

**BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING WITH
THESIS**

**INVESTIGATING THE RELATIONSHIP BETWEEN PARENTAL
INVOLVEMENT AND ATTITUDES TOWARDS ENGLISH
LANGUAGE LEARNING**

PREPARED BY

SÜVEYDA GÖNÜLER KESKİN

MASTER THESIS

ANKARA – 2023

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ADVISOR

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GÜLİN DAĞDEVİREN KIRMIZI**

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Süveyda Gönüler Keskin

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ÖZET

Süveyda GÖNÜLER KESKİN

İngilizce Öğrenimine Yönelik Tutum ile Aile Katılımı Arasındaki İlişkinin İncelenmesi

**Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı**

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Bu çalışma, çocuklarının İngilizce dilini öğrenme sürecinde ebeveyn katılımı ile ebeveyn tutumları arasındaki ilişkiyi araştırmaktadır. Araştırmaya 307 ilkokul öğrenci velisi katılmıştır. Araştırmada sıralı açıklayıcı karma yöntem kullanılmıştır. Veri toplama aracı olarak, çalışmanın nicel kısmı için “Aile Katılımı” ve “Aile Tutumu” olmak üzere iki anket uygulanmış, nitel kısımda ise 11 katılımcıyla yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Toplanan veriler daha sonra SPSS yazılımı kullanılarak analiz edilmiştir. Verilerin analizi aşamasında, aile katılımı ve tutumu arasındaki ilişkiyi incelemek için Pearson korelasyonundan yararlanılmış ve anket maddelerinin betimsel analizi aşamasında aritmetik ortalama, standart sapma, frekans ve yüzde analizleri kullanılmıştır. Verilerin normal dağılımı dikkate alınarak bağımsız değişkenlerin hem katılım hem de tutum üzerindeki etkisini belirlemek amacıyla tek yönlü ANOVA ve Bağımsız örneklem t-testleri uygulanmıştır. Çalışmanın nitel aşamasında ise, görüşme verilerini yorumlamak amacıyla içerik analizi kullanılmıştır. Nicel verilerden elde edilen bulgular incelendiğinde, aile katılımı ile aile tutumu arasında orta düzeyde, pozitif ve anlamlı bir korelasyon ($r = 0,478$; $p < 0,01$) olduğu görülmüştür; bu da daha güçlü bir ebeveyn katılımı düzeyinin, çocuklarının İngilizce dil öğrenimine yönelik daha olumlu bir tutuma karşılık geldiğini göstermektedir. Nitel veriler, katılımcılar tarafından ifade edilen çeşitli kısıtlamalara bağlı olarak farklı düzeylerde ebeveyn katılımını ortaya koyarken aynı zamanda İngilizce öğrenmeye genel olarak olumlu bir tutumu vurgulamıştır.

Anahtar Kelimeler: Aile Katılımı, Aile Tutumu, Yabancı Dil Olarak İngilizce Öğrenimi, İngilizce Öğretimi,

ABSTRACT

Süveyda GÖNÜLER KESKİN

Investigating the Relationship Between Parental Involvement and Parental Attitudes Towards English Language Learning

**Başkent University
Institute of Educational Sciences
Department of Foreign Languages
Master Program of English Language Teaching with Thesis**

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This study explored the relationship between parental involvement and parental attitudes in their children's process of learning the English language. The research involved 307 parents of elementary school students as participants. As the research approach, sequential explanatory mixed method design was employed. As the data collection tool, two questionnaires “parental involvement” and “parental attitude” were administered for the quantitative part of the study and semi-structured interviews were conducted with 11 participants for the qualitative part. The collected data were then analyzed using SPSS software. During the analysis of the data, Pearson correlation was used to examine the relationship between family involvement and attitude. Arithmetic mean, standard deviation, frequency and percentage analyses were used for the descriptive analysis of the questionnaire items. Considering the normal distribution of the data, one-way ANOVA and Independent samples t-tests were applied to determine the effect of independent variables on both involvement and attitude. In the qualitative phase of the study, content analysis was used to interpret the interview data. When the findings obtained from the quantitative data were examined, a moderate, positive and significant correlation ($r = 0.478$; $p < 0.01$) was found between parental involvement and parental attitude, indicating that a stronger level of parental involvement corresponds with a more positive attitude toward their children's English language learning. The qualitative data added depth by revealing varying levels of parental involvement due to various constraints expressed by the participants, while also highlighting a generally positive attitude towards English learning.

Key Words: Parental Involvement, Parental Attitude, ELL, EFL

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ELL	English Language Learning
PI	Parental Involvement
PIQ	Parental Involvement Questionnaire
PA	Parental Attitude
PAQ	Parental Attitude Questionnaire
HD-S	Hoover-Dempsey and Sandler



CHAPTER I

INTRODUCTION

This research investigates the relationship between parental involvement and parental attitudes toward their children's process of learning the English language. The introductory section of the study encompasses the contextual background, statement of the research problem, research objectives, the significance of research, limitations, and clarification of key terminological definitions.

1.1. Background of the Study

Learning is a complicated and diverse phenomenon that is influenced by a wide range of components. According to Bloom (1956 as cited in Furst, 1981), learning is the process of acquiring knowledge, skills, attitudes, or competencies. Research has repeatedly demonstrated that it is a very normal consequence of social phenomena and cannot be addressed on its own.

According to Woolfolk (1993: 196), learning happens when an experience results in a long-term change in a person's knowledge or behaviour, and this experience typically results from interactions between the person and their environment. Both formal and informal learning environments are included in this interaction between students and their surroundings (Vygotsky, 1978).

Being part of the learning environment, peers, schools, and teachers are regarded as having a significant impact on students' learning. And as parents also form an integral part of this environment, Hill and Taylor (2004) emphasize their critical role in shaping their children's educational path as their primary teachers and caregivers. Since reciprocal parent-child connection is a crucial component of child development, researching the educational process of children in the context of family and community becomes significant (Pelletier & Brent 2002).

To fulfil the goals of the current study before explaining parental involvement (PI) and parental attitude (PA) in education any further, the two crucial words attitude and involvement, also the keywords of the study should first be defined.

According to Gardner (1985, pp. 91-93), attitude can be characterized as an assessment response to a referent or attitude object that is obtained from the individual's views or opinions towards the referent. Bohner and Nickel (2011) also defines attitude as the whole of our feelings and beliefs concerning any subject, including others, things, and ideas, as determined by judgments of our own mental states. In other words, attitude refers to one's perception of oneself and the result of seeing one's own behaviour. Taking into account all these definitions of attitude and their features in common, one may describe attitude as their good or negative thoughts and actions in relation to an object.

There are various definitions, models, and traditions related to involvement. The most obvious and widespread of these definitions, as seen in the literature of these studies, is that "parental involvement" refers to a multifaceted, complex process, the type and extent of which may vary depending on factors relating to parents, schools, and students (Anderson & Minke, 2007: 317; Demircan & Erden, 2015: 210; Poyraz, 2017: 10). Parental involvement, according to Epstein (2011), an acclaimed researcher in the area of family and school partnerships, is the active involvement of parents in their children's education and schooling. She suggests a thorough framework with six different categories of parental involvement which is also included in definition of the term.

Along with creating confusion, the word "involvement" can also be described as "engagement", "participation," "partnership," "collaboration," or "cooperation." and the term is sometimes used interchangeably with "attitude" in educational context. A further issue is that academics do not agree on its definition (Whitmarsh, 2009). According to Clinton and Hattie (2013: 324), the term "involvement" has traditionally been used to refer to parents' intentional participation in school-related activities. However, the current definition includes a wider range of issues, including parenting approaches, communication, and parental expectations for their children's academic success.

Additionally, according to Kaplan-Toren and Seginer (2015: 812), parental educational goals, plans for their children's future, assistance for academics, parental knowledge, and parental involvement in the school are all components of the multifaceted involvement process.

Over the past three decades, there has been a lot of research on parent-teacher partnerships related to students' education. Much more recently, perceptions on the importance of parents' involvement in their children's learning have started to change in both

academic and practical contexts. Parental involvement in education has been widely acknowledged as a significant factor in children's academic success and overall development (Henderson & Mapp, 2002). Studies have consistently shown that when parents are actively engaged in their children's education, students tend to perform better academically, exhibit higher levels of motivation, and demonstrate positive social-emotional well-being (Fan & Chen, 2001; Wang & Sheikh-Khalil, 2014).

In the realm of foreign language learning (FLL) as well, parental involvement and attitude has become particularly critical. Language acquisition, an essential component of education, is influenced by numerous factors, such as exposure, practice, and socio-cultural context (Krashen, 1981). Parents, as integral members of the socio-cultural environment, significantly impact their children's language development (Senechal & LeFevre, 2002). Their attitudes toward language learning, level of support, and involvement in language-related activities directly influence the extent to which children engage with and excel in acquiring a foreign language (Baker, 1992).

Considering the history and reviewed literature, it is seen that foreign language education has been an important part of education since a long time and its importance has been increasing steadily in the national education of Türkiye as well. According to the literature, it is inevitable that parents' positive or negative attitudes towards foreign language likely affect their children's attitudes and their involvement is likely to have a similar effect. In order to add to the body of knowledge already available, it is hoped that current research on the relationship between parental involvement and attitudes would provide insight on the roles, strategies, and attitudes of parents of primary school students toward learning English as a foreign language.

1.2. Problem Statement

The importance of parental involvement in supporting students' academic achievements (Hill & Taylor, 2004; Epstein, 1995) has been acknowledged; however, there is still a knowledge gap regarding the multifaceted relationship between parental involvement and parental attitude, particularly in the context of foreign language learning. While previous research has highlighted the positive impact of parental involvement on students' language proficiency (Desforges, 2003; Fan & Chen, 2001), there is a limited exploration of how parental attitude towards English language learning influences parents' level of involvement in their children's language education.

According to studies on parental involvement, active parental involvement, which includes activities like supervising homework, offering learning tools, and participating in school-based activities, is linked to better academic results (Hill & Craft, 2003; Jeynes, 2007). The impact of parental attitude in influencing children's language learning experiences has also been highlighted by several studies. For instance, Hosseinpour, V., Sherkatolabbasi, & Yarahmadi (2015) discovered that parents who have a positive attitude on language learning are more likely to promote a helpful learning environment at home, which will improve their children's language acquisition.

Still, despite these individual insights, little study has been done to examine how parental involvement and attitude interact with one another in the context of learning a foreign language in Türkiye. By drawing on the theoretical framework of Epstein's model of family-school-community partnerships (Epstein, 2001), this research will explore the extent to which parental attitudes towards English language learning impact the level and nature of parental involvement in their children's language education.

The findings of this study can contribute to enhancing educational practices by providing valuable insights into the dynamics of parental involvement-attitude and by understanding the interaction between them. This understanding can hopefully inform the development of targeted interventions and strategies to foster a supportive home learning environment, ultimately promoting students' language proficiency and academic success.

1.3. Purpose of the Study

Researchers from all around the world have been studying the impact of parents on learning a foreign language (Sung & Padilla, 1998; Poyraz, 2017; Forey, Besser, S. & Sampson, 2016). Raising parents' knowledge and increasing their awareness to share the responsibility is a must in terms of collaboration to support learning and developing language skills in English lessons. Similarly, raising awareness in developing a positive and active attitude towards learning English would also have a crucial effect in supporting children's learning process.

The impact of parental involvement and attitude on the learning of foreign languages, especially for young learners in Türkiye is a matter that calls for additional research. As a result, parental involvement in children's learning English and the relationship between their involvement and attitudes needs to be carefully examined.

For this purpose, this study intends to advance our understanding of parents' involvement and attitudes by examining the relationship between young learner parents' attitudes towards learning English and their involvement in the learning process. Regarding the goal, following research questions will be answered:

1. What is the degree of parental involvement in the process of children's learning English as a foreign language?
2. To what extent do the independent variables such as parents' age, gender, educational background, and self-reported English language proficiency have an influence on their involvement?
3. What are the attitudes of parents towards English as a foreign language and their children's learning English language?
4. To what extent do the independent variables such as parents' age, gender, educational background, and self-reported English language proficiency have an influence on their attitudes towards learning English?
5. Is there a relationship between parents' involvement and their attitude toward learning English as a foreign language?

1.4. Significance of the Study

As parents being one of the most significant aspects in a child's education, Baker (1992) claims that when predicting children's success in language performance, parents' attitudes toward and involvement in language learning are particularly crucial. Their involvement and attitude, especially in terms of the English language learning in this study, has a significant impact on young learners' FLL path. Therefore, a healthy relationship between the school and the parent is necessary in utilizing potential of parental involvement. According to research by Clark (1993), academically talented children who succeed in school have a chance to benefit from a learning environment at home where their parents provide guidance and who also have parents who are very involved in their children's schoolwork.

The significance of this study lies in its exploration of the relationship between parental involvement and parental attitude in English language learning, as it holds several implications in educational contexts. Firstly, in the broader educational context, as it was mentioned earlier, parental involvement has been consistently linked to improved academic

outcomes (Hill & Craft, 2003; Jeynes, 2007). By investigating how parental involvement and attitude relate to each other, this study contributes to the existing body of knowledge on the role of parental engagement in students' language education. The findings can offer practical guidance to schools and teachers on fostering effective partnerships with parents to support language learning.

Secondly, in a globalized world where English is used as a lingua franca, the study's emphasis on FLL, namely English language acquisition, is especially significant. This study addresses a crucial aspect of language education that may have implications beyond a single language, potentially informing FLL strategies in various contexts by examining the relationship between parental attitude and involvement in the particular context of English language learning.

The importance of parents being vital players in their children's education is also acknowledged in the study by recognizing them as the creators of a positive home learning environment. The results can inspire parents by emphasizing their ability to have a positive influence on their kids' English language learning process, which will result in improved language proficiency and academic success.

1.5. Limitations of the Study

The scope of the study is limited because it was conducted in Çubuk, a district of Ankara, which means that the findings cannot be generalized to other regions in Türkiye or elsewhere in the world.

Moreover, the study only gathered information from parents whose children attend specific primary schools, which limits the diversity of the sample. Additionally, the study only focuses on the scores obtained from the data instruments and the perspectives of parents on home-based learning activities for English classes and their attitudes towards learning English language. Thus, it does not consider the perspectives of other stakeholders such as teachers, school management or students themselves.

Another study limitation relates to the interview data collection. Despite interviews being valuable for qualitative insights, responses given by the participants were often brief and repetitive. This restricted the depth of data and potentially overlooked enriching perspectives. It is essential to acknowledge that there is a limited participant response diversity due to these interview patterns.

Finally, the study's findings may be influenced by factors such as socio-economic status, cultural background, and educational level, which may differ from one group to another. In this respect, the results of this study should be interpreted with caution and further research is needed to validate and generalize its findings in other contexts.



CHAPTER II

LITERATURE REVIEW

2.1. Home-School-Community Partnerships

There is a widespread consensus among teachers, parents, administrators, and students that parental involvement positively impacts students, schools, teachers, and families. Most of the existing literature and field research result in in the same direction. A strong bond between the family and school leads to a better educational experience for the student, facilitating a smooth integration of both environments and this allows the student to navigate the interaction between these two worlds in a harmonious manner, resulting in a more beneficial teaching program (Dusi, 2012).

Teachers hope for families to guide and support their children's schoolwork, while families wish for teachers to provide guidance on how to assist their children at home. However, Epstein (2009) states that there is uncertainty and differing opinions regarding crucial involvement practices and how to achieve widespread participation from all families. Research indicates that partnerships between educators, families, and communities are a more effective approach (Paik & Walberg, 2007; Patrikakou et al., 2003; Rodrigo, Martínez-González & Rodríguez-Ruiz, 2018 as cited in Epstein, 2000). These partnerships involve collaborative efforts to share information, guide students, solve problems, and celebrate achievements.

Both teachers and administrators share the fact that their students have families, but these families vary significantly. All students and families differ in socio-economic characteristics. Regardless of their configuration or constraints, families are connected to their children's education, even if not physically present at school (Epstein, 2011). Teachers and administrators have regular contact with their students' families, whether explicit or implicit.

When considering relations between family and school, one of the most prominent researchers in the field, Epstein (2011) explains three perspectives and suggests a model regarding the topic. The perspectives will be summarized first, and the model of overlapping family and school spheres will be introduced subsequently.

2.1.1. Family-school relations: Three perspectives

Three main perspectives guiding the researchers is discussed by Epstein (2011). The first perspective based on separate responsibilities of institutions emphasizes the belief that families and schools have incompatible and conflicting goals (Epstein, 1997). It assumes that educators and parents, who have distinct roles and responsibilities, should independently fulfil their respective tasks within school bureaucracies and family organizations. It argues that the best way to achieve the unique objectives of each institution is for teachers to maintain their professional, consistent standards and assessments concerning the students in their classes, while parents maintain their individualized standards and assessments at home. (Parsons, 1959; Waller, 1932; Weber, 1947 as cited in Epstein, 1992).

The perspective of shared responsibilities of institutions, which is the opposing perspective to “separate responsibilities” promotes coordination and cooperation between schools and families (Epstein, 1997). It stresses the importance of communication and collaboration to effectively socialize and educate children. According to this view, teachers and parents have common goals for the children, and working together leads to the most effective achievement of these goals.

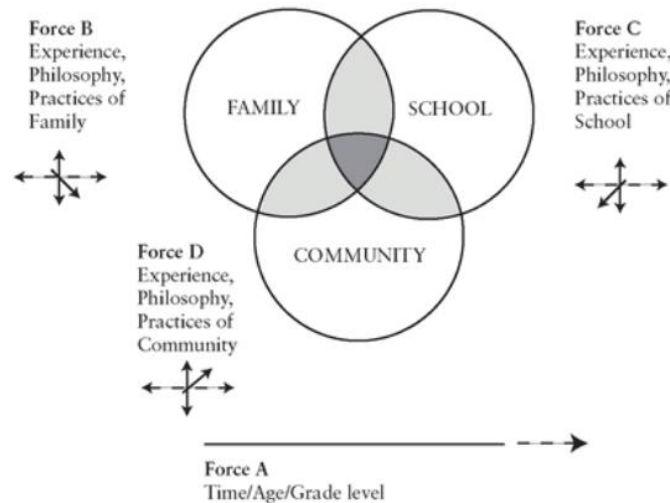
The perspective of sequential responsibilities of institutions focuses on the crucial stages of parents' and teachers' roles in child development. It emphasizes the significance of early years in a child's life and believes that by the age of five or six, when formal schooling begins, the child's personality and attitude toward learning is already well-formed (Epstein, 1997). During this period, parents play a vital role in teaching necessary skills, organizing educational experiences, and receiving guidance and support from various social and educational agencies to prepare their children for school. And when a child first formally enters school, the teacher takes on most of the responsibility for educating them (Bloom, 1964; Freud, 1937; Piaget & Inhelder, 1969 as cited in Epstein, 2011).

2.1.2. Model of overlapping family and school spheres

Epstein (2011) developed a theoretical model of family and school relations that takes into consideration the historical background, developmental aspects, and evolving experiences of parents, teachers, and students. Figure 2.1 explains the external structure of the model.

Figure 2.1.

Overlapping Spheres of Influence of Family, School, and Community on Children's Learning (Epstein, 2011, p.63)



The figure displays a model that explores the connection between external and internal structures in education. External structures involve age, grade level, and main practices (Force A), while internal structures are influenced by teachers' and parents' actions, attitudes, and decisions (Forces B and C). The position of family and school goals affects social and psychological distance, communication patterns, and outcomes of interactions. The model suggests specific measures to study how parent involvement impacts student achievement, attitudes, and outcomes for students, parents, and teachers. Overall, it emphasizes the relationship between external factors and internal dynamics and the significance of parent involvement in shaping educational experiences and success (Epstein, 2011).

While schools and families have distinct characteristics, it's essential to acknowledge their significant similarities, shared goals, responsibilities, and the mutual impact they have on children's learning and development (Epstein, 1997). Both environments play crucial roles simultaneously in shaping a child's educational journey and overall growth.

To gain a comprehensive understanding of students, teachers must comprehend the environments in which they reside and engage in meaningful collaborations with other influential individuals in their lives. Ignoring these partnerships may result in viewing students as isolated entities within the boundaries of school and home, disregarding their overall well-being (Epstein, 2011).

2.1.3. Family characteristics and home-school relationship

Numerous research studies have emphasized that parents express a desire to increase their involvement in their children's educational journey. They seek more information and assistance from schools to enable them to actively participate in the educational processes and support their children effectively (Baker & Stevenson, 1986; Bastiani, 1993; Comer, 1988; Dauber & Epstein, 1989 as cited in Epstein, 2011).

Nonetheless, some parents are not or cannot be involved in their child's education. Parents' limited involvement in their children's schooling can be due to various reasons, including perceived accomplishment of duties through taxes, different views on participation in school life, overwhelming personal challenges, time constraints, lack of familiarity with the school system, and uncertainties about how to support their child effectively (Dusi, 2012). Additionally, individual beliefs about parenting and personal experiences with education and teachers play a role in shaping parental involvement.

According to Eccles and Harold (1996), some of the significant parental characteristics that impact the relationships between home and school can be outlined as follows:

- The social and psychological resources of parents (personal well-being, social networks).
- A sense of personal effectiveness that reflects confidence in one's abilities to assist and support their secondary school aged children in a variety of topics.
- Their perspective on their child, including their confidence in the child's cognitive and learning abilities, educational and career aspirations.
- The history of the parent-school relationship encompassing their previous school experiences, past interactions with teachers, their introduction to the school system as parents, and the ongoing nature of this relationship throughout their children's academic journey.

Research conducted in diverse European and non-European countries identifies a wide range of factors influencing parents' perspectives on schools. These positions, along with teachers' interactions with families, play a crucial role in shaping parental attitudes and behaviours towards education (Dusi, 2012). Understanding these dynamics is essential for promoting effective partnerships between parents and schools to support children's academic success.

2.2. Parental Involvement

In the following subsections the term parental involvement, which is one of the main focuses of the current study, will be explored in detail, drawing upon relevant models and theories to illuminate its significance in education. By understanding the complexities of parental involvement, effective partnerships between parents and schools could be adopted, ultimately contributing to a more improved and supportive learning environment for children.

2.2.1. Definitions of parental involvement

In the educational process, the family unit or its individual members play a crucial role as one of the main stakeholders (Ceka & Murati, 2016). The term "parent" should be interpreted in a broad sense, encompassing various interconnected ideas which include but are not restricted to the actions and efforts of parents to achieve predetermined goals, their care and involvement in raising their children, as well as the number of children they have (Okello, 2023).

It is argued that involvement merely at home may not be sufficient to improve school outcomes. Redding (1992) supports the notion that parental involvement is linked to parents' active participation in their children's learning, and this engagement is not confined only to the home environment nor limited to specific learning activities. Previous research suggests that students' achievement improves when parents are involved both at home and in school. Therefore, some researchers advocate for a more comprehensive definition of parent involvement that activates parents' potential in both settings, benefiting themselves, their children, and the school community (Greenwood & Hickman, 1991).

In the literature, parental involvement has been described in a variety of ways. For instance, Jeynes (2007, p. 83) describes it as "parental participation in the educational processes and experiences of their children". Parenting, communicating, volunteering, and learning at home have all been included as categories in frameworks for analysing parental involvement (Epstein, 1995, p. 85). As the field's research proceeded and because there was no common agreement on what defines parental involvement, Johnson, and Hull (2014, p. 407) offered three main categories: involvement at home, involvement at school, and parents' educational goals.

Muller (1993) divided ten items related to parental involvement into two main groups, aligning with Epstein's research. The first group focused on involvement in the "home" setting, including activities like discussing the child's current school experiences, planning the high school program together, and monitoring homework completion. The second group referred to involvement in the "community" or "school" environment, which included measures like the parent's familiarity with the child's friends' parents, frequency of parental communication with the school, and the extent of participation in parent-teacher organizations.

Similarly, Pomerantz et al. (2007) distinguished between home-based and school-based parental involvement. Parental involvement at the school level refers to efforts that team up the parents and the institution to support students' academic performance. Akindipe (2015), however, states that the activities that parents engage in at home are what contributes to children's academic performance. According to Hill et al. (2004), parental involvement is characterized as all the interactions that take place between parents and schools with the aim of enhancing their children's academic achievements.

Although there is a slight difference in the meaning and the concept, in a few studies, it has been observed that parental/family engagement and parental involvement are used interchangeably, with the same or closely related meaning attributed to both terms. However, to avoid deviating from the primary point of the current study, this difference will not be discussed. Therefore, the final paragraph will include a few relevant definitions displaying the similarity.

According to Stanikzai (2013) family engagement is an approach that prioritizes the family, focusing on their strengths, and aims to create and sustain relationships with them. Similarly, parental engagement, according to McCormick, Cappella, O'Connor, & McClowry (2013), is all the actions that parents do to help their kids succeed in school and in life. To secure the safety, stability, and healthy development of their children, this entails setting goals, forming plans, working with families to make decisions, and cooperating with them. Cooperation and teamwork are at the core of the parent engagement idea. Lastly, parent engagement is generally defined as the combined efforts of parents and school personnel, working together to enhance and reinforce the learning, development, and well-being of children and adolescents, according to the PTA & Parent/Family Involvement Guide (2003).

2.2.2. Theoretical Review of Parental Involvement

Parental involvement in education is a multifaceted concept that has gathered significant attention in educational research. To better comprehend the dynamics of parental involvement, various theoretical perspectives have been proposed by scholars in the field. Some of the key perspectives and theories will be briefly introduced in this section.

2.2.1.1. Expectancy-value theory

Expectancy-Value Theory, which was first introduced by Julian Rotter in 1954 and further developed by Richard Atkinson in 1964, is a psychological framework that has found applications in different fields, including education. This theory proposes that people's behaviour is influenced by two key elements: expectancy, representing their beliefs regarding their capability to succeed in a given task, and value, which relates to how significant or relevant the outcomes of the task are perceived to be (Eccles & Wigfield, 2002).

In the context of parental involvement, it highlights the impact of parents' expectations and beliefs about their children's academic potential on their actual achievement. This theory emphasizes the influential role parents play in their children's academic development by shaping their perceptions of their children's capabilities and providing them with essential support and motivation (Froiland et al., 2013).

According to Simpkins (2012), children are more likely to succeed academically if their parents establish high academic expectations and provide them with the necessary tools and encouragement. Similarly, Wigfield and Gladstone (2019) suggest that parents can motivate and empower their children to achieve their highest academic potential by establishing ambitious expectations and highlighting the significance of education.

2.2.1.2. Ecological systems theory

Ecological Systems Theory, also referred as bioecological theory, proposed by Urie Bronfenbrenner in 1979, is a comprehensive theoretical framework that examines how individuals are influenced by their surrounding environments. This theory recognizes that human development is shaped by a complex interchange of various systems, ranging from immediate and direct influences on broader societal factors (Bronfenbrenner, 1979 as cited in Guy-Evans, 2020).

The theory highlights the significance of acknowledging various levels of impact on a child's development concerning parental involvement. These levels include the microsystem (immediate environment like family, school, and peers), mesosystem (interactions between microsystems), exosystem (settings that indirectly influence the child, such as parents' workplaces), and macrosystem (broader cultural and societal norms) (Akos, Rose, & Orthner, 2019).

According to this perspective, the growth and education of children are greatly influenced by their parents, but their influence is also shaped by external factors, including the broader social and cultural context (Guy-Evans, 2020). The theory claims that parental involvement in their children's education not only helps them succeed academically but also creates a positive environment that is beneficial to general growth and success (Ansong et al., 2017).

2.2.1.3. Social-capital theory

Social Capital Theory, which originated from Pierre Bourdieu's work in the late 1970s and was further developed by James S. Coleman, is a sociological framework that explores the advantages individuals can derive from their social networks and interactions (Coleman, 1988). This theory suggests that the bonds and resources present within a person's social networks can impact their access to opportunities and resources, including those associated with education (Bourdieu, 1986 as cited in Coleman, 1988).

In the context of parental involvement, parents with strong social capital, characterized by extensive social ties and relationships, are more likely to have access to valuable information, support, and resources that can enhance their involvement in their children's schooling (Lareau, 1987 as cited in Sui-Chu & Willms, 1996).

Similarly, Sheldon (2002) suggests that the size of a parent's network can predict the level of engagement in his or her children's schools. Parents with high levels of social capital tend to be more engaged in school-related activities, participate in parent-teacher organizations, and have effective communication with teachers and school staff (Lareau, 1987; Seginer, 2006). Lower income families' social networks typically do not help them successfully navigate school environments in comparison to those of middle-class families (Horvat, Weininger, & Lareau, 2003).

2.2.2. Models of parental involvement

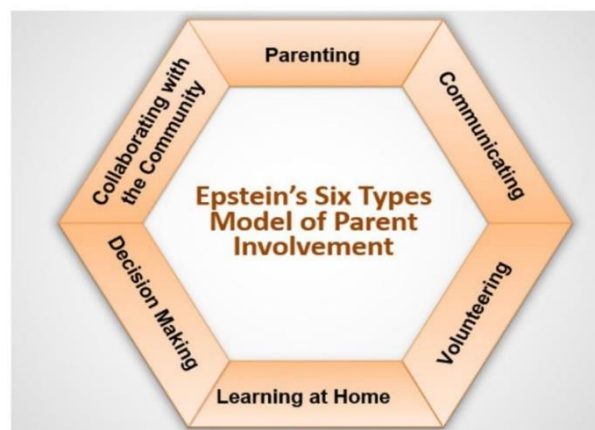
Various models and approaches have been proposed to understand and conceptualize parental involvement, reflecting the multilayered nature. In the following sections, some common types and models of parental involvement found in the literature will be explored. These models offer valuable insights into the different ways parents engage in their children's education, providing a comprehensive understanding of the diverse ways parental involvement can positively impact a child's educational experience.

2.2.2.1. Epstein's 6 types of parental involvement

Joyce L. Epstein, a prominent sociologist and researcher, developed a model of parental involvement known as "Epstein's typology." Her work started in the 1980s, focusing on factors contributing to students' academic success. Initially, her typology included three types of involvement: Parenting, Communication, and Volunteering. Later, she expanded it in 1992 to encompass three more types: Learning at Home, Decision-Making, and Collaborating with the Community (see Figure 2.2).

Figure 2.2.

Epstein's six types of parent involvement model. (Epstein et al., 1997, adopted from Ihmeideh et al., 2020 p.190).



Epstein's model emphasizes the importance of strong family-school partnerships to support children's learning and development. It is widely used in education to guide family involvement initiatives. Epstein (2001:13) proposes a framework consisting of six primary types of involvement as the foundation of a strong partnership between teachers, parents, and schools. This approach aims to create more inclusive and comprehensive programs that

support children's educational goals through collaborative efforts. As a result of this partnership, parental involvement can be observed through six key roles. Epstein (2011) summarizes these types of involvement in her book as follows:

1. Parenting: This type of parental involvement focuses on parenting activities that support families in fulfilling their fundamental responsibilities, such as providing for children's nutrition, health, safety, clothing, discipline, and independence. It involves family support programs, parent education, workshops, and connections between parents to enhance their understanding of child development. Schools benefit from this involvement by gaining insights into families' backgrounds and cultures. Using technologies like emails and websites helps overcome communication challenges, leading to improved student attendance and punctuality when well-implemented (p. 598).

2. Communicating: Type 2 parental involvement focuses on effective communication between educators and families using various methods like notes, newsletters, emails, and conferences. Ensuring clear and understandable language is a challenge, but schools are addressing it by improving clarity in English, translating documents, and providing interpreters. The goal is to create effective two-way communication channels, allowing families to easily interact with teachers, administrators, counsellors, and other parents. Moreover, according to Minke and Anderson (2003), when parents feel more welcomed at conferences and comprehend the criteria for report card grades, they can celebrate their children's achievements at home and help with maintaining or improving their grades (p. 607).

3. Volunteering: Participation in volunteering activities encourages collaboration between educators and families in supporting the school program and children's accomplishments. Type 3 involvement includes tasks like recruiting and training volunteers, coordinating schedules and locations, and recognizing parents who volunteer as audiences for students' events and performances. Parents and family members actively contribute their time, skills, and innovative ideas to make volunteering activities productive. Although recruiting volunteers from all families poses a challenge, schools are addressing it by offering flexible options for volunteering, such as evenings, weekends, and vacation days, thereby expanding the pool of parents and individuals involved (p. 622-623).

4. Learning at home: Type 4 of parental involvement, referred to as Learning at Home activities, involves families in their children's homework, goal setting, and other curriculum-related decisions. Schools provide information on homework policies, course options, prerequisites, and goal setting, empowering parents to influence their children's learning in diverse ways. Certain schools encourage teachers to design homework that encourages discussions and sharing of interesting work and ideas with family members, creating a connection between home and school regarding the curriculum (Van Voorhis & Epstein, 2002). Properly designed and implemented Learning at Home activities can result in increased completion and improved quality of homework, better-informed parents about their children's learning, and increased student involvement in setting educational goals (p. 630).

5. Decision making: Type 5 Decision Making activities involve active participation of families in school decisions and governance through various channels like school councils, improvement teams, parent organizations, and committees. These activities not only prepare parents for leadership roles but also enable them to act as representatives for other families and exchange information. Engaging in these activities turns parents into advocates for their own children, ensuring equal access to educational opportunities and services provided by the school, district, or community. One challenge faced is ensuring representation of diverse populations and neighbourhoods, which schools tackle by creating leadership positions for neighbourhood representatives to involve underrepresented groups in policy decisions (p. 644).

6. Collaboration with the community: Collaborating with the Community activities involve integrating additional resources, programs, and services from the community into the school, benefiting students, families, and the school itself. This collaboration can include various entities such as businesses, government agencies, cultural and religious organizations, colleges, and other community groups. In exchange, Type 6 activities also allow students, staff, and families to give back to the community through their services. Despite schools being located within communities, many are disconnected from potential supportive groups and individuals nearby. The main challenge is to identify and effectively utilize community resources to advance school improvement goals, enhance programs, and cater to the needs of students and families. Successful implementation of Type 6 activities can lead to students and families making use of community services to improve their health,

skills, and talents. Furthermore, this collaboration with the community enriches the school's curriculum, instruction, and overall atmosphere (p. 650).

As a conclusion, Epstein (2011) states that the six types of involvement are categorized based on their primary objectives, facilitating schools in recognizing current practices, designing outcome-focused partnership programs, tracking progress, and consistently enhancing the quality of family and community engagement. Nevertheless, these labels do not necessarily represent single categories, as some activities may serve multiple types of involvement to achieve specific outcomes.

As for the current study, three types of involvement were observed according to the results of parental involvement questionnaire. Therefore, results will also be discussed in accordance with the types *parenting*, *communicating* and *learning at home*.

2.2.2.2. Hoover-Dempsey and Sandler's model

In 1995 and 1997, Hoover-Dempsey and Sandler proposed a theoretical framework regarding parental involvement process in education. This model aims to explain the reasons why parents engage in their children's education and the impact of their involvement on student outcomes. The basis of the model comes from a comprehensive review of research in educational, developmental, and social psychology.

Hoover-Dempsey and Sandler's (1995, 1997) model delves into the intricate dynamics of parental involvement in their children's education, driven by two fundamental belief systems. The first, parental role construction, concerns parents' perceived responsibility for their child's educational outcomes and their beliefs about the extent of their responsibility to actively support their child's learning. The second belief, parental sense of efficacy, revolves around the belief in their capacity to significantly influence their child's educational progress. Together, these two belief systems provide a comprehensive framework for understanding the motivations behind parental engagement in their children's education, encompassing a sense of responsibility and self-assuredness in their ability to make a meaningful difference in their child's academic journey.

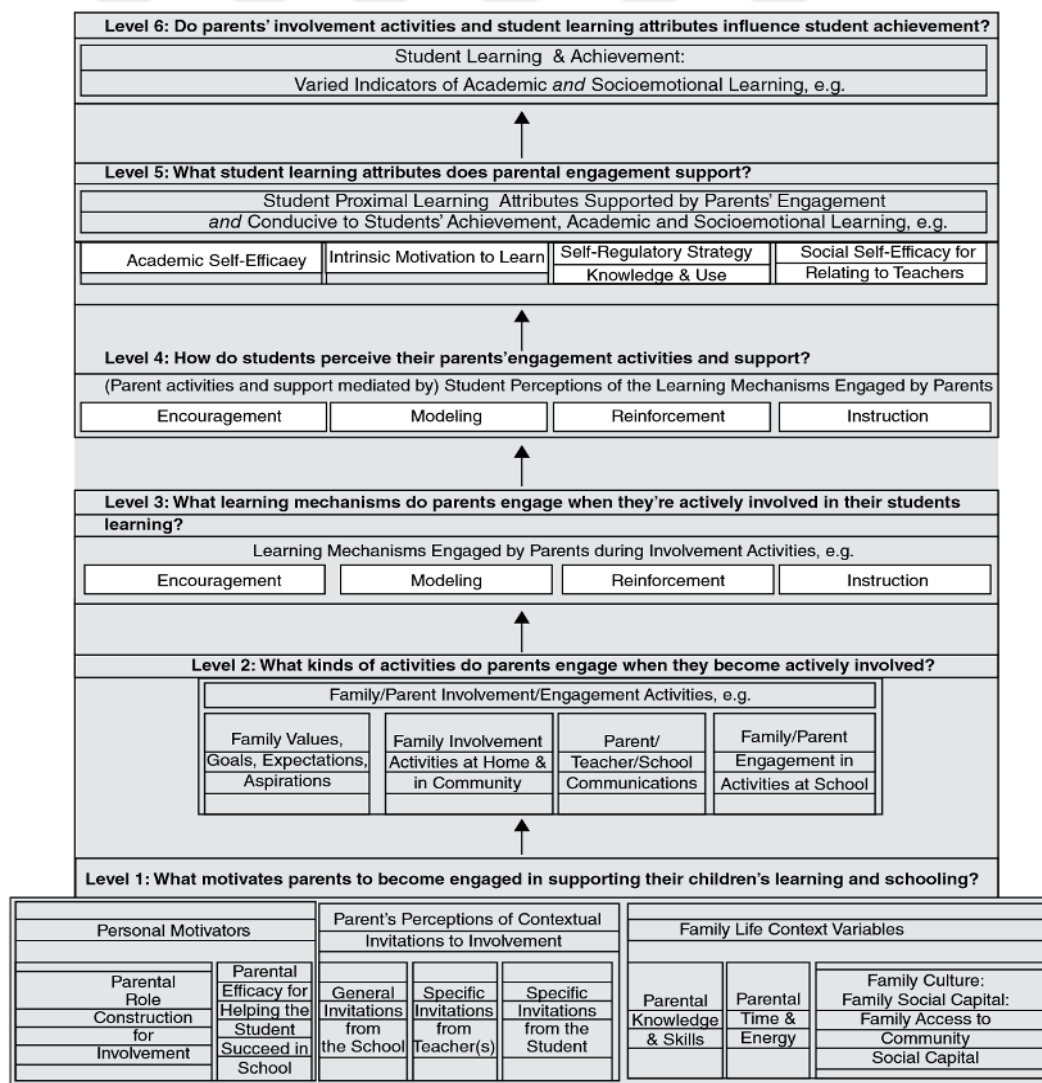
The Hoover-Dempsey and Sandler model takes into account the forms of parental involvement, the main mechanisms by which parental involvement affects children's educational and developmental outcomes, and the main controlling factors that either

increase or decrease the influence of parental involvement (Whitaker, 2018). According to this model of the involvement process, there are multiple layers of constructs that operate between the parents' initial decision to get involved (Level 1) and the positive impact that involvement has on the academic performance of their children. (see Figure 2.3).

To put it simply, the Hoover-Dempsey and Sandler model about parental involvement contributes to understanding of how different variables influence the reasons why parents desire to be a part of their children's educational journey and the methods they get involved in to foster their children's learning (Green et al., 2007).

Figure 2.3.

Hoover-Dempsey & Sandler (2005) Model of Parental Involvement Process (adopted from Whitaker, 2018 p.422)



The six levels of Hoover-Dempsey and Sandler's Model for parental involvement are visually represented in Figure 2.3 above. This model comprehensively explains the reasons and the motivations driving parents' involvement in their children's education. Additionally, it outlines several forms and mechanisms of parental involvement which is also a central focus of the current study. Consequently, study's findings will be explained within the context of Level 2 and Level 3 of this model, allowing for a comprehensive exploration.

Levels 3 of Hoover-Dempsey and Sandler's model (2005) outline four types and mechanisms through which family involvement can influence student outcomes: *encouragement*, *modelling*, *reinforcement*, and *instruction*. These mechanisms show how family behaviours can impact children's results, and Level 2 focuses on the actual actions families take in their child's learning process which also the focus of the current study.

Encouragement involves families providing explicit emotional support for their child's engagement in learning-related activities, often rooted in a positive parent-child relationship. Authoritative family members, characterized by warmth, firmness, and acceptance of children's autonomy, are more likely to raise emotionally stable children with fewer risk-taking behaviours (Qu, Fuligni, Gálvan, & Telzer, 2015 as cited in Whitaker, 2018). On the other hand, low quality parent-child relationships have been linked to heightened adolescent aggression, poor cognitive processing skills, and lower academic achievement (Jeynes, 2012).

Modelling: Families' involvement in modelling appropriate academic behaviours can positively impact students' educational outcomes. Social learning theory suggests that individuals learn by observing and imitating others' behaviours (Bandura, 1977; Rogoff, 1990 as cited in Whitaker, 2018). Modelling learning behaviours includes establishing routines for school-related activities, like homework hours, reading time, or library visits (Whitaker, 2018). Young children benefit from adults and older family members who demonstrate academic capability as it influences how they perceive their own abilities (Shin, Levy, & London, 2016).

Reinforcement: Reinforcement is how families strengthen children's learning in school, both cognitively and behaviourally with traditional involvement methods like assisting with homework and quizzes, which affirm and practice their knowledge (Whitaker, 2018). Additionally, providing expanded learning opportunities such as museum visits,

helping younger siblings with their studies, and engaging in conversations about the school day contribute to cognitive skill development and positive educational outcomes and they strengthen neural connections in the brain, leading to improved learning depth and recall speed (Behrendt & Franklin, 2014).

Instruction: Instruction in family involvement happens through social interactions between caregivers and children, where they engage in shared thinking about learning strategies and processes and this instruction can be explicit such as teaching math problem-solving or implicit like reading to young children (Whitaker, 2018). Seeking external help like tutors or learning coaches is also a form of instruction, and it is particularly beneficial for students with learning disabilities and supports socioemotional learning (Hicks, Rivera, & Wood, 2015).

2.2.3. Successful parental engagement

Prior to introducing the model, it is essential to provide a definition of the concept of parental engagement. While the terms "parental engagement" and "parental involvement" have occasionally been used interchangeably in the literature, they do not have identical meanings. Therefore, it is crucial to present the definitions relating to parental engagement as found in the literature first, and then Goodall's model will be introduced.

2.2.3.1. Parental engagement

Epstein, a proponent of parental involvement, and the author of influential frameworks (Epstein, 1992; Epstein, 1995; Epstein & Sheldon, 2000), suggests replacing the term "parental involvement" with "School, family, and community partnership" to emphasize the shared responsibility for children's learning. Empirical evidence supports the value of community-based learning and strengthening the positive relationship between home and school (Feiler et al. 2006; Lamb-Parker et al. 2001).

Parental engagement, on the other hand, covers a broader concept than what has often been understood as "parental involvement." The latter, particularly within schools, has been limited to school-initiated activities focused on parental interaction with the school rather than the child's learning and these activities have been measured by parental presence rather than student outcomes (Goodall, 2013). According to Kim, parental engagement can be

defined as "parents' involvement in their children's lives with the aim of influencing their overall behaviour" (Kim, 2009).

Parental engagement plays a crucial role in influencing children's academic achievement, surpassing factors like parents' educational backgrounds and socioeconomic status (Pinderhughes, 2001; Sylva et al., 2003). Effective engagement should center on the child's learning rather than solely focusing on interactions with the school (Desforges and Abouchaar, 2003; Harris and Goodall, 2008). It's important to note that there is no one-size-fits-all approach to successful parental engagement, as research emphasizes the holistic parenting attitude and associated actions, which may vary across different families and groups (Rosenzweig, 2001; Steinberg, 2001).

2.2.3.2. Goodall's 6-point model for successful parental engagement

The model identifies six key components of successful parental engagement: authoritative parenting, serving as the foundation for the remaining five elements, effective communication between home and school, parents' own commitment to learning, support provided by parents for their children's learning, involvement of parents in school decisions and governance, and active participation of parents in school activities (Goodall, 2013). It is crucial to highlight that these elements work in harmony, as specific actions may have limited or even negative effects if not established in an effective emotional context (Steinberg, 2001).

1. Authoritative parenting: Authoritative parents maintain a warm and involved relationship with their children while also establishing clear guidelines and limits. They hold age-appropriate expectations for their children (Baumrind, 1971 as cited in Steinberg, 2001). It maintains a balance between setting boundaries and showing warmth, offering appropriate praise and support while establishing clear expectations (Heaven & Ciarrochi, 2008).

2. Learning in the home: Parents play an essential role in their children's learning from an early age, therefore creating a positive "home learning environment" through activities like reading, singing, artwork, and outing has significant benefits for young children (Goodall, 2013). Being involved in schoolwork can strengthen authoritative parenting practices, and these practices, in turn, can support parental engagement in school-related activities (Simons-Morton & Chen, 2009).

3. Beginning engagement with learning early: Research shows that a child's regular bedtime reflects their life's structure. These children tend to cooperate more, stick to the norms, and achieve higher cognitive development scores (Sylva et al., 2004). Parents' involvement in supporting their children's learning during early childhood does not require any specific educational background or extraordinary actions as it encompasses regular parenting practices that support and encourage children's educational growth. In addition, the benefits of early engagement with children have lasting effects, with vocabulary levels at age 3 being predictive of language skills at age 10 (Hart and Risley, 2003).

4. Staying engaged throughout school: Parental engagement in children's learning aims to foster autonomous learners with emotional, physical, and intellectual skills for independent learning (Goodall, 2013). However, this process is gradual, and research suggests that engagement tends to decline as children reach secondary school, leading parents to feel less connected and unfamiliar to their children's learning as they get older. (Rosenzweig, 2001; Desforges & Abouchaar, 2003). As young people seek more autonomy while growing up, parents must keep a balance between increasing independence and ongoing parental duties (Spera, 2005).

5. Holding and passing on high aspirations: Parental aspirations strongly influence young people's school grades and self-beliefs (Catsambis, 2001). When parents highly value education, their children are more likely to share the same attitude, leading to increased effort and motivation to achieve (Fan and Williams, 2010). However, research also reveals diverse parental aspirations. Those with financial constraints have reduced hopes for their children, while young individuals from socially disadvantaged backgrounds exhibit less ambition compared to more advantaged peers (Schoon, 2006).

6. Taking an active interest in children's learning and education: Research highlights that while parental engagement with children's learning at home holds significant potential for achievement, it is further supported by involvement with the school and schoolwork (Goodall, 2013). Studies indicate that having parents who actively participate in their adolescent's schooling has a significant positive impact on improving school grades (Juang & Silbereisen, 2002). This involvement, referred to as the "socialization of school achievement" by Spera, encompasses various actions like assisting with homework, attending parent-teacher conferences, and participating in school activities (Spera, 2005).

The presented model should be considered as a framework rather than a definitive solution thus each school should customize the model to fit their specific context and the characteristics of their parent community (Goodall and Vorhaus, 2011). There is no single ideal approach that suits all situations (Gershoff, 2002).

2.2.4. Quality of parental involvement

Theoretical perspectives and empirical research regarding parental involvement in children's education have provided insights into the importance of parents in their children's academic achievements. However, Pomerantz and colleagues emphasize that the effectiveness of parental involvement centers on how parents engage with their children's schooling (Pomerantz et al., 2005). They draw inspiration from Darling and Steinberg's (1993) proposition, suggesting that the impact of parents' practices on children is dependent on their approach. Specifically, concerning parents' involvement in their children's education, they focus on four attributes of parental style that hold significance in parenting theory and research (Darling & Steinberg, 1993; Maccoby & Martin, 1983; Pomerantz et al., 2005): *autonomy support versus control*, *process versus person focus*, *positive versus negative affect*, and *positive versus negative beliefs about children's potential* (Figure 2.4).

The variations in the impact of parental involvement in both school and home settings may be due to how parents engage with their children's academic lives (Cooper, Lindsay, et al., 2000; Pomerantz, Wang, et al., 2005). School-based events (e.g., festivals, bake sales) are often designed to be enjoyable for families, creating opportunities for positive involvement. Parents' desire to connect with their children academically can lead to supportive behaviour, a focus on the learning process, and positive emotional interactions (Pomerantz et al., 2007).

In other cases, involvement may be driven by a sense of obligation, attempts to improve their children's performance, or parents' own self-worth being tied to their children's achievements (Levin et al., 1997 as cited in Pomerantz, Wang, et al., 2005). Consequently, compared to other forms of involvement, parents might experience pressure, frustration, and excessive concern with their children's performance in home-based involvement connected to school, leading to a more controlling, person-focused, and negatively affective form of involvement (Grolnick et al., 2002).

Figure 2.4.

Examples of the different qualities of parents' school- and home-based involvement (Pomerantz et al., 2007, p.382)

Quality of involvement	Type of involvement	
	School based	Home based
Autonomy support	Parents encourage children to show them around during open houses in children's classrooms.	Parents support children in developing their own schedules for doing their homework.
Control	When volunteering in children's classrooms, parents monitor children's work habits.	Parents make decisions without children's input about the topic of their school research projects.
Process focus	When attending open houses and seeing children's work, parents focus on what fun children might have had in doing the work.	While helping children with homework, parents focus on the process of mastering the work.
Person focus	After attending parent-teacher conferences, parents emphasize to children issues regarding children's innate ability.	In praising children's success at homework problems, parents emphasize the role of children's innate ability in solving them.
Positive affect	Parents express enjoyment and love toward their children when taking part in school field trips.	Parents' conversations with children about their day at school are characterized by support and caring on parents' part.
Negative affect	Parents become irritated and annoyed with children about having to talk to children's teachers.	Parents are hostile and critical while checking over children's homework.
Positive beliefs about children's potential	At a parent-teacher conference, parents are sure to attend to children's strengths.	While assisting with homework, parents convey to children that they have the potential to do well.
Negative beliefs about children's potential	In attending open houses, parents ignore the difficult tasks because they believe children have little potential for such tasks.	Parents focus their conversations with children on avoiding complete failure in school rather than on how children might achieve success.

Consequently, Pomerantz and her colleagues suggest in their review that while parents' increased involvement in school activities can generally foster children's skill and motivation development, on the home front, parental involvement may not always bring the same positive outcomes (Pomerantz, Wang, et al., 2005). On the other hand, home-based involvement is the most common form of parental engagement and involves more interaction with children, providing a greater opportunity for the environment to influence children's skill and motivational development (Ritblatt et al., 2002).

In conclusion, the literature concerning parental involvement has multidimensions and is complicated. This complexity is partly due to the wide range of behaviours that fall under the umbrella of parental involvement (Roy & Giraldo-García, 2018). Consequently, diverse conceptual models that often overlap with each other have been created to define the multilayered structure of parental involvement. The findings of the current study's research

questions related to parental involvement will be discussed based on both Epstein's six types of parental involvement and the Hoover-Dempsey and Sandler's Model (H-DS). It's important to note that since the results are context based, it is not possible to observe all six types as outlined in Epstein's model. Regarding the H-DS model, results will be discussed under the first three levels which are related to the present study.

As mentioned before, studies consistently demonstrate that parental involvement in children's learning, particularly in the home environment, plays a crucial role in fostering positive academic outcomes. However, it is essential to recognize the diversity of parental approaches, namely attitudes, and the need for flexibility in supporting various parenting styles.

2.3. Parental Attitude

The concept of parental attitude and its significance in influencing children's development and academic outcomes will be explained in the following subheadings. Throughout the review, various definitions as proposed by different researchers and scholars will be explained. Additionally, different theoretical models of parental attitude and its implications for parental involvement in children's education will be explored.

2.3.1. Definition of parental attitude

The concept of attitude lacks a specific, fixed definition, and several different definitions exist in the literature. It is defined as a lasting state that emerges as a cognitive and emotional behaviour (Freedman, Sears, & Carlsmith, 1989). Smith (1968, as cited in Arkonaç 2001, p.158) refers to attitude as an individual's inclination to structure their thoughts and behaviours around a psychological object. Attitudes are "the positive or negative judgments of an object," according to Zana and Rampel (1988). An individual's attitude towards an object can be summed up as their positive or negative thoughts and behaviours towards it, based on these diverse definitions and their similarities.

According to Becker (1964 as cited in Lee & Han, 2021), parenting attitude refers to the manner in which parents approach the upbringing of their children, encompassing their outlook and the way they respond to various situations with the goal of fostering the growth and development of their kids.

Parental attitudes are described as a general behaviour pattern that involves close communication and control over their children's expected behaviours, aiming for the socialization of the children, and the differences in parental attitudes reveal the educational approaches parents consciously or unconsciously apply during their child's upbringing process (Gençtanırım, 2015).

Parental involvement in children's learning is impacted by their positive or negative attitudes, as stated in the research by Cassity and Harris (2000). The significance of attitudes for the involvement process is also emphasized by Wheeler (1992, as cited in Cassity and Harris 2000), where negative attitudes towards school and its environment act as obstacles to parental engagement. Scholars such as Gardner (1985), Franzoi (1996), and Arkonaç (2001) all acknowledge the substantial impact of attitudes on individual behaviours and actions.

Similarly, Kalimuthu (2018) defines parental attitude in this study as a reflection of how involved parents are in their child's life. He suggests that when children receive affection and care in a supportive environment, they can better adjust to the world around them. Therefore, family's influence on the child's social integration is more significant than that of a formal school.

Research has observed a strong correlation between the learner's positive attitudes towards the foreign language and its speakers and their success in learning the language (Gardner, 1968 as cited in Gardner & Lambert, 1972). Since parents have a significant influence on shaping their children's attitudes, their own attitudes towards the language and its speakers can impact their children's language learning outcomes (Feenstra, 1969; Lambert & Klineberg, 1967 as cited in Tavil, 2009).

2.3.2. Theoretical framework of parental attitude

Many studies in this field have focused on attitudes from a social-psychological perspective, particularly the influential work of Gardner and Lambert (1972) and Gardner (1985), which explores various attitudinal constructs and their impact on language proficiency. Other studies, such as those by Philips and Filmer-Sankey (1993) and Chambers (1999) have explicitly approached the issue from a language education standpoint. These studies explore the complex web of interconnected educational, social, historical, and

linguistic factors that collaboratively shape attitudes in specific ways and settings (Bartram, 2006).

According to Oskamp (1977, p. 126 as cited in Bartram, 2006), a child's attitudes are mainly influenced by its own interactions and experiences with the world. However, these attitudes are often formed through a combination of explicit teaching and implicit modelling of parental attitudes. Oskamp (1977) further elaborates on how parents can significantly impact language attitudes in particular ways:

“There are many other areas where the average child has no direct experience at all, and in these areas, parental influence on the child’s attitudes may be very great. Examples include attitudes towards . . . foreigners, towards other countries.” (p. 126)

Young (1994, p. 85) describes several methods through which parents wield their influence on attitudes, including "engaging in discussions, supporting participation in foreign language exchange programs and trips, assisting with homework, encouraging reading in the foreign language, and choosing the target language country as the destination for a family vacation."

Moving on to the area of parental attitudes, two specific frameworks will be explained. These frameworks offer insights into how parents perceive and approach various aspects of their children's educational journey. By exploring these frameworks, it is hoped to gain a deeper understanding of the complex dynamics that shape attitudes and its implications for their children's learning experiences.

2.3.2.1. Gardner’s parental attitude roles

Gardner (1985) suggests that motivation plays a crucial role in the success of language learners, and attitude is a key element contributing to motivation. Additionally, Cook (2001) argues that achieving student success in second language learning requires consideration not only of students' attitudes but also of their parents and the broader society.

According to Gardner (1985: 108) parents can assume two distinct roles in the language learning process, which he labels as the "active role" and the "passive role." The active role of parents in language learning involves their interactions with their children and can be categorized as either positive or negative. While in a positive active role, parents actively monitor their child's language learning progress, show interest, and provide encouragement or rewards for success, a negative active role includes behaviours such as

openly diminishing the importance of language learning or prioritizing other subjects over language learning (Bartram, 2006).

On the other hand, the passive role is more challenging to assess as parents may be unaware of and it is associated with parents' attitudes towards the second language community. Gardner (1985: 110) declares that if parents hold positive attitudes towards the community, they encourage an integrative motive in the student. On the contrary, negative attitudes from parents could impede the development of positive attitudes, even in situations where they might actively support second language achievement. Gardner emphasizes the importance of the passive role and suggests that despite parents' overall support for their child's education, according to Dörnyei (2001, p.79 as cited in Bartram, 2006) negative language attitudes parents hold can override educationally appropriate support practices (e.g., encouraging homework preparation).

2.3.2.2. Baumrind's parenting classification

Diana Baumrind, who conducted studies on parental attitudes, examined the relationships between parents (both fathers and mothers) and preschool children in a laboratory setting and observed interactions in the home environment. Emphasizing the communication and interaction between parents and children, Baumrind (1967) categorized parenting styles into four dimensions: parental control, openness in parent-child communication, maturity expectations, and care/support.

Parental control refers to the rules set by parents for their children and the extent to which children are expected to comply with these rules. *Open communication* involves parents and children considering each other's ideas and thoughts, respecting each other, and discussing the reasons behind undesirable behaviours to make joint decisions. *Maturity expectations* indicate the level of support parents provide to their children in all aspects of development, including intellectual, social, and emotional areas, to ensure their success. *Care/support* reflects how close, sincere, affectionate, and warm parents are in their care and relationships with their children (Erdoğan & Uçukoğlu, 2011).

Baumrind (1989 as cited in Yılmaz, 2000) examined these dimensions of approach and combined them in different ratios to reach three distinct parenting styles. These styles are the Democratic Parenting, Permissive Parenting, and Authoritarian Parenting. Those with a democratic attitude use assertive methods by providing clear and distinct standards for their

children. In the authoritarian approach, parents adopt a more restrictive and status-centered attitude towards their children. In the permissive attitude, they demonstrate a more moderate approach towards their children, beyond the given directives (Safdar & Zahrah, 2016:23).

1. Democratic Parenting: In this parenting style, parents allow their children some freedom within certain limits, while also guiding their behaviour and activities to be rational and problem oriented. Additionally, they explain the family rules and the logic behind them, and when children refuse to comply with these rules, they listen to their objections and assess them (Baumrind, 1966 as cited in Yılmaz, 2000).

2. Authoritarian Parenting: Authoritarian parents are characterized as being demanding but insensitive to their children's needs (Bornstein, 2002:123; Dornbusch et al., 1987) Family rules are not verbally explained; the child is expected to learn them through their own efforts (Newman et al., 2015). Authoritarian parents consider obedience as a virtue and prioritize preserving traditional values over allowing the child's autonomy (Baumrind, 1973:13 as cited in Gölçek, 2020). Children and adolescents from authoritarian families have weaker social skills, lower self-esteem and they tend to demonstrate moderately satisfactory performance in school and engage in problematic behaviours.

3. Permissive Parenting: Permissive parents demonstrate a mild and accepting approach towards their child's impulses, desires, and actions, promoting positive behaviours such as involving their child in family decision-making and provide explanations for rules. These parents make relatively fewer demands on their child's behaviour and provide a high level of freedom for the child to act as they wish (Bornstein, 2002). Children and adolescents raised in a permissive parenting environment are more likely to achieve better academic performance and exhibit fewer behavioural problems. Furthermore, these individuals possess higher self-esteem, improved social skills, and experience lower levels of depression (Darling, 1999:2).

To sum up, the results of the present study will be interpreted through the lens of Gardner's parental attitude model. Gardner distinguishes between two roles, namely active and passive, encompassing both positive and negative attitudes. The results of the first dimension of the attitude questionnaire, centered on attitudes toward the English language, will be explained with the "passive" role of the model. Conversely, the other dimension,

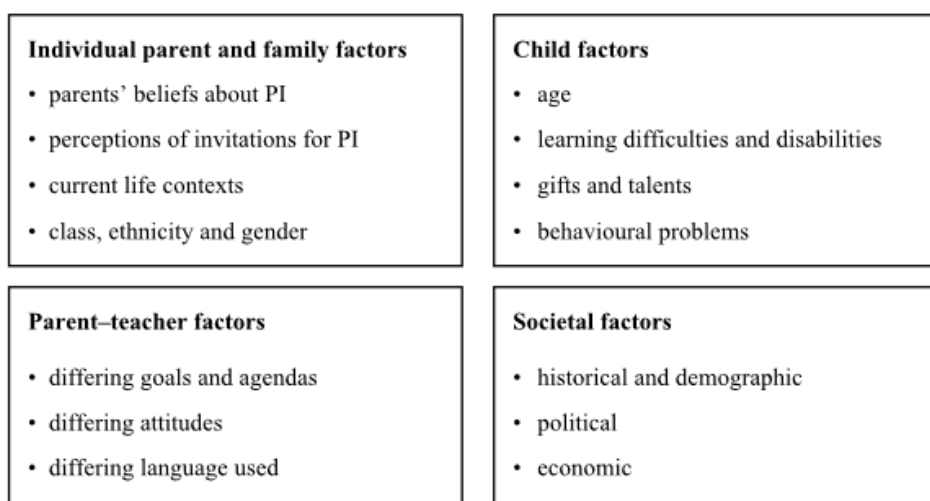
exploring parental attitudes regarding their children's English language learning, will be discussed in the context of the model's “active” role.

2.4. Barriers to parental involvement

The difference between words and actions regarding parental involvement can be attributed to various barriers that impede its implementation, and these barriers can be classified by using Epstein's (2001) model of overlapping spheres of influence, which encompasses family, school, and community (Hornby & Lafaele, 2011). Three spheres of influence have been adapted by Hornby and Lafaele to include an emphasis on child-related features, parent-teacher factors, individual parent and family variables, and broader societal influences impacting schools and families. (see Figure 2.5).

Figure 2.5.

Model of factors acting as barriers to parental involvement (Hornby & Lafaele, 2011, p.39)



The fundamental belief driving parental involvement is parents' confidence in their ability to support their children's educational success. When parents doubt their capability to help, they may avoid school engagement, assuming it won't benefit their children (Hoover-Dempsey & Sandler, 1997). Research also highlights personal traits and life context in parental involvement, encompassing family background and living standards (Demirtaş, 2007). Findings reveal that inflexible work schedules, multiple jobs, and family responsibilities can limit involvement, especially at school (Walker et al., 2000; Hoover-Dempsey et al., 2005), making life context a barrier. Past experiences also shape parental

characteristics and may hinder involvement. Parents with negative school memories are often hesitant to engage in their children's learning (McNergney & McNergney, 2004).

In terms of child factors, Edwards and Alldred (2000) found that children saw more parental involvement happening at home compared to school. However, misinterpretations by parents and teachers could hinder effective involvement. A child's academic performance can either impede or facilitate parental engagement. If a child is struggling academically due to learning difficulties, parents are more motivated to get involved (Eccles & Harold, 1993). Obstacles can arise when parents perceive their children as academically gifted, but teachers disagree (Montgomery, 2009). This mismatch can decrease parents' confidence in the school, reducing their interaction with teachers.

According to Rosenthal and Sawyers (1996), one barrier to parental involvement arises when teachers attach children's school difficulties to their parents. Additionally, Wheeler (1992) identifies four more obstacles to parental involvement in schools: negative attitudes from both parents and the school towards each other, teachers' reluctance to acknowledge parents' knowledge about their own children, inconsistencies between the school's policies and practices and parents' ideas about involvement, and the school's inability to adapt to societal changes. In the context of parent-teacher meetings, there are certain shared aspects, yet there also exist substantial variations in the aims pursued by parents and teachers during these interactions. These distinctions have the potential to impede effective parental involvement as well.

While parents generally hold positive intentions regarding their children's education, the degree and types of parental involvement are shaped by factors like personal traits, intergenerational dynamics, economic conditions, and cultural influences (Bracke & Corts, 2012:192). Although schools play a crucial role in influencing change in these factors, many schools still maintain traditional characteristics of formality, rigidity, and strict schedules, which hinder the development of flexible and dynamic parent-school connections (Hornby & Lafaele, 2011). Cultural contexts where teachers are seen as educational "experts" further discourage parents from assisting with homework, as they believe direct teacher interaction is more suitable (Larocque et al., 2011).

2.5. Related Studies

Parental involvement and attitude in foreign language education has received relatively limited attention in the scope of academic research. Despite its potential significance in shaping language learning outcomes, there have been few studies conducted on the relationship between parental involvement and foreign language learning and there is only a few which investigated the relationship between parental involvement and parental attitude. In this section, there will be a focus on studies related to parental involvement and attitudes, both in general field of education and specifically in the area of foreign language education.

2.5.1. Studies related to parental involvement

One of the frequently discussed aspects in parental involvement revolves around the concept of responsibility. According to the research conducted by Chi and Rao (2003) on parental involvement in rural China, parents expressed the belief that the responsibility for teaching their children English merely lies with the teachers. Parents rarely took part in any of their children's learning activities.

On the contrary, Xuesong's (2006) research, which focused on a sample of privileged students from urban China studying in Hong Kong, demonstrated the significant influence of parents in their English language learning.

In terms of level of involvement, according to a study conducted by Peters et al (2007), the level of parental involvement in their children's schooling has been on the rise, from 2001 with 29% to 2007 with 51%. Furthermore, there seemed to be a positive trend in the number of parents who believe that their children's education is primarily or entirely their responsibility, increasing from 19% in 2004 to 28% in 2007.

In a quantitative study examining parents of elementary school children, Bracke and Corts (2012) discovered that parents identified as involved and those identified as uninvolved by teachers both held positive attitudes towards parental involvement, considering it crucial for their children's academic success. Both groups of parents expressed genuine intentions to participate in their children's education. However, parents identified as uninvolved faced greater difficulties in overcoming barriers to parental involvement and were less likely to view parental engagement as a social norm.

Based on Şaban's study in 2001, it was found that Turkish parents exhibit a strong level of involvement, with their preferred forms of involvement being "parenting, communication, and collaboration with the community" (p. 88). Significant differences in the level of involvement were observed based on Turkish parents' age, gender, and the number of children they have, but no significant difference was found in the involvement process between different types of schools, such as state schools and private schools (p. 90-91).

Kalaycı and Öz (2018) also studied Turkish parents' perceptions of their primary school children's EFL learning process. The results showed positive attitudes towards parental involvement, with parents seeking more guidance and support from teachers. However, no significant differences based on demographics were found.

In another study conducted by Poyraz (2017) in Türkiye, which involved 343 parents of secondary school students, the study revealed that fathers exhibited significantly higher levels of interest and enthusiasm than mothers in involvement in and supporting their children's English language development at home. This finding challenged traditional assumptions about parental roles in education and language learning specifically.

Akbar, Chisthi, and Younes (2017) found that when parents engage in their children's education at home, it leads to improved academic performance in school. The study demonstrated that parental involvement has a statistically significant positive impact on student performance. On the other hand, Mattingly et al. (2002) found that parental involvement programs had minimal impact on student academic achievement.

Another study, carried out by Crozier and Davies in 2007, looked into how parents of Pakistani and Bangladeshi parents contribute positively to their children's education. The study revealed that even though these parents didn't interact with schools extensively, they still had a significant impact on shaping their children's educational values and ambitions.

Likewise, findings from Strand's research (2007) demonstrated that pupils whose parents held ambitious academic hopes, provided resources such as household computers or private tutoring, engaged in school events, and fostered positive bonds with their children, attained scores on standardized tests that surpassed anticipated levels even when considering family circumstances.

2.5.2. Studies related to parental attitude

Previous research has shown that students' learning and motivation can be affected by their individual attitudes towards education (Whitlock, 2006) as well as their parents' perceptions of school (Melnick & Fiene 1990). Furthermore, past research has highlighted the importance of certain aspects of parental knowledge and attitudes concerning the school, as they relate to their level of involvement in school activities and their children's school experiences (Caprara et al. 2003).

Studies indicate that parents who demonstrate a positive attitude towards education and hold high expectations for schools to create a safe learning environment for their children tend to have children who achieve more favourable outcomes (Martin, 2023). In contrast, parents with negative attitude towards school events and activities may have children who do not fare as well academically (Bubić & Tošić, 2016). This highlights the importance of parental engagement in their children's education.

In a study carried out by Steinberg and colleagues in 1989, they examined the impact of authoritative parenting on academic achievement among 120 students aged 10 to 16 and their families. The results revealed that a democratic parenting approach contributes to the development of a well-rounded personality in children, fosters their ability to make independent decisions, and positively influences their academic performance.

Edwards and Price (2002) conducted a study with college students to investigate the connection between perceived parental attitude and goal-related factors such as goal setting, goal striving, and hope for achieving those goals. The research found that a democratic parenting style was positively correlated with hope for goal attainment among adolescents, while an authoritarian parenting style showed a negative correlation in this context.

Kordi and Baharudin (2010) examined the impact of parental attitudes on children's academic achievement. The research results showed a strong relationship between parental attitudes and students' school performance. Particularly, an authoritative parenting style was found to be associated with the academic success of adolescent students.

In a study conducted by Özyürek & Şahin (2005), it was found that while the demographic characteristics of families play a primary role in the formation of attitudes, other variables also contribute to the formation and undergo changes in attitudes. In another

study, it was observed that parents with similar economic levels tend to have similar attitudes, while parents with lower economic levels tend to have an authoritarian attitude (Bornstein & Zlotnik, 2008). Children belonging to families of high socio-economic status are exposed to social and cultural norms, and this knowledge and understanding are instilled in them through the language and behaviours of their parents (Jæger, 2011).

Prior research has established that parents' characteristics, including factors like race, gender, and socio-economic status, influence their level of involvement in their children's academic lives (Davis-Kean, 2005; Desimone, 1999). Moreover, children of parents with higher levels of education tend to perform better in school, partially due to their families' increased interest, positive attitude, and involvement in their educational activities (Hoff, 2003; Lee & Croninger, 1994).

In previous studies, Gardner (1968) proposed that there might be a correlation between parental attitudes towards foreign language learning and the language proficiency level attained by the child. He expressed with the following words:

“Relationships between the parents’ attitudes and the students’ orientations suggest that the students’ orientation grows out of a family-wide orientation and consequently . . . the degree of skill which the student attains in a second language will be dependent upon the attitudinal atmosphere in the home.” (p. 141)

Demirtaş (2007) conducted a study to examine Turkish parents' attitudes towards their secondary school students' English learning. The results indicated that most parents held positive views about language learning and English (p. 141). Positive attitudes were more prominent among parents with higher education, income, and better living conditions (p. 143). The study also suggested that parental priorities, students' academic success, and grade level could influence parental attitudes positively or negatively.

Bracke and Corts (2012) conducted a study on parental involvement in a Midwestern school district, focusing on parents of elementary school children. They used logistic regression to investigate the relationship between parental attitudes towards involvement and their actual level of involvement. Contrary to their expectations, the researchers found that parental attitudes did not significantly predict the level of parental involvement.

It is essential to acknowledge the limitations that are present in the body of related literature. As mentioned before, it was attempted to include separate research studies on these

two concepts due to the very limited number of studies examining the relationship between parental involvement and parental attitude. Similarly, in the foreign language field, some significant studies on family involvement and attitudes were included, considering the limited availability of such research.



CHAPTER III

METHODOLOGY

3.1. Research Design

This study employed a research approach known as mixed methods research design, which involves the integration of qualitative and quantitative research methods to address research questions more comprehensively (Creswell et al., 2003).

Mixed methods research is increasingly being used in various fields such as social, behavioural, and health sciences. It has been recognized as the "third research paradigm" or the "third methodological movement" (Johnson & Onwuegbuzie, 2004), and has gained popularity in different disciplines. Mixed methods studies offer opportunities for synergy and knowledge growth that cannot be achieved by mono-method studies (Padgett, 2009), and they encourage creative thinking and theorizing beyond the traditional quantitative-qualitative divide (Mason, 2006).

The present study will adopt one of the main rationales of mixed method research design. Sequential explanatory mixed-method design is a research design that involves collecting and analysing both quantitative and qualitative data in sequence. The use of sequential explanatory mixed-methods design has been widely advocated in research as it can provide a more comprehensive understanding of research problems than single-method research designs (Tashakkori & Teddlie, 2010).

In this design, the quantitative data is collected first and takes the lead in shaping the qualitative data collection and analysis (Creswell & Plano Clark, 2018). Namely, the researcher first collects and analyses quantitative data and then collects and analyses qualitative data to further explore, explain, or elaborate on the quantitative findings. According to Wisdom and Creswell (2013), a researcher could apply qualitative data to better understand a particular quantitative result. Researchers can comprehend the research phenomenon by using this design to explain unexpected results in more depth (Terrell, 2012).

Dawadi et al. (2021) suggest that sequential explanatory design is beneficial for researchers who have a stronger focus on quantitative research and have already identified a specific variable to measure. The design is also suitable when the researcher has access to participants to collect qualitative data, has the time to conduct data collection in two phases,

and is the sole investigator responsible for collecting and analysing the data. In summary, this approach is particularly useful when the researcher has a clear direction for their research and the resources and time to collect both quantitative and qualitative data. (Dawadi et al., 2021).

The purpose of the study is to advance our understanding of parents' involvement and attitudes by examining the relationship between young learner (primary school students) parents' attitudes towards learning English and their involvement in children's English learning process. A sequential explanatory mixed-methods design would be appropriate for the current study as it would allow to use both quantitative and qualitative methods to provide a more comprehensive understanding of the relationship between parental involvement and attitudes towards English language learning.

As for the quantitative phase of the present study, a correlational research method was employed to explore and describe the relationship between parental involvement and attitude towards English language learning. Several benefits of using correlational research methods have been identified in the field of education. For example, Fraenkel and Wallen (2015) note that correlational research can be useful for identifying relationships between variables, even when causal relationships cannot be established, and this can help researchers to identify factors that may contribute to educational outcomes and inform interventions to improve those outcomes. Similarly, Cohen and Cohen (1983) note that correlational research can be useful for investigating variables that cannot be manipulated, such as gender or race, and for exploring the relationships between variables that may not have a causal relationship.

For the quantitative part of the current study, the researcher collected survey data from parents via two different questionnaires that will be introduced in the following section in detail after introducing the population and sample of the study.

In a mixed methods design, the qualitative component often involves collecting data that complements or expands upon the quantitative data. For example, qualitative data may be used to explore the reasons behind statistical patterns or to provide more detailed descriptions of participant experiences (Teddle & Tashakkori, 2009). The authors note that the qualitative component should be designed to address specific research questions and should be integrated with the quantitative component in a way that allows for triangulation of findings.

As for the qualitative phase of the current study, a semi-structured interview created by Şahin (2021) was conducted with parents to enhance the questionnaire data as part of a thorough examination into the types of parental involvement and parental attitudes regarding English language learning. By collecting and analysing qualitative data, the researcher expected to gain a more detailed understanding of why these relationships exist between parental involvement and attitudes and how they can be interpreted.

3.2. Population and Sampling

The population of the study consists of parents of primary school students in Ankara province. However, to represent the universe, parents from the district of Çubuk were selected as participants. Detailed information about the participants, the environment, and the sampling method is provided in the following sections.

3.2.1. Participants and setting

The purpose of the study was to advance our understanding of parents' involvement and attitudes by examining the relationship between young learner (primary school students) parents' attitudes towards learning English and their involvement in children's English learning process.

This study was conducted in the Çubuk district of Ankara, Türkiye, during the academic year of 2022-2023. The district is in the northeast part of Ankara and has a population of approximately 95,000 people. The participants in this study were parents of children who were enrolled in public primary schools in Çubuk. The sample included parents from different socioeconomic backgrounds and who had varying levels of education.

In the present study, parents of students from two different primary schools in Çubuk district of Ankara were selected based on their proximity to the researcher and their willingness to participate in the study. As per the necessary permissions (see Appendix 1) obtained from the governorship and the Ministry of National Education (MONE), a total of 307 volunteers (female $n=232$; male $n=60$; other $n=15$) participated in the study.

The distribution of demographic variables of the study can be found in Table 3.1 below. It is evident from the table that most participants are between the ages of 26 and 45. Nearly half of the participants fall between the ages of 26 and 35, while 38% fall between the ages of 36 and 45. Most participants who selected the “other” option are 25 years old or

younger and these participants mostly identified themselves as "sister" in the questionnaire forms.

Table 3.1.

Distribution of Demographic Variables

	N	%
Parent		
Mother	232	75
Father	60	20
Other	15	5
Age		
25 and below	11	4
26-35	154	50
36-45	118	38
46 and above	24	8
English Proficiency		
Does not know	126	41
Basic	126	41
Intermediate	46	15
Advanced	9	3
Education Level		
Uneducated	9	3
Primary	17	6
Secondary	101	33
High School	127	41
Undergraduate Degree	49	16
Master's Degree	4	1
Income Level		
8000 TL and below	148	48
8001 - 10000 TL	93	30
10001 - 15000 TL	49	16
15001 TL and above	17	6
Total	307	100

As can be seen in Table 3.1 out of the total participants, it was found that 9 individuals had not obtained any educational degree. Some of these participants had written on the survey forms that they required the assistance of their children to complete the questionnaire due to their limited literacy skills (they cannot read or write). According to the data, 32% of participants held a secondary school diploma, while approximately 41% held a high school diploma. These two groups constitute many of the participants. Roughly 16% of participants

had a university degree, and 4 individuals, namely 1.4% of the participants, held a master's degree.

As for the participants' self-reported English proficiency levels, they are distributed as follows: 126 (41%) participants do not know English, 126 (41%) participants have a beginner level, 46 (15%) participants have an intermediate level, and finally, 9 (3%) participants have an advanced level of English.

Additionally, in the second phase of the study, 11 participants (female $n=9$, male $n=2$) agreed to be interviewed for further research. The participants completed questionnaires that were distributed to specific schools and subsequently collected by the researcher. All throughout the study, ethical issues were considered by maintaining confidentiality and anonymity of the participants in the process of collecting data and processing. Demographic characteristics of parents can be seen in Table 3.2.1 and 3.2.2.

3.2.2. Sampling

Convenience sampling technique was preferred to determine the participants of the current study. It is a type of non-probability sampling technique that involves selecting participants who are readily available and accessible to the researcher. As the researcher resided in the same district as the study participants, convenience sampling was chosen as the preferred sampling method, since it was considered as an appropriate approach for the study. This method is often used in situations where the researcher has limited time, resources, or access to the population of interest, and is unable to use a more rigorous sampling method (Patton, 2014).

This kind of selection "involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained," as Cohen et al. (2007: 102) note. According to Dörnyei (2007: 98–99), convenient sampling calls for participants who "meet certain practical criteria, such as geographical closeness, availability at a specific time, simple accessibility, or the willingness to volunteer."

3.3. Data Collection Tools

Three data collection tools were implemented in the current study: Parental Involvement Questionnaire (PIQ) (Kalaycı & Öz, 2018), Parental Attitude Questionnaire (PAQ) (Demirtaş, 2007) and Semi-structured Interview (Şahin, 2021). The required

permissions to use the data collection tools were obtained from the authors of the respective studies (see Appendix 5).

3.3.1. Parental involvement questionnaire

Questionnaires are a significant instrument used in educational research since they offer researchers a standardized and effective way to collect data with regard to people's experiences, attitudes, beliefs, and behaviours. In educational research, where the objective is often to identify trends and patterns across a wide variety of participants, questionnaires are particularly effective since they provide for the collection of data from a large number of participants in a very short period of time (Cohen et al., 2013). According to Dörnyei (2022, p. 13), using carefully defined categories, perspectives, and models beforehand, along with the collection of numerical or directly quantifiable data to assess research hypotheses and determine how these categories relate to one another, is the fundamental feature of quantitative research.

Furthermore, questionnaires are standardized instruments that can be provided regularly to ensure that all participants receive the same set of questions and instructions. This standardization decreases the possibility of errors or biases in data collection and processing, which is especially essential in educational research where accuracy is critical (Glesne & Peshkin, 1992). Researchers may verify that their data is accurate and valid by employing questionnaires, allowing them to draw meaningful conclusions regarding their research topics.

A type of questionnaire (Appendix 2) was carried out in this study to determine the extent to which parents are involved in their children's education based on their demographic characteristics, as well as to recognize their perceptions of their involvement. It was adapted by Kalaycı and Öz (2018) from Mahmoud's (2018) survey. The questionnaire encompasses a part in the beginning, regarding parents' demographic information with the aim of establishing a connection between these characteristics and their participation in their children's English language learning. On the second section of the questionnaire, three types of parental involvement are covered by 29 items: (a) relationships with teachers; (b) the type/nature of academic support parents can provide for their children at home; and (c) logistical indirect help for children (Kalaycı & Öz, 2018). Table 3.2. indicates the items with related sub-scales.

Table 3.2.

Parental Involvement Questionnaire Items with Related Categories

Categories	Item Numbers
Relation with teachers	Items from 1 to 8
Type of academic support parents can provide for their children at home	Items from 9 to 14
Logistical indirect help for children	Items from 15 to 29

The original Likert scale comprised 29 items with a four-point rating system, ranging from "never" to "always." (2: rarely, 3: sometimes). However, in their adaptation, Kalaycı and Öz (2008) introduced an additional item and revised the rating system to a five-point scale, ranging from "never" to "always," with the inclusion of a "usually" option. Additionally, the researchers utilized forward and backward translation techniques with a proficient translator to develop Turkish-language versions of the measures. They conducted a pilot study to test the translated questionnaire and assessed its linguistic validity as well.

3.3.2. Parental attitudes questionnaire

The second questionnaire (Appendix 3) which is mentioned as “parental attitudes towards English questionnaire” and employed in the study was adapted by Demirtaş (2007) from several related studies (Çetin 1990; Padilla and Sung 1997; Gardner 1985; Jacqueline Norris-Holt 2002; Demir 2005; Özek 2000 cited in Demir 2005). The questionnaire consists of two parts. The first part of the questionnaire includes 16 items, and its purpose is to establish parents’ general attitude about the English language and acquisition. The second part includes 24 items and aims to find out how parents feel about their kids learning English as a second language. As the socio-demographic characteristics of parents were obtained with the first questionnaire, a third part for demographic information were not included in the second questionnaire.

In the questionnaire, the participants were presented with a set of closed-ended items and requested to indicate their responses on the Likert Scale, which ranged from "very appropriate for me" to "not appropriate for me at all." (Appropriate, I am uncertain, Not appropriate). The initial section of the questionnaire, consisting of 12 items, was constructed to assess the overall perspective of parents regarding the English language and learning

English and the subsequent section, comprising 24 items, was formulated to evaluate parental attitudes towards their children's foreign language acquisition, specifically relating to English (Demirtaş, 2007). One of the items, item 18, was intentionally left blank by Demirtaş to enhance the reliability of the questionnaire. As a result, although the second section appears to comprise 25 items, only 24 items were included in the analysis.

3.3.3. Semi-structured interview

Semi-structured interviews have been widely used in educational research due to their flexibility and ability to produce rich data. According to Fontana and Frey (2005), semi-structured interviews provide the interviewer with the freedom to investigate further on interesting or relevant topics that arise during the interview. This allows for a more in-depth exploration of the participants' experiences and perspectives, which can provide valuable insights into the educational phenomenon being studied. Furthermore, unlike structured interviews which rely on pre-determined questions, semi-structured interviews allow for the inclusion of open-ended questions which enable participants to express their views and ideas in their own words (Gubrium & Holstein, 2002). This can result in a more authentic representation of the participants' experiences and attitudes.

As the third data collection tool, a semi-structured interview (see Appendix 4) created by Şahin (2021) were conducted for this study. The original interview includes 12 questions; however, 9 questions were included for the current study as the other three questions were related to distance education. Semi-structured interview aims to reveal information about parental involvement strategies, their perception of involvement, general attitude towards learning English, and finally possible factors that might affect involvement of parents. Some of the questions were tailored and adapted for the participants when it was necessary during the interview period. Also, some additional questions related to the previous data collection instruments were asked during the interview to clarify some results and questions the researcher had during the analysis. Those questions will be mentioned in the following chapters.

3.4. Data Collection Process

Initially, ethics committee permission was obtained from the Human Subjects Ethics Committee of Başkent University, and subsequently, this authorization was forwarded to the Ministry of National Education with additional documents for administering questionnaires

in public primary schools located in Çubuk district of Ankara (see Appendix 1 for permission documents).

Once the necessary permissions were granted, a total of 450 questionnaires in hard copy forms were handed out to students, and subsequently delivered to their parents via the students themselves. They were given two weeks to complete the questionnaire forms and send back to schools. Participants were assured that their identities would remain confidential, and their willingness to take part in the study was confirmed. However, upon completion of the two-week period, and even after another two weeks, it was discovered that some questionnaires had not been returned, while others had been returned incomplete or improperly filled out. Consequently, the final number of questionnaires obtained at the end of the collection process was 307.

Following the collection of quantitative data, the researcher conducted semi-structured interviews with volunteer participants. Before the interviews, the parents who volunteered to be interviewed were asked for their informed consent (see Appendix 6) and were reminded about the study's objectives. The parents were assured of the confidentiality of their personal information, which would only be accessible to the researcher and supervisor., and that their ethical concerns and rights would be prioritized. Subsequently, a semi-structured interview consisting of 9 questions was conducted with each participant, and the interviews were recorded with the explicit permission of the parents, utilizing a smartphone. This qualitative data collection process spanned a period of approximately three weeks.

3.5. Data Analysis

The study employed a mixed-methods approach to analyse the data, which involved two different analytical procedures for the quantitative and qualitative data sets. This design aimed to enhance the accuracy and validity of the study's findings. The combination of quantitative and qualitative analyses allowed for a more comprehensive understanding of the research question, enabling the researcher to derive deeper insights and more informed recommendations. Ultimately, this approach contributed to the credibility and generalizability of the study's findings, while also providing a more holistic perspective on the research topic.

During the quantitative data analysis stage, the data obtained from the questionnaires were recorded using the statistical analysis program SPSS (Statistical Package for Social Sciences Version 25). To measure the reliability of the questionnaires, Cronbach's Alpha

value was calculated. Afterwards, normality tests were performed on the data set. Finally, the data was analysed by the researcher using appropriate correlation analysis techniques and then checked and revised by a professional statistician. In this context, independent samples t-test from parametric test methods, one-way ANOVA, and Pearson correlation test have been applied.

In Table 3.3 below, Cronbach's Alpha scores of both research scales are presented. According to the findings, all measurement tools, except for one sub-dimension, have a reliability level above .70, which is considered to be sufficiently reliable. However, the sub-dimension "Academic Support Provided by Parents at Home" has a reliability coefficient very close to .70, so the measurement tools are still considered reliable, and there is no obstacle to their statistical usability in tests.

Table 3.3.

Reliability Co-efficient of PI and PA Scales

	Cronbach's Alpha	Number of Items
Parental Involvement Subscales		
Relationship with Teachers	.818	8
Type of Academic Support Parents Can Provide at Home	.655	6
Logistic Indirect Help for Children	.824	15
Parental Attitude Subscales		
Parents' General Attitudes Towards English Language	.807	12
Parents' Attitudes towards Their Children's English Language Learning	.824	24

The questionnaire on parental involvement (PI) encompasses three subdimensions: the relation between parents and teachers, the nature of academic support parents offers their children at home, and the logistical indirect help provided for the children. The questionnaire concerning parental attitude (PA) includes two subdimensions: parents' general attitude toward the English language and their attitudes regarding their children's learning of English language.

Content analysis was used to analyse the semi-structured interviews for the qualitative data analysis stage. It is a systematic approach to identify, classify, and analyse patterns and themes in the data collected from interviews (Krippendorff, 2013). It involves a detailed examination of the data through the identification of codes or categories, which are then used

to identify key themes and patterns within the data (Mayring, 2015). Researchers use content analysis to identify patterns in the data, including common themes, emerging concepts, and relationships between different topics (Miles, Huberman, & Saldaña, 2014).

The analysis of the semi-structured interview data was completed in two stages. The first stage involved the researcher listening to the recordings and transcribing them into written scripts. Then, the researcher carefully read through the transcripts and identified common codes related to the study's categories. These categories were determined based on the key aspects of the research. Finally, the analysed data was translated into English. Codes and emerged themes of the content analysis of qualitative data were appropriately associated with the quantitative data results which is discussed altogether in detail in the subsequent chapter.



CHAPTER IV

RESULTS

The findings of the descriptive and statistical analyses conducted in accordance with the research objectives and questions are presented in this section of the study. Within this framework, the section begins by providing descriptive statistics, followed by the presentation of the findings of the statistical analyses, which address the research questions. Finally, results of qualitative analysis will be presented.

4.1. Quantitative Analysis

In this section of the study, findings regarding the distributions, frequencies, and percentages of the collected data in line with the research objectives are presented. The means and standard deviations are also included. Descriptive statistics were employed to provide a summary of the participants' demographic characteristics and mean values of the questionnaire items. In addition, statistical analysis tests conducted to explore the relationship between different variables in the data collected will be presented. Overall, it was aimed to seek answers to the research questions developed in line with the research objectives. Accordingly, based on the normality test results, parametric test methods such as one-way ANOVA, Independent samples t-test and Pearson correlation test were adopted in the analysis process.

4.1.1. Degree of parental involvement in the process of children's learning english

The first dimension of Parental Involvement Questionnaire consists of 8 items that explores parents' relation with teachers and whether they are actively involved in the school environment. The overall mean value for this dimension was calculated as 3,5 with standard deviation of 0,8 (see Table 4.1). In the 5-point Likert PI questionnaire, 3 referred to "Sometimes". Therefore, for this dimension, it could be stated that parents have a moderate level of involvement when it comes to relation with teachers ($\bar{x}=3,5$).

Similarly, the type of academic support parents can provide at home dimension also has a mean value of 3,2 which means that parents are hesitant and moderately involved in the home environment. The last dimension "Logistic Indirect Help for their Children" also has relatively higher mean value ($\bar{x}=3,9$) showing that parents are more inclined to be

involved regarding indirect help. For further analysis and better understanding it is essential to demonstrate dimension items and their mean values in tables.

Table 4.1.

Overall Mean Values for Subscales of PI and PA

	Mean	Standard Deviation	Lower-Upper
Parental Involvement Subscales			
Relationship with Teachers	3,5	0,8	1,25-5
Type of Academic Support Parents Can Provide at Home	3,2	1,7	1-5
Logistic Indirect Help for Children	3,9	0,5	2-5
Parental Attitude Subscales			
Parents' General Attitudes Towards English Language	4,1	0,4	1,75-5
Parents' Attitudes towards Their Children's English Language Learning	3,9	0,8	2,63-5

According to the Table 4.2 below, parents “Usually” appreciate teachers when they do something good for their children ($\bar{x}=4,30$) and they are mostly in touch with them when they have a problem with their child's homework ($\bar{x}=4,26$).

Table 4.2.

Scores for Relation with Teachers Subscale Items (PI)

	Mean	Standard Deviation	Median	
Relation with Teachers	1. I am in dialogue with teachers.	3,73	1,06	4,00
	2. When my child doesn't do homework or gets a bad grade on a test, teachers call me.	2,50	1,39	2,00
	3. I inform the teacher about my child's attitude towards school and study habits.	3,69	1,18	4,00
	4. I ask the teacher how I can help my child in areas they need support.	3,55	1,27	4,00
	5. I share any information that can contribute to my child's understanding with the teacher.	3,59	1,31	4,00
	6. If there are any shortcomings in specific areas, I arrange extra (private) lessons for my child.	2,73	1,47	3,00
	7. I appreciate the teacher when they do something for my child.	4,30	1,07	5,00
	8. If my child experiences problems with their homework, the first person I consult is the teacher.	4,26	1,08	5,00

Result of item 2 shows that parents think that teachers “Rarely” call them when their children get a low grade ($\bar{x}=2,50$). This interesting result will be discussed with its reasons in the discussion chapter. Item 6 demonstrates that parents “Rarely” arrange private lessons for their children when they need support in specific areas ($\bar{x}=2,73$).

The second dimension of PI questionnaire which explores type of academic support parents can provide for their children has 6 items and the mean value for overall items was 3,2 with the standard deviation of 1,7. According to the Table 4.3 below, with the mean score of 3,94, it can be stated that parents occasionally encourage their children to study alone, they listen to them and they provide guidance if they need. The second common type of support is “Sometimes” giving Turkish meaning of the words when their children have trouble while studying or doing homework ($\bar{x}=3,90$).

Table 4.3.

Scores for Type of Academic Support Subscale Items (PI)

		Mean	Standard Deviation	Median
Type of Academic Support	9. I ensure that my teaching strategies align with the teachers' strategies.	3,54	1,26	4,00
	10. If my child has trouble with an English word, I tell them the Turkish meaning.	3,90	1,10	4,00
	11. I read the text to my child and provide them with the Turkish translation.	3,12	1,23	3,00
	12. When my child can't answer assessment questions, I help them with the answers.	2,49	1,23	3,00
	13. I give instructions to my child in Turkish.	2,74	1,17	3,00
	14. I encourage my child to study alone. If they need help, I listen and provide guidance, but I don't give them the answers.	3,94	1,09	4,00

On the other hand, when items 12 and 13 observed, it could be seen that parents “Rarely” help their children with the answers ($\bar{x}=2,49$) and item 13 demonstrates that parents “Rarely” prefer giving instructions in Turkish ($\bar{x}=2,74$).

The last dimension of the questionnaire involves 15 items, and it explores logistic indirect help parents provide for their children. This dimension’s overall mean value was

calculated as 3,9 with a standard deviation of 0,5. 3,9 which is very close to 4,0 was considered (3) “Sometimes” and (4) “Usually” on the 5-point Likert questionnaire. This dimension has the highest overall value comparing to other dimensions of parental involvement.

Table 4.4.

Scores for Logistical Indirect Help Subscale Items (PI)

		Mean	Standard Deviation	Median
Logistic Indirect Help for Children	17. I check my child's agenda daily to know their homework.	4,21	1,06	5,00
	18. I participate in communication groups with other parents to keep track of assignments and exams.	3,68	1,35	4,00
	19. I attend teacher meetings to discuss and suggest ideas for improving teaching strategies.	3,69	1,51	4,00
	22. Regardless of homework, I have a daily "family values" study time.	3,18	1,13	3,00
	23. I ensure that the home environment is appealing and motivating.	3,94	0,91	4,00
	24. I establish regular family routines for meals, sleep, homework, and playtime.	4,00	0,91	4,00
	25. When I talk to my child, I use phrases like "please" and "thank you" to show them politeness and set an example.	4,37	0,76	5,00
	26. I spend a few minutes each day talking and listening to my child with love and patience.	4,50	0,72	5,00
	27. I praise my child for their efforts in schoolwork and good behaviour.	4,56	0,75	5,00

Specific items of the questionnaire are included in the table due to the space constraints. The complete table can be found on Appendix 7. As can be observed from the Table 4.4 above, parents expressed a modest level of involvement for the items 18, 19, 22 and 23. According to the mean scores, parents claim that they “Occasionally” join communication groups to keep track of homework and exams ($\bar{x}=3,68$). They sometimes attend teachers’ meeting to discuss teaching strategies ($\bar{x}=3,69$), they occasionally have family values study time ($\bar{x}=3,18$). It could be stated that they generally ensure that they have

an appealing home environment as the mean value is very close to 4,00 which refers to “Usually” in the questionnaire from. ($\bar{x}=3,94$).

When the results for items 27, 26, 25, 24 and 17 are considered, it can be stated that these items are the most favoured type of indirect help parents claimed. Mean scores demonstrate that parents “Usually” praise their children for their efforts at school and good behaviour ($\bar{x}=4,56$), they usually spend time every day talking and listening to their kids with love and patience ($\bar{x}=4,50$). They generally use phrases like please and thank you to show them politeness ($\bar{x}=4,37$) and they establish regular family routines for meals, sleep, homework, and other activities ($\bar{x}=4,00$). It is also clear from the table that they usually check their child’s agenda daily to know about their homework ($\bar{x}=4,21$).

4.1.2. Attitudes of parents towards English as a foreign language

Parental Attitude Questionnaire is comprised of two parts which are general attitude towards English Language and acquisition and attitude towards or feelings about their children’s learning English Language. The first dimension of the questionnaire with the overall mean value of 4,1 ($SD=0,5$) which refers to “Suitable for me” in 5-point Likert form, includes 12 items, and the purpose was to explore parents’ general attitude about the English language.

With reference to Table 4.1 in the previous section, it could be stated that parents have a positive attitude towards English language ($\bar{x}=4,1$) overall and their children’s learning English although it has a relatively lower value ($\bar{x}=3,9$). However, tables with mean values of items in the subdimensions will be presented for a better comprehension.

According to table 4.5 below the items with the highest mean values are items 2, 4, 1, 7 and 11. Considering the mean values, it can be referred from the table that parents know the importance of knowing at least one foreign language ($\bar{x}=4,63$), they respect people who speak English ($\bar{x}=4,54$), and they believe that learning English is necessary ($\bar{x}=4,51$). Parents also think that knowing English is important for everyone ($\bar{x}=4,33$), however they claimed that they can’t stand any other language apart from Turkish ($\bar{x}=4,45$).

When it comes to the lowest mean values, items 12, 10 and 3 can be observed from the table. As they are negative sentences, these items were reverse coded in the SPSS before the analysis, so the negative responses such as “Not suitable for me” and eventually low mean values do not actually refer to a “negative attitude”.

According to the values displayed on the table 4.5 below, it could be said that parents do not think English is difficult ($\bar{x}=2,73$), boring ($\bar{x}=1,97$), or not important ($\bar{x}=1,60$). On the other hand, they think English language seems/sounds funny to them ($\bar{x}=4,07$). With the mean value of 3,88, parents believe that learning English is more important than other foreign languages.

Table 4.5.

Scores for Parent's General Attitude about ELL Subscale Items (PA)

		Mean	Standard Deviation	Median
General Attitude about English language Learning	1. Learning English is necessary.	4,51	0,76	5,00
	2. Knowing at least one foreign language is essential in our era.	4,63	0,68	5,00
	3. Learning English is difficult.	2,73	1,17	3,00
	4. I respect people who speak English.	4,54	0,71	5,00
	5. Anyone can learn English.	4,20	0,84	4,00
	6. English is a pleasant-sounding language.	4,05	0,92	4,00
	7. I can't stand any other language apart from Turkish.	4,45	0,93	5,00
	8. I believe that learning English is more important than learning other foreign languages.	3,88	1,10	4,00
	9. The sounds in English seem funny to me.	4,07	1,09	4,00
	10. Learning English is boring.	1,97	1,08	2,00
	11. I think knowing English is important for everyone.	4,33	0,92	5,00
	12. Learning English is unimportant.	1,60	0,83	1,00

Part 2 of the parental attitude questionnaire comprises of 25 items however, to increase the reliability of the survey, the 18th item in the questionnaire was presented as "Please leave this statement blank." Therefore, it was not included in the analysis. There are 24 items in the end.

This subscale aimed to explore parents' attitudes towards their children's learning English language. Because of the space constraints, the complete table will not be presented below but it can be found on Appendix 8. Specific items with their mean values can be seen on the Table 4.6 below.

When mean values of the second subscale are considered, it is clear from the table as well that parents' overall attitude is very close to positive towards their children's learning English language ($\bar{x}=3,9$). According to the table, items with the high mean values are items 19, 16, 14, 9 and 25 with mean values ranging from 4,40 to 4,65.

Table 4.6.

Scores of Parents' Attitudes towards Their Kids' ELL Subscale Items (PA)

		Mean	Standard Deviation	Median
Attitudes Towards Their Children's English Language Learning	3. I buy the necessary books, magazines, CDs, etc., for my child to learn English.	3,56	1,20	4,00
	6. I think my child has more important subjects than English class.	3,25	1,23	3,00
	7. I try to help my child with their English homework.	4,24	0,88	4,00
	9. My child's learning English is necessary for them to find a job more easily in the future.	4,51	0,76	5,00
	13. I want my child to be able to communicate orally and in writing with foreigners.	4,38	0,82	5,00
	14. I feel proud of my child when they get good grades in English class.	4,63	0,62	5,00
	16. I feel happy when my child can use English verbally or in writing.	4,63	0,59	5,00
	19. I want my child to learn English as well as possible.	4,65	0,64	5,00
	20. I support my child in practicing English.	4,40	0,84	5,00
	21. I seek help from my child's English teacher to assist them in English class.	3,55	1,16	4,00
	22. If English were an elective course, I wouldn't want my child to take it.	1,72	1,02	1,00
	23. Whenever I go to my child's school, I also talk to their English teacher.	2,99	1,17	3,00
	25. I encourage my child to seek help from their English teacher when needed.	4,47	0,75	5,00

Item 19 has the highest mean value with 4,65. It can be stated that parents want their children to learn English as best as possible. They claim they get happy when their children get good grades in English lessons or when they can use English either verbally or in writing and ($\bar{x}=4,63$). According to Item 9, Parents believe that English is necessary for their children's career in future ($\bar{x}=4,53$).

However, in behavioural context, it can be referred from item 3 that some parents are hesitant when it comes to buying books, magazines, or other learning materials for their children to learn English ($\bar{x}=3,56$). Similarly, seeking help from the teacher to assist with English lesson has a mean value of 3,55.

Another reverse coded item, which is item 22, shows that parents would in fact want their children to take English lesson if it was an elective course ($\bar{x}=1,72$). Although parents seem to have positive attitude in general, it seems from the findings that they are hesitant when it comes to relation with teachers as they do not speak to English teachers every time they go to school for other meetings or activities ($\bar{x}=2,99$). Also, it is clear from the table that some of the parents think that there are more important lessons than English ($\bar{x}=3,25$).

Within the scope of normality analysis, the skewness and kurtosis values of the scale and its subscales to be used in the hypothesis tests of the research were examined. In this context, the skewness and kurtosis values obtained between -2 and +2 indicate that the data is normally distributed (Hair, Black, Babin, Anderson, and Tatham, 2005) and suggest the use of parametric tests in hypothesis testing.

Table 4.7.

Normality Test for PI and PA Subscales

	Skewness	Kurtosis
Parental Involvement Subscales		
Relationship with Teachers	-.600	-.128
Type of Academic Support Parents Can Provide at Home	-.510	.226
Logistic Indirect Help for Children	-1.042	1.026
Parental Attitude Subscales		
Parents' General Attitudes Towards English Language	-.874	1.183
Parents' Attitudes towards Their Children's English Language Learning	-.144	-.139

Table 4.7 above displays the skewness and kurtosis values of the measurement tools used in the research. When the findings are examined, it is observed that the skewness and kurtosis values of the scale and its subscales fall between -2 and +2, indicating that the data is normally distributed, and therefore, it was decided to use parametric tests in hypothesis testing. Accordingly, based on the normality test results, parametric test methods such as one-way ANOVA, Independent samples t-test and Pearson correlation test were used in the current study.

4.1.3. Parental involvement and gender, age factor

Parametric tests were conducted to explore whether gender/parent type (mother, father) and age of the parents have an influence on the level of involvement in their children's English language learning. To see whether there is a statistically significant mean difference between gender of the parents and parental involvement, Independent samples t-test was employed. As the number of "Other" participants (N=15) were very low comparing to mothers (N=232) and fathers (N=60) in the group, they were excluded from the analysis to obtain the most accurate result.

Table 4.8.

Relationship between Parental Involvement Subscales and Gender

	N	M	Std	F	p
Relation with Teachers					
Mother	232	3,59	0,79	,476	,528
Father	60	3,52	0,86		
Academic Support Parents Can Provide at Home					
Mother	232	3,28	0,74	3,702	,334
Father	60	3,38	0,60		
Logistical Indirect Help for Children					
Mother	232	4,02	0,54	1,904	,194
Father	60	3,91	0,65		

*=p<0,05

According to the findings of t-test above (Table 4.8), statistically significant mean differences were not found between the variables. Namely, gender of the parents does not have an influence on the degree of involvement in their children's English language learning in any sub-dimension.

When mean values compared, mothers have the highest value in two sub-dimensions, except academic support parents provide at home. Fathers have a slightly higher mean value than mothers in the group ($\bar{x}=3,38$).

The ANOVA results conducted to determine statistically significant mean differences between the age variable and the parental involvement subscales are presented in the Table 4.9 below. According to the findings, a statistically significant mean difference was found between age and Relation with Teachers subdimension [$t(3,306) = 3.671$; $p < 0.05$].

When Hochberg's GT2 test was employed to see differences within groups, it was referred that there is a significant mean difference between parents who are 25 and younger

and parents who are between 26 and 45 in terms of Relation with Teachers dimension of PA scale.

When these differences are examined, the age groups of 26-35 and 36-45 ($\bar{x}=3,59$) have a higher mean score than the other groups for the sub-dimension, Relation with Teachers, while the age group of 25 and below ($\bar{x}=2,80$) has the lowest mean score.

Table 4.9.

Relationship between Parental Involvement and Age

	N	M	Std	F	p
Relation with Teachers					
25 and below	11	2,80	0,68	3.671	.013*
26-35	154	3,59	0,87		
36-45	118	3,59	0,77		
46 and above	24	3,39	0,69		
Academic Support Parents Can Provide at Home					
25 and below	11	3,26	0,55	.890	.447
26-35	154	3,31	0,75		
36-45	118	3,31	0,71		
46 and above	24	3,06	0,57		
Logistical Indirect Help for Children					
25 and below	11	3,67	0,58	1.265	.286
26-35	154	3,98	0,58		
36-45	118	3,99	0,59		
46 and above	24	4,08	0,47		

*= $p<0,05$

However, in the academic support provided at home dimension, it is seen from the table that ages of 26-35 and 36-45 have the highest mean values in the group ($\bar{x}=3,31$). 46 years and above has the lowest mean value ($\bar{x}=3,06$) regarding the level of parental involvement.

In the logistical indirect help sub-dimension, it can be referred from the table that parents who are 46 years and older have a relatively high level of involvement ($\bar{x}=4,08$) which is also the highest mean value in the group.

4.1.4. Parental involvement and educational background, English language proficiency factor

The table below includes the one-way ANOVA results conducted to determine statistically significant mean differences between the education level variable and the sub-dimensions of parental involvement in the research. As the number of “Uneducated” (N=9)

and “Master’s Degree” (N=4) were pretty low comparing to other levels, they were not included in the analysis to obtain the most accurate results.

Table 4.10.

Relationship between Educational Background and Parental Involvement Subscales

	N	M	Std	F	p
Relation with Teachers					
Primary School	17	3,18	0,79	6,836	,000*
Secondary School	101	3,35	0,82		
High School	127	3,77	0,78		
Undergraduate	49	3,57	0,74		
Academic Support Parents Can Provide at Home					
Primary School	17	3,09	0,73	4,534	,004*
Secondary School	101	3,17	0,77		
High School	127	3,36	0,66		
Undergraduate	49	3,56	0,50		
Logistical Indirect Help for Children					
Primary School	17	3,96	0,45	1,295	,276
Secondary School	101	3,92	0,57		
High School	127	4,05	0,51		
Undergraduate	49	4,07	0,62		

*= $p < 0.05$

When the obtained findings are examined, a statistically significant mean difference is found between the education level variable and two dimensions (Relation with Teachers, Academic Support Parents Can Provide at Home) of parental involvement ($p < 0.05$). To see significant differences within groups, Hochberg’s GT2 and Gabriel test from Post Hoc Multiple Comparisons tests were employed and it can be referred that participants with high school degree and participants with primary and secondary school degree have a significant mean difference in terms of relation with teachers and academic support can provide at home dimensions in parental involvement (see Appendix 9).

When these differences are further examined for the dimensions of parental involvement, according to the Table 4.10, parents holding an undergraduate degree have the highest involvement scores in Academic Support ($\bar{x}=3,56$), and Logistical Indirect Help ($\bar{x}=4,07$) dimensions, while participants with high school degree have the highest levels of involvement in Relation with Teachers dimension ($\bar{x}=3,77$). When it comes to Logistical Indirect Help dimension values, primary school graduate participants have a quite high mean value ($\bar{x}=3,96$) comparing to their mean values in other dimensions.

Table 4.11 below demonstrates the one-way ANOVA results conducted to determine statistically significant mean differences between the English language proficiency variable and parental involvement subscales. When the obtained findings are examined, a statistically significant mean difference is found between English language level and "Academic Support that Parents Can Provide at Home" [$t(3,306)= 3.429$; $p<0.05$] subscale of Parental Involvement.

According to the Hochberg's GT2 test results, there is a statistically significant mean differences between participants who do not know English and parents with intermediate level of English.

Table 4.11.

Relationship between English Proficiency Level and Parental Involvement

	N	M	Std	F	p
Relation with Teachers					
Doesn't know	126	3,49	0,84	.685	.367
Beginner	126	3,55	0,83		
Intermediate	46	3,69	0,81		
Academic Support Parents Can Provide at Home					
Doesn't know	126	3,15	0,72	3.429	.017*
Beginner	126	3,35	0,73		
Intermediate	46	3,45	0,67		
Logistical Indirect Help for Children					
Doesn't know	126	3,90	0,63	1.541	.141
Beginner	126	4,01	0,54		
Intermediate	46	4,08	0,53		

*= $p<0.05$

When the obtained findings are examined, participants with an Intermediate level of English proficiency have the highest scale score ($\bar{x}= 3.45$) for the dimension of "Academic Support that Parents Can Provide at Home," while participants who do not know English have the lowest scale score ($\bar{x}= 3.15$). Participants who do not know English have the lowest mean values in all three sub-dimensions ($\bar{x}=3,49$, $\bar{x}=3,15$, $\bar{x}=3,90$) which refers to a moderate level of involvement.

4.1.5. Parental attitude and age, gender factor

The results of the independent samples t-test conducted to determine statistically significant mean differences between the parents' gender variable and parental attitude subscales are presented in Table 4.12 below.

According to the findings displayed in the table, there is statistically no significant mean difference between the gender of the parents and their parental attitude towards English language and their Children's Learning English subscales ($p>0.05$).

Table 4.12.

Relationship between Parental Attitude Subscales and Gender

	N	M	Std	F	p
Attitudes Towards English Language					
Mother	232	4,18	0,51	1,779	,063
Father	60	4,04	0,62		
Attitudes Towards Their Children's Learning English Language					
Mother	232	3,98	0,48	,533	,216
Father	60	3,89	0,43		

*= $p<0.05$

However, it is clear from the table that both parents generally have a positive attitude towards English language, mothers ($\bar{x}=4,18$) seem to have a slightly higher mean values comparing to fathers ($\bar{x}=4,04$) in both dimensions. Attitude towards English Language dimension has a higher value overall from both parents according to the results. When it comes to attitudes towards their children's learning English subscale, both mothers and fathers seem to have mild to positive attitude. Mothers in this subscale has the higher mean value ($\bar{x}=3,98$) comparing to fathers ($\bar{x}=3,89$).

Table 4.13.

Relationship between Parental Attitude Subscales and Age

	N	M	Std	F	p
Attitudes Towards English Language					
25 and below	11	4,45	0,28	1.638	.181
26-35	154	4,13	0,54		
36-45	118	4,19	0,51		
46 and above	24	4,08	0,62		
Attitudes Towards Their Children's Learning English Language					
25 and below	11	4,05	0,37	2.937	.034*
26-35	154	3,95	0,48		
36-45	118	4,00	0,46		
46 and above	24	3,70	0,42		

*= $p<0.05$

Table 4.13 above shows the results of the ANOVA conducted to determine statistically significant mean differences between the parents' age variable and parental attitude subscales. According to the findings, a statistically significant mean difference was found

between age variable and Parents' Attitudes towards EFL [$t(3,306) = 2.937$; $p < 0.05$] sub-dimension. With reference to the results of Hochberg's GT2 test, it can be stated that there is a significant mean difference between parents who are 36-45 and parents who are older than 45 years old.

When examining these differences, participants aged 25 and below ($\bar{x} = 4.05$) has the highest scale score for the sub-dimension of Parents' Attitudes towards English as a Foreign Language, while participants aged 46 and above ($\bar{x} = 3.70$) holds the lowest scale score in both dimensions of attitude.

4.1.6. Parental attitude and educational background, English language proficiency factor

The results of the ANOVA conducted to determine statistically significant mean differences between the parents' education level variable and the parental attitude subscales are presented in Table 4.16 below.

Table 4.16.

Relationship between Education Level and Parental Attitude

	N	M	Std	F	p
Attitudes Towards English Language					
Primary School	17	4,12	0,46		,001*
Secondary School	101	4,00	0,50		
High School	127	4,20	0,57		
Undergraduate	49	4,37	0,45		
Attitudes Towards Their Children's Learning English Language					
Primary School	17	3,74	0,35		,000*
Secondary School	101	3,82	0,47		
High School	127	4,03	0,42		
Undergraduate	49	4,21	0,42		

*= $p < 0.05$

When the obtained findings presented in Table 4.16 above are examined, it can be seen that there is a statistically significant mean difference between the education level variable and both sub-dimensions of parental attitude ($p < 0.05$). When post-hoc tests were applied, the results showed that attitudes of parents with high school or undergraduate degree and parents who are secondary school graduates have significant mean differences in terms of their attitudes towards English language and their children's learning English (Appendix 9).

Regarding parental attitude, for the dimension of "Parents' Attitudes towards English Language," participants with an Undergraduate degree have the highest scale score ($\bar{x}$ = 4.37), while parents who completed primary school have the lowest scale score ($\bar{x}$ =4,12).

Similarly, for the sub-dimension of "Parents' Attitudes towards Their Children's Learning English," participants with an Undergraduate degree have the highest scale score ($\bar{x}$ = 4.21), while participants who are primary school graduate have the lowest scale score ($\bar{x}$ = 3.74).

To examine the relationship between Parental Attitude and English Language Proficiency variables, results of ANOVA is presented in the Table 4.15 below.

Table 4.15.

Relationship between English Language Proficiency Level and Parental Attitude

	N	M	Std	F	p
Attitudes Towards English Language					
Doesn't know	126	4,05	0,59	7.307	.001*
Beginner	126	4,14	0,48		
Intermediate	46	4,40	0,43		
Attitudes Towards Their Children's Learning English Language					
Doesn't know	126	3,90	0,45	10.681	.000*
Beginner	126	3,87	0,48		
Intermediate	46	4,22	0,38		

*= $p < 0.05$

Based on the obtained findings, it can be said that there is a statistically significant mean difference between English proficiency variable and "Parents' Attitudes towards English Language" [$t(3,306) = 7.307$; $p < 0.05$] and "Parents' Attitudes towards English as a Foreign Language" [$t(3,306) = 10.681$; $p < 0.05$]. Post-hoc test results also show that there is a significant mean difference between the attitudes of Intermediate level parents and parents who do not know English or have a beginner level.

In the sub-dimension of "Parents' Attitudes towards English Language," participants with an intermediate level of English proficiency have the highest scale score ($\bar{x}$ = 4.40), while participants who do not know English have the lowest scale score ($\bar{x}$ = 4.05).

On the other hand, in "Parents' Attitudes towards English as a Foreign Language," sub-dimension, while participants with an intermediate level of English proficiency have the highest scale score ($\bar{x}$ = 4.22), participants with a basic level of English proficiency have the lowest scale score ($\bar{x}$ =3.87). It can be referred from the table that overall, parents regardless

of their level of English, have a positive attitude towards English language. When it comes to their attitude towards their children's learning English, parents with higher proficiency of English seem to have slightly more positive attitude in this dimension.

4.1.7. The relationship between parental involvement and parental attitude

Table 4.16 includes the results of the Pearson correlation analysis conducted to determine the linear relationships between the two data collection instruments. When the obtained findings are examined, there is a statistically significant, positive, and weak correlation between "Relation with Teachers" from the Parental Involvement dimensions and "Parents' Attitudes towards English Language" ($r = .189$; $p < 0.01$) as well as "Parents' Attitudes towards Their Children's Learning English" ($r = .356$; $p < 0.01$) from the parental attitude dimensions.

Table 4.16.

Relationship between Parental Involvement Subscales and Parental Attitude Subscales

	1	2	3	4	5
1. Relation with Teachers	-				
2. Academic Support Parents Can Provide at Home	,432**	-			
3. Logistical Indirect Help for Children	,588**	,473**	-		
4. Attitudes Towards English Language	,189**	,249**	,193**	-	
5. Attitudes Towards Their Children's Learning English	,356**	,382**	,425**	,493**	-

**= $p < 0,01$

There is also a statistically significant, positive, and weakly correlated relationship between the dimension of Parental Involvement "Academic Support Parents Can Provide at Home" and the dimension of parental attitude "Parents' Attitudes towards English Language" ($r = .249$; $p < 0.01$), as well as "Parents' Attitudes towards Their Children's Learning English" ($r = .382$; $p < 0.01$).

Finally, there is a statistically significant, positive, and weak to moderate correlation relationship between the sub-dimension of "Logistical Indirect Support for Children" in the dimension of Parental Involvement and the dimension of Parental Attitude "Parents' Attitudes towards English Language" ($r = .193$; $p < 0.01$), as well as "Parents' Attitudes towards Their Children's Learning English" ($r = .425$; $p < 0.01$).

Table 4.17.

Relationship Between Parental Involvement and Parental Attitude

Parental Involvement	Parental Attitude	
	Pearson Correlation	,478**
	Sig. (2-tailed)	,000
	N	307

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

In addition, the relationship between Parental Involvement and Parental Attitude as two general concepts shown in Table 4.17 above without separating into subdimensions. According to the results, it is clear that there is a moderate, positive ($r=0.478$), and significant ($p<0.01$) relationship between parental involvement and parental attitude towards English lessons. In other words, participants' attitudes towards English language and their level of involvement increase significantly with a moderate level of correlation.

4.2. Qualitative Analysis

In this chapter, data that was collected from the semi-structured interviews will be analysed as qualitative part of the current study. As previously stated, participants were informed about the topic of the study and interview's process. Their consent was obtained before the interviews.

A total of 11 participants, 2 males and 9 females, took part in the interview. The responses of the participants were coded as "M" for mothers and "F" for fathers. The analysis results will be presented under category headings, within specific themes, and accompanied by the participants' responses.

Semi-structured interview that was adopted from Şahin's study (2017) were utilized for qualitative part of the data collection, and questions that are related to the current research topic were obtained, resulting in a total of 9 questions out of 12. The categories of the interview can be represented in the following table as follows:

Table 4.18.

Categories for Semi-Structured Interview

Category	Question Number
Parental Involvement Strategies	2, 3, 4, 5
Parental Attitude and Beliefs	1, 6, 7, 9

4.2.1. Parental involvement strategies

The primary focus of the first category, questions 2,3,4 and 5, revolves around strategies that are used by parents for involvement in their children's ELL, as evident from its name. Within this category, three main strategies were identified as different types of involvement, which were also linked to the subscales used in the quantitative analysis of the study. Several codes were identified and found to be associated with specific themes on the table below.

Table 4.19.

Parental Involvement Strategies Content Analysis

Themes	Codes	Frequencies
Academic Support (<i>Material support, social support</i>)	Music & Videos	8
	Phone applications & Websites	15
	Flashcards & Study sets	8
	Helping and checking with homework	6
	Reading English story books	1
	Test & study books	5
	Playing together	6
	Asking questions and Vocabulary practise	7
Relation with Teacher	Repetition	4
	Sometimes	2
	Rarely	6
	Never met the teacher	3
Logistical Indirect Help	Communication via phone	2
	Private English language course	2
	Listening to the child	3

The question below aims to find out role of parents in promoting language development outside of formal educational settings and the activities parents undertake at home to support their child's English language learning. In other words, the specific actions and special activities engaged in by the parents to facilitate their child's language development in English were aimed to be understood.

“Q2. What do you do to help your child learn English at home? Is there any special activity you do?”

The answers of the participants who shared information about how they facilitate their child's English language learning are listed below. Some parents focus on the enhancement of their children's vocabulary by actively engaging them with songs and videos:

M1 “We are working on expanding our vocabulary. We watch various videos. Especially, we try not to miss the videos her teacher sends us. I also check her homework whenever I can.”

M4 “I myself like English a lot so I do my best to help. We sometimes watch YouTube videos together, I help her read English story books, and sometimes we try to speak English together.”

Certain parents are also familiar with the concept of flashcards, recognizing their value as effective educational tools. They actively engage their children in learning activities using these cards or games to facilitate practice and understanding:

F2 “We have some materials at home to support my daughter. She has been using game cards since childhood, starting with colours and numbers. We help her with school lessons. We assist her with her homework. We show her simple animated cartoons in English with easy-to-understand narration. We engage in activities together in a fun and playful way to make her enjoy them.”

M8 “We manage it over the phone. We often play the games from the links our teacher shared with us.”

M9 “There are cards related to animals and fruits at home. Also, she loves the Duolingo app on her phone. Besides these, she occasionally benefits from her sister's test book.”

As can be seen from the answers and frequency of the strategies used by parents, it can be understood that most of the participants are familiar with the technology use, and they prefer to facilitate their children's learning via music, educational videos, and phone applications (M1, M4, F2, M8 and M9).

However, two of the participants (M2, F1) stated that they are not involved in much, and one of them prefers to send her child to a private language course as she believes that school solely isn't enough (M2).

M2 "Well, we unfortunately think that the English education he receives from school is not enough, therefore we send him to a foreign language course."

M5 "To be honest, I don't do much. We are big family you know. But I open some videos like kids' music and cartoons in English at home."

M7 "I say the names of the items in the house in English, I ask questions, or I ask and wait for her to answer. There isn't any other activity that we do specially."

The next question belonging to this category is about the materials that are available at home for children's learning English language. It was aimed to understand the resources and materials parents possess that can be used to support their children's ELL. The materials that are mentioned by the participants were added to the Table 4.19 to be combined with the earlier frequencies.

Based on the answers provided by the parents during the interview about the materials they have at home for learning English, it can be observed that there is a variety of resources and tools available to support their children's language development. With reference to the answers of the participants, it can be seen that one of the most common tools are phone applications:

Q3 "What kind of materials are available at home for learning English?"

The answers of some of the participants are as follows:

M2 "There are applications, videos and some games on the phone, he also has a study book from the language course."

F1 "We only have phone applications."

M5 "We have applications on phone, we also have some puzzle like games for English."

M6 "Apart from phone application, we only have an English book and some playing cards".

Additionally, flash cards/play cards and music-videos are the second most common tools parents prefer. The use of technology demonstrates the adaptability of parents in incorporating innovative methods to enhance language skills. It is evident from the answers that the parents' involvement and provision of these learning materials create a nurturing environment for their children:

M1 “We have some flash cards and play cards that she likes playing with her elder sister sometimes. She also uses Duolingo on our phones sometimes.”

M4 “We have English study sets, dictionary, some educational websites on the Internet. And I try to support with music as well.”

M8 “We have English flash cards, test books at home. And of course, we make use of technology.”

F2 “Playing cards, flash cards, phone applications etc.”

The next question of the interview aims to find out how the parent monitors and tracks their child's progress in English language learning. The question is directed towards exploring the parent's involvement in monitoring their child's language learning journey and the methods or strategies they employ to ensure continuous improvement and support. Some of the responses participants provided for the question are listed below:

Q4 “How do you keep track of your child's English language learning?”

M2 “We mostly get feedback from the course he attends, and we try to follow his vocabulary learning at home. We check whether he learnt unit's vocabulary, if he has some gaps then we try to make him repeat via videos teachers send or his book. But most of the time language course and the application is enough because he is really eager to learn, and he likes English lesson.”

According to answers given by participants, it is clear that parents mostly keep track of their children's progress in English by asking them questions about what they learnt at school (F2, M6, M4):

M4 “Sometimes by asking vocabulary questions or about what she learnt at school and sometimes by practising together.”

M6 “I ask questions, I check her notebooks and books. I ask her to tell me the words she learned, and I keep track of her homework.”

F2 “We review her knowledge at different time intervals to ensure retention. If she has learned the names of objects we encounter in daily life, we ask her questions as a way of testing her. We expect her to understand our questions and answer if she can.”

Asking them some words to check the vocabulary retention (F2, M3), and by checking their homework (M1) are other common strategies parents employ to keep track of their children’s progress:

M1 “I usually check her homework. And some phone applications such as Duolingo. I also care about her daily repetition of what she learnt at school, if she wrote anything on her notebook or what pages they completed on their English books.”

M3 “We repeat at home what he learned in English class. We repeat both on the day of the English class and on other days. I try to keep track of his homework as much as I can. And I ask him if he can remember some words from the lesson.”

It is evident that these parents are actively supporting their child's language development and creating a beneficial learning environment. On the other hand, some parents expressed a more passive approach or, in some cases, a lack of active monitoring. They rely on the school's feedback or exams to measure their child's progress. While a parent expressed concerns about the education system's effectiveness (F1), two parents seemed less involved in tracking their child's language learning journey (M7, M9):

F1 “We don’t keep track. Because we know even if she takes English course at school for 15 years, she will still not learn English properly. It is because of the bad (flawed) education system.”

M7 “As he is only 2nd grade student, we only keep track of his progress via his teacher.”

M9 “I don't have detailed monitoring, but I can see what she learns from exams, etc. Whenever there is an opportunity, I try to follow up by asking questions related to what she has learned to see if it's retained.”

The last question of the parental involvement roles and strategies aims to find out whether the parent actively engages with the school and the teacher to enhance their child's success in English language learning. The question also seeks to determine the frequency of these interactions, as regular communication can have a significant impact on the child's progress in learning English. The answers provided by parents are listed as follows:

Q5 “Do you meet with the school and teacher to improve your child's English language success? If so, how often?”

M3 “I meet with the teacher as much as I can at meetings. But some days he is not present at school if he doesn't have classes that day. So, I don't meet very often.”

M7 “Yes, I talk to the teacher, I am trying to get information. I want the best for my son. However, currently, schools are very limited when it comes to English.”

Based on the answers, it is seen that most of the parents rarely talk to the English teachers, although one parent claimed that she often talks to the main teacher, she can't talk to English teacher because of the availability problem:

M9 “I meet with the classroom teacher almost every week, but I haven't met with the English teacher yet. I would want to meet the English teacher at class meetings at least.”

Some parents, like M1 and M5, mention meeting with the teacher to discuss their child's progress and any potential issues. However, they do not meet with the English teacher regularly due to reasons like teacher availability or communicating through alternative means, such as WhatsApp:

M1 “I meet the teacher if she is present and available at school. I talk to her to hear about my daughter's progress or if she has a problem with the lesson.”

M5 “I rarely go to school because we communicate on WhatsApp with teacher and my son doesn't cause trouble at school.... But unfortunately, I haven't met his English teacher yet... I think my son absolutely has interest in English because he always likes doing his English homework.”

On the other hand, parents like M2 and M8 state that they meet with teachers less frequently because their child is performing well in English and doesn't face any problems:

M2 “I don't really meet with teachers often because my son doesn't have problem in terms of behaviour or success. He likes English and teacher mostly give very positive feedbacks on his assignments. But we sometimes meet teachers in the language course to see how he is doing and what we can do.”

M8 “Since English class is only once a week and I rarely encounter her teacher at school, we meet up infrequently.”

In contrast, one of the parents like F2 demonstrate a more proactive approach. They communicate with the school, align the home learning efforts with the school curriculum, and engage with teachers when necessary to ensure their child's progress:

F2 “Yes, we communicate with the school. We pay attention to the alignment between the school curriculum and what we do at home. If needed, we discuss further with the teacher. The teacher also says that she is happy with our daughter. Sometimes, our child teaches us what she learns at school. Although we don't meet with the teacher frequently, we still ensure that everything is on track, and our teacher guides us regarding mobile applications.”

In conclusion, the parents' responses indicate varying degrees of involvement with the school and teacher to enhance their children's success in English. While some parents actively seek opportunities to meet with the teacher and discuss their child's progress, others have less frequent interactions, often due to their child's positive academic performance or limited school availability. They have a diverse way of involvement when it comes to their children's English language learning. It can also be referred from the responses and frequencies on Table 4.19 that technology plays an immense role in facilitating involvement of parents in their child's education.

4.2.2. Parental attitudes and beliefs

The second category, questions 1, 6 and 7, of the interview centres on investigating the attitudes and beliefs of parents concerning the English language and their children's English language learning process.

Within this category, three primary themes emerge, namely parental attitudes towards the English language, parental attitudes towards their children's English language learning and attitudes towards parental involvement. These themes are closely aligned with the data collection instrument employed in the quantitative part of the study.

The analysis reveals the identification and frequencies of several codes that are associated with these respective themes. According to the responses given to the first question of the semi-structured interview, two themes displayed on the table above were identified (see Table 4.20).

Table 4.20.

Parental Attitudes and Beliefs Content Analysis Part 1

Themes	Codes	Frequency
Attitude towards English Language	World language	5
	Communication	3
	Privilege	1
	Important	2
	Foreign cultures	2
Attitude towards Children's English Language Learning	Important	4
	Advantage	1
	Social Life	2
	Successful	2
	Necessary	3
	Academic Life	4
	Career Life	7
	Foreign Cultures	2

The first question of this category, also the first question of the interview, seeks to find out the parents' perspective on English as a foreign language and their attitude towards their child's learning English. It is aimed to understand whether parents believe that English language proficiency is essential for their child's education and future. By asking for reasons behind their beliefs, the question seeks to explore the motivations and considerations that influence their views on the necessity of English language learning.

Q1 "Do you think it is necessary for your child to learn English? Can you explain with reasons?"

F2 "Of course, I think it's necessary. English is the common language of the world; in addition to that, I can say that technology is the future of life. Let's be honest. Artificial intelligence, coding on computers, etc. are all done in English. Because I see these as the professions of the future and believe that they will feed people in terms of well-paying jobs, I think English is important and I want my child to learn it."

With reference to the answers, many parents, such as M2, M3, and M7, emphasize the practical benefits of knowing a foreign language, referring to improved communication with people from other countries, helping travel and enhancing social interactions. They

recognize that English proficiency is advantageous for future education and career, as it is widely used in various fields:

M2 “Yes, I think it is a privilege to know a foreign language so it will definitely be for his benefit to learn a second language. It is also important for his school and work life.”

M3 “Yes, I think it is necessary to learn English to improve himself... to be a successful individual in his future life and business life. I also believe that English is important for him to be able to communicate with foreign people more easily.”

M7 “Yes, because the better one knows and learns, they can travel to other countries and communicate with other people more and without any trouble. Isn't that, right? I believe it will be beneficial both in his social life and in his future working life.”

Others, like F1, M6, and M9, express the view that English is a universal language which is essential for success in today's world. They stress the significance of English in the context of global communication and believe that it will have a positive impact on their child's future opportunities:

M6” Yes. Since it is a language used around the world, she will need it throughout her life. I think she will need it in her social life as well in her education life for academic success.”

F1 “Of course I think it is necessary. It is the world communication language. It is also an advantage for career life in future.”

M9 “Yes, it is essential, of course. English is a universal language, and I believe it will also impact her future. I know the importance of language in human life, and I want my child to learn it for this reason.”

Responses given to Questions 6 and 7 revealed participants' beliefs and attitudes towards parental involvement in their children's English language learning process. Several codes that are identified during the analysis and their frequencies can be seen on the table below.

Table 4.21.

Parental Attitudes and Beliefs Content Analysis Part 2

Theme	Codes	Frequency
Attitude and Beliefs About Parental Involvement	Essential and Important	6
	Necessary	7
	Better environment	1
	Supportive	2
	Interest and enjoyment for the child	2
	Not necessary	1
	Actively Involved	2
	Moderately Involved	5
	Indirectly Involved	1
	Cannot be involved	2
	Not involved	1

The next question (6) of this category is about parents' perspective on parental involvement in their child's English language education and whether they believe it is essential for the child's success. Answers reveal parents' attitudes towards their role in their child's academic journey and the importance they place on actively participating in their child's education. The question also explores reasons behind their beliefs and motivations that influence their views on the significance of parental involvement in their child's overall development and achievements. The interview question and participants' related answers are listed below:

Q6 What do you think about parental involvement? Do you believe parental involvement is necessary for a child's success? If so, please state the reasons.

M5 "Parental involvement is necessary, I think. Because everything becomes more fun for the child then. My son enjoys when I study with him and ask him questions or play with him."

M9 "Family involvement is important and necessary, of course. Language learning requires continuity, and it ensures that what she learns at school is not forgotten at

home. As a family, I believe we need to keep alive the excitement of our child learning something new. My daughter is very curious about learning languages, and she always shares everything she learns with us. As a family, we should listen attentively. At least that's what we can do best."

As can be seen from the responses, parents are well aware of the importance of parental involvement in their children's lives. Some parents, like M1, M3, M4, and M7, strongly believe in the necessity and importance of being actively engaged in their child's learning journey. They view parental involvement as a means to support and complement the teacher's efforts, providing a better learning environment and fostering the child's interest in education:

M1 "I think it is necessary and important. Because we should support their education and we should kind of continue where the teacher left for the day. It is also important to keep the discipline I believe."

M3 "Yes, I think it is. It is also necessary in terms of providing a better environment for the child. I also think that if the family is supportive, the child will be more willing. I say all these things but I'm not even sure if we are good enough."

M4 "It is necessary because without practice, without speaking, I don't know how they can make progress. She can forget what she learns quickly otherwise. They learn fast in this age, but they can also forget quickly I realized recently."

M7 "Family support is always necessary, just as it is in every area. As a family I think, we should always strive to provide support to raise a healthy individual for the child's future life and development. When we participate in his school life, he becomes more interested."

On the other hand, the participant M8 expresses concerns about their own limitations in providing support due to language limitations:

M8 "In my opinion, it is more important for the child to enjoy the lessons and like the teacher. Because the family can't provide much support. We are weak in English."

Finally, M6 thinks that there should be more activities involving family participation which would result in enhancement of the child's engagement and interest:

M6 “It is 100% supportive. But I think that very few activities are done in terms of family participation. They can be given homework and projects or tasks to be done with the family or family members can take part in activities with the teacher and children at school. Our children would love that, too.”

The following question of this category is exploring the level of involvement and support families provide in their child’s English learning process. It is aimed to explore parents’ perspectives about the extent to which they actively participate in and encourage their child’s language development. The question and responses are listed as follows:

Q7 “As a family, do you think that you involve in and support your child's English learning process?”

The responses from the parents regarding their involvement and support in their child's English learning process show a diverse range of approaches and efforts. Parents like M1 and M6 demonstrate strong dedication to support their child's education. Despite language limitations, they actively take part in checking homework, providing assistance, and showing a willingness to do anything necessary for their child's learning:

M1 “We try our best. Her father is working till late hours, but I try to check her homework, help her if she has a problem. My English isn’t great, but I use translation sometimes although teacher told us to be careful when using.”

M6 “Yes. I stand behind my child to help and support everything. I am ready to do anything for her education.”

M9 “Unfortunately, it's not enough, but I support her occasionally with games. And when she wants to share something, I always listen attentively.”

M2 and F2 also express a commitment to supporting their child's language learning by enrolling them in language courses and engaging in regular discussions about their school and course activities:

M2 “Well, we do not directly play an active role in our child's language learning process, but we do our best to support him. We send him to language course, we ask what he learned at school and in the course, and we do repetitions at home.”

F2 “Within our means, as I mentioned before, we are doing our best. I believe we are aware of its importance. When necessary, I take care of things, and if I'm not available, my wife is taking care of everything. We try to get involved in some way.”

On the other hand, one of the parents, F1, expresses a lack of involvement in their child's English learning journey:

F1 “No, unfortunately we don't do anything as I told before.”

Finally, M5 highlights how other family members, such as siblings, contribute to the child's language learning by helping and answering questions when needed:

M5 “As his mother I can't involve much in his studying because I know English very little. But still, I keep track, ask questions in Turkish he tries to find English words etc. Mostly his brother and sister help him with his difficult homework or when he doesn't understand some subjects.”

4.2.3. Thoughts on ELT in Türkiye and recommendation from parents

The final question of this category, question 9, explores parents' perspectives on the process of learning and teaching English as a foreign language in Türkiye. It is aimed to understand participants' thoughts, opinions, and experiences related to English language education in Türkiye. Additionally, by asking for suggestions to the authorities, the question aims to identify potential solutions or recommendations that parents believe would enhance the quality of English language education in Türkiye. As it is a context-based question and not the focus of the current study, the analysis of the responses will not be displayed on the table:

Q9 What are your thoughts on learning and teaching English as a foreign language in Türkiye and, if any, what are your suggestions to the authorities?”

Participant M7 emphasizes the need for increased accessibility to foreign language courses, particularly through municipalities:

M7 “In my opinion, more foreign language courses should be opened by municipalities for the public, and everyone should be able to participate in these courses more easily... Language courses and schools that do not strain the financial limits of willing parents can be established.”

On the other hand, M8 expresses satisfaction with the existing English classes for second graders. While not offering specific suggestions for improvement, the suggestion to extend class hours shows the desire for more extensive language exposure for students:

M8 “I don't have a suggestion. It's just great that they have English classes starting from the second grade. Maybe the class hours could be a bit longer.”

The responses from the parents regarding learning and teaching English as a foreign language in Türkiye reveal several common thoughts and concerns. Many parents, like M1, M3, M5, and F2, express concerns about the English lesson hours, suggesting that they feel the current amount of instruction is insufficient for effective language learning. They emphasize the need for more practical application, increased class hours, and additional activities to enhance language skills:

M1 “I believe that the lesson hours and materials are insufficient. My suggestion to the authorities could be increasing the lesson hours. I think that would be better for students. Otherwise, it's very easy for them to forget what they have learned.”

M3 “I can't say anything about primary school, but education is generally weak. Once a week is too little in my opinion. There are lots of grammar work but nothing for practical application. My daughter's education is decent so far, but it's not enough for me. In the general education system as well, English teaching is insufficient and weak in my opinion.”

M5” I think that the English lesson hours in public schools are insufficient. My brother's daughter is studying at a private school and their English lesson hours are really high. I think the English class hours should be increased.... Also, equipment and facilities should be provided for more activities. There could also be extra courses after school or at weekends.”

F2 “Students lack motivation, sometimes, class hours are cut short to focus on other subjects, and courses are loaded with the curriculum and might be disconnected from technology at times. Maybe measures focused on speaking can be implemented to improve language skills. Of course, first and foremost, we need to understand the comprehension skills of our own language in order to have a foundation for speaking a foreign language. Otherwise, it becomes much harder for children. This is my opinion.”

Additionally, some parents, such as M4 and F1, highlight the importance of making English lessons more engaging and enjoyable through activities like games, music, and movies, which can boost student motivation and interest in the subject. F2 further emphasizes the significance of comprehension skills in the native language as a foundation for successful foreign language learning:

M4 “We are only parents, we can’t tell what to do but I think that children will be more willing and interested if English lessons are taught in a more fun way like in the form of games, music, and movies at school. I can see my son and his friends enjoy this way very much.”

F1 “...I wish there was practical application classrooms in every school for children to use the knowledge they learn in school. The teacher and the student should use English in that environment, otherwise, they are just given information to memorize and that is in vain.”

As a result, the responses from all three themes in this category demonstrate a mix of parental involvement and support from parents in children’s English learning process. While some parents actively engage and make efforts within their capabilities, others admit that they still need to improve.

Encouragingly, most parents have a positive attitude towards parental involvement and seem aware of the importance of English language in their child's language education, so they try to contribute in some way.

4.2.4. Barriers to parental involvement

The final category of the interview, also the final section of the qualitative analysis, explores the potential barriers that prevent parents from being involved in their child’s English learning journey.

Question 8 aims to explore those challenges and obstacles that parents may face in actively engaging in their child’s education. Themes identified based on Arias and Morillo-Campbell’s study (2008) and codes that are identified according to the responses are presented on the table below.

Table 4.22.

Barriers to Parental Involvement Content Analysis

Themes	Codes	Frequencies
School-based	Education system	1
	Other lessons	1
Lack of English Proficiency	Limited English knowledge	3
	Can't speak English	2
Logistical Issues	Time	4
	Work	2
	Family	2
	Small neighbourhood	1
	Financial issues	2

The question exploring the barriers to parental involvement and some of the responses from the participants are listed as follows:

Q8 "As a family, what could be the reasons that prevent you from participating in your child's English learning process?"

When the responses are observed, several common reasons that prevent them from actively participating in their child's English learning process can be obtained. Time constraints emerge as a significant factor, as seen in the responses from M3, M4, M5 and M9. Busy schedules, house chores, and other family related issues make it challenging for these parents to give sufficient time for supporting their child's language studies:

M3 "I'm a housewife but there are many times that I can't support or help my child with his homework and lessons because I can't spare time due to house chores and guests."

M9 "Time is a big problem. When it's evening, we get busy with dinner, teatime, homework so we don't always have enough time. I don't work outside but I'm a volunteer at a center, so it takes my time as well."

M4 "She has a baby sister so sometimes it is very difficult to do any activities together. Work life is also preventing me."

M5 "Since we are a big family, I can't always take care of his studies and school life."

Financial limitations are also cited as an obstacle, as expressed by M7 and F2. The cost of materials, books, and courses related to English learning are expressed to be an obstacle for some families, limiting their ability to provide additional resources and support to their child's language education:

M7 “Financial issues are a big obstacle. If I want to buy a book now for example, no matter what lesson, they are so expensive. English books are even more expensive as far as I know... And because we don't speak English, that seems all we can do but we would always support him for his education and improvement.”

F2 “If what she learns in her lessons goes beyond our knowledge, it can be challenging, and it will probably be like that in the future. Similarly, the high cost of materials and courses also affects us...The opportunities that are available in our neighbourhood can be a disadvantage as well.”

Language proficiency is another common concern, as mentioned by M1 and F2. These parents lack confidence in their own English proficiency, so they claim to feel hesitant or hindered when it comes to involvement in their child's English language learning:

M1 “Well, as I told you before, my English isn't really good. So, that really prevents me from helping with some worksheet and homework. Another thing is other lessons. Sometimes it can be difficult to spare time for English because other teacher gives so many assignments, I can't keep track of everything alone.”

In summary, the qualitative analysis of primary school parents' attitudes towards English language learning and their involvement in their children's learning journey indicate an overall positive attitude towards both aspects. The findings suggest that parents recognize the significance of English language proficiency in their children's lives and express a strong commitment to supporting their language development. Despite facing certain obstacles that might hinder their active participation, such as limited English proficiency or time constraints, parents display a willingness to engage in their children's language learning journey through various means such as providing support with materials, actively listening to their children's language-related experiences, and seeking alternative ways to contribute to their English language learning.

CHAPTER V

DISCUSSION

5.1. Parental involvement in the process of children's learning English as a foreign language

The first research question of the current study aimed to find out the degree of parental involvement in the process of children's learning English as a foreign language. The results showed that parents of the primary school students are moderately involved in their children's language learning process. Among three subdimensions of the Parental Involvement Scale, the highest mean score belonged to "Logistical Indirect Help". This finding was similar to the findings of Kalaycı & Öz (2018)'s study which also revealed that parents hold favourable perspective towards providing indirect assistance in their children's education and they recognize the importance of this type of support in the teaching and learning process.

Logistical Indirect Help dimension is closely related to Epstein's "Parenting" type of the model. When the items of the questionnaire were observed, it was found that parents are involved in their children's learning slightly higher than moderate in this type of involvement. About six items in the questionnaire referred to "Parenting" category of Epstein's model. Mean values reveal that parents often dedicate quality time to family-oriented activities. They establish regular schedules for essential activities like sleep, homework, meals, and bedtime. Parents also emphasize the role of modelling behaviour for their children, employing polite expressions such as "thank you" and "please." Praising their children's efforts seem to be a regular practice as well. All aforementioned items in this dimension are also linked to Hoover-Dempsey and Sandler's (H-DS) "Modelling" mechanism of Level 3 which shows that parents are being indirectly involved or creating the foundation to be involved in this case, by modelling the desired behaviour.

Parents may be inclined to take a more proactive role in this dimension due to its simplicity and convenience that facilitate their ability to provide indirect support, as opposed to other dimensions which are related to offering academic support and maintaining regular communication with schools and teachers. These findings were further supported by the qualitative data gathered through interviews with parents. The interview responses indicated

that parents expressed a willingness to actively participate in their children's English learning journey however they also stated the barriers that prevented them to support more. Overall, the responses provided by the parents offered valuable insights into the various ways they support their children's English learning at home.

Both quantitative and qualitative findings show that parents have strong awareness of the benefits of parental involvement, and they try to take active roles in fostering their children's language development. Responses in the interview revealed that some parents focus on expanding vocabulary and watching educational videos together, while others complement school education by enrolling their children in foreign language courses. Most importantly, results show that technology plays a vital role, with parents using mobile applications and online games shared by teachers to enhance language skills. However, the analysis also revealed the existence of various constraints and barriers such as limited English proficiency, time constraints or financial issues, that hindered some parents' complete involvement and affected others' full involvement to the extent they desired.

This finding is in line with the study of Al-Mahrooqi et al. (2016), in which they investigated the advantages, difficulties, and behaviours of Omani parents concerning their children's English language education. The findings indicated that Omani parents are very much aware of the significance of their involvement and its potential benefits for their children. However, despite this awareness, their actual engagement in their children's education remains quite restricted. Another study conducted by Wang, Deng and Yang (2006) involving a large low-income sample from northwestern China (N = 12,724) explored how family economic status influences parental involvement in children's education. It found that parents' expectations for their children's educational success and their perceived barriers to involvement mediated this relationship. Notably, these mediating factors were most pronounced among highly educated mothers, emphasizing the interplay between economic status, parental education, and parental involvement in Chinese families.

The “Learning at home” type of Epstein’s involvement encompasses activities done at home to support children’s learning process and is closely linked to “academic support” dimension of the current study’s PI questionnaire and some questions of semi-structured interview. Although parents expressed various forms of involvement when it comes to nature of the academic support dimension, it still received a moderate level of involvement and with the lowest mean value among others. One of the reasons may be because the

questionnaire form was limited in terms of providing items including academic support activities. The section included only a limited number of items and it mostly focused on supporting activities, such as word translation into Turkish and guidance with assessment questions, which may have constrained the range of responses from parents about different other supporting activities. Results showed that parents occasionally assisted children with Turkish translation regarding assignments requiring comprehension. On the other hand, they rarely help with the assessment questions.

Qualitative findings help in understanding the results of this dimension better although it is constrained to the limited number of participants. It is clear that some parents are actively involved in their children's English learning process by asking words to check vocabulary retention, assisting their homework or playing games with them. "Reinforcement" and "Instruction" mechanisms of the H-DS model can summarize this dimension better by suggesting that families help children learn better in school by using traditional methods like assisting with homework and quizzes and this supports their understanding and behaviour, reinforcing what they already know. Additionally, "Instruction" mechanism explains parents doing retention activities or giving the Turkish translation of the words. Domitrovich and Welsh (2004) showed that parental involvement in children's at-home reading activities positively influenced reading skills, language comprehension, and interest in reading. Bartel (2010) demonstrated a similar trend in math, where parental involvement in math assignments led to better math grades.

"Communicating" type of Epstein's model highlights the importance of communication between educators and parents in the following dimension. According to the findings in the school-based context including meeting with school and teachers, "relation with teachers" dimension, parents seem to be more hesitant and "sometimes/occasionally" involved in their children's English learning process. Their engagement with teachers seems to be driven by the need for updates on their child's overall development rather than specifically focusing on language learning. Although it mostly depends on the several variables, which will be discussed further on, Linse et al. (2014) also found in their study that while English language teachers acknowledged the importance of a positive relationship with parents, they also expressed that some parents were not actively engaged with the school most of the time. On the other hand, Lee's (2008) study demonstrated a high and active involvement from parents in children's English learning process despite some barriers such as language proficiency, available time etc.

Overall, the results of the third dimension indicate a range of involvement levels, from infrequent meetings to regular communication with teachers which did not have a high frequency. Some parents claimed to be content with their child's performance and don't prioritize frequent meetings, while a few parents showed a strong desire to be actively involved in their child's language learning process and seek opportunities for improvement and alignment with the school's efforts. Similarly, Mafa and Makuba (2013) examined the level of parental involvement in children's education at schools and their research demonstrated that parents clearly recognized the significance of parental involvement however various obstacles constrained such involvement.

In the same vein, current study shows that parents appear to be hesitant in their interactions with teachers, leading to similar outcomes in their active involvement with school activities as well. With reference to the qualitative results, one possible reason contributing to this hesitancy is availability of teachers at schools, which makes it challenging for parents to establish regular communication. Almost half of the parents claimed that English language teachers are not always present at school due to their packed schedule and availability on certain days. In such cases, parents may find it difficult to reach out to teachers due to their inconsistent availability, which could hinder effective communication and collaboration.

In addressing the concept of "quality of involvement," as outlined by Pomerantz and colleagues in 2007, the findings of the current study suggest that parents exhibited a higher degree of involvement within the home-based context. This form of involvement appears to lean toward being more controlled and person-focused. Similarly, when the mean values of PIQ items were considered, little or no autonomy support were observed in terms of parental involvement form. However, regarding the qualitative data as well, it could be seen that parents have positive beliefs about their children's potential, their interest in their children's day at school and their conversation with them is a sign for positively affective involvement form. Pomerantz and colleagues (2007) have previously proposed that home-based parental involvement tends to be more widespread in comparison to parental involvement in school-based activities. However, it's worth noting that the quality of this involvement can exhibit variations. This implies that while parents may be more actively engaged in their children's education at home, the nature and effectiveness of their involvement may differ, due to the several factors and constraints that were discussed previously. For example, strict parenting methods and a high degree of discipline at home were found to have a detrimental effect on

children's learning and cognitive development, as suggested by Ying and others in their study (2019) about home-based parental involvement and academic performance.

In conclusion, given the diverse backgrounds of the participants, a moderate level of involvement was predicted as a general outcome. This hypothesis finds reinforcement in the qualitative findings, where certain parents demonstrated keen involvement and a deep understanding of the significance of parental involvement. Conversely, some parents claimed to be unable to participate in their children's learning processes due to barriers hindering active involvement.

5.2. Influence of gender, age, educational background, and self-reported English proficiency on parental involvement

The second research question aimed to investigate whether significant differences existed among the independent variables, including parents' age, gender, educational background, and English proficiency, in relation to their involvement in their children's English learning process. The findings reveal that parental gender does not impact the extent of parental involvement. While there isn't a statistically significant difference between gender and involvement overall, it's worth noting from the mean scores that mothers tended to be slightly more involved than fathers, except for one sub-dimension where fathers had a slightly higher mean score. However, Tanaka and Takeuchi (2023) in their study investigating impact of parental values towards English and parental involvement found that there was a significant mean difference between gender of parents and mothers of children in grades 4-6 were more involved than fathers in their children's education. One potential explanation for the slightly higher overall involvement of mothers according to the mean scores could stem from the sample of the study, which mostly consisted of mothers, with 80% of them being non-working individuals. This circumstance likely made it possible to engage more actively in their children's learning experiences.

Referring to the results that explores a statistically significant distinction between parents' age and their level of involvement, a corresponding significant difference can be seen between parents' age and their relationship with teachers within the parental involvement sub-dimension. The finding is in line with Poyraz's study (2017), including 343 parents as participants, revealed that age of parents has an influence on level of parental involvement in their children's English language education. The statistical analysis indicates a distinction in the level of parental involvement in their children's English language learning

process between parents aged 25 and below, and those within the 26 to 45 age range. Upon comparing mean differences, it became evident that parents aged 25 and younger were less engaged compared to other age groups. This trend can be attributed to various reasons. During the interview phase, some parents expressed their dissatisfaction with their participation in their children's English learning because they had a younger child who were either infants or toddlers, demanding a significant amount of attention and care. Conversely, parents aged 45 years and older exhibit the highest mean score in the Logistical Indirect Help subscale, which may be attributed to their experience in caregiving and creating a nurturing home environment. Evidently, parents between 26 and 45 years old are involved slightly higher than other age groups. However, involvement seems to decrease as the parents get older than 45 years old and parents under the age of 26 might need additional awareness or motivation to become more engaged in their children's English learning journey. These findings are consistent with a study conducted by McDermott (2000) who discovered that while middle-aged parents believed they should teach mathematics, older parents expressed that they typically felt like outsiders in the educational system and found it awkward to get involved, leading them to believe that it is the responsibility of teachers to teach.

The study's findings reveal a statistically significant difference between the mean scores of parental education levels and sub-dimensions of parental involvement. Specifically, statistical analysis identifies a significant difference in involvement levels within the "Relation with Teachers" and "Academic Support" dimensions, based on participants' education backgrounds. Participants holding a high school degree and those with primary or secondary school degrees display notable variations in their involvement within the aforementioned dimensions. On the other hand, deeper exploration points to the specific groups that demonstrate higher involvement scores. Parents with an undergraduate degree consistently exhibit higher mean scores in both the Relation with Teachers and Academic Support dimensions. As participants with an undergraduate degree may possess a stronger foundation in education, they potentially have a more proactive approach to both teacher interactions and academic support at home. Interestingly, the Logistical Indirect Help dimension reveals that parents with a primary school background display a relatively higher involvement score. This distinct involvement pattern could be linked to the nature of their engagement. This group might prioritize indirect methods of assistance, influenced by their own educational experiences. This observation is consistent with the findings of Kyriacou and Zhu's (2008) study. They discovered that the impact of parents with lower educational

backgrounds on their children's English learning was largely positive and more indirect, which appeared during the later stages of their academic journey. Similarly, Pena (2000) found that parents with a lower degree of education participate in a wider range of indirect school activities more frequently than parents with more advanced degrees.

Regarding the influence of English proficiency level of parents on their involvement in their children's English learning process, it was concluded that there is a statistically significant difference in terms of the level of involvement and English proficiency level of parents. This difference emerged in the academic support sub-dimension. Further analysis revealed that parents holding an intermediate level of English differ from parents with no English level in terms of their extent of involvement. When mean scores are compared, parents with intermediate level of English demonstrate a higher level of involvement in all three sub-dimensions. On the other hand, participants lacking English proficiency display the lowest involvement scores across all three sub-dimensions, which indicates a moderate level of involvement. This result is also supported with qualitative analysis. Parents with limited English proficiency stated it as one of the potential barriers in actively engaging with their children's educational experiences. The similar result is found in Palfreyman's qualitative study (2011) which explores the influence of close family members on a group of Emirati university students' English language development. They found that family members involvement was primarily through verbal encouragement, which was limited to a positive and indirect form of involvement. This was mainly due to the parents' lower educational levels and lack of proficiency in the English language. Similarly, Crozier and Davies (2007) found that despite limited interaction with schools, parents' positive attitudes and contributions played a significant role in shaping their children's educational values and aspirations.

5.3. Parental attitudes towards learning English as a foreign language

The primary focus of the third question in the present research was to investigate parental attitudes concerning the learning English as a foreign language. The results of the descriptive analysis indicated that parents exhibited a favourable attitude towards English language, and their attitude on their children's English learning experiences was very close to positive attitude. The items with the highest mean values indicate certain patterns in parental attitudes, while those with lower mean values reflect other nuanced perspectives.

Concerning Gardner's parental attitude roles (1985), the first dimension of the Parental Attitude Questionnaire can be classified as the "passive" role. This role is fundamentally difficult to assess, as it is about the attitude towards the foreign language community. Nevertheless, in the present study, for the purpose of clearer discussion and analysis, passive roles will be associated with attitudes including views towards the English language and its community.

Among the higher mean values, it's evident that parents recognize the significance of learning a foreign language, especially English. This understanding is supported by their respect for English speakers and their belief in the necessity of learning English. Additionally, the recognition that learning English is valuable for everyone signifies a widespread understanding of its significance as a "global language" (Crystal 2003). These results show parents' positive attitudes towards English as their "passive roles" for their children's learning English process. Interestingly, while parents acknowledge the importance of English, their strong attachment to their native language, Turkish, is also apparent. This result indicates that while parents value English language and acquisition, they may also try to maintain a cultural connection.

Qualitative findings align with statistical analysis of the current study. During the interview process, all participants acknowledged the significance of English language and the practical benefits of knowing a foreign language, referring to improved communication with people from other countries, helping travel and providing career opportunities. This result corroborates with a study conducted by Tavil (2009). They investigated parental attitudes towards English language for kindergarten students and the results showed that the majority of parents are strongly in favour of exposing their children to English immersion programs in kindergartens as they believe in the effectiveness of the programs for enhancement of career prospects in future.

Conversely, the lower mean values for specific items, which were reverse coded, highlight positive attitudes rather than negative ones. Parents don't perceive English as difficult, boring, or unimportant. Graddol (2006) suggests that the global popularity of English can impact both education and communication. Parents recognize that having strong English skills is valuable in our rapidly changing world. Therefore, their positive attitude toward learning English reflects a forward-looking perspective that acknowledges the significant advantages and opportunities associated with mastering this widely spoken and

influential language. Moreover, the tendency to find the English language amusing or entertaining could contribute to a more enjoyable and engaging learning experience for both parents and children.

“Active role” identified by Gardner (1985) refers to parents’ interest, motivation or encouragement towards their children’s language learning process. In relation to the second dimension of the questionnaire, which explores parental attitudes concerning their children's English education, an overall positive attitude was observed. Nonetheless, this positive attitude is slightly less intense when compared with their attitude towards the English language. Upon reviewing the mean values for this subscale, certain items stood out with notably high mean values, reflecting specific aspects of parental attitudes.

For instance, the item with the highest mean value highlighted parents' positive “active role” which is their strong desire to facilitate the best possible English language learning for their children. Similarly, parents expressed happiness and pride when their children get better English grades or when they are able to use English language effectively both in speaking and writing.

However, the analysis also revealed specific variations in parental attitudes. For instance, the findings indicate that some parents display reluctance when investing in materials like books or magazines to assist their children's English learning. Insights from qualitative data might offer a partial explanation as some parents cited financial barriers as hindering their involvement or their “active role” in this context. Similarly, the average score for parents seeking guidance from teachers for English lessons suggests a hesitancy which aligns with the moderate level of involvement in the “Relation with Teachers” subscale of Parental Involvement. Rodriguez et al.’s study (2014) also discovered that when parents believe that educators and schools are actively trying to involve them in the educational process, they may be more inclined to participate in parental involvement activities. In addition, the current study reveals that the perception of certain subjects holding more importance than English implies a hierarchy of priorities within their children's education.

Overall, the results illustrate a predominant positive attitude among parents towards English as a foreign language and their children’s learning English. Their awareness of its importance, combined with a positive attitude of the language could serve as a foundation for effective involvement.

5.4. Influence of age, gender, educational background, and self-reported English proficiency on parental attitudes towards EFL

The fourth research question in the current study aimed to look into the potential influence of independent variables, including factors like age, gender, educational background, and English proficiency, on parents' attitudes towards the English language, as well as their children's English learning process. The findings of the statistical analysis revealed a significant mean difference among age variables. According to the results parents who are between 36 and 45 years old differ from parents who are above 45 years old in terms of their attitude.

When mean scores are observed, younger participants, specifically those aged 25 and below, displayed the highest mean score, while participants aged 46 and above recorded the lowest mean score across both attitude dimensions. Younger parents might have experienced more interactive and contemporary language teaching approaches during their education, which could contribute to their more positive attitude towards foreign language learning. Conversely, older parents may have been exposed to more traditional language instruction methods, which could influence their perspective on language learning. Qualitative findings support that technological advancements could be a contributing factor as well. Younger parents are likely to be more familiar with using technology and online resources for language learning, which could make the process more appealing and accessible to them. For instance, Purnama (2022) also revealed in their study that along with several contributions, technology led to an increased motivation and positive attitude toward learning English language. In contrast, older parents might have had fewer opportunities to utilize these tools, which could impact their attitude towards language learning as one of the participants mentioned and criticized during the interview process.

Regarding the effect of parental gender, the statistical analysis indicates that there is no statistically significant mean difference between the gender of parents and their attitudes across the dimensions of English language and their children's English learning. This implies that, on average, gender does not appear to play a significant role in shaping these attitudes. This result is in line with Cansler's study (2008), where she found no significant mean difference between parental gender and attitude towards foreign language education. Both mothers and fathers exhibited an overall positive attitude towards the English language, with mothers slightly having higher score than fathers in terms of mean values across both

dimensions. In many cultures, women are often associated with nurturing and education, which could lead to mothers being more actively involved in their children's language learning and consequently, showing slightly higher positive attitudes. This finding should be considered within the context of the study's limitations. Consequently, the statistical analysis did not reveal a significant difference in attitudes between mothers and fathers towards English language. This observation corroborates with the prevalent trend of equal involvement in child-raising within modern parenting.

The study's findings also reveal a statistically significant difference in mean values for the education level variable in relation to both sub-dimensions of parental attitude towards English language and their children's English learning. In terms of the broader perspective on the "Parents' Attitudes towards English Language," it becomes apparent that parents with varying education levels hold differing perceptions of the language. Participants with higher education levels tend to exhibit more positive attitudes towards the English language. This might be attributed to their exposure to diverse educational experiences, which might lead them to gain awareness of the global significance of English language. In a corroborating qualitative study conducted by Griva and Chouvarda (2012), the majority of parents stated that they assisted their children in learning foreign languages due to their own personal enjoyment from getting involved in the English language learning process, as well as their high level of education and proficiency in the target language.

Moving to the sub-dimension of "Parents' Attitudes towards Their Children's Learning English," parents who have pursued higher levels of education tend to show more supportive attitudes towards their children's English language learning journey. This suggests a connection between parental education and their recognition of the value of English proficiency for their children's future opportunities. Similarly, Demirtaş (2007) conducted a study to investigate the attitudes of Turkish parents regarding the English language education of their secondary school children. The results showed that positive attitudes were more prominent among parents with higher education along with higher income and better living conditions. These findings indicate the role of socio-economic and educational factors in shaping parental attitudes towards the English language and their children's English learning. Similar to the context of gender variable and attitude, it's important to recognize that in addition to education level, other aspects such as cultural background, societal norms, and personal experiences may also contribute to the observed variations in attitudes.

The statistical analysis indicates significant mean differences in both the "Parents' Attitudes towards English Language" and "Parents' Attitudes towards Their Children's Learning English Language" dimensions based on English language proficiency levels. The post-hoc test results further emphasize this, demonstrating that there's a significant distinction in attitudes between parents with an Intermediate level of English proficiency and those who possess beginner or no knowledge of English. When considering the sub-dimension of "Parents' Attitudes towards English Language," it is observed that participants with an intermediate level of English proficiency display the highest mean scale score. This suggests that parents who have achieved a moderate level of English proficiency tend to hold more positive attitudes towards the English language itself. On the contrary, participants who do not know English or have a beginner level exhibit lower mean scale scores in this dimension. This could be attributed to the fact that individuals with a grasp of the language may appreciate its value and relevance more, leading to a more positive attitude. This is evident in a study conducted by Tseng (2013), where significant correlation was found between high-proficiency learners' English skills and their positive attitudes towards both culture and the English language.

Regardless of their English proficiency level, parents generally maintain a positive attitude towards the English language overall. However, when it comes to their attitudes regarding their children's learning of English, parents with a higher level of English proficiency tend to hold a slightly more positive attitude. This might be due to their better understanding of the language learning process, leading to greater support and enthusiasm for their children's language acquisition journey. Results highlight that familiarity with the language is associated with more positive attitudes, both towards the language itself and its role in children's education.

5.5. The relationship between parental involvement and parental attitudes

The final question of the current study was to find out whether a relationship between parental involvement and parental attitudes towards English language learning exist. The Pearson correlation analysis was conducted to examine the linear associations between these concepts and their subdimensions. For the first subscale of Parental Involvement, the results indicate a statistically significant, positive, and weak correlation between the "Relation with Teachers" and "Parents' Attitudes towards English Language" dimension of Parental Attitude. This suggests that parents who perceive a positive and supportive relationship with

their children's teachers tend to have more favourable attitudes towards the English language or vice versa. This correlation might reflect effective communication and collaboration between parents and teachers predicts parents' perceptions of the language's importance for their children's education.

Similarly, the "Relation with Teachers" dimension of Parental Involvement also demonstrates a statistically significant, positive, and weak correlation with "Parents' Attitudes towards Their Children's Learning English." This suggests that parents who feel more connected to their children's teachers are likely to exhibit more positive attitudes towards their children's English language learning. This connection could be due to the parents' increased awareness of their children's progress and challenges in learning English, resulting in a more supportive stance. This is further corroborated by the study conducted by Amjadiparvar and Zarrin (2019) in which the outcomes of statistical analyses demonstrated a positive and significant relationship between the language awareness and motivation levels of EFL learners.

The similar correlation between the dimension of Parental Involvement related to "Academic Support Parents Can Provide at Home" and "Parents' Attitudes towards English Language" and "Parents' Attitudes towards Their Children's Learning English" indicates that when parents are actively involved in providing academic support for their children's learning at home, they are more likely to hold positive attitudes towards the English language. This connection underscores the importance of parental involvement in fostering a positive learning environment for their children.

The sub-dimension "Logistical Indirect Support for Children" within the Parental Involvement dimension demonstrates statistically significant, positive correlations with both "Parents' Attitudes towards English Language" and "Parents' Attitudes towards Their Children's Learning English." This suggests that parents who provide logistical support to facilitate their children's learning experiences also tend to have more favourable attitudes towards the English language. This correlation emphasizes how practical support, such as arranging learning resources or extracurricular activities, are probably contributing to shaping parents' attitudes.

Overall, the findings reveal a moderate, positive, and significant correlation between these two general concepts. This means that parents who are more actively involved in their children's education are also more likely to exhibit positive attitudes towards English

language lessons. This significant relationship highlights the cooperative effect of parental involvement and attitude on promoting a favourable learning environment for students. Although the correlation was naturally predictable, there is one study contradicts with the current result. In a study carried out by Bracke and Corts (2012), the researchers examined parental involvement among parents with elementary school children in a Midwestern school district. Their primary objective was to explore how parental attitudes towards involvement correlated with their actual involvement. Despite their predictions, the study's findings revealed that there was no substantial predictive connection between parental attitudes and the extent of their involvement.

In summary, the correlation analysis of the current study shows consistent patterns of positive associations between different dimensions of Parental Involvement and Parental Attitude towards English language education. These findings emphasize the importance of collaborative efforts between parents and educators in enhancing students' language learning experiences. Additionally, the results suggest that a moderate level of parental involvement corresponds with positive attitudes towards English language education, emphasizing the potential for a mutually reinforcing relationship between involvement and attitude. It is clear that parental involvement and parental attitude cannot be thought of separately. Based on the conducted analyses and the accumulated knowledge from the literature, it can be said that parental attitude, barriers to involvement, and parenting styles collectively shape parental involvement.

CHAPTER VI

CONCLUSION

6.1. Summary of the Results

One of the aims of the study was to determine parental involvement in children's English learning as a foreign language. The results revealed that parents of primary school students are moderately engaged in their children's language learning. Notably, the "Logistical Indirect Help" dimension received the highest mean score, reflecting parents' involvement in activities related to family-oriented routines and modelling behaviours. The study indicated that this dimension aligns with Epstein's (1997) "Parenting" type and Hoover-Dempsey and Sandler's (2005) "Modelling" mechanism. While parents demonstrated willingness to support their children's English learning, barriers such as limited English proficiency, time constraints, and financial issues hindered complete involvement. The findings corresponded with previous research, underscoring parents' awareness of involvement benefits but limited actual engagement. The "Learning at home" type showed moderate academic support, often aiding with comprehension assignments but less frequently with assessments. Communication with teachers, within the "Communicating" type, exhibited varying levels of involvement, influenced by factors like teacher availability. Overall, the study demonstrated diverse parental engagement, influenced by both proactive interest and barriers.

Regarding the investigation into the impact of various independent variables on parental involvement in their children's English learning process yielded insightful findings. Gender was found to have no statistically significant effect on parental involvement, though mothers tended to be slightly more engaged than fathers, except in one sub-dimension. Parents' age displayed a meaningful relationship with involvement, with parents aged 25 and below demonstrating lower engagement, and parents aged 45 and above displaying higher involvement. Parents between 26 and 45 years old exhibited the highest involvement. Educational background exhibited distinct patterns, with parents holding undergraduate degrees being consistently more involved, and those with primary school backgrounds focusing on more indirect forms of assistance. English proficiency was a significant factor, as parents with intermediate English skills displayed higher involvement, while those lacking proficiency exhibited moderate involvement. Qualitative findings and existing

literature aligned with these findings, emphasizing the impact of language proficiency and educational background on the nature and extent of parental involvement in their children's English learning journey.

The exploration of parental attitudes regarding their children's English learning process revealed an overall positive attitude. Parents showed a positive attitude towards English language, recognizing its significance as a global language and its practical benefits. This favourable view aligned with Gardner's "passive" role with parents valuing foreign language and culture. Qualitative data supported these findings, highlighting the practical advantages of English proficiency. On the "active" role front, parents displayed enthusiasm for facilitating their children's English education and took pride in their progress. On the other hand, it was observed that parents had reluctance in investing in materials due to financial constraints and hesitation in seeking teacher guidance were observed.

The impact of independent variables on parental attitudes towards the English language and their children's English learning process provided insights with minor differences. Age was found to influence attitudes, with younger parents displaying more positive perspectives, possibly due to exposure to modern language teaching approaches and technological advancements. Gender did not yield significant differences in attitudes, although mothers exhibited slightly higher positivity, reflecting possible cultural and gender role influences. Education level was a significant determinant, with parents possessing higher education exhibiting more positive attitudes towards the English language and their children's learning journey. English proficiency also played a crucial role, where parents with intermediate proficiency levels displayed the most positive attitudes, indicating a deeper appreciation for the language's value. These findings highlight the multifaceted nature of attitudes, shaped by factors ranging from education to language proficiency, each contributing to a rich understanding of parental attitudes on English language learning.

In conclusion, the investigation into the relationship between parental involvement and parental attitudes towards English language learning revealed noteworthy findings. The study identified positive and statistically significant correlations between various dimensions of Parental Involvement and both "Parents' Attitudes towards English Language" and "Parents' Attitudes towards Their Children's Learning English." The data suggest that parents who engage more actively with their children's education tend to hold more positive attitudes towards the English language and their children's English learning process. The

study demonstrates the interdependence of parental involvement and attitude, highlighting the collaborative impact of these concepts in creating an encouraging learning environment. These results align with the existing literature, demonstrating the interconnected nature of parental involvement and attitude. The study contributes valuable insights to the field, emphasizing the importance of fostering a harmonious relationship between parents and schools to enhance language learning experiences.

6.2. Recommendation for Further Studies

The present study examined the relationship between parental attitudes and involvement in learning English as a foreign language. The research also emphasized the significant role parents played in their children's foreign language education, focusing on a specific district in Ankara involving parents of primary school students. To extend the scope, future studies could include a more diverse range of contexts and settings.

In addition, future studies could explore diverse parental roles in various language learning aspects, such as investigating different parental involvement programs. The current study solely explored perspectives of parents on involvement and attitudes, therefore, further research could include perspectives of school administration and students.

Furthermore, it would be valuable to conduct a longitudinal study to analyse how parental involvement and attitudes influence English language learners' academic achievements. Additionally, investigating parental involvement and attitudes in a broader context and including socioeconomic status data using an advanced scale could be considered in future research. There's also a need to identify effective strategies to enhance parental support to the learning process and promote positive parental attitudes toward their children's English language acquisition.

6.3. Implications

The moderate level of parental involvement observed in the current study suggests that there is room for improvement in actively engaging parents in their children's English language education. Educators and policymakers should recognize the significance of parental involvement and work to develop strategies that encourage more direct involvement. Efforts should be made to address the barriers identified, such as limited English proficiency and time constraints, by offering resources and support adapted to parents' needs.

To ensure parental involvement, educators should acknowledge the impact of factors such as parents' age, educational background, and English proficiency. By providing support that would assist diverse parental characteristics, schools can bridge the gap between different groups of parents and create an inclusive environment that encourages their participation.

Additionally, schools and educational institutions could try to nurture a collaborative environment where parental involvement and positive attitudes reinforce each other. This could involve workshops, seminars, and information sessions that empower parents to actively contribute to their children's language learning journey.

It becomes evident in the study that despite their importance, parental involvement remains insufficient for various reasons. In this regard, this finding carries several implications for universities as well. For instance, universities could introduce modules that emphasize communication strategies to help enhancing the communication between teachers and parents. Moreover, integrating real-life case studies into these lessons could provide teacher candidates with practical insights into addressing challenges related to parental involvement. By preparing educators in this manner, universities can contribute to recognition of parents as a valuable partner in education and highlight the importance of their involvement to enrich students' learning experiences.

The positive correlations identified between parental involvement and attitudes emphasize the long-term benefits of fostering these aspects. Conducting further studies that track students' language proficiency and attitudes over time can provide insights into the sustained impact of parental involvement and positive attitudes on language learning outcomes.

In conclusion, the findings of this study can offer valuable guidance for educators, policymakers, and other stakeholders involved in English language education. By reinforcing the positive parental attitudes and addressing the barriers to involvement, the educational landscape can be enriched, leading to improved language learning outcomes and more empowered students.

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APPENDICES

APPENDIX 1: Ministry of National Education Research Permission



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : E-14588481-605.99-66277765
Konu : Araştırma İzni

20.12.2022

BAŞKENT ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi: a) 29.11.2022 tarihli ve 182577 sayılı yazınız.
b) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2020/2 nolu Genelgesi.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yüksek Lisans Öğrencisi Süveyda GÖNÜLER KESKİN'in "İngilizce Öğrenimine Yönelik Tutum ile Aile Katılımı Arasındaki İlişkinin İncelenmesi" konulu tezi kapsamında Çubuk ilçesine bağlı okullarda uygulanacak olan veri toplama araçları ilgi (b) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Millî Eğitim Temel Kanunu ile Türk Millî Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Harun FATSA
Vali a.
Millî Eğitim Müdürü

Ek:
Uygulama araçları (6 sayfa)
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Kep Adı : İnternet Adresi: ankara.meb.gov.tr Faks:
Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evrakorg.meb.gov.tr> adresinden c5ab-2999-3faf-aa3a-e284 kodu ile teyit edilebilir.

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

APPENDIX 2: Parental Involvement Questionnaire

İngilizce Dersi Aile Katılım Anketi

Sayın Veliler,

Bu ankette, ailelerin İngilizce derslerine ilişkin tutumlarını ve çocuklarının öğrenme etkinliklerine katılım düzeylerini tespit etmek amacıyla yapılan bir araştırma için görüşleriniz istenmiştir. Kişisel bilgiler kısmında siz velilerin sosyo-kültürel ve ekonomik özelliklerinizi belirlemeye yönelik sorulara yer verilmiştir. Lütfen sizin için uygun olan seçeneğin karşısındaki kutucuğa "X" işareti koyarak soruları cevaplayınız. İkinci kısımda verilen ifadelerle ne ölçüde katıldığınızı anlamları verilen numaralarla derecelendiriniz. Lütfen tek bir cevap veriniz. Bütün soruları cevaplamaya özen gösteriniz.

1. *Asla* 2. *Nadiren* 3. *Bazen* 4. *Çoğunlukla* 5. *Her zaman*

Anketlerde ad-soyadı yazılmayacak ve verdiğiniz cevaplar kimseyle paylaşılmayacaktır. Veriler yalnızca akademik araştırma amaçlı kullanılacaktır. Bu yüzden soruları içtenlikle cevaplandırmanız büyük önem arz etmektedir. Katılımınız ve çalışmaya olan desteğiniz için çok teşekkür ederim.

Süveyda Gönüler Keskin
(İngilizce Öğretmeni)

Başkent Üniversitesi, İngiliz Dili Öğretimi
Yüksek Lisans Öğrencisi

NOT: Anketi, çocuğun eğitimiyle daha çok ilgilenen ebeveynin doldurması rica olunur.

BÖLÜM 1

Lütfen bu soruları dikkatlice okuyup size en uygun cevabı (X) ile işaretleyiniz.

1. Anketi cevaplayan kişi:
☐ Anne ☐ Baba ☐ Diğer (Lütfen belirtiniz)
2. Çocuğunuz: ☐ Kız ☐ Erkek
3. Yaşınız :
☐ 25 yaş ve altı ☐ 26 – 35 yaş ☐ 36 – 45 yaş ☐ 46 yaş ve üstü
4. İngilizce biliyor musunuz? ☐ Evet ☐ Hayır
5. İngilizce biliyorsanız, düzeyiniz:
☐ Temel ☐ Orta ☐ İleri
6. Eğitim durumunuz: ☐ İlkokul ☐ Lise
☐ Okuryazar değil ☐ Ortaokul ☐ Üniversite ☐ Yüksek Lisans ☐ Doktora
7. Çalışıyor musunuz? ☐ Evet ☐ Hayır
8. Aylık toplam geliriniz:
☐ 3000 TL ve altı ☐ 3001- 5000 TL ☐ 5001 – 8000 TL
☐ 8001 – 10.000 TL ☐ 10.001 TL – 15.000 TL ☐ 15.001 ve üstü
9. Çocuğunuz:
☐ 2. Sınıf ☐ 3. Sınıf ☐ 4. Sınıf

BÖLÜM 2

No	Madde	Asla	Nadiren	Bazen	Çoğunlukla	Her zaman
1.	Öğretmenlerle diyalog halindeyimdir.	①	②	③	④	⑤
2.	Çocuğum bir ödevi yapmadığında veya sınavdan kötü not aldığında öğretmenler beni arar.	①	②	③	④	⑤
3.	Çocuğumun okula karşı tutumundan ve çalışma alışkanlıklarından öğretmenini haberdar ederim.	①	②	③	④	⑤
4.	Çocuğumun ihtiyacı olduğu alanlarda ona nasıl yardımcı olabileceğimi öğretmenine sorarım.	①	②	③	④	⑤
5.	Çocuğumun anlamasına katkıda bulunacak herhangi bir bilgiyi öğretmeniyle paylaşıyorum.	①	②	③	④	⑤
6.	Belirli alanlarda eksiği bulunması durumunda çocuğuma ek (özel) ders aldırırım.	①	②	③	④	⑤
7.	Çocuğum için bir şey yaptığında öğretmenini takdir ederim.	①	②	③	④	⑤
8.	Çocuğumun ödevlerinde sorun yaşaması durumunda danışacağım ilk kişi öğretmenidir.	①	②	③	④	⑤
9.	Öğretim stratejilerimin öğretmenlerin stratejileriyle paralel gittiğinden emin olurum.	①	②	③	④	⑤
10.	İngilizce bir kelimedede zorluk yaşaması durumunda çocuğuma Türkçe anlamını söylerim.	①	②	③	④	⑤

Lütfen arka sayfaya geçiniz..

No	Madde	Asla	Nadiren	Bazen	Çoğunlukla	Her zaman
11.	Metni çocuğuma okutup ona Türkçe tercümesini söylerim.	①	②	③	④	⑤
12.	Çocuğum değerlendirme sorularında cevap veremediğinde onun için cevaplarım.	①	②	③	④	⑤
13.	Çocuğuma İngilizce yönergeleri Türkçe veririm.	①	②	③	④	⑤
14.	Çocuğumu yalnız çalışması için cesaretlendiririm. Eğer yardım isterse dinler ve rehberlik ederim, cevapları vermem.	①	②	③	④	⑤
15.	Çocuğumun başarısızlık ve bıkkınlık belirtilerini izler, mola vermesine müsaade eder ve onunla zorlandığı konular hakkında konuşurum.	①	②	③	④	⑤
16.	Çocuğum öncelikle, daha verimli ve uyanık olduğunda, zor alıştırmaları yapmasını isterim. Böylece kolay olan alıştırmalar daha hızlı bitecektir.	①	②	③	④	⑤
17.	Günlük ödevlerini bilmek için çocuğumun ajandasını her gün kontrol ederim.	①	②	③	④	⑤
18.	Ödev ve sınavları takip etmek için diğer ebeveynlerle iletişim gruplarına katılırım.	①	②	③	④	⑤
19.	Öğretme stratejilerini geliştirmekle ilgili fikirleri tartışmak ve önerilerde bulunmak için öğretmenler toplantısına katılırım.	①	②	③	④	⑤
20.	Çocuğumun; arkadaş, yaptığı aktivite vb. dünyasını anlamak için zaman harcarım.	①	②	③	④	⑤
21.	Öğrenmenin ailesel bir aktivite olduğu yerlere çocuğumla beraber giderim.	①	②	③	④	⑤
22.	Ödev konusu olsun veya olmasın her gün “aile değerleri” çalışma saati yaparım.	①	②	③	④	⑤
23.	Ev ortamının cazip ve motive edici olduğundan emin olurum.	①	②	③	④	⑤
24.	Yemek, uyku, ödev ve oyun saati gibi düzenli aile rutinleri kurarım.	①	②	③	④	⑤
25.	Çocuğumla konuşurken “lütfen, teşekkürler” gibi ifadeler kullanarak onlara nezaket gösterir ve örnek olurum.	①	②	③	④	⑤
26.	Çocuğumla; onu sevgi ve sabırla konuşup dinleyerek günde birkaç dakika geçiririm.	①	②	③	④	⑤
27.	Okul çalışmalarındaki çabalarından ve iyi davranışlarından dolayı çocuğuma övgüde bulunurum.	①	②	③	④	⑤
28.	Her akşam çocuğumun ne zaman ders çalışacağını belirler ve çalışmak için uyku saatine dek beklemesine müsaade etmem.	①	②	③	④	⑤
29.	Çocuğum ders çalışırken ben de fatura ödemek, okumak veya yazmak gibi kendi “ödevlerimi” yapmaya çalışırım.	①	②	③	④	⑤

APPENDIX 3: Parental Attitude Questionnaire

AİLE TUTUMU ÖLÇEĞİ

(Size en uygun olan seçeneğe X işareti koyabilirsiniz.)

No	İfade	Bana hiç uygun değil	Bana uygun değil	Kararsızım	Bana uygun	Bana çok uygun
1	İngilizce öğrenmek gereklidir.					
2	Çağımızda en az bir yabancı dil bilmek şarttır.					
3	İngilizce öğrenmek zordur.					
4	İngilizce bilen insanlara saygı duyarım.					
5	Herkes İngilizce öğrenebilir.					
6	İngilizce kulağa hoş gelen bir dildir.					
7	Türkçe dışında başka bir dile katlanamıyorum.					
8	İngilizce öğrenmenin diğer yabancı dilleri öğrenmeye göre daha önemli olduğunu düşünüyorum.					
9	İngilizcedeki sesler bana komik geliyor.					
10	İngilizce öğrenmek sıkıcıdır.					
11	İngilizce bilmenin herkes için önemli olduğunu düşünüyorum.					
12	İngilizce öğrenmek önemsizdir.					
BÖLÜM 2						
No	İfade	Bana hiç uygun değil	Bana uygun değil	Kararsızım	Bana uygun	Bana çok uygun
1	Çocuğumun İngilizce öğretmeni ile düzenli olarak görüşüyorum.					
2	Çocuğumun İngilizce dersinden aldığı notları takip etmiyorum.					
3	Çocuğumun İngilizce öğrenmesi için gerekli kitap, dergi, CD vs. alıyorum					
4	Çocuğum İngilizce dersinden iyi notlar aldığı zaman onu ödüllendirmiyorum.					
5	Çocuğumun en az bir yabancı dil öğrenmesi için onu yönlendiriyorum.					

Lütfen arka sayfaya geçiniz...

No	İfade	Bana hiç uygun değil	Bana uygun değil	Kararsız	Bana uygun	Bana çok uygun
6	Çocuğumun İngilizce dersinden daha önemli dersleri olduğunu düşünüyorum.					
7	Çocuğuma İngilizce ödevlerinde yardımcı olmaya çalışıyorum.					
8	Çocuğumla İngilizce derslerinin nasıl geçtiği hakkında konuşmayız.					
9	Çocuğumun İngilizce öğrenmesi gelecekte daha kolay iş bulabilmesi için gereklidir.					
10	Çocuğumun İngilizce öğrenmesinin onun gelecekteki okul hayatı için önemli olmadığını düşünüyorum.					
11	Çocuğumun İngilizce öğrenmesi için onu cesaretlendiriyorum					
12	Çocuğumun İngilizce öğrenmek için daha fazla zaman ayırması gerektiğini düşünmüyorum.					
13	Çocuğumun yabancılarla sözlü ve yazılı iletişim kurabilmesini isterim.					
14	Çocuğum İngilizce dersinden iyi not aldığı zaman onunla gurur duyuyorum.					
15	Çocuğumun İngilizce çalışmaya fazla zaman ayırması beni endişelendirir.					
16	Çocuğumun İngilizceyi sözlü veya yazılı olarak kullanabilmesi beni mutlu eder.					
17	Veli toplantıları dışında çocuğumun İngilizce öğretmenini ile görüşmem.					
18	Bu ifadeyi boş bırakınız.					
19	Çocuğumun mümkün olduğu kadar iyi derecede İngilizce öğrenmesini isterim.					
20	Çocuğumu İngilizce pratik yapması konusunda desteklemem.					
21	İngilizce dersinde çocuğuma yardımcı olmak için onun İngilizce öğretmeninden yardım alırım.					
22	Eğer İngilizce seçmeli bir ders olsaydı çocuğumun İngilizce dersini almasını istemezdim.					
23	Çocuğumun okuluna her gittiğimde İngilizce öğretmenini ile de konuşurum.					
24	Çocuğumun İngilizce öğretmenini ile hiç tanışmadım.					
25	Çocuğumu gerektiğinde İngilizce öğretmeninden yardım istemesi konusunda yüreklendiririm.					

APPENDIX 4: Semi-structured Interview Questions

AİLE KATILIMI GÖRÜŞME SORULARI

1. Çocuğunuzun İngilizce öğrenmesinin gerekli olduğunu düşünüyor musunuz?
Nedenleri ile açıklar mısınız?
2. Evde çocuğunuzun İngilizce öğrenmesine destek olmak için neler yaparsınız?
Yaptığınız özel bir aktivite var mı?
3. Evde İngilizce dersine yönelik ne tür materyaller var? (Cd, kitap vs.)
4. Çocuğunuzun İngilizce öğrenimini nasıl takip ediyorsunuz?
5. Çocuğunuzun İngilizce başarısını artırmak için okul ve öğretmenle görüşür müsünüz?
Ne sıklıkla?
6. Aile katılımı hakkında ne düşünüyorsunuz? Sizce çocuğun başarısı ailenin önemi için gerekli midir? Sizce gerekli ise, lütfen nedenlerini belirtiniz.
7. Aile olarak çocuğunuzun İngilizce öğrenme sürecine katıldığınızı ve ona destek olduğunuzu düşünüyor musunuz?
8. Aile olarak çocuğunuzun İngilizce öğrenme sürecine katılmanızı engelleyen sebepler neler olabilir?
9. Türkiye’de yabancı dil olarak İngilizce öğrenimi ve öğretimi hakkında düşünceleriniz ve varsa yetkililere önerileriniz nelerdir?

APPENDIX 5: Permissions for Data Collection Tools



Gülce KALAYCI KARAGÜN

Alıcı: ben ▼

Merhaba Süveyda,

Anketi kullanmanda benim için bir sakınca yok, ekte bizim uyarladığımız halini paylaşıyorum.

Tezinde başarılar dilerim.

Gülce Kalaycı Kagün

Süveyda Gönüler <[REDACTED]>, 23 Eki 2022 Paz, 16:53 tarihinde şunu yazdı:

Yarı-yapılandırılmış görüşme soruları için uygulama izni e-postası.



From İbrahim ŞAHİN on 2022-10-12 18:24

[Details](#)

Merhabalar Süveyda Hanım, bilimsel etik (reference) kurallarına uygun bir şekilde anketi çalışmanızda kullanabilirsiniz. İyi çalışmalar dilerim.

----- Orijinal Mesaj -----

Kimden: "22020093" [REDACTED] >

Kime: İl [REDACTED]

Gönderilenler: 11 Ekim Salı 2022 21:27:04

Konu: Ölçek izni

APPENDIX 6: Consent Form for the Semi-Structured Interview

KATILIMCI ONAMA FORMU

Sayın Katılımcımız

Katılacağınız bu çalışma, “İngilizce Öğrenimine Yönelik Tutum ile Aile Katılımı Arasındaki İlişkinin İncelenmesi” adıyla, Süveyda Gönüler Keskin tarafından Aralık, 2022 ve Haziran, 2023 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: İlkokul öğrencilerinin ebeveynlerinin İngilizce öğrenmeye yönelik tutumları ile çocuklarının İngilizce öğrenme sürecine katılımları arasındaki ilişkiyi incelemek.

Araştırmanın Nedeni: Tez çalışması

Araştırmanın Yapılacağı Yerler: Şht P. Üst. Muharrem Kaleli İlkokulu, Yıldırım Beyazıt İlkokulu

Araştırma Uygulaması: Anket, Görüşme

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.

Katılımı onaylamadan 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. Saygılarımızla,

Araştırmacı : Süveyda Gönüler Keskin

İletişim Bilgileri : [Redacted]

Yukarıda bilgileri bulunan araştırmaya katılmayı kabul ediyorum.

.../.../.....

İsim-Soyisim İmza:

Katılımcı Adı-Soyadı :

Telefon Numarası :

APPENDIX 7: Logistical Indirect Help Subscale Items

		Mean	Standard Deviation	Median
Logistic Indirect Help for Children	15. I observe my child's signs of failure and fatigue, allow them to take breaks, and talk to them about the subjects they find difficult.	4,35	0,84	5,00
	16. I encourage my child to do challenging exercises when they are more efficient and alert. This way, easier exercises will be completed faster.	3,76	1,12	4,00
	17. I check my child's agenda daily to know their homework.	4,21	1,06	5,00
	18. I participate in communication groups with other parents to keep track of assignments and exams.	3,68	1,35	4,00
	19. I attend teacher meetings to discuss and suggest ideas for improving teaching strategies.	3,69	1,51	4,00
	20. I spend time understanding my child's world, including their friends and activities.	4,13	0,98	4,00
	21. I go to places with my child where learning can be a family activity.	4,04	1,12	4,00
	22. Regardless of homework, I have a daily "family values" study time.	3,18	1,13	3,00
	23. I ensure that the home environment is appealing and motivating.	3,94	0,91	4,00
	24. I establish regular family routines for meals, sleep, homework, and playtime.	4,00	0,91	4,00
	25. When I talk to my child, I use phrases like "please" and "thank you" to show them politeness and set an example.	4,37	0,76	5,00
	26. I spend a few minutes each day talking and listening to my child with love and patience.	4,50	0,72	5,00
	27. I praise my child for their efforts in schoolwork and good behaviour.	4,56	0,75	5,00
	28. Every evening, I determine when my child will study and don't allow them to wait until bedtime to do their work.	4,00	1,23	4,00
	29. While my child studies, I try to do my own "homework" like paying bills, reading, or writing.	3,32	1,26	3,00

APPENDIX 8: PA Towards Their Children's Learning English Subscale Items

		Mean	Standard Deviation	Median
Attitudes Towards Their Children's English Language Learning	P01. I regularly see my child's English teacher.	2,72	1,25	3,00
	P02. I don't keep track of my child's English lesson grades.	3,84	1,38	4,00
	P03. I buy the necessary books, magazines, CDs, etc., for my child to learn English.	3,56	1,20	4,00
	P04. I don't reward my child when they get good grades in English class.	3,23	1,46	3,00
	P05. I guide my child to learn at least one foreign language.	4,48	0,75	5,00
	P06. I think my child has more important subjects than English class.	3,25	1,23	3,00
	P07. I try to help my child with their English homework.	4,24	0,88	4,00
	P08. We don't talk about how my child's English lessons are going.	3,97	1,23	4,00
	P09. My child's learning English is necessary for them to find a job more easily in the future.	4,51	0,76	5,00
	P10. I believe that my child learning English is not important for their future school life.	4,01	1,37	5,00
	P11. I encourage my child to learn English.	4,46	0,69	5,00
	P12. I don't think my child needs to spend more time learning English.	3,32	1,38	3,00
	P13. I want my child to be able to communicate orally and in writing with foreigners.	4,38	0,82	5,00
	P14. I feel proud of my child when they get good grades in English class.	4,63	0,62	5,00
	P15. I get worried when my child spends too much time studying English.	4,19	0,91	4,00
	P16. I feel happy when my child can use English verbally or in writing.	4,63	0,59	5,00
	P17. I don't meet with my child's English teacher except for parent-teacher meetings.	3,59	1,18	4,00
	P19. I want my child to learn English as well as possible.	4,65	0,64	5,00
	P20. I support my child in practicing English.	4,40	0,84	5,00
	P21. I seek help from my child's English teacher to assist them in English class.	3,55	1,16	4,00
	P22. If English were an elective course, I wouldn't want my child to take it.	1,72	1,02	5,00
	P23. Whenever I go to my child's school, I also talk to their English teacher.	2,99	1,17	3,00
	P24. I have never met my child's English teacher.	3,49	1,41	4,00
	P25. I encourage my child to seek help from their English teacher when needed.	4,47	0,75	5,00

APPENDIX 9: Post-hoc Test Results

7.1 Post-hoc Gabriel Test for Education Level and Academic Support Parents Provide at Home subscale (PI)

		Mean Dif.	Std Error	Sig.
Primary School	Secondary School	-,08338	,19315	,972
	High School	-,27397	,18681	,475
	Undergraduate	-,47639	,19112	,090
Secondary School	Primary School	,08338	,19315	,972
	High School	-,19059	,09616	,198
	Undergraduate	-,39301*	,10430	,001
High School	Primary School	,27397	,18681	,475
	Secondary School	,19059	,09616	,198
	Undergraduate	-,20242	,09204	,130
Undergraduate Degree	Primary School	,47639	,19112	,090
	Secondary School	,39301*	,10430	,001
	High School	,20242	,09204	,130

7.2. Post-hoc Hochberg's GT2 Test Scores for Education Level and Relation with Teachers Subscale (PI)

		Mean Dif.	Std Error	Sig.
Primary School	Secondary School	-,17254	,20709	,955
	High School	-,59715*	,20401	,022
	Undergraduate	-,39496	,22236	,379
Secondary School	Primary School	,17254	,20709	,955
	High School	-,42461*	,10532	,000
	Undergraduate	-,22242	,13753	,491
High School	Primary School	,59715*	,20401	,022
	Secondary School	,42461*	,10532	,000
	Undergraduate	,20219	,13285	,562
Undergraduate Degree	Primary School	,39496	,22236	,379
	Secondary School	,22242	,13753	,491
	High School	-,20219	,13285	,562

*=p<0.05

7.3. Post-hoc Hochberg's GT2 Test Scores for Education Level and Parental Attitude

		Mean Dif.	Std Error	Sig.
Towards English Language				
Primary School	Secondary School	,11847	,13693	,946
	High School	-,08380	,13490	,990
	Undergraduate	-,24800	,14703	,440
Secondary School	Primary School	-,11847	,13693	,946
	High School	-,20227*	,06964	,023
	Undergraduate	-,36647*	,09094	,000
High School	Primary School	,08380	,13490	,990
	Secondary School	,20227*	,06964	,023
	Undergraduate	-,16420	,08784	,320
Undergraduate Degree	Primary School	,24800	,14703	,440
	Secondary School	,36647*	,09094	,000
	High School	,16420	,08784	,320
Towards Their Children's English Learning				
Primary School	Secondary School	-,07418	,11373	,987
	High School	-,28360	,11204	,069
	Undergraduate	-,46654*	,12212	,001
Secondary School	Primary School	,07418	,11373	,987
	High School	-,20942*	,05784	,002
	Undergraduate	-,39235*	,07553	,000
High School	Primary School	,28360	,11204	,069
	Secondary School	,20942*	,05784	,002
	Undergraduate	-,18294	,07296	,074
Undergraduate Degree	Primary School	,46654*	,12212	,001
	Secondary School	,39235*	,07553	,000
	High School	,18294	,07296	,074

APPENDIX 10: Ethics Committee Permission



Sayı : 17162298.600-259
Konu : Tez Önerisi

11 KASIM 2022

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Süveyda Gönüler Keskin'in, Dr. Öğretim Üyesi Gülin Dağdeviren Kırmızı danışmanlığında yürütmeyi planladığı, "İngilizce Öğrenimine Yönelik Tutum ile Aile Katılımı Arasındaki İlişkinin İncelenmesi" adlı tezine ait tez önerisi değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir. Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Araştırma Kurulu

Ad, Soyad	Değerlendirme	İmza
Prof. Dr. M. Abdülkadir Varoğlu	Olumlu/ Olumsuz	
Prof. Dr. Kudret Güven	Olumlu/Olumsuz	
Prof. Ali Sevgi	Olumlu/ Olumsuz	
Prof. Dr. Işıl Bulut	Olumlu/Olumsuz	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/ Olumsuz	
Prof. Dr. Can Mehmet Hersek	Olumlu/ Olumsuz	
Prof. Dr. Özcan Yağcı	Olumlu/ Olumsuz	

Prof. Dr. Sadegül Akbaba Altun, Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Süveyda Gönüler Keskin'in, Dr. Öğretim Üyesi Gülin Dağdeviren Kırmızı danışmanlığında yürütmeyi planladığı, "İngilizce Öğrenimine Yönelik Tutum ile Aile Katılımı Arasındaki İlişkinin İncelenmesi" adlı tezin yapılabileceği görüşündeler.

Prof. Dr. Özcan Yağcı, Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Süveyda Gönüler Keskin'in, Dr. Öğretim Üyesi Gülin Dağdeviren Kırmızı danışmanlığında yürütmeyi planladığı, "İngilizce Öğrenimine Yönelik Tutum ile Aile Katılımı Arasındaki İlişkinin İncelenmesi" tez önerisinin uygun olduğu düşüncelerini iletmışlerdir.

