylerinin, hem ebeveynlerin memnuniyetinin daha yüksek seviyeleri hem de olumlu bir ev içi okuryazarlık ortamı ile ilişkili olduğunu göstermektedir. Genel olarak, bu bulgular, çocuklarının eğitiminden daha fazla memnuniyet ifade eden ebeveynlerin, evde zengin bir okuryazarlık ortamı sağlama ve çocuklarının eğitime daha yüksek düzeyde katılım gösterme olasılıklarının daha yüksek olduğunu göstermektedir.

Öte yandan, hipotezleri (H_1 , H_2 ve H_3) test etmek için yapılan yol analizi sonucunda, bulgular, ebeveynlerin okul öncesi eğitimindeki eğitim deneyimlerinden memnuniyetlerinin hem aile bağliğı hem de ev içi okuryazarlık ortamı üzerinde olumlu ve doğrudan bir etkiye sahip olduğunu göstermiştir. Ek olarak, ev içi okuryazarlık ortamının kendisi aile bağliğıını doğrudan ve olumlu bir şekilde etkilemiştir. Bu sonuçlar, okul öncesi eğitiminde aile bağliğıını şekillendirmede ebeveyn memnuniyetinin ve ev içi okuryazarlık ortamının önemini vurgulamaktadır.

Ebeveyn memnuniyetinden aile bağliğıına ($X \rightarrow Y$) doğrudan etki modeli incelendiğinde, ev içi okuryazarlık ortamı değişkeninin (M) devreye alınmasının β katsayısının düşmesine neden olduğı ve güven aralığının “0” değerini içermediğı görülmüştür. Bu durum, ev içi okuryazarlık ortamının, ebeveyn memnuniyeti ile aile bağliğı arasındaki ilişkide ($X \rightarrow M \rightarrow Y$) önemli bir aracı rol oynadığını göstermektedir. Ayrıca ev içi okuryazarlık ortamı değişkeninin aracı faktör olarak dahil edilmesi, doğrudan etki modelinde gözlenen anlamlı farkı ortadan kaldırmamıştır. Dolayısıyla, ev içi okuryazarlık ortamının ebeveyn memnuniyeti ile aile bağliğı arasındaki ilişkide kısmi aracılık rolü üstlendiğı söylenebilir. Bu bulgular ışığında, okul öncesi eğitiminde ebeveynlerin eğitim deneyimlerinden memnuniyetleri ile okul öncesi eğitiminde aile bağliğı arasındaki ilişkide ebeveynler tarafından sağlanan ev içi okuryazarlık ortamının önemli bir kısmi aracı olduğunu gösteren H_{3a} hipotezi desteklenmektedir. Genel olarak, bu sonuçlar, ev içi okuryazarlık ortamının aracı bir faktör olarak önemli rolünü vurgulayarak,

ebeveynlerin memnuniyetinin okul öncesi eğitiminde aile bağlılığını etkilediği mekanizmaya ışık tutmaktadır.

Sonuçlar, tahmin değişkenleri ile sonuç değişkenleri arasındaki ilişkide hanehalkı gelirinin düzenleyici rolünü vurgulamaktadır. Spesifik olarak, ebeveyn memnuniyeti, alt, orta ve üst gelir grupları için farklı yollar ile tüm gelir grupları için aile bağlılığını önemli ölçüde etkilemiştir. Benzer şekilde, ev içi okuryazarlık ortamının gelir grupları genelinde aile bağlılığı üzerinde önemli bir doğrudan etkisi vardır. Ancak yapılan analiz, etkisi çoğu yolda kritik değerin altına düştüğü için hanehalkı gelirinin bu ilişkilerde önemli bir düzenleyici değişken olarak hizmet etmediğini göstermiştir. Sonuçlar H_{4b} ve H_{4c} hipotezlerinin kabulünü desteklerken H_{4a} reddedilmiştir. Ayrıca, analiz, ($R^2=.090$) ile ($R^2=.371$) arasında değişen R^2 değerleri ile, farklı gelir seviyeleri arasında aile bağlılığı ve ev içi okuryazarlık ortamı düzeylerinde farklılıklar olduğunu ortaya koymaktadır (bkz. Şekil 4.2).



Şekil 4.2 Yol analizi sonucu modelin standartlaştırılmış tahmin değerleri. (* $p < .05$. ** $p < .01$. *** $p < .001$. $N = 660$), β = Düşük Gelir, yol a, (β = Orta Gelir, yol b), [β = Yüksek Gelir, yol c]

Ebeveyn memnuniyeti, aile bağıllığı ve evde okuryazarlık ortamı arasındaki ilişkiler, birbirlerini etkileyen yapılar olarak ortaya çıkmıştır. Artan ebeveyn memnuniyeti, gelişmiş evde okuryazarlık ortamı ve artan aile bağıllığı ile ilişkilendirilmiştir. Bu sonuçlar, okul öncesi eğitiminde aile bağıllığının çok yönlü doğasını vurgulayarak, politikaların ve müdahalelerin daha bütüncül ve etkili bir şekilde tasarlanması gerektiğini göstermektedir. Ebeveyn eğitime odaklanmak, evde okuryazarlık ortamını iyileştirmek ve erken okuryazarlık becerilerini geliştirmek için potansiyel bir stratejidir.

Sonuç olarak, bu çalışma, okul öncesi eğitiminde ebeveynlerin memnuniyeti, aile bağıllığı ve ev içi okuryazarlık ortamı arasındaki ilişkileri açıklayarak, okul öncesi eğitimi şekillendiren faktörleri anlamamıza katkıda bulunmaktadır.

Yol analizi sonuçlarına dayanarak, ebeveynlerin memnuniyetinin aile bağıllığı üzerinde doğrudan bir etkiye sahip olduğu ve sıfır hipotezinin (H_0) kesin olarak reddedilebileceği bulgularına ulaşılmıştır. Bu durum, ebeveyn memnuniyetinin okul öncesi eğitime katılımları üzerinde olumlu bir etkisi olduğunu destekleyen güçlü ampirik kanıtlarla doğrulanmaktadır ($\beta = .379$; $CR = 11.433$; $p < .01$). Bu istatistiksel olarak anlamlı ilişki, ebeveyn memnuniyetinin okul öncesi eğitime katılım üzerindeki önemli etkisini göstermektedir ve böylece sıfır hipotezinin geçerli olmadığı sonucuna varılabilir. Sıfır hipotezinin reddedilmesiyle birlikte, ebeveynlerin okul öncesi eğitime katılımını olumlu ve doğrudan etkileyen alternatif Hipotez 1 (H_1), toplanan ampirik verilerle güçlü bir şekilde desteklenmiştir. Bu araştırma, ebeveynlerin memnuniyetinin okul öncesi eğitime katılımları üzerindeki kritik etkisini destekleyen ve bu konudaki mevcut kanıtlara önemli ölçüde katkıda bulunan sonuçlara ulaşmıştır. Bu nedenle, ebeveynlerin memnuniyetinin, okul öncesi eğitiminde daha aktif bir katılımın teşvik edilmesinde önemli bir rol oynadığı vurgulanmış ve bu konudaki önem daha da güçlendirilmiştir.

Sosyokültürel Teori (Vygotsky, 1978; Rogoff, 2003) ve Aile Sistemi Teorisi (Miller ve diğerleri, 2000; Minuchin, 1985), ebeveynlerin memnuniyeti ile aile bağıllığı arasındaki bağlantıyı destekleyen sağlam kuramsal çerçeveler sağlamaktadır. Vygotsky'nin sosyal öğrenme teorisi, ebeveynlerin memnuniyetinin, çocukların eğitime daha aktif katılım sağlama potansiyeline sahip olduğunu öne süren bir önermeyi desteklemektedir. Aile Sistemleri Teorisi de aile birimlerinin birbirlerini etkilediğini ve sistematik olarak işlediğini doğrulayarak, ebeveyn

memnuniyeti ile bağıllık arasındaki ilişkinin temelini oluşturur. Bu teorik temeller, ebeveynlerin memnuniyeti ve katılımı arasındaki bağlantının güçlü bir temele dayandığını göstermektedir.

Ebeveyn memnuniyeti kavramı, okul öncesi eğitime bağıllıklarından elde edilen tatmin edici deneyimlere atıfta bulunmaktadır. Araştırmalar, olumlu ebeveyn deneyimlerinin, ebeveynlerin eğitime daha aktif katılımını teşvik edebileceğini ve ebeveynlik stresini azaltarak olumlu sonuçlara katkıda bulunabileceğini desteklemektedir. Aksine, olumsuz algılar veya ebeveynlerin ihtiyaçlarına yanıt vermeme, ebeveyn memnuniyetsizliğini ve katılım isteğinin azalmasını tetikleyebilir. Bu da olumsuz aile bağıllığına ve çocuk sonuçlarına olumsuz etki edebilir.

Daha önce yapılan araştırmalar da aile bağıllığı ile memnuniyeti arasında pozitif bir ilişki olduğunu göstermiştir. Bu çalışma, ebeveyn memnuniyetinin artan aile bağıllığını tetikleyebilecek bir itici güç olarak hizmet edebileceği ters bir nedensellik olasılığını öne sürmektedir. Bu nedenle, aile bağıllığı ile memnuniyeti arasındaki ilişkinin çift yönlü olduğu düşünülmektedir.

Bu araştırma sonucunda elde edilen bulgular, okul öncesi eğitiminde aile bağıllığına ilişkin politika ve uygulamalara da ışık tutmaktadır. Eğitim kurumları, ebeveynlerin olumlu deneyimler yaşadığı, memnuniyet duyduğu ve katılımlarının teşvik edildiği ortamların oluşturulması için çaba göstermelidir. Bu şekilde, ebeveynlerin katılımlarının arttığı, memnuniyet düzeylerinin yükseldiği ve dolayısıyla erken çocukluk eğitiminin kalitesinin arttığı bir ortam yaratmak mümkün olabilir.

Veri analizine dayanarak elde edilen sonuçlar incelendiğinde, ebeveyn memnuniyetinin evde okuryazarlık ortamına doğrudan ve olumlu bir etkisi olduğu görülmektedir. Bu durum, boş hipotezi (H_{02}) reddederek, ebeveyn memnuniyetinin evde okuryazarlık ortamını şekillendirmede önemli bir rol oynadığını göstermektedir. Ayrıca, alternatif Hipotez 2'nin (H_2) doğrulandığı ve ebeveyn memnuniyetinin evde okuryazarlık ortamını olumlu bir şekilde etkilediği sonucuna varılmıştır. Bu bulgular, Aile Sistemleri Teorisi ve Ekolojik Sistemler Teorisi'nin öne sürdüğü teorik temellerle uyumludur ve ebeveyn memnuniyetinin evde okuryazarlık ortamını geliştirmede kritik bir faktör olduğunu vurgular.

Ebeveyn memnuniyeti, aile içi davranışlar ve tutumlar aracılığıyla ev içi okuryazarlık ortamını etkileme potansiyeline sahiptir. Ebeveynlerin eğitim

deneyimlerinden memnun olmaları, çocuklarına sağladıkları eğitim deneyimlerini şekillendirebilir ve böylece evde olumlu bir okuryazarlık ortamı yaratabilirler. Bu durum, çocukların okuryazarlık becerilerinin gelişimine önemli katkı sağlar.

Ebeveyn memnuniyetinin evde okuryazarlık ortamını olumlu etkilemesi, ebeveynlerin okuma deneyimlerine katılımını artırabilir. Ebeveynlerin kitap okuma, hikaye anlatma ve okuma materyalleri sağlama gibi okuryazarlıkla ilişkili etkinliklere aktif olarak katılımı, çocukların okuryazarlık becerilerinin gelişimini teşvik eder. Aynı şekilde, ebeveynlerin evde sağladığı destekleyici ortam, çocukların okuma ilgisini artırabilir ve okuma alışkanlığını teşvik edebilir. Ekolojik Sistemler Teorisi'ne göre, ebeveyn memnuniyeti evdeki mikro sistemleri etkileyebilir. Bu durumda, eğitim süreci mikro sistemini oluşturan aile içindeki faktörleri etkileyerek ev içi okuryazarlık ortamını şekillendirebilir. Bu da çocukların okuryazarlık becerilerini olumlu yönde etkiler.

Bu bulgular, okuryazarlık gelişimi için önemli olan ev içi okuryazarlık ortamını iyileştirmek amacıyla ebeveyn memnuniyetinin sürekli olarak değerlendirilmesi ve desteklenmesinin önemini vurgulamaktadır. Ebeveynlerin çocuklarına sundukları eğitim deneyimlerinin kalitesinin artırılması, çocukların okuryazarlık becerilerinin gelişimine olumlu katkı sağlayabilir.

Bu çalışmada, ebeveyn memnuniyetinin ev içi okuryazarlık ortamına doğrudan etkisi incelenmiştir. Veri analizinden elde edilen sonuçlar, boş hipotezi (H_0) kesinlikle reddederek, ebeveyn memnuniyetinin ev içi okuryazarlık ortamı üzerinde doğrudan ve pozitif bir etkisi olduğunu göstermektedir ($\beta = .278$; $CR = 7.259$; $p < .01$). Bu sonuçlar, Aile Sistemleri Teorisi ve Ekolojik Sistemler Teorisi'nin temel prensipleriyle uyumludur ve önceki araştırmalarla da desteklenmektedir (Fantuzzo ve diğerleri, 2013; Miller ve diğerleri, 2000; Minuchin, 1985; Manolitsis ve diğerleri, 2013).

Ebeveyn memnuniyetinin ev içi okuryazarlık ortamını şekillendirmedeki önemi, çocukların okuryazarlık beceri gelişimini desteklemek açısından büyük bir önem taşımaktadır. Özellikle okul öncesi eğitiminde elverişli bir ev içi okuryazarlık ortamı, çocukların okuryazarlık becerilerinin olumlu yönde etkilenmesine katkı sağlamaktadır.

Bu çalışma, ebeveyn memnuniyeti, ev içi okuryazarlık ortamı ve aile bağlılığı arasındaki karmaşık etkileşimi ele almış ve bu ilişkilerin altında yatan mekanizmaları

anlamak için önemli bir katkı sunmuştur. Bu bulgular, erken çocukluk eğitimi politikalarının geliştirilmesi ve çocukların akademik başarılarının teşvik edilmesi için ebeveyn memnuniyetinin değerlendirilmesi ve iyileştirilmesinin önemini vurgulamaktadır.

Sonuç olarak, ebeveynlerin çocuklarının eğitim deneyimlerine olan memnuniyeti, ev içi okuryazarlık ortamı'nın olumlu yönde şekillendirilmesi için önemli bir faktördür. Bu bağlamda, ebeveynlerin eğitim deneyimlerini desteklemek, çocukların okuryazarlık gelişimini teşvik etmek ve eğitim kaynaklarından daha etkin bir şekilde yararlanmalarını sağlamak için önemlidir (Lonigan ve diğerleri, 2008; Lonigan & Shanahan, 2010; Reneau, 2019; van Bergen ve diğerleri, 2017; Neuman & Celano, 2001; Sénéchal & Young, 2008).

Bu çalışmada, ev içi okuryazarlık ortamının aile bağlılığı üzerindeki etkisi araştırılmıştır. Veri analizi, ev içi okuryazarlık ortamının Aile bağlılığı üzerinde olumlu ve doğrudan bir etkiye sahip olduğunu göstermiştir ($\beta = .3221$; $CR = 9.727$; $p < .01$), bu da sıfır hipotezi H_{03} 'ü çürütmektedir. Bu bulgu, Ekolojik Sistemler Teorisi ve Sosyokültürel Teori ile uyumludur ve önceki araştırmalarla desteklenmektedir (Fantuzzo ve diğerleri, 2013; Vygotsky, 1978; Rogoff, 2003; Sénéchal ve LeFevre, 2014). Bu çalışmanın genişletilmiş bakış açısı, ev içi okuryazarlık ortamı ve aile bağlılığı hakkındaki söyleme yeni içgörüler katmaktadır. Evde zenginleştirici bir okuryazarlık ortamını teşvik etmenin, çocuğun öğrenimine aktif olarak katılma düzeyini önemli ölçüde etkilediğini vurgulamaktadır.

Aile bağlılığının önemi, çocukların akademik başarıları ve sosyal-duygusal gelişimleri ile ilişkilidir. Zengin bir ev içi okuryazarlık ortamı, çocukların erken okuryazarlık becerilerinin gelişimini destekler ve ebeveynlerin okul ve ev öğrenme ortamları arasındaki uyumu sağlamada önemli bir rol oynar. Sonuç olarak, ev içi okuryazarlık ortamının aile bağlılığı üzerindeki olumlu etkisi, erken çocukluk eğitimi ve aile bağlılığı alanındaki çalışmalar için önemli bir katkı sunmaktadır. Bu bulgular, eğitim stratejileri ve politikalarının geliştirilmesi için önemli ipuçları sağlar ve çocukların okuryazarlık becerilerini ve aile bağlılığını artırmayı amaçlayan girişimler için temel teşkil eder.

Ebeveyn memnuniyeti, ev içi okuryazarlık ortamı ve aile bağlılığı arasındaki ilişkinin analizinden elde edilen bulgular, ev içi okuryazarlık ortamının ebeveyn memnuniyeti ve aile bağlılığı arasında kritik bir aracı rol oynadığını göstermiştir.

Ebeveyn memnuniyetinin aile bağıllığı üzerinde doğrudan bir etkisi olduğu belirtilmiş ($\beta = .469$; $p < .01$; %95 GA [0.399, 0.550]), ancak ev içi okuryazarlık ortamının eklenmesiyle bu etkide düşüş olduğu görülmüştür. Aracılık etkisi modeline göre, ev içi okuryazarlık ortamının aracı bir değişken olarak tanıtılması, ebeveyn memnuniyeti ile aile bağıllığı arasındaki ilişkide derin bir kayma olduğunu göstermiştir. Standartlaştırılmış dolaylı etki testi ise, ev içi okuryazarlık ortamının aile bağıllığını olumlu yönde etkilediğini ve ebeveyn memnuniyetinin bu etki üzerinde aracı bir rol oynadığını doğrulamıştır ($\beta = .090$; $p < .01$; %95 GA [0.171, 0.272]). Bu çalışmanın bulguları, önceki araştırmaların sonuçlarını desteklemektedir ve ev içi okuryazarlık ortamının aracı rolü iddiasını güçlendirmektedir. Ayrıca, bu araştırma, Ekolojik Sistemler Teorisi ve Sosyokültürel Teori ile uyumludur, çünkü ev içi okuryazarlık ortamının çevresel etkileri ve sosyal-kültürel araçları içeren bir aracı rol oynadığını ima etmektedir.

Gelir düzeyinin bu ilişkileri modere etmediği sonuçlarda belirtilmiştir, ancak farklı gelir düzeylerinde aile bağıllığı ve ev içi okuryazarlık ortamı arasındaki farklılıklar, diğer olası düzenleyici değişkenleri ortaya çıkarabilmek için daha fazla araştırma gerektirebilir. Bu bulgular, aile bağıllığında ev içi okuryazarlık ortamının önemine vurgu yapar ve ebeveyn memnuniyetinden etkilenen ev içi okuryazarlık ortamının kalitesini artırmanın aile bağıllığını geliştirmeye yönelik müdahalelere rehberlik edebileceğini gösterir. Sonuç olarak, bu çalışmanın çıkarımları akademinin ötesine geçerek politika ve uygulamaları da etkileyebilir ve okul öncesi eğitiminde aile bağıllığını artırmaya yönelik stratejileri bilgilendirebilir.

Hanehalkı geliri, bu çalışmada ebeveynlerin memnuniyeti, Ev içi Okuryazarlık Ortamı ve aile bağıllığı arasındaki ilişkileri düzenleyen önemli bir değişkendir. Hipotez H_{4a}, hanehalkı gelirinin ebeveynlerin eğitim deneyimlerinden memnuniyetleri ile aile bağıllığı arasındaki ilişkiyi düzenlediğini öne sürerken, bulgular bu durumun tutarlı olduğunu göstermiştir (Dearing et al., 2006). Ancak, Hipotez H_{4b}'ye göre, hanehalkı gelirinin ev içi okuryazarlık ortamını şekillendirmede önemli bir rolü olduğu bulunmuştur (Bradley et al., 2001).

H_{4c} Hipotezi destek almış, daha yüksek gelirli hanelerin eğitim katılımının daha fazla olabileceği bulgulanmıştır (Grolnick et al., 1997). Aynı zamanda hanehalkı geliri, farklı gelir düzeyleri arasında aile bağıllığında belirleyici bir etken

olabilir. Benzer şekilde, ev içi okuryazarlık ortamında da gelir seviyeleri arasında farklılıklar bulunmuştur.

Bu bulgular, ebeveyn memnuniyeti, ev içi okuryazarlık ortamı ve aile bağlılığı arasındaki ilişkilerin karmaşıklığını vurgularken, sosyo-ekonomik faktörlerin bu süreçlerde etkili olduğunu göstermektedir (Rodger et al., 2008; Hukuk et al., 2003; Marfo et al., 1991; Upshur, 1991; Summers et al., 2005). Çalışmaların geniş bir çerçeve içinde değerlendirilmesi gerektiğini belirten diğer yazarlar da bulunmaktadır (Neuman ve Celano, 2001; Bonal ve Gonzalez, 2020; Bol, 2021; Treviño et al., 2021; Bayrakdar ve Güveli, 2020; Osorio-Saez et al., 2021).

Sonuç olarak, bu çalışma hane gelirinin ebeveyn memnuniyeti, ev içi okuryazarlık ortamı ve aile bağlılığı üzerindeki etkisini analiz ederken, sosyo-ekonomik faktörlerin bu dinamikleri şekillendirmedeki rolünün önemini vurgulamaktadır. Bu bulgular, ailenin ekonomik durumunun eğitim müdahaleleri ve stratejileri üzerinde belirleyici bir etkisi olabileceğini göstermektedir.

Çıkarımlar: Bu çalışma, okul öncesi eğitime aile bağlılığı, ebeveyn memnuniyeti ve ev içi okuryazarlık ortamı ilişkisini incelerken, sosyo-ekonomik faktörlerin etkisini de değerlendirmiştir. Bulgular, hanehalkı geliri ile bu faktörler arasında karmaşık etkileşimler olduğunu, ancak gelirin orta düzeyde bir etkisi olduğunu gösteriyor. Hanehalkı geliri, ev içi okuryazarlık ortamı üzerinde belirgin bir etkiye sahiptir. Bu, eğitim politikalarının ve stratejilerin, sosyo-ekonomik eşitsizlikleri azaltacak ve ev okuryazarlık ortamlarını destekleyecek şekilde tasarlanmasının önemini vurgulamaktadır.

Bu çalışma ayrıca, Türkiye'deki aile bağlılığını değerlendirebilmek için yeni bir ölçek sunmaktadır. Bu ölçek, Türkiye'deki okul öncesi eğitime aile bağlılığını anlama ve bu konuda daha fazla araştırma yapma kapasitesini artırabilir.

Çalışmanın bulguları ve çıkarımları, eğitimciler, politika yapıcılar ve araştırmacılar için değerli yönlendirmeler sunuyor: sosyo-ekonomik eşitsizlikleri dikkate alarak, aile bağlılığını ve ev okuryazarlık ortamlarını desteklemek için özel stratejilerin geliştirilmesine işaret etmektedir. Özellikle Türkiye'deki sosyo-ekonomik ve kültürel dinamikler, aile bağlılığını etkileyen önemli faktörler olarak görülmektedir. Ayrıca, farklı gelir seviyelerindeki ailelerin, çocuklarının eğitime katılımı ve ev okuryazarlık ortamlarını desteklemesi için farklı türden desteklere ihtiyaç duyabileceğini göz önünde bulundurmak gerekmektedir.

Sonu olarak, bu alıřma, okul ncesi eęitiminde aile baęlılıęı ve bunu etkileyen faktrler konusunda daha fazla anlayıř saęlamaktadır. Bunun yanı sıra, gelecekteki arařtırmalar iin yeni sorular ve arařtırma yolları sunmaktadır.



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