

The Relationship between Parental Involvement to Education of Students and Student's Engagement to School¹

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ABSTRACT

In this study, which examined the relationship between parental involvement and engagement to the school, Parental Involvement Scale and Engagement to School Scale were applied to 1488 students in Elazığ province. Parental involvement and perceptions of the students who participated in the study and their perception of engagement to the school were high. It was concluded that female students' engagement to school level was higher than that of male students. As the age of the student increases, it was determined that the level of engagement to school decreases. In addition, students' perceptions of parental involvement for those who live with their parents together are higher than those of their parents divorced. As parents' levels of education increase, students' parental involvement and their engagement to school also increase. It was also found that there was a significant and positive relationship between the parental involvement scale and the engagement to school scale. 16% of the variance related to the scores of the engagement to school scale derive from parental involvement scale. In order to increase students' engagement to school, the involvement of parents in the educational processes should be increased and families should be encouraged for parental involvement.

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Keywords:

Parental Involvement, Engagement to School, Parent, Student.

Introduction

Family and school are social institutions where social rules and approved social behaviors are learned (Uslu, 2012). Families, students and schools are bases for education and training and families need to contribute to the education and training of their children because they are one of the three basic pillars of education and training (Kotaman, 2008). Individuals begin their education in the family after birth, continuing with formal education in schools, and the learning processes continue until the end of life. Schools were also

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given the task of supporting the families who were responsible for their children in education (Özgan and Aydın, 2010). Families have a primary responsibility for the upbringing of their children and need to make contributions at every stage of their child's education. By approaching education in a holistic way, family support for the school education and family awareness that a parent is a stakeholder in school education affect the success of the education given (Öncül, 2011). Involvement of the family also helps the students to be willing to read, improve their self-esteem and develop a positive attitude towards the school (Kılıç, 2009). In addition, parents' contribution to the educational process of their students can increase the students' engagement levels to the schools.

Researches show that the involvement of parents in education and teaching is related to many variables. In particular, there are a number of studies showing that the academic achievement of individuals and their motivation to learn are related to the involvement of the parents to the schools (Aslanargun, 2007; Çelenk, 2003; Jeynes, 2005; Kotaman, 2008; Stewart, 2008; Şad, 2012).

Parental Involvement

Although parental involvement is often perceived by the parents as a means of coming to school and exchanging information, receiving advice from teachers, participating in parental meetings (Erdoğan and Demirkasımoğlu, 2010), it includes more than these. The involvement of parents in the education process is of paramount importance to the strategies applied to improve the quality of education (Lindberg and Demircan, 2013). Parental involvement aims to increase the educational achievements of children with strengthening communication between home and school, and enriching educational programs with the contribution of the parents to the education process (Epstein and Sheldon, 2002).

The Ministry of National Education (MoNE) stated that, in line with the constructivist education concept that has been implemented since 2005-2006 academic year, the contribution of the parents to the educational life of the children should be supported and the involvement of the parents in the education process will contribute to the performance of the students. It also stated that parental involvement will help the student to develop a positive attitude towards the school and to continue the school willingly (MoNE, Board of Education, 2005).

Argon and Kıyıcı (2012) found that involvement of parents in education affects the development and success of the student positively, but they have determined that the level of participation is not at the desired level. Non-involvement of parents in the education process causes problems such as behavioral disorders, disciplinary problems, academic failure, low motivation, loneliness and insecurity in the students. On the other hand, it causes low motivation and performance in teachers (Argon and Kıyıcı, 2012). Tan and Goldberg (2009) also determined that the family can make major contributions to the academic achievement of their children and make it easier for children to adapt to the school.

Engagement to School

The sense of belonging and identification is that the individual feels himself/herself that he/she is in a social group, accepted by the group and has a place in the group and so that he / she is willing to strive for the purpose of the group to fulfill its objectives (McMillan and Chavis, 1986). It is important in information acquisition and cognitive development that students are connected to the academic work and learning environment (Fredricks, Blumenfeld and Paris, 2004). Ensuring healthy participation of students in the community begins with the stakeholders of the school organization trying to raise the level of student engagement to the school (Sinclair, Christenson, Lehr and Reschly Anderson, 2003). As the level of engagement to the school is also easily handled, it is also important to examine the factors related to the level of engagement to the school (Fredricks, Blumenfeld and Paris, 2004).

Engagement to school is the positive perception of students about school activities and school achievements, is to take part in school activities and to feel that he belongs to the school and is a part of the school. Strong engagement to the school strengthens the students' emotional ties felt toward family, school, and college, facilitates school success, trusting, and socialization; on the contrary, students are more likely to become involved in crime (Yıldız and Kutlu, 2015). According to another definition, engagement to the school is the quality and amount of psychological, cognitive, affective, and behavioral responses to students' learning process, in-class and out-of-class academic and social activities, and attainment of successful learning outcomes (Günüç and Kuzu, 2015).

Engagement to the school increases the quality of the learning (Osterman, 2000). The high level of engagement to the school reduces the rate of anxiety, perceived loneliness and school absenteeism, criminal behavior, desire to escape from school, substance abuse, depression and suicidal risk, risky sexual behavior, cheating and school problems; on the other hand, the high level of engagement to the school improves positive social behavior, internal motivation and academic success and well-being; and contributes to school climate and school life quality (Cemalcilar, 2010; Özdemir, 2018; Savi, 2011a, 2011b).

The aim of the research

Previous research shows that family support is the predictor of engagement to school (Kahu, 2013), and social support of the family has a positive effect on adolescents' school outputs (Rueger, Malecki and Demaray, 2010; Simons-Morton and Chen, 2009). Children of supportive families are eager to participate in social activities in the school and refrain from exhibiting problematic behavior at school (Wang, Dishion, Stormshak and Willett, 2011). When parents often talk with their children about school issues, the level of student engagement to the school increases (Fall and Roberts, 2012).

Researches show that the level of engagement of the students to the school also increases with the increase of the level of social support from family, friend environment and teachers (Mengi, 2011). The quality and satisfaction of students' relations with their parents, the level of families meeting the needs of their children, and feeling that their parents believe in them affect school considerations and academic success (Mengi, 2011). Sirin and Rogers-Sirin (2004) state that the relations between adolescents and their parents influence the adolescent's level of engagement to the school. In Turkey and Turkish culture in which families, friends, and schools apply social control mechanisms intensively, strong family relations and high engagement level to school have negative effects on children exhibiting criminal behaviors (Özbay and Özcan, 2006). According to the Social Control Theory, the engagement of the students to their families and their schools helps prevent crime (Kızmaz, 2006). Students who are asked by their parents regularly what they are doing at school are more engaged to the school (PISA, 2013).

Findings in the literature indicate that if parents support their students and students have good connections with their parents, this affects the engagement of the students to the school in a positive way (Garcia-Reid, Reid and Peterson, 2005; Murray, 2009; Rosenfeld, Richman and Bowen, 2000). It is noted that the perception of parental involvement of the students affects the level of affective and behavioral engagement to the school, which is related to school outputs such as attendance, exam success, grade point average and academic postponement (Connell, Spencer and Abel, 1994).

Leithwood and Jantzi (1999, 2000) also point out that the educational culture of the family affects the engagement of the student to the school. The family is modeling individuals when they learn to socialize. Parental involvement is the key to reaching the school's goals. Stakeholders of education and training activities are individuals who are educated, family, community, school, friends and teachers. Each of the education and training stakeholders can influence students' perceptions about the school either positively or negatively (Uslu, 2012). Wang and Eccles (2012) also stated that social support of the family has a positive effect on the

engagement to the school, and that the perceived social support from the student's family and teachers is important on preventing in reducing the level of engagement to the school in secondary schools. Woolley and Bowen (2007) also pointed out that the level of engagement to school in secondary school students is related to supportive parental behaviors, and that students who perceive supportive behaviors in their parents are higher in psychological (affective) and behavioral engagement to school. They also argued that supporting parental behavior was a preventive effect of reducing the level of student engagement to the school.

Achieving parental involvement has the effect of preventing the decrease in student's engagement to the school (Simons-Morton and Crump, 2003). Brewster and Bowen (2004) found in their studies that parental involvement influenced engagement to school positively and parental involvement and support explains for 5% of the variance of student engagement to school. Students having high perception of parental involvement and engagement to school also avoid bad habits such as alcohol use (Simons-Morton, 2004).

The basic aim of this research in the light of literature is to reveal the perceptions of students about parental involvement and engagement to the school and the relationship between parental involvement and engagement to school from the perspective of students. Based on this reasoning, the following questions were sought:

1. What is the level of the parental involvement and engagement to the school perceptions of students?
2. Does the level of parental involvement perceptions and engagement to school of students differ in terms of gender?
3. Does the level of parental involvement perceptions and engagement to school of students vary in terms of whether the parents are together or divorced?
4. Does the level of parental involvement perceptions and engagement to school of students differ in terms of the educational level of the parents?
5. Is there a meaningful relationship between the perceptions of parental involvement of students and the level of engagement to the school?

Method

Information on research design, study group, data collection tools and data analysis are presented under this heading.

The Research Design

The study is designed in correlational research model. This model appropriately tried to determine the existence of relations between dependent and independent variables, and if so, the degree of relationship (Johnson, Christensen, and Turner, 2014). In the study, the relationship between parental involvement and engagement to school was examined.

Study Group

Population consisted of the students who are studying in secondary schools in Elazığ province. There are 28 705 students in the research population. In the study, stratified sampling method included in the random sampling methods was used. Stratified sampling is a sampling method that allows sub-groups in the universe to be represented in the sample in accordance with their proportions in the universe (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz ve Demirel, 2014). Educational zones in Elazığ city center are considered as a layer and a specific number of students from each layer were included in the sampling. In this context, the sample was formed with students who were selected as stratified and random from among the middle school students in Elazığ city center. Within the scope of the study, 3300 students in 33 secondary schools in Elazığ city center were identified in proportion to the number of students and the measurement tool was applied to

these students. The number of questionnaires included in the analysis is 1488. Of the students who participated in the study, 634 were males (42.60%) and 854 were females (57.40%).

Data Collection Tools

Parental involvement scale. One of the data collection tools used in the research is the Parental Involvement Scale (PIS). PIS was developed by Anderson-Butcher, Amorose, Iachini and Ball (2013) to measure the perceptions of primary and secondary school students about parental involvement. The original form of the scale is rated as 5 likert (1 = Never, 5 = Completely), consists of 8 items. As the scores from the scale increase, the perception of parental involvement of the students increases. PIS, for not previously applied in Turkey, translation and validity - reliability studies were made by researchers. Firstly, the scale was translated into Turkish by taking opinions of language experts. The necessary corrections were made by taking the opinions of the field experts and the scale was applied as pre-application with 409 students. Before the exploratory factor analysis was performed to determine the construct validity of the scale, it was determined whether the data were suitable for factor analysis. In this context, Kaiser-Meyer-Olkin (KMO) coefficient was calculated and Bartlett Sphericity Test was performed. The KMO value of the scale was calculated to be .785. In addition, the results of the Bartlett Sphericity Test were found to be significant ($X^2 = 382,877$; $df = 15$; $p = 0.00$) and the data were determined to be suitable for factor analysis. In factor analysis, the limit value for factor loads was taken as .40 (Hair, Anderson, Tatham and Black, 1998). As a result of the exploratory factor analysis using Varimax rotation, item 4 and 6 of the eight-item scale were excluded from the scale because the factor loads were below 0.40. The scale has a single factor structure. In the last factor analysis, the total variance explained by the single factor in the scale is calculated as 41.231%. To determine the validity of the structure determined by exploratory factor analysis, confirmatory factor analysis was made with the main data of the research. In confirmatory factor analysis, standardized correlation coefficients between factor and substances were found to be greater than .40 and all factor-matter relationships were significant at .01 level for all items. According to the program outcomes, the model's goodness of fit statistics were also within acceptable limits ($X^2/Df = 2.95$; GFI (Goodness of Fit Index) = 0.979; RMSEA (Root Mean Square Error of Approximation) = 0.069; SRMR (Standardized Root Mean Square Residual) = 0.0437; NFI (Normed Fit Index) = 0.931; CFI (Comparative Fit Index) = 0.952). Since the results of the exploratory and confirmatory factor analyzes are assessed and the internal consistency coefficient of the scale was .708, it was decided that the scale had enough psychometric properties to measure the perceptions of students about parental involvement.

Engagement to school scale. The other data collection tool used in the research is the Engagement to School Scale (ESS). ESS is a 15-item scale developed in 5-point likert format (1 = never, 2 = rarely, 3 = occasional, 4 = most of the time, 5 = always) by Fredricks, Blumenfeld, Friedel and Paris (2003; 2005) to determine the levels of cognitive, behavioral and emotional engagement to school of students (behavioral engagement 4 items, emotional engagement 6 items, cognitive engagement 5 items). The increase in the scores of the scale indicates that the engagement levels of the students to the schools have increased. Confirmatory factor analysis was performed by Akın, Sarıçam, Demirci, Usta, Yalnız, Yıldız and Akın (2013), and the three-dimensional model was found to fit well and the scale was adapted to Turkish. In this study, the internal consistency coefficient of the scale was calculated as .776 for the whole scale.

Data Analysis

Descriptive analysis was made about students' parental involvement perceptions and their engagement to school levels. t-test is used to compare of students' perceptions of parental involvement and students' levels of engagement to school in terms of gender variable of students and in terms of marital status of students' mother and father. Anova Test is used on the comparison of students' perceptions of parental involvement and engagement to school levels in terms of education level change in parents. Mann Whitney U and Kruskal Wallis H Test were applied when the data did not show homogeneous distribution. The correlation analysis

was conducted to determine the relationship between students' parental involvement perceptions and engagement to school levels. Multiple regression analysis shows the predictive power of parental involvement perceptions on engagement to school.

Findings

Table 1 shows the mean and standard deviation values of perceptions of students about parental involvement and their level of engagement to the school.

Table 1. Students' parental involvement perceptions and their engagement levels to the school

Scales	N	M	SD
Parental Involvement	1488	4.15	0.69
Engagement to School	1488	3.94	0.56

According to Table 1, perceptions of parental involvement of students are in the level of "I agree" ($M = 4.15$). Students' perceptions about engagement to school are in the level of "Most of the time" ($M = 3.94$). From these findings, it can be said that the students who participated in the survey have sufficient support for their education from their parents and their engagement to the school is high.

Table 2 shows the results of the comparison of students' perceptions of parental involvement and the level of engagement to the school in terms of gender variable.

Table 2. Comparison of students' perceptions about parental involvement and students' levels of engagement to school in terms of gender variable

Variables	Gender	N	M	SD	t	p
Parental Involvement	Male	526	24.73	4.04	-1.19	.23
	Female	763	25.01	4.29		
Engagement to School	Male	526	57.02	9.04	-7.73*	.00*
	Female	763	60.76	7.73		

* $p < .05$

As seen in Table 2, according to the gender variable of the students, no significant difference was found between the scores of male and female students on the scale of parental involvement ($t = -1.19, p > .05$). For the scores from the engagement to the school scale, according to the results, there was a significant difference in male and female students' level of engagement to the school in favor of female students ($t = -7.73, p < .05$). Based on these findings, the perceptions of male and female students about parental involvement are similar; but female students' engagement level to the school is higher than male students.

Table 3 gives the results of the t-test for the comparison of the parental involvement perceptions of the students and the level of engagement to the school in terms of marital status of mother and father.

Table 3. Comparison of parental involvement perceptions and engagement levels of students to the school in terms of marital status of mother and father

Variables	Marital Status	N	M	SD	t	p
Parental Involvement	Living Together	1229	24.96	4.16	2.69*	.007
	Divorced	56	23.42	4.54		
	Engagement to School	Living Together	1229	59.28		
Divorced	56	58.00	7.97			

* $p < .05$

As can be seen from Table 3, while there was a significant difference between the scores of parental involvement in terms of mother and father's marital status variable ($t = 2.69, p < .05$), there was no significant difference between the scores on the engagement to the school scale ($t = 1.10, p > .05$). In terms of parental involvement, this difference seems to be in favor of the students with parents living together. That is, students with mother and father living together perceive parental involvement at a higher level. On the other hand, it was determined that whether the mother or father were living together or divorced did not affect the engagement levels of students. It can be said that the status of parents living together makes them more interested in their children and allows the parents to help their children more on educational matters, and thus strengthens positive perceptions of parental involvement of students. As for engagement to school, it can be argued that the parental status does not affect the child's school considerations, that is, the engagement to school is dependent on other variables.

Table 4 shows the results of the Anova Test on the comparison of students' perceptions of parental involvement and engagement to school levels in terms of education level change in parents.

Table 4. Comparison of students' parental involvement perceptions and levels of engagement to school in terms of parents' educational level variable

Variables	Parents' Education Level	N	M	SD	Homogeneity Test		Anova		Differential Groups
					Levene	p	f	p	
Parental Involvement	Non-Educated (1)	46	3.78	0.77	2.23	0.06	7.48	0.00*	
	Primary School (2)	463	4.08	0.73					1-2, 1-3,
	Secondary School (3)	265	4.11	0.70					1-4, 1-5, 2-4,
	High School (4)	307	4.24	0.63					2-5, 3-4,
	University (5)	201	4.28	0.64					3-5
Engagement to School	Non-Educated (1)	46	3.67	0.62	3.65	0.00	4.16	0.00	
	Primary School (2)	463	3.92	0.54					
	Secondary School (3)	265	4.02	0.49					-----
	High School (4)	307	3.96	0.60					
	University (5)	201	3.96	0.61					

* $p < .05$

In the analyzes made on scores obtained from parental involvement scale for students; there was a significant difference in the perception of parental involvement of the students according to the educational level of the parents ($F = 7.48, p < .05$). Significant difference is between students of non-educated parents ($M = 3.78$) and students of primary school graduates ($M = 4.08$), between students of non-educated parents ($M = 3.78$) and students of secondary school graduates ($M = 4.11$), between students of non-educated parents ($M = 3.78$) and those of high school graduates ($M = 4.24$), and between students of non-educated parents ($M = 3.78$) and those of having university degree ($M = 4.28$). Moreover, it was determined that there was a significant difference in terms of the educational level of the parents between the students of primary school graduate parents ($M = 4.08$) and the students of high school graduate parents ($M = 4.24$), between students of primary school graduate parents ($M = 4.08$) and the students of the university graduates ($M = 4.28$), between students of secondary school graduates ($M = 4.11$) and students of high school graduates ($M = 4.24$), between students of secondary school graduates ($M = 4.11$) and the students of the university graduates ($M = 4.28$). According to the perceptions of the students; as the education level of the parents increases, parental involvement also increases. Mothers and fathers with a high level of education are expected to be more interested in their children's education.

Kruskal Wallis H Test was applied because the data of the engagement to school scale did not show homogeneous distribution. Table 5 shows the results of Kruskal Wallis H Test and Mann Whitney U Test for sizes without homogeneous distribution.

Table 5. Kruskal Wallis H Test and Mann-Whitney U Test results for dimensions without homogeneous distribution

Variable	Kruskal Wallis H Test		Mann-Whitney U Test	
	χ^2	p	Mann-Whitney U	p
Engagement to School	14.81	.00*	8393.00 (1-2)	.01*
			4083.00 (1-3)	.00*
			5240.50 (1-4)	.00*
			3349.00 (1-5)	.00*
			54761.00 (2-3)	.01*

* $p < .05$

According to the results of the Kruskal Wallis H Test and Mann Whitney U Test for dimensions with no homogeneous distribution as shown in Table 5, it is seen that there is a meaningful difference in the level of engagement to school of the students according to the education level of the parents in the engagement to school scale ($\chi^2 = 14.81, p < .05$). This significant difference was found to be between students of non-educated parents and those of primary school graduates (MWU = 8393.00, $p < .05$), between students of non-educated parents and those of secondary school graduates (MWU = 4083.00, $p < .05$), between students of non-educated parents and students of high school graduate (MWU = 5240.50, $p < .05$), between students of non-educated parents and students of university graduates parents (MWU = 3349.00, $p < .05$). In addition, it is noteworthy that there is a meaningful difference between the students of primary school graduated parents and students of secondary school graduated parents (MWU = 54761.00, $p < .05$). Students with high-educated level parents are more likely to have higher level of engagement to the school. It can be said that the parents who are in higher education level pay more attention to their children and are better able to convey the importance of the school to their children.

Table 6 shows the results of the correlation analysis conducted to determine the relationship between students' parental involvement perceptions and engagement to school levels.

Table 6. Correlation matrix between parental involvement scale, engagement to school scale, and demographic variables

Variables	1	2	3	4	5
1. Parental Involvement					
2. Engagement to School	.42**				
3. Family Income	.08**	.04			
4. Age of Student	-.10**	-.13**	.03		
5. Age of Parent	-.00	-.08**	.04	.13**	
6. Number of School Visit	.13**	.09**	-.04	-.13**	-.01

* $p < .05$, $N = 1488$ ** $p < .01$, $N = 1488$

It was found that there was a significant and positive relationship between the parental involvement scale for the students and the engagement to school scale ($r = .42$, $p < .01$). This finding shows that the level of engagement to the school is also increased by the increase of the student's parental involvement perception.

There was a significant and negative correlation between the engagement to the school and the age variable of the students ($r = -.13$, $p < .01$). As the age of the students increases, the level of engagement to the school decreases.

There is a meaningful and positive relationship between the number of parental visits to school and the student's level of engagement to the school ($r = .09$, $p < .01$). Increasing the number of visits to the school by parents makes students feel more interested in his/her own child, and this increases the students' level of engagement to school.

Table 7 shows the results of multiple regression analysis made to determine the predictive power of perceptions of parental involvement of students on engagement to school levels.

Table 7. Results of multiple regression analysis showing predictive power of parental involvement perceptions on engagement to school

Predictive Variables	R	R ²	R ² Change (ΔR^2)	F Change P	B	Standart Error	β	t	p
Standart					73.84	2.94		25.12	.000**
Step 1	.17	.03	.03	.000					
Family Income					.00	.000	.053	2.052	.040*
Age of Student					-.984	.215	-.119	-4.583	.000**
Age of Parent					-.09	.034	-.068	-2.637	.008**
Number of School Visit					.118	.041	.074	2.86	.004**
Step 2	.44	.19	.16	.000					
Parental Involvement					.834	.048	.416	17.54	.000**

* $p < .05$, ** $p < .01$

When the data in Table 7 are analyzed, it is seen that the family income, student's age, parents' age and number of school visits in the first step of the analysis show a significant relationship with the scores obtained from the engagement to school scale ($R = .17$, $R^2 = .03$, $\Delta R^2 = .03$). When the significance levels of the regression coefficients were examined, the family income level ($\beta = .053$, $p < .05$), the student age ($\beta = -.119$, $p < .01$), the age of the parents ($\beta = -.068$, $p < .01$), and the number of school visits by parents ($\beta = .074$, $p < .01$) is a significant predictor of engagement to school scores. Parental involvement variable, which entered the analysis in the second step, have a significant effect on engagement to school scores ($R = .44$, $R^2 = .19$, $\Delta R^2 = .16$, $\beta = .416$, $p < .01$). All the independent variables of the study explain 19 % of the variance related to the scores of the engagement to school scale. Approximately 16 % of this derives from parental involvement. This finding shows that parents' contribution to the education of their students increases their students' engagement to school levels. In other words, as students' perceptions of parental involvement increase, their engagement to

school increases. Considering the percentage of explained variance, it is concluded that the effect of parental involvement on engagement to school is extremely high.

Conclusion, Discussion and Recommendations

Obtained findings from the study showed that students' perceptions of parental involvement were high. The level of students' engagement to school is also high. In the literature, there are studies showing that students' level of engagement to school is medium or high (Kalaycı and Özdemir, 2013; Özdemir and Kalaycı, 2013). However, Arastaman (2009) stated that students' engagement to the school was exam oriented, the student's engagement to school cannot resist difficulties, and students show engagement to school to pass the course.

According to the gender of the students, there was no significant difference between the scores obtained from the parental involvement scale. However, a significant difference was found between female and male students' engagement to school levels in favor of female students. In other words, male students' engagement to school levels are lower than females'. Other studies (like Arastaman, 2009; Balkıs, Duru and Buluş, 2005; Bellici, 2015; Blumenfeld, Modell, Bartko, Secada, Fredricks, Friedel & Paris, 2005; Can, 2008; Fullarton, 2002; Gemici and Lu, 2014; Goodenow, 1993; İlgar and Parlak, 2014; Mengi, 2011; Özdemir and Kalaycı, 2013; Savi, 2011a, 2011b; Simons-Morton et al., 1999; Sirin and Rogers-Sirin, 2004; Wang and Eccles, 2012) support this finding. According to Fullarton (2002), girls' participation in extracurricular social activities is higher than that of boys and this increases the level of girls' engagement to school. It was stated that low engagement to school in males leads to more problematic behaviors than female students (Simons-Morton et al., 1999). In addition, male students experience a higher level of school alienation than female students and school dropout of male students is higher than female students (Katıtaş, 2012). This fact may cause from the need of females to be more successful than males. Besides, this can also cause from the fact that females perceive school as a place where develops and protects themselves; males perceive the school as a place that exerts pressure on them (Bellici, 2015; Özdemir and Kalaycı, 2013). However, it can also be a result of girls thinking about school as a means of being out of a house and socializing.

Parental involvement perceptions of students whose parents live together were higher than parental involvement perceptions of students whose parents divorced. It can be said that the living together of the mother and father helped them to take care of their children and to participate in the education of their children and this strengthened the perception of students' parental involvement. However, the fact that the mother and father are together or divorced does not affect the level of engagement to school of students. In parallel with this finding, Can (2008) also concluded that the fact that the family is a fragmented or full family does not affect the level of engagement to school of students. Nevertheless, Gemici and Lu (2014) stated that children of single parent divorced families had lower affective engagement to school levels than the children with all families.

According to the education level of parents, there is a significant difference in the perception of students' parental involvement. According to the perceptions of the students, parents who have a high level of education support the students more. Perceptions of parental involvement vary according to the education level of parents. Parents who are university graduates show higher levels of parental involvement than those who are not university graduates (Kotaman, 2008).

According to variable of education level of the parents, it is noteworthy that there is a significant difference in the engagement to school level of the students in favor of the students with higher education level parents. The educational culture of the family affects the child's level of engagement to school (Leithwood and Jantzi, 1999, 2000). Bellici (2015) and Fullarton (2002) stated that children of families with high levels of

education have higher levels of engagement to school than the children of families with low levels of education. However, Arastaman (2009) stated that the students whose mothers had low education level had higher level of engagement to school than the students whose mothers had high education level.

The variables of family income, student age, parents' age and number of visits to school were significantly correlated with the scores of engagement to school. Family income level, student age, parents' age and number of school visits by parents are a significant predictor of engagement to school scores. Parental involvement variable has also a significant and positive relationship with engagement to school scores. All the independent variables of the study explain 19% of the variance related to the scores of the engagement to school scale. 16% of this is due to the perception of parental involvement. The contribution of parents to the education and support of their children increases engagement to school levels of students. The impact of parental involvement on engagement to school is extremely high.

Significant and negative relationship between engagement to school and age variable of students shows that engagement to school perception decreases with increasing age of student. Students with a younger age may tend to look more positive than older students (Blumenfeld et al., 2005). Engagement to school decreases as the student's age increases (Simons-Morton and Crump, 2003). In the literature, there are studies indicating that the level of engagement to school decreases as the age and class of students increase (Bellici, 2015; Blumenfeld et al., 2005; Mengi, 2011; Savi, 2011a; Simons-Morton and Chen, 2009; Wang and Eccles, 2011, 2012; Wang and Holcombe, 2010). Önen (2014) stated that there were declines in the levels of psychological, cognitive and behavioral engagement to school of the students during their school life. It is thought that students' transition from primary to secondary school, going to larger school, decreasing teacher-student interaction and changing the way they see social support from their families, teachers and friends have a negative effect on engagement to school levels (Wang and Holcombe, 2010). However, Can (2008) states that students' level of engagement to school does not differ significantly according to their age.

The presence of a significant and positive relationship between the number of parents' school visits and the level of engagement to school of student may indicate that parent' visiting his child in his school and making him feel that he is interested in his child increase the engagement to school levels of students. In addition, it was found that there was a significant and positive relationship between the number of school visits and the perception of student parental involvement. When the number of visits of parents to the school increases, the support of the parents to the educational lives of their children also increases.

The meaningful and positive relationship between family income variable and student parental involvement scale indicates that good economic status of the family affects being interested in their student's education at home. Balkar (2009) concluded that teachers think that parents with low socio-economic status are less involved in school processes. Saban and Şeker (2010) found that involvement of parents, which are in the upper socio-economic level, is higher than that of parents with moderate and low socio-economic status. As family income increases, the level of parental involvement increases (Aksu, 2014) and family income had a statistically significant effect on parental involvement (Erdener, 2013). In addition, it is stated in the literature that the low family income affects the parental involvement negatively because it limits the time and financial opportunities that can be separated for their children (Erdoğan and Demirkasımoğlu, 2010). However, Erdener (2013) states that the level of education of the families, the state of being together or being divorced, the parents' place of living and age of have no effect on parental involvement. Otherwise, in the literature, there are studies indicating that parents with low levels of income and education attach more importance to relationships between school and family (Özbaş and Badavan, 2009).

Significant and positive relationship between the parental involvement scale and the engagement to school scale shows that the level of engagement to the school increases as the student's perception of parental involvement increases. Parental involvement is positively associated with engagement to school and academic

achievement, and negatively associated with school dropout (Fall and Roberts, 2012). Families may have a positive or negative impact on school perceptions of their students. Families help socialization of their children as models and parental involvement is the key to achieving school goals (Uslu, 2012).

In light of the results of the study, the following recommendations can be made to practitioners:

- In order to increase the engagement to school level of students, the involvement of parents in the educational processes should be increased and families should be encouraged for parental involvement.
- Activities should be organized to increase communication between school and family and to encourage parents to involve school.
- Activities should be organized to increase the engagement level of students. For this, students should be made to feel that students are valuable stakeholder of the school organization. In addition, students' perception of parental involvement should be increased by increased the involvement of parents in students' education.
- In order to raise secondary school students' level of engagement to school, efforts should be made to create a school climate that will eliminate their social concerns and think that they are accepted by their environment.
- Activities should be made to increase the level of engagement of boys to school because of the lower engagement to school level of boys than girls.
- The fact that families are not divorced or that their parents live together increases the participation of parents in the education of their students. More work should be done to ensure that divorced parents participate more in the education of their children.
- Studies should be done to prevent the decrease in the level of engagement to school by increasing the age of the students and the school environment should be organized in accordance with the age and interests of the students.
- Families have an important role to play in order to ensure engagement to school of their students. Parents should prepare their children's home work environment, provide academic and motivational support, express their goals and expectations in a way that their children can understand and supervise their children.
- The traditional education approach argues that the school and teachers are responsible for the education of the students and that teachers should ensure that students learn, regardless of students' engagement to school, even if the students are forced to learn. The modern education approach requires that the family is perceived as an educational institution and should help to realize the educational objectives of the school. Family-school cooperation can make students feel engaged to school, this helps to educate critical, thinkable and innovative individuals who can analyze events through analysis, synthesis and evaluation, (İlgar and Parlak, 2014).

The following recommendations can be presented to the researchers in the framework of the study results.

- In other populations and samples, studies examining the relationship between parental involvement and engagement to school can be done.
- Studies can be done to examine students' engagement to school from the views of teachers and parents.

GENİŞLETİLMİŞ ÖZET

Giriş

Aileler, öğrenciler ve okullar, eğitim ve öğretimin temelleridirler ve ailelerin, eğitim ve öğretimin üç temel ayağından biri olmaları sebebiyle, çocuklarının eğitim ve öğretimlerine katkı sağlamaları gerekmektedir (Kotaman, 2008). Ailelerin çocuklarının yetiştirilmesinde öncelikli sorumluluğu bulunmaktadır ve çocuklarının eğitiminin her aşamasında katkı sağlamaları gerekmektedir. Eğitime bütünsel bir şekilde yaklaşarak, okulda verilen eğitimin ailece desteklenmesi ve ailenin de okulda verilen eğitimin bir paydaşı olduğunun ailece bilinmesi verilen eğitimin başarısını etkilemektedir (Öncül, 2011). Ailelerin, öğrencilerinin eğitim süreçlerine katkı sağlaması, öğrencilerin okula bağlılık düzeylerinin arttırmasını sağlayabilir.

Aile Katılımı

Ailenin okulla işbirliği içerisinde öğrencinin eğitimine destek olması, öğrencinin uyumunu ve olumlu gelişimini kolaylaştırmaktadır (Gülcan ve Taner, 2011). Velilerin, çocuklarının eğitiminde etkin rol üstlenmesi gerekmektedir. Bu katılımın sağlanması ve veliler ile okul arasındaki iletişimin arttırılması, okulda verilen eğitimin niteliğini arttırmaktadır (Saban ve Şeker, 2010). Ailelerin çocuklarıyla ilgilenmesi, öğrencilerin daha fazla performans göstermelerine katkı sağlamaktadır (Kılıç, 2009). Aile katılımı, ev ile okul arasında iletişimin güçlendirilmesi, eğitim programlarının ailenin eğitim sürecine katkılarıyla zenginleştirilmesi ve böylelikle çocukların eğitsel kazanımlarının arttırılmasını amaçlamaktadır (Epstein ve Sheldon, 2002).

Okula Bağlılık

Öğrencilerin, topluma sağlıklı bir şekilde katılımını sağlamak, okul örgütü paydaşlarının, öğrencilerin okula bağlılık düzeylerinin yükseltilmesine çalışması ile başlamaktadır (Sinclair, Christenson, Lehr ve Reschly Anderson, 2003). Okula bağlılık, öğrencilerin öğrenme süreci, sınıf içi ve sınıf dışı akademik ve sosyal aktiviteler ve başarılı öğrenme çıktılarına ulaşma hakkındaki psikolojik, bilişsel, duyuşsal ve davranışsal tepkilerinin kalitesi ve miktarıdır (Günüş ve Kuzu, 2015).

Araştırmanın Amacı

Aile desteği, okula bağlılığın öncüllerindendir (Kahu, 2013). Aileler, çocuklarıyla sık sık okul ile ilgili konularda konuştukları zaman, öğrencilerin okula bağlılık düzeyleri yükselmektedir (Fall ve Roberts, 2012). Öğrencilerin aileleri ile olan ilişkilerinin kalitesi ve tatmin ediciliği, ailelerin çocuklarının ihtiyaçlarını karşılama seviyesi ve çocukların, ailelerini yanında hissetmeleri, okula bakışı ve akademik başarıyı etkilemektedir (Mengi, 2011). Aileler, okullar ve arkadaşlar tarafından sosyal kontrol mekanizmalarının yoğun bir şekilde uygulandığı Türkiye’de ve Türk kültüründe, aile ilişkileri ve okula bağlılığın, çocuklarının suç içeren davranışları sergilemesi üzerinde negatif yönde etkisi bulunmaktadır (Özbay ve Özcan, 2006). Literatürde de öğrencilerin, aileleriyle iyi ilişkilere sahip olması ve ailenin öğrencilerine destek olmasının, öğrencilerin okula bağlılıklarını olumlu yönde etkilediğine ilişkin bulgular yer almaktadır (Rosenfeld, Richman ve Bowen, 2000; Garcia-Reid, Reid ve Peterson, 2005; Murray, 2009). Woolley ve Bowen (2007) da, ortaokul öğrencilerinde okula bağlılık düzeyinin destekleyici ebeveyn davranışlarıyla ilişkisi olduğunu ve ebeveynlerinden destekleyici davranışlar gördüğünü algılayan öğrencilerin psikolojik (duyuşsal) ve davranışsal okula bağlılık düzeylerinin daha yüksek olduğunu belirtmişlerdir.

Yapılan literatür taraması ışığında bu temel araştırmanın amacı; öğrencilerin aile katılımı ve okula bağlılık algılarının ortaya konması ve öğrencilerin perspektifinden aile katılımı ile okula bağlılık arasındaki ilişkinin incelenmesidir. Bu amaca dayalı olarak aşağıdaki sorulara cevap aranmıştır:

1. Öğrencilerin aile katılımı algıları ve okula bağlılık algıları ne düzeydedir?
2. Öğrencilerin aile katılımı algıları ve okula bağlılık düzeyleri cinsiyet değişkenine göre farklılık göstermekte midir?

3. Öğrencilerin aile katılımı algıları ve okula bağlılık düzeyleri anne babanın birlikte veya boşanmış olma durumuna göre değişmekte midir?
4. Öğrencilerin aile katılımı algıları ve okula bağlılık düzeyleri anne babanın eğitim düzeylerine göre farklılık göstermekte midir?
5. Öğrencilerin aile katılımı algıları ile okula bağlılık düzeyleri arasında anlamlı bir ilişki var mıdır? Varsa ilişki derecesi ne düzeydedir?

Yöntem

Araştırma, ilişkisel tarama modelinde tasarlanmış korelasyonel bir çalışmadır. Araştırmada, seçkisiz örnekleme yöntemleri içerisinde yer alan tabakalı örnekleme kullanılmıştır. Bu kapsamda, Elazığ il merkezinde bulunan ortaokullardaki öğrenciler arasından tabakalı ve seçkisiz olarak belirlenen öğrenciler ile örneklem oluşturulmuştur. Çalışma kapsamında, Elazığ il merkezindeki 33 ortaokulda öğrenci sayıları ile orantılı ve seçkisiz bir şekilde 3300 öğrenci belirlenmiştir ve ölçme aracı bu öğrencilere uygulanmıştır. Analize dâhil edilen anket sayısı ise 1488'dir. Çalışmaya katılan öğrencilerden, 634'ü erkek (% 42.60), 854'ü kızdır (%57.40).

Araştırmada kullanılan veri toplama araçlarından biri, Aile Katılımı Ölçeği (AKÖ)'dir. AKÖ, Anderson-Butcher, Amorose, Iachini ve Ball (2013) tarafından, ilk ve ortaokul öğrencilerinin aile katılımı ilişkin algılarını ölçmek amacıyla geliştirilmiştir. Araştırmada kullanılan veri toplama araçlarından bir diğeri, Okula Bağlılık Ölçeği (OBÖ, School Enagement Scale)'dir. OBÖ, Fredricks, Blumenfeld, Friedel ve Paris (2003; 2005) tarafından, öğrencilerin okula bilişsel, davranışsal ve duygusal bağlılık düzeylerini tespit etmek amacıyla geliştirilmiştir. Akın, Sarıçam, Demirci, Usta, Yalnız, Yıldız ve Akın (2013), tarafından da doğrulayıcı faktör analizi yapılarak üç boyutlu modelin iyi uyum verdiği görülmüş ve ölçek Tükçe'ye uyarlanmıştır.

Bulgular

Öğrencilerin aile katılımına ilişkin algıları "Katılıyorum" düzeyindedir. Okula bağlılık düzeylerine ilişkin ise "Çoğu Zaman" düzeyinde görüş bildirmişlerdir. Araştırmaya katılan öğrencilerin ailelerinden eğitimleriyle ilgili yeterli desteği gördükleri ve okula bağlılıklarının da yüksek düzeyde olduğu söylenebilir.

Öğrencilerin cinsiyetlerine göre aile katılımı ölçeğinden aldıkları puanlar arasında anlamlı bir farklılık bulunmamıştır. Erkek ve kız öğrencilerin okula bağlılık düzeyleri arasında ise, kız öğrencilerin lehine anlamlı farklılık bulunmuştur. Erkek ve kız öğrencilerin aile katılımına ilişkin algılarının benzer olduğu; ancak kız öğrencilerin okula bağlılık düzeylerinin, erkek öğrencilere kıyasla daha yüksek olduğu söylenebilir.

Anne ve baba durumu değişkeni açısından, aile katılımı ölçeğine ilişkin puanlar arasında anlamlı farklılık var iken, okula bağlılık ölçeğine ilişkin puanlar arasında anlamlı fark yoktur. Anne babası birlikte olanlar aile katılımını daha yüksek düzeyde algılamaktadırlar. Diğer yandan; okula bağlılık ölçeğinde ise anne ve babanın birlikte olması veya boşanmış olmasının, öğrencilerin okula bağlılık düzeylerini etkilemediği belirlenmiştir. Anne ve babanın birlikte olmasının, çocuklarıyla daha fazla ilgilenmelerine ve çocuklarının eğitimi ile ilgili konularda çocuklarına daha fazla yardım etmelerine imkân sağladığı ve böylece aile katılımına ilişkin pozitif algıları güçlendirdiği söylenebilir. Okula bağlılık konusunda ise; anne-baba durumunun çocuğun okul konusundaki düşüncelerini etkilemediği, yani okula bağlılığın başka değişkenlere bağlı olduğu savunulabilir.

Öğrenciye yönelik aile katılımı ölçeğinden elde edilen puanlar üzerinde yapılan analizlerde; öğrenci velilerinin eğitim düzeyine göre öğrencilerin aile katılımı algılarında anlamlı farklılık tespit edilmiştir. Öğrencilerin algılarına göre; velilerin eğitim seviyesi arttıkça aile katılımı artmaktadır. Eğitim seviyesi yüksek olan anne ve babaların çocuklarının eğitimleriyle daha fazla ilgilenmeleri beklenen bir durumdur.

Öğrencilerin okula bağlılık düzeylerinde anlamlı bir fark olduğu göze çarpmaktadır. Velileri yüksek eğitim düzeyinde olan öğrencilerin okula bağlılık düzeylerinin daha yüksek olduğu göze çarpmaktadır. Yüksek eğitim düzeyinde olan velilerin çocuklarına okulu sevdirmeye daha fazla özen gösterdikleri, okulun insan ve toplum hayatındaki önemini çocuklarına daha iyi aktardıkları söylenebilir.

Öğrenciye yönelik aile katılımı ölçeği ile okula bağlılık ölçeği arasında anlamlı ve pozitif yönde bir ilişkinin olduğu tespit edilmiştir. Bu bulgu, öğrencinin aile katılımı algısının artmasıyla okula bağlılık düzeyinin de arttığını göstermektedir. Öğrencinin yaşı arttıkça okula bağlılık düzeyi ise azalmaktadır. Velinin çocuğunun okulunu ziyaret sayısını arttırarak çocuğuyla ilgilendiğini hissettirmesi, çocuğunun okula bağlılığını yükseltmektedir.

Aile geliri, öğrenci yaşı, veli yaşı ve okul ziyareti sayısı değişkenlerinin birlikte okula bağlılık ölçeğinden elde edilen puanlar ile anlamlı bir ilişki göstermektedir. Aile geliri düzeyi, öğrenci yaşı, veli yaşı ve velinin okul ziyareti sayısı, okula bağlılık puanlarının anlamlı bir yordayıcısıdır. Aile katılımı değişkeni de, okula bağlılık puanları üzerinde anlamlı bir etkiye sahiptir. Araştırmanın tüm bağımsız değişkenleri, okula bağlılık ölçeğinin puanlarına ilişkin varyansın % 19'unu açıklamaktadır. Bunun yaklaşık % 16'sı aile katılımından kaynaklanmaktadır. Bu bulgu göstermektedir ki velilerin, öğrencilerinin eğitimlerine katkı ve destek sağlaması öğrencilerin okula olan bağlılıklarını yükseltmektedir.

Sonuç, Tartışma ve Öneriler

Öğrencilerin aile katılımı algıları yüksek düzeydedir. Araştırmaya katılan öğrenciler, ailelerinden eğitimleriyle ilgili yeterli katılımı ve desteği gördüklerini düşünmektedirler. Öğrencilerin okula bağlılık düzeyleri de yüksek düzeydedir. Literatürde, öğrencilerin okula bağlılık düzeylerinin orta veya yüksek düzeyde olduğunu gösteren çalışmalar bulunmaktadır (Kalaycı ve Özdemir, 2013; Özdemir ve Kalaycı, 2013).

Kız öğrencilerin okula bağlılık düzeyleri erkek öğrencilere kıyasla daha olduğu tespit edilmiştir. Literatürde de, kızların okula bağlılığı düzeylerinin erkeklerden daha yüksek olduğunu gösteren birçok araştırma bulunmaktadır (Simons-Morton ve diğerleri, 1999; Fullarton, 2002; Balkıs, Duru ve Buluş, 2005; Blumenfeld ve diğerleri, 2005; Sirin ve Rogers-Sirin, 2004; Can, 2008; Arastaman, 2009; Savi, 2011a, 2011b; Mengi, 2011; Wang ve Eccles, 2012; Özdemir ve Kalaycı, 2013; Gemici ve Lu, 2014; İlgar ve Parlak, 2014; Bellici, 2015). Kızların erkeklere göre başarılı olma ihtiyaçlarının daha fazla olması veya kızların okulu kendilerini geliştiren ve koruyan bir yer olarak; erkeklerin ise okulu kendilerine baskı uygulayan bir yer olarak algılamaları, okula bağlılık düzeylerinin erkeklerden yüksek olmasına sebep olmuş olabilir (Özdemir ve Kalaycı, 2013; Bellici, 2015). Bununla birlikte, kız öğrencilerin, okulu bir evden çıkış ve sosyalleşebilme aracı olarak düşünmesinden de kaynaklanabilir.

Anne ve babası birlikte yaşayan öğrencilerin, aile katılımı algıları daha yüksektir. Anne ve babanın birlikte olmasının, çocuklarıyla ilgilenmelerine ve çocuklarının eğitimine daha fazla katılım göstermelerine yardımcı olduğu ve bu durumun öğrencilerin aile katılımına ilişkin algılarını güçlendirdiği söylenebilir.

Öğrencilerin algılarına göre, eğitim seviyesi yüksek olan veliler, öğrencilere daha fazla destek olmaktadır. Aile katılımı algıları, ebeveynlerin eğitim seviyelerine göre farklılaşmaktadır. Üniversite mezunu olan ebeveynler, üniversite mezunu olmayan ebeveynlere göre daha yüksek düzeyde aile katılımı göstermektedirler (Kotaman, 2008).

Okula bağlılık ölçeğinde de, velilerin eğitim düzeyi değişkenine göre öğrencilerin okula bağlılık düzeylerinde, velisi daha yüksek eğitim seviyesine sahip öğrenciler lehine anlamlı bir fark olduğu göze çarpmaktadır. Ailenin eğitim kültürü, çocuğun okula bağlılık düzeyini etkilemektedir (Leithwood ve Jantzi, 1999, 2000). Fullarton (2002) ve Bellici (2015), eğitim seviyesi yüksek olan ailelerin çocuklarının, eğitim seviyesi düşük olan ailelerin çocuklarına göre, okula bağlılık düzeylerinin daha yüksek olduğu ifade etmişlerdir.

Aile geliri, öğrenci yaşı, veli yaşı ve okula ziyareti sayısı değişkenleri, okula bağlılık ölçeği puanları ile anlamlı bir ilişki göstermektedir. Aile geliri düzeyi, öğrenci yaşı, veli yaşı ve velinin okul ziyareti sayısı okula bağlılık puanlarının anlamlı bir yordayıcısıdır. Aile katılımı değişkeni de okula bağlılık puanları ile anlamlı ve pozitif yönde bir ilişkiye sahiptir. Araştırmanın tüm bağımsız değişkenleri, okula bağlılık ölçeğinin puanlarına ilişkin varyansın %19'unu açıklamaktadır. Bunun %16'sı aile katılımı algısından kaynaklanmaktadır. Ailelerin çocuklarının eğitimlerine katkı ve destek sağlaması öğrencilerin okula bağlılıklarını yükseltmektedir. Aile katılımının okula bağlılık üzerindeki etkisi azımsanmayacak derecede yüksektir.

Okul bağlılığı ile öğrencilerin yaş değişkeni arasında anlamlı ve negatif yöndeki ilişki, öğrencinin yaşının artmasıyla okul bağlılığı algısının azaldığını göstermektedir. Yaşı küçük olan öğrenciler, kendilerinden yaşça büyük olan öğrencilere göre okula daha pozitif bakma eğiliminde olabilirler (Blumenfeld ve diğerleri, 2005). Okula bağlılık, öğrencinin yaşı büyüdükçe azalmaktadır (Simons-Morton ve Crump, 2003).

Veli okul ziyareti sayısı ile öğrenci okula bağlılık düzeyi arasında anlamlı ve pozitif yönde bir ilişkinin bulunması, velinin çocuğunun okulunu ziyaret ederek çocuğuyla ilgilendiğini çocuğuna hissettirmesinin, çocuğunun okul bağlılığını yükselttiğini gösterebilir.

Aile geliri değişkeni ile öğrenci aile katılımı ölçeği arasında anlamlı ve pozitif yöndeki ilişki, ailenin ekonomik durumunun iyi olmasının, öğrencisinin eğitimi ile evde ilgilenmesi etkilediğini göstermektedir. Öğretmenler de, sosyo-ekonomik durumu düşük olan velilerin okul süreçlerine katılımının daha az olduğunu düşünmektedirler (Balkar, 2009).

Öğrenciye yönelik aile katılımı ölçeği ile okul bağlılığı ölçeği arasında anlamlı ve pozitif yöndeki ilişki, öğrencinin aile katılımı algısının artmasıyla okula bağlılık düzeyinin de arttığını göstermektedir. Aile katılımı, okula bağlılık ve akademik başarı ile pozitif yönde, okul terki ile de negatif yönde bir ilişkilidir (Fall ve Roberts, 2012). Aile katılımı, olumlu okul iklimine ve öğretmenlerin diğer velilere ulaşma istekliliğini olumlu etkiler (Erdoğan ve Demirkasımoğlu, 2010). Aileler, öğrencilerin okul algılarını olumlu veya olumsuz etkileyebilirler. Aileler model olarak çocuklarının toplumsallaşmasına yardımcı olurlar ve aile katılımı, okulun amaçlarına ulaşması için anahtardır (Uslu, 2012).

Çalışmanın sonuçları ışığında, uygulayıcılara aşağıdaki öneriler getirilebilir:

- Öğrencilerin okula bağlılık düzeylerini yükseltmek için, ailelerin öğrencilerinin eğitim süreçlerine katılımı arttırılmalıdır ve aileler aile katılımı için teşvik edilmelidir.
- Okul ve aile arası iletişimi arttırmak ve velilerin okula katılmasını teşvik etmek için etkinlikler düzenlenmelidir.
- Öğrencilerin okula bağlılık düzeyini arttıracak çalışmalar düzenlenmelidir. Bunun için, öğrencilerin okul örgütünün değerli bir paydaşı olduğunun hissettirilmesi gerekmektedir. Ayrıca, ailelerin öğrencilerin eğitime katılımı arttırılarak, öğrencilerin aile katılımı algısı yükseltilmelidir.
- Ortaokul öğrencilerinin okula bağlılık düzeylerini yükseltmek için, sosyal kaygılarını giderecek, çevresi tarafından kabul gördüğünü düşüncesini sağlayacak okul iklimi oluşturulması için gayret edilmelidir.
- Erkeklerin okula bağlılık düzeyinin kızlardan düşük çıkması dolayısıyla, erkeklerin okula bağlılık düzeyini arttıracak çalışmalar düzenlenmelidir. Erkekleri okula özendirerek etkinlikler düzenlenmelidir.
- Ailelerin dağılmamış olması veya çocukların anne ve babalarının birlikte yaşamaları, ailelerin öğrencilerinin eğitime katılımını arttırmaktadır. Boşanmış anne ve babaların, çocuklarının eğitime daha fazla katılımını sağlayacak çalışmalar yapılmalıdır.

- Öğrenciler yaş olarak büyüdükçe, okula bağlılık düzeyleri azalmaktadır. Öğrencilerin yaşlarının artmasıyla okula bağlılık düzeylerinin azalmasını önleyecek çalışmalar yapılmalıdır ve okul ortamı öğrencilerin yaşlarına ve ilgilerine uygun şekilde düzenlenmelidir.

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