



Reverse Tullip Education

Investigation of Postgraduate Theses on Family Participation in Preschool in Turkey

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Abstract

The general purpose of this study is to examine the postgraduate theses made in Turkey in the field of preschool. In this study, the scanning model used in qualitative research was preferred as the research model. Among the 209 theses scanned on family participation in the National Thesis Center, those made between 2010 and 2020 were included in the sample of the research. Theses included in the sample consist of 47 theses, including master's and doctoral thesis. In the research, document analysis was preferred as a data collection tool.

The year the study was conducted, the method used in the study and the distribution in the university areas where the study was conducted were examined. Themes were examined under the categories of special education, father involvement, math and science skills, primary school preparation, mother involvement, teacher and parent opinions, and home visitation.

It has been concluded that the involvement of parents with special needs in family participation studies is mostly low, and different results have been obtained in different studies regarding father involvement. It has been found that family participation contributes positively to mathematics and science and to primary school readiness. It has been concluded that maternal participation and home visits are very important in the development of the child.

Keywords: document analysis, family involvement, preschool education

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Citation:

Eş, Ş., (2021). Investigation of Postgraduate Theses on Family Participation in Preschool in Turkey. *Social Scientific Centered Issues*, 3(2), 76-85.

Introduction

The most important environment in which socialization takes place at a young age is definitely the family environment (Çamlıbel Çakmak, 2010). The family institution is the foremost factor in the shaping of the child's view of the world, beliefs, behaviors and attitudes, who spend their first life in the family environment. For this reason, parents should start their child's education at an early age and progress by sharing responsibilities between the school and the family.

Due to the age, readiness and developmental characteristics of the child, the concept of family involvement gains more importance than other levels in pre-school. The more important the mother-child and father-child relationship in the family, the more important is the family's relationship with the school. Because, no matter how well the pre-school education is programmed, if it is not supported by the family, it cannot be productive enough. (Kurtuldu, 2010).

In order to realize a successful school-family cooperation; activities such as home visits, picnics, trips, meetings, participation in end-of-year performances, calling a few members of the family to help while visiting an institution should be done so that the family can have a healthier relationship with their child by participating in the classroom and school environment (Atakan.2010). With the activities, activities, trips etc. carried out in this way and the participation of the family in the education process, it becomes easier for the child who leaves the family for the first time to enter a new environment and education becomes more efficient. With the participation of the family, both parents recognize the institution where they will leave their young children and can leave them safely without hesitation, and it will be easier for the child, who has not been separated from his mother for such long hours before, to adapt to the classroom environment, friends and teachers. It can be said by looking at the benefits from these two aspects that it is very beneficial for the family to cooperate with the school not only for the child but also for the teacher and the parent (Öncül,2011). As a result of the scans on family participation in the National Thesis Center, master's and doctoral theses related to many subjects were found. It is thought that these studies will contribute to the field by examining them in this study. The aim of the research is to examine the theses by considering them from many perspectives.

Method

Model of the Research

Since this research is the examination of theses made in Turkey, it is in the screening model. The survey article starts with a large sample selection from the universe and generally the data collected by the survey study is examined, it is considered as if the situation was photographed (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2016).

Sample of the Research

The universe of the research consists of 209 postgraduate theses, which are searched as family participation in the National Thesis Center. The sample of the research consists of 37 master's theses and 10 doctoral theses made within the scope of family participation in preschool between 2010-2020.

Data Collection and Analysis

Document analysis used in qualitative research was used in the research. "Document analysis is a systematic method for examining and evaluating all documents, both printed and electronic materials (Kıral, 2020, p.173)." In this direction, the master's and doctoral theses in the sample were examined according to the year, the method used, the name of the university and their themes.

Findings

It was determined that 37 of the postgraduate theses included in the sample were master's thesis and 10 of them were doctoral theses.

Table 1. Distribution of examined master's and doctoral theses by years

Years	Master's Theses	Doctoral Theses
2010	3	-
2011	3	1
2012	2	3
2013	3	-
2014	2	3
2015	3	-
2016	2	-
2017	4	1
2018	6	1
2019	5	1
2020	4	-
Total	37	10

When Table 1 is examined, it is seen that at least 2 master's theses were made every year between the years 2010-2020. In 2018, the highest number of master's theses reached and 6 were made. When the doctoral theses are examined, it is seen that only 10 theses were written between the years 2010-2020. Considering the number of theses in general, it is seen that they are not sufficient.

Table 2. Distribution of the examined theses according to the methods and models used

Method Used	Number
Mixed Pattern	7
Scanning (Descriptive) Model	11
Relational Scanning Model (correlational)	4
Experimental Pattern	13
Case Study	3
Enriched Pattern	1
Action Research	2
Basic Interpretive Pattern	1
Program Development Study	1
Phenomenological Pattern	2
Qualitative Research	1
Total	46

When Table 2 is examined, the most experimental design was used in the theses, followed by the scanning model. In one of the theses examined, only "qualitative research method was used", so it was not included in a design, and the number was shown as one by writing "qualitative research" in the table. Since information about the pattern used in the research was not given in the examined Özdemir (2019) thesis, it was not included in the table.

When Table 3 is examined, the distribution of theses according to the universities is seen. It was made in Gazi University at most, nine of them. It is seen that the number of theses done at Marmara University is four. It is seen that there are three theses written in Pamukkale University and Dokuz Eylül University. It is seen that the number of theses written at Çanakkale 18 Mart University, Anadolu University, Hacettepe University, Uludağ University, Selçuk University and Maltepe University is two. It is seen that only one thesis is written in other universities. Considering the number of theses made in universities, it can be said that only Gazi University has enough theses. The number of theses made in other universities was not sufficient.

Table 3. The numerical distribution of the examined theses according to the universities

University Name	Number
İstanbul Aydın University	1
Eskişehir Osmangazi University	1
Ankara University	2
Bahçeşehir University	2
Fırat University	1
Pamukkale University	3
Dokuz Eylül University	3
Bartın University	1
Gazi University	9
Çanakkale 18 Mart University	2
İstanbul Okan University	1
Anadolu University	2
Uşak University	1
Dumlupınar University	1
Cumhuriyet University	1
Marmara University	4
Hacettepe University	2
Uludağ University	2
Abant İzzet Baysal University	1
Selçuk University	2
Maltepe University	2
Çukurova University	1
İnönü University	1
Tokat Gaziosmanpaşa University	1
Total	47

Table 4 . Distribution of postgraduate theses related to the field of special education

Years	Researcher's Name	Title of Thesis
2011	Elmalı Alptekin, A	Investigation of the effect of family participation education on the development of mentally retarded children aged 0-3 receiving special education.
2017	Sardohan Yıldırım, A	Examining the process of empowering families with children with multiple disabilities with a family-centered education model.
2018	Tutuk, H	Family participation in the support service process in the pre-school period in a special special education and rehabilitation center: a child with hearing loss and her/his family
2018	Yıldız , H	Investigation of the effect of the participation of families with children with inclusion report in their children's education and their satisfaction with the frequency training of meeting with the teacher.
2018	Özkabak Yıldız ,T	Examination of the effect of the respect for differences program with family participation, which was developed for the 5-6 age group, on the level of respect for differences of children.
2019	Pamuk,H	Examination of family involvement of parents with children with special needs and the factors affecting family participation.
2019	Uyanık,H	Examination of the views of parents of preschool children with autism spectrum disorder about family involvement.
2019	Yüksel,D	Family involvement in literacy education of children with special learning difficulties

When the theses mentioned in Table 4 are examined, it is seen that the theses about the parents who have children with special needs. When the participation rates of parents with special needs in family participation studies are examined in general, it has been determined that they mostly show low and moderate participation. .(Pamuk, 2019;Tutuk, 2018; Yıldız, 2018; Özkabak Yıldız, 2018; Alptekin, 2011; Uyanık, 2019; Yüksel, 2019; Sardohan Yıldırım,2017).

Programs for family participation were made and noticeable differences were detected in the experimental groups. Considering these results, the activities and programs attended by the family contribute to the children and make their school life more productive.

Table 5. Distribution of theses related to the field of father involvement

Years	Researcher's Name	Title of Thesis
2010	Pekkarakaş, E	Examining the relationship between parenting attitudes of fathers of 3-6 year old children and their level of participation in education.
2012	Şahin, H	Examining the relationship between fathers with children under the age of 5 perceiving the role of paternity and performing family involvement studies.
2014	Karakaş, H	Evaluation of the participation levels of fathers of students attending pre-school education in family participation studies
2017	Can, D	Examination of peer relations and self-perceptions of 5-6 year old children attending pre-school education institutions according to father participation dimensions.
2018	Özdemir, A. F	Examination of the relationship between father involvement and early mathematics skills of 66-72 months old children in pre-school education.

"When the theses about father participation shown in Table 5 are examined, in general, the relationship between family participation degree and father's age, father's marital status, child's gender, father's education level, employment status, monthly income, place of residence for a long time, number of children, age of having their first child, time spent with their children and school type were examined (Pekkarakaş,2010;Şahin,2012;Karakaş,2014;Can,2017;Özdemir,2018)." Although some common points are mentioned in the studies, it has been determined that the mentioned variables give different results in different studies. The different results reached regarding the father's participation and the statements about why it was concluded in such a way are written in the results section.

Table 6. Distribution of studies examining mathematics and science skills and family involvement in theses

Years	Researcher's Name	Title of Thesis
2013	Uzun, A	Investigation of the effect of the family involvement-oriented mathematics support program on the mathematical concept acquisition of 60-72 months old children attending pre-school education institutions.
2014	Bilaloğlu, R	Problems encountered in the implementation of family participation activities in preschool education and the effect of family participation activities on the development of language - math skills
2017	Yılmaz, G	The effect of science activities with family participation on the science process skills of 5-6 year old children and their attitudes towards science.
2018	Coşgun, A	Investigation of the effect of home-centered number and operations education program on preschool children's early math abilities and mother-child relationship.

Examining the theses based on associating family participation studies with mathematics and science mentioned in Table 6, it was seen that there was a positive effect on family participation (Uzun,2013;Yılmaz,2017;Coşgun,2018). However, in one study, it was mentioned that there was no significant difference between the two variables. (Bilaloğlu,2014). Mixed method was used in this study with experimental and control groups. No significant difference was found between the experimental group and the control group.

Table 7. Distribution of theses examining the effect of family involvement studies on primary school readiness

Years	Researcher's Name	Title of Thesis
2011	Yeliz Özbek, Ö	The effect of the family-participated primary school preparation program applied to children aged 60-72 months on the readiness level of children for primary education.
2012	Bağçeli Kahraman, P	The effect of pre-school education program enriched with family involvement on the readiness level of 5-6 year old children for primary school.
2012	Ekinci Vural, D	Examination of the effect of preschool education on primary education in terms of family participation and various variables
2014	Özen Altınkaynak, Ş	The effect of family-based literacy preparation program on children's literacy preparation skills

When the effects of family participation mentioned in Table 7 on readiness for primary school are examined, it is seen that it has a positive effect (Yeliz Özbek,2011;Bağçeli Kahraman,2012;Ekinci Vural,2012;Özen Altınkaynak,2014). There were no contradictions in the theses. It has been determined that the plans and programs made and implemented in all of them contribute well to children and take their development to the next level. The fact that the studies carried out in different ways by choosing both quantitative and qualitative and mixed patterns come together at a common point shows that the family has a serious importance in the participation of the child in the education of the child.

Table 8. Distribution of theses about maternal participation

Years	Researcher's Name	Title of Thesis
2015	Göktaş,İ	Investigation of the effects of family participation and social skills training programs on the social skills and mother-child relationships of 4-5 year old children alone or together.
2017	Çetinkaya,H	A family involvement program proposal for mothers of 4-5 year old children attending pre-school education institution
2017	Balcı,A	Investigation of the effect of social media-based mother participation program on mother-child relationship and mother-teacher cooperation communication

When the theses mentioned in Table 8 are examined, it is seen that the participation of the mother has a positive effect on the child's development (Göktaş,2015;Çetinkaya,2017;Balcı,2017). The mother's participation in the child's work determines the quality of the mother-child relationship, and there are good differences as a common result in all of the studies. In order to make the mother's participation in her child's work more productive, more opportunities were tried to be created in the proposed program. A bill has been prepared to diversify and make more qualified the participation of the mother, who is only participating in small-scale events. It is seen that all kinds of studies, plans or areas associated with other programs for the participation of the mother have positive effects on the child's life.

Table 9. Distribution of theses based on pre-school teacher and parent opinions

Years	Researcher's Name	Title of Thesis
2010	Atakan,H	Evaluation of family involvement studies in pre-school education according to the views of teachers and parents
2010	Kurtuldu,B	Evaluation of the problems experienced in school-family relations in preschool education based on the opinions of teachers and parents.
2011	Güven,G	Investigation of the effects of family education and family participation programs applied using different education models on the practices of preschool teachers and their parents' views.
2012	Özcan,Ç	Examination of the relationship between family participation and children's academic self-esteem levels according to the views of parents.
2020	Görür,E	Teachers' views on family involvement activities in the preschool period
2020	Işık,O	Parent views on the participation of the family in the education processes of children

When the theses made by referring to the opinions of teachers and parents mentioned in Table 9 are examined, it is seen that there are positive effects when the necessary care is taken when looking at the family participation studies from both perspectives (Atakan,2010;Kurtuldu,2010;Güven,2011;Özcan,2012;Görür,2020;Işık,2020). The results of studies that look at both teachers' views and parents' views show that everyone needs to fulfill their individual responsibility in order to achieve the desired goals.

Table 10. Distribution of theses made by associating family participation studies with home visits

Years	Researcher's Name	Title of Thesis
2011	Öncül, F	The effect of home visits made by teachers on the family
2013	Alınmaz, İ	Problems faced by Preschool and Classroom teachers during home visits

Looking at the theses made in Table 10, it was seen that the subject of family participation was examined in terms of home visits. It has been determined that home visits are very important and if the necessary importance is given, it will be rewarded (Öncül,2011;Alınmaz,2013).

In the first study, it was revealed how important it is by looking at the effect of visiting teachers' families. In the second study, difficulties such as why teachers visit less and what kind of problems they experience are mentioned. It was also stated that the difficulties should be overcome and home visits should be made, and the importance of it was also pointed out.

Table 11. Considering the theses included in the sample, other theses that do not agree on a common point

Years	Researcher's Name	Title of Thesis
2012	Biber, K	The effect of the Portage early education program on the development and family involvement levels of 5-6 year old children living in family and corporate environments.
2013	Özkarabacak, A. B	Investigation of the effect of family participation project-based learning approach on the perspective of 60-72 month old children about different cultures.
2014	Bölükbaşı Macit , Z	Family participation developmental guidance program design for children aged 60-72 months
2014	Özdiñç, T	Social media use in family involvement in preschool education: a case study
2015	Üstübal, Ö	The effect of family participation studies applied in pre-school education institutions on communication and cooperation between parents and teachers
2015	Ateş, Ö	Examination of pre-school teacher candidates' self-efficacy perceptions towards family involvement studies
2016	Erol,A	Investigation of the effect of the environmental education program with family participation, based on the project approach, on the environmental awareness and attitudes of 5-6 year old children.
2016	Erol,Y.C	The relationship between shared leadership, family involvement and school engagement
2018	Güneş,G	Examination of the contribution of pedagogical documentation to family participation in early childhood education
2018	Yakıcı,A.P	Examination of the variables that predict family involvement of pre-parents
2019	Özdemir,Y	Transfer of intangible cultural heritage in early childhood education: the role of family involvement program
2019	Altan,S	The contribution of family involvement studies applied in pre-school education institutions to the lifelong learning skills of parents
2019	Adak Elaskan,S	Examining the professional satisfaction of preschool teachers working in the Eastern and Southeastern Anatolia Regions and their relations with their families.
2020	Ersen,N	Examining the factors that prevent family participation studies in pre-school education
2020	Başkan,D	Examining the self-efficacy beliefs of preschool teachers and teacher candidates towards family participation: The case of Denizli province

When the theses under the other studies categorized as Table 11 are briefly examined one by one;

The effect of the Portage program, developmental guidance programs and projects on the degree of family involvement was examined and it was determined that it resulted in a positive way (Biber,2012;Özkarabacak,2013; Bölükbaşı Macit,2014). In the study examining the relationship between family participation and social media use, it gave them confidence and felt better when families saw what their children were doing outside the home (Özdiñç,2014). When all activities are actually mother or father-centered, families are happier, they arrange their jobs accordingly, and their participation rates increase as they participate in their children's education life without any problems (Üstübal,2015). In the study conducted by Ateş (2015) and President (2020), their relationship with self-efficacy perceptions was examined, but it was seen that there was a moderate relationship. As a result, a positive relationship was found between the family's perception of the environment and the child's perception of the environment, considering that the child's perspective will be shaped in the same way as the family's perspective (Erol,2016).

The fact that the family is active in the school administration has always made the family happy, they felt valuable, and therefore the rate of participation in family participation activities has increased (Erol,2016). Pedagogik dokümantasyonun etkisine bakıldığında pozitif etkisiyle karşılaşılmıştır (Güneş,2018). "Different correlations have been reached when examining various variables such as gender, number of children, education level of the family, income of family participation (Yakıcı,2018)." Apart from these, areas such as the effect of intangible culture, its relationship with lifelong learning skills, and what are the variables that prevent family participation are focused on (Özdemir,2019;Altan,2019;Ersen,2020). From the point of view of teachers, it has been determined that the more their professional satisfaction increases, the more they will be teachers with strong communication and interaction with their families (Adak Elaskan,2019).

Conclusion and Recommendations

As a result of the examination of the studies conducted between 2010 and 2020 in the field of family participation in the preschool period, it was determined that a total of 47 postgraduate theses, 37 of which were master's and 10 doctoral theses, were written between these years. When we look at the numerical distribution of the theses, it was thought that the number was not sufficient. In this study, which we limited to the years 2010-2020, analyzes were made by categorizing such as special education, father involvement, maternal participation, its effect on mathematics and science skills, readiness for primary school, and addressing the views of teachers and parents. The theses that we separated in this way were examined in depth and it was determined that they were mostly written in the experimental and scanning model. In graduate theses, there are at most 6 theses written in 2018. In doctoral theses, it was thought that it was not enough because only one was made in the years. When we look at the distribution rates among universities, it was seen that the most of theses were made in Gazi University. But when we look at universities in general, it is also striking that only one is built. In some theses, it has been seen that there is no common point and there are theses that support different views on the same subject. For example, in the study on father involvement, some studies found significant differences in the relationship between variables, while others did not find any relationship. The reason for this may be the selected sample, the difference in the method used or the nature of the subject.

Considering all the theses examined, it was concluded that they were not done in sufficient numbers, and considering the importance of family participation in pre-school education, it was thought that more studies should be done in this area. In-service training can be given to make teachers more aware of such an important issue. Families can be informed. This field can be further supported by comparing studies conducted at home and abroad. Studies can be conducted to determine why studies associated with the subject of father involvement yield different results. Thus, it becomes easier to meet at a single common point. Since the theses are made using mostly experimental methods, different methods can be preferred and studies can be made. This study was carried out using the document analysis method, but it can also be done by looking at the studies on family participation and preparing questions and using the interview technique.

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