

Parental Academic Support in Education

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ARTICLE INFO

Article History:

Received 12.04.2016

Received in revised form 11.05.2016

Accepted

Available online 19.06.2016

ABSTRACT

The purpose of this study is to analyze the validity and reliability of the Turkish version of Parental Academic Support Scale (PASS), (Thompson & Mazer, 2012) and to review the research evidences related to consensus the relationship between parental involvement and children's school performance. Also, the research will increase teachers' understanding of the relationship between family participation and school success. Participants of this study were 200 family from Düzce and Sakarya. 16 items survey was given to parents of the students. The results of confirmatory factor analysis described that the 16 items loaded five factors and the five-dimensional model was well fit ($\chi^2=252.98$, $df=95$, $RMSEA=.91$, $NFI=.95$, $NNFI=.96$, $CFI=.97$, $IFI=.97$). Overall findings demonstrated that this scale is a valid and reliable instrument for measuring parental academic support in education. The outcome of this study support the idea that parents and educators believe parental involvement plays a significant role in children's education life.

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Keywords:

Parental involvement, Academic Support, Adaptation, Validity, Reliability.

INTRODUCTION

Many researches and articles published recent in the past 50 years ensure proof of the significant function that family support and control play in the lives of students (Bean, Barber & Crane 2006; e.g. Lamborn & Felbab, 2003; Peterson & Rollins, 1987). Each student can be successful and obtain achievement in school and in life (Catsambis & Garland, 1997). The USA Government's strategy for family participation in their child's education was initially clarified in the 1997 on White Paper 'Excellence in Schools', that knew students require their family support to reach their exact potential (Williams & Ullman, 2002.)

Nowadays people; children and adults are faced with a lot more duties and responsibilities than past (Martin, 2003) more over there are a lot of signs that the task of rearing competent children is becoming increasingly difficult.

The role of families in managing children's educational experiences at home and at school has long been considered critical for children's success in school. Teachers and other service professionals have long recognized the need to ensure families with child-rearing knowledge and support (Powell, 1990).

It has been thought by many people that family members are a child's first teachers or educators in his or her life (Fan & Chen 2001). Parents are not only first teachers' of their children, but also partners of the educators (Kaysılı, 2008). "Participating of parents, in almost any form, produces measurable in comes in student achievement" (Dixon, 1992, p. 16 JeriLaBahn). Family, is recognized as one of the most basic and most important institution of the communities to survive and to grow individuals to needed social consciousness (Marsh, 2000; Levin & Trost 1992; Aslan & Cansever 2007).

Parents' supports or parental involvement which aims to increase the academic success of children, contains a wide range of skills from the families' learning the relevant skills to the development of convenient relationships within the family (Kaysılı, 2008). The parents who observe their children, supervise homework times, talk to their children about daily events, take their children to different or enjoyable places (like cinema, museum and zoos etc.), put in order a routine bedtime, and determine the tv. and game hours (Fletke, 1997).

Research points out that children's school performance can be extremely influenced by their parent's participation. Students' success and adjustment are influenced by a numerous various factors, like people, environment, out of school, processes and institutions. In a research; The estimates of intensive parental or

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family-oriented early childhood programs serving low-income populations have found positive short-term effects on child competence and maternal behaviors and long-term effects on such family characteristics as the level of education, family size, and financial self-support (Powell, 1989). It is widely seen that if students are to enhance their capacity form schooling, they will need to have their families' full support. This support can be seen as helping with children's homework, developing positive attitudes and behaviors towards school. Regular meetings and collaboration with school and teachers can be seen as an example to this. Thus that support increases the pupils' courages positively. Seeing the influences and effects of family member's involvement and different forms of involvement as students move through school remains an understudied process (Sanders, 2001). Many researches show that parental involvement in children's education has got a significant impact on pupils' achievement and adjustment (Desforges & Abouchaar, 2003).

The purpose of this study is to analyze the validity and reliability of the Turkish version of Parental Academic Support Scale (PASS). School parent communication is an important form of parental support, a significant attention given the links between academic success and supports of families (Thompson, 2008b). Briefly, parents can take active roles into the connection between their children with learnings at school and outdoor opportunities (Kaysılı, 2008).

METHOD

Participants

The participants of this research included 200 parents from different public schools located in Sakarya and Düzce, Turkey. 78 participants were male which constituted 55.3 % of the sample and 122 participants were female which constituted 44.7 % of the sample. The participants were informed by the researcher then they opted to complete survey.

Procedure

In the beginning of the research, the authors of the development study of PASS were contacted for the permission of adapting the PASS into Turkish via e-mail. After his approval, the present study was conducted.

Five English teachers examined on the Parental Academic Support Scale and they translated it into Turkish. Needed arrangements were done.

Next, the English teachers translated the Turkish language back into English, then compared to the original version in terms of consistency and then final Turkish version was attained by negotiating upon all Turkish versions. By carrying out the parental academic support scale in education (PASS), adaptation of the original scale into Turkish culture was confirmed after assessing the scale in terms of validity and reliability. Besides of these assessments, the scale was analysed in terms of item-total correlations and internal consistency reliability. LISREL 8.54 and SPSS 22.0 package programs were used during the data analysis process.

RESULTS

Item-Total Correlations for the Turkish Version of Parental Academic Support Scale are displayed Table 1.

Table 1: Item-Total Correlation for the Turkish Version of Parental Academic Support Scale

| Items | Item total correlations (r_{jt}) |
|----------------------------------------------------------------------|--------------------------------------|
| Çocuğumun sınıftaki ders notları hakkında görüşüm | .52 |
| Çocuğumun niçin eksik ödevleri olduğu hakkında | .69 |
| Çocuğumun notlarını nasıl yükseltebileceği hakkında, | .64 |
| Çocuğumun aldığı notu niçin aldığı hakkında | .62 |
| Çocuğumun neden ödevlerini tamamlayamadığı hakkında | .72 |
| Ev ödevleri görevlerinde daha fazla öğrenmeleri hakkında, | .69 |
| Ödevi ile ilgili bir soru hakkında, | .72 |
| Çocuğumun sınıf içi davranışlarının çözümü için bir adres hakkında, | .69 |
| Öğretmeni ile münakaşalara girmesi (cevap yetiştirmesi) hakkında, | .67 |
| Çocuğumun sınıf düzenini bozması hakkında, | .64 |
| Çocuğumun arkadaş edinme ve devam ettirebilmesi hakkında, | .65 |
| Sınıfa materyalleri nasıl getirmediği hakkında | .62 |
| Çocuğuma sınıf arkadaşlarının sataşması hakkında, | .69 |
| Sınıftaki büyük bir davranışsal olay hakkında, (kavga, ırkçılık vs.) | .67 |
| Çocuğumun geçici sağlık sorunları hakkında, | .66 |
| Çocuğumun yaşadığı önemli fiziksel sağlık sorunu hakkında, | .71 |

Construct Validity

Parental Academic Support Scale in Education (PASS) is widely recommendable for the researchers focusing on clear hypotheses about a scale such as the number of factors or dimensions underlying its items, connection between certain items and certain factors, and the link between factors. By applying PASS, researchers assess “measurement hypotheses” relating to internal structure of a scale. PASS allows researchers to assess the degree of consistency between their hypotheses and the actual data of the scale (B. Thompson and J.P. Mazer, 2012). The conclusion of confirmatory factor analysis indicated that the five-dimensional model was well fit ($\chi^2=252.98$, $df=95$, $RMSEA=.91$, $NFI=.95$, $NNFI=.96$, $CFI=.97$, $IFI=.97$). Factor loadings and path diagram for Turkish version of PASS are displayed in Figure 1.

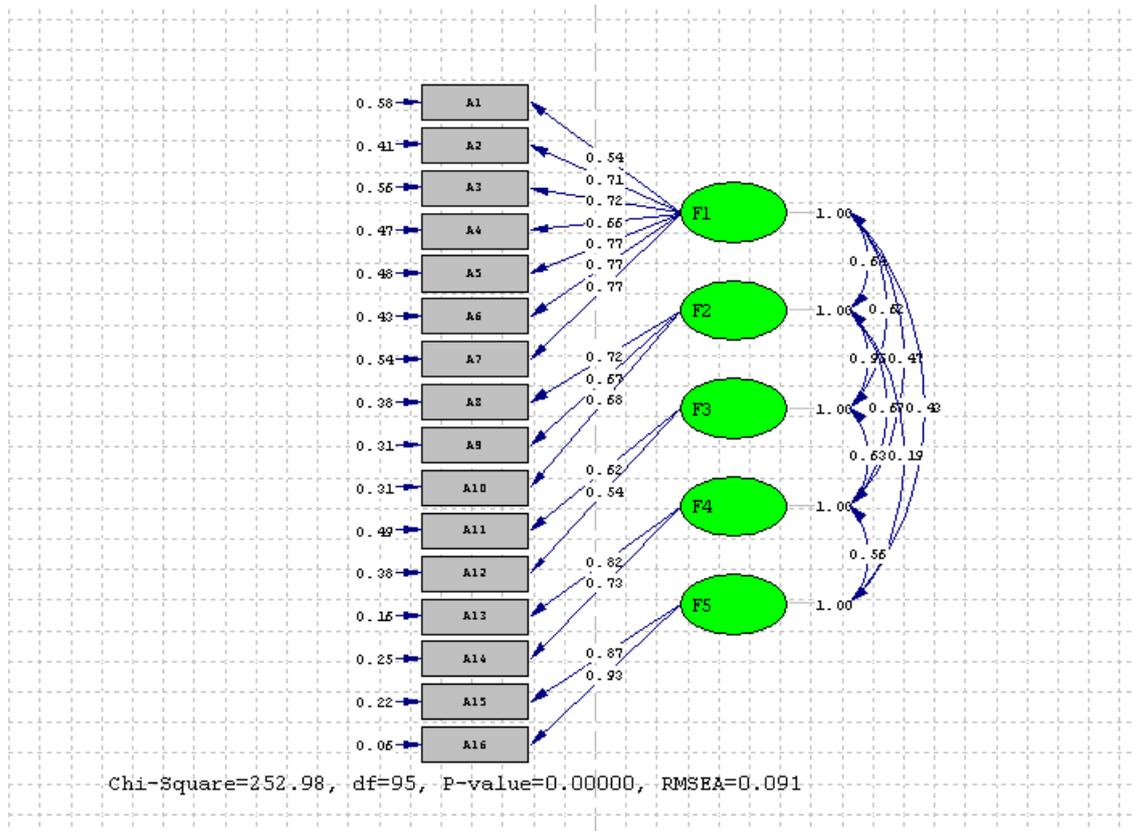


Figure 1: Factor Loadings and Path Diagram for the PASS

Reliability

The Cronbach’s Alpha internal consistency reliability coefficients of the scale were calculated as .93 for whole scale.

DISCUSSION

The main purpose of this study was to adapt Parental Academic Support Scale into Turkish and evaluate its psychometric values. Thompson and Mazer point out that developing instruments designed for specific populations and settings is a significant attempt for PASS researches, the study serves as an answer to this call. In the light of the need for a valid measure for evaluating the PASS in Turkish-speaking students, we adapted the Parental Academic Support Scale into Turkish. Overall findings of the PASS Turkish version showed reliability and validity with adaptive features. Thus, the study confirmed that the Turkish version of the Academic Support Scale was a valid and reliable measure. Construct validity and item-total correlations

promoted the strength of the Turkish version of the Academic Support Scale and adaptation to the original English version. The results of confirmatory factor analysis described that the 16 items loaded five factors and the five dimensionals model was well fit. ($\chi^2=252.98$, $df=95$, $RMSEA=.91$, $NFI=.95$, $NNFI=.96$, $CFI=.97$, $IFI=.97$). The internal consistency coefficient was .93 for the overall scale. The item-total correlations of PASS ranged from .29 to .69. Thus, this study shows that the adapted PASS is a valid and reliable instrument for measuring PASS in different types of school (primary, secondary and high school) children in Turkey.

In general, many educational researches have shown proof of useful effects of family participation on education. (Christenson, Rounds, and Gorney, 1992; Epstein, 1991; Singh et al., 1995, Fan, X., & Chen, M. 2001) Cummins (1986, 2003) reached that families' involvement in their children's education has an important effect on their academical achievement (Borba, 2009). Another study is showed us that parental involvement of their children's autonomy estimates self-esteem, talent and success at school (Grolnick, 2003; Ratelle, 2005). Children's school relation, self-esteem and motivations are all connection with family involvement (Goodwin, 2015). The more families support their children's training, the more useful are the success and their effects with a permanent impact. (Karim, D. 2010) Many educators have widely described parent participation as the basic instrument by which to increase school success from each level (Hara 1998; Jeynes , 2007) Also, A lot of researches indicate that parent support can raise pupils' school performance (Desforges & Abouchaar, 2003; Lall, Campbell, Gillborn, 2004). The outcomes of this research sign that parents participation on education has a positive influence on child's school success (Jeynes, 2007). The partnership of school and parents will guide a successful school life in terms of trained students achievements and outcomes and developed institutional duty, that used to be the fundamental principle of an educational institute (Karim, 2010).

However, the present paper has a few limitations worth considering. The sample size of the current study is one of the limitations. It consists of 200 family from Düzce and Sakarya which limits the validity of the findings. Generalizability of these findings cannot be guaranteed with all populations in Turkey. In order to generalize the outcomes of this study, it is suggested that further researches should be conducted with various populations. In addition, future research should aim to investigate adult learners family, as well as a wider age range, to attempt to confirm the factor structure of the scale.

It is believed that the PASS suggests specific benefits over many other debates of the role and functions of parents in their children's academic lives. Firstly, it defines parental supports or parent involvement as a process that occurs over time, next it offers that all the components of these supports and contributions taken together build the involvement process. Consequently, it offers distinct views of entry into the process of parent support and children outcomes for both study and attempt for those who wish to understand more pleasantly the useful of explicit factors at explicit points in the process, and for whom wish to progress levels of parent support, the performance of family participation, or the additions of schools to family participation levels and options.

The study shows that family participation in education has a positive impact on child's academic achievement. Also PASS can offer research specialists and practitioners chances to better understand that communication actions in the educational area, and increase the other beneficial functions.

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