Analysis of School Principals' Views on Parent Involvement in Education

Okul Müdürlerinin Ebeveynlerin Eğitime Katılımı Konusundaki Görüşlerinin Analizi

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Abstract

Purpose: This study aimed to reveal the views and perspectives of school principals about the scope of parent involvement in education, how it can be encouraged, and the positive and negative outcomes of the involvement.

Design/Methodology/Approach: This is a qualitative study using a phenomenological design. The study group was formed according to the maximum variety sampling method falling within the purposive sampling classification. The study group created using the maximum variety sampling method, which included school principals working in Ankara, Istanbul, Yozgat, Zonguldak, and Van provinces, were administered a Parent Involvement Interview Form, which was developed by the researcher. The data obtained were analyzed using content and descriptive analysis.

Findings: The findings of the study indicated that school principals defined parent involvement as supporting school-parent association activities that cover procedures and works for establishing, executing, and accomplishing school-parent association bureaucratically. The opinions of school principals in the context of parent involvement models, on the other hand, are observed to center on the consumer and delivery models.

Highlights: Consequently, although parent involvement is considered like the help with homework given, it can be said to be a multivariate and comprehensive issue. Therefore, some recommendations have been made based on raising awareness that children's education does not only occur in learning environments such as schools or classrooms, but it also continues in the family and out of school environment.

Öz

Çalışmanın amacı: Araştırmada okul müdürlerinin eğitimde aile katılımının kapsamı, ailelerin eğitime katılımına nasıl teşvik edilebileceği, eğitime aile katılımının olumlu ve olumsuz sonuçları hakkında görüş ve bakış açılarını ortaya koymak amaçlanmıştır.

Materyal ve Yöntem: araştırma olgubilim deseninde nitel bir çalışmadır. Çalışma grubu amaçlı örnekleme sınıflamasında yer alan maksimum çeşitlilik örnekleme yöntemine göre oluşturulmuştur. Bu doğrultuda Ankara, İstanbul, Yozgat, Zonguldak ve Van illerinde görev yapan okul müdürlerine Aile Katılımı Görüşme Formu araştırmacı tarafından geliştirilerek uygulanmıştır. Elde edilen veriler içerik ve betimsel analiz yöntemi kullanılarak çözümlenmiştir.

Bulgular: Araştırma bulgularında, okul müdürlerinin aile katılımını bürokratik olarak okul-aile birliğini kurma, yürütme ve sonuca götürme iş ve işlemlerini kapsayan okul-aile birliği faaliyetlerine destek olma olarak tanımladıkları sonucuna ulaşılmıştır. Okul müdürlerinin aile katılım modelleri bağlamında görüşleri ise tüketici ve iletim modelinde yoğunlaştığı dikkati çekmektedir.

Önemli Vurgular: Sonuç olarak her ne kadar aile katılımı çocuklara verilen ödevlere yardım etme gibi düşünülse de çok değişkenli ve kapsamlı bir konu olduğu söylenebilir. Bu nedenle çocuklarının eğitiminin sadece okul veya sınıf gibi öğrenme ortamlarında değil aynı zamanda çevre ve ailede de devam ettiği farkındalığının oluşturulması temelinde önerilerde bulunulmuştur.

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INTRODUCTION

As is known, education is a process that is dynamic and open to external influences. Making an epistemological explanation alone makes it often difficult to understand. Thus, it is necessary to refer to different disciplines and phenomena to understand and define them. Also, education cannot be explained by a single actor or variable in itself beyond an interdisciplinary approach. In this context, three basic dimensions of education, namely, school, environment, and family, can be mentioned. Families generally provide social, cultural, and emotional support that students need to do well at school. Education refers to the critical period in a student's life. Therefore, schools and families should collaborate (DePlanty, Coulter-Kern, & Duchane, 2007). This relationship is expected to occur reciprocally, not one-sided, that reinforces what is learned at school in the family and vice versa. Besides, the earlier a parent's involvement in a child's education begins, the stronger its effects on the educational process are (Kutlu Abu & Kayar, 2020). Hence, experts often point out the critical role of support provided in the home environment in determining children's school success. Therefore, strong parental involvement components come to the fore in early childhood education (Cotton & Wikelund, 1989). Schools expect parents to actively participate in the educational activities of the students in all respects. The literature indicates that student variables, such as status of doing homework, perceived personal competence, and self-regulation strategies, are positively affected by the extent of parental involvement in education (Hoover-Dempsey, Battiato, Walker, Reed, DeJong, & Jones, 2001). Due to these justifications, we can recommend that factors affecting parents' involvement in education should be addressed first, and then models that will allow their involvement in education should be implemented.

Factors Affecting Parent Involvement

Parent involvement is related to the variables, such as student success, family income, psychological status of parents, willingness to communicate with the school and the teacher, and wondering about the progress of the education of the student (Tabak, 2020). More fundamentally, the expectations of the family from education are shaped basically by the positive and valuable experiences during their formal education (Fan, 2001). According to teachers' views, parent involvement in school affects the social and cognitive development expected of the child depending on the characteristics of the child and the family (Barnard, 2004). One of the leading reasons why parents are unable to be involved in school is their working life. Most parents state that the time they can devote to the child usually coincides with the time they need to rest: the time out of working hours. Hence, the difficulty of taking care of the child in the period devoted to rest, which is their personal needs, manifests itself. This situation becomes part of the complex social and economic picture of the issue of sparing time (Harris & Goodall, 2008).

One of the most important predictors of parents' family structure and school involvement is communication and the direction of communication. In general, the presence of two parents will facilitate children's intellectual growth as a result of a) receiving help with homework, b) getting emotional support when necessary, c) having a sense of family stability that facilitates showing good performance academically, and d) interaction with close adults (Jeynes, 2011). For this reason, parent involvement does not only mean helping children with their homework. Quality time spent with the family contributes specifically to the personality and psychological development of the child. According to the results of a meta-analysis obtained from studies, parental involvement emphasizes developing well-designed approaches to increase participation in school invitations (Anderson & Minke, 2007; Hoover-Dempsey, Battiato, Walker, Reed, DeJong, & Jones, 2001). In this respect, it can be said that beyond structuring the child's time outside the school environment, it could be more appropriate to know the characteristics of the child and parental structure involvement according to these characteristics.

One of the factors that affect family involvement which is overlooked, is the belief and attitude of parents. It can be said that families who know the importance of spending time with the child develop positive beliefs. The developed positive belief contributes to the child's success and other characteristics (Hornby & Lafaele, 2011). Parent involvement based on the parents and the child's expectations of achievement highlights the teacher's leadership and psychological process management (Epstein, 1986). Therefore, teacher-parent meetings through various organizations can increase awareness in the process of parent involvement in education. Parent involvement programs are stronger in self-sufficient classes. Since the classes that make their general organizations themselves determine the number of students, it can affect the frequency of students' communication with their parents. Simultaneously, the low number of students provides quality communication opportunities by establishing frequent and various contact possibilities with parents (Epstein & Dauber, 1991).

Parent Involvement Models

There are traditional approaches to parent involvement that tend to be culturally and socially inclusive. Traditional approaches focus on middle and upper-class values and behaviors about what parents can do for school, such as homework support, helping school expectations, and volunteering (Latunde, 2016). A common approach that some teachers find helpful is to involve parents in learning activities with their children at home. The main feature of parents' involvement in learning activities refers to the time allocated to educational activities that parents and children spend together at home and the quality of this time. Accordingly, when educational research on family involvement is examined, it is possible to see that various models have been introduced over time (see Figure 1 / Becker & Epstein, 1982; Cunningham & Davis, 1985; Swap, 1993; Hornby, 2000). When the literature is examined, the parent as the first role model draws attention. This model is based on the idea that the parent is a natural teacher

with various skills and acts as a role model. In addition to those taught at school, the child can also acquire many skills at home. They can imitate parents or adopt these skills by distinguishing between what kind of parental skills are important, interesting, or fun (Becker & Epstein, 1982). When considered in a basic sense, the parent model as a role model can be interpreted as a combination of education concepts that starts in the family and is a role model in education. As can be seen in Figure 1, when parent involvement models are examined, it can be said that they have spearheaded the emergence of these models in the historical process.
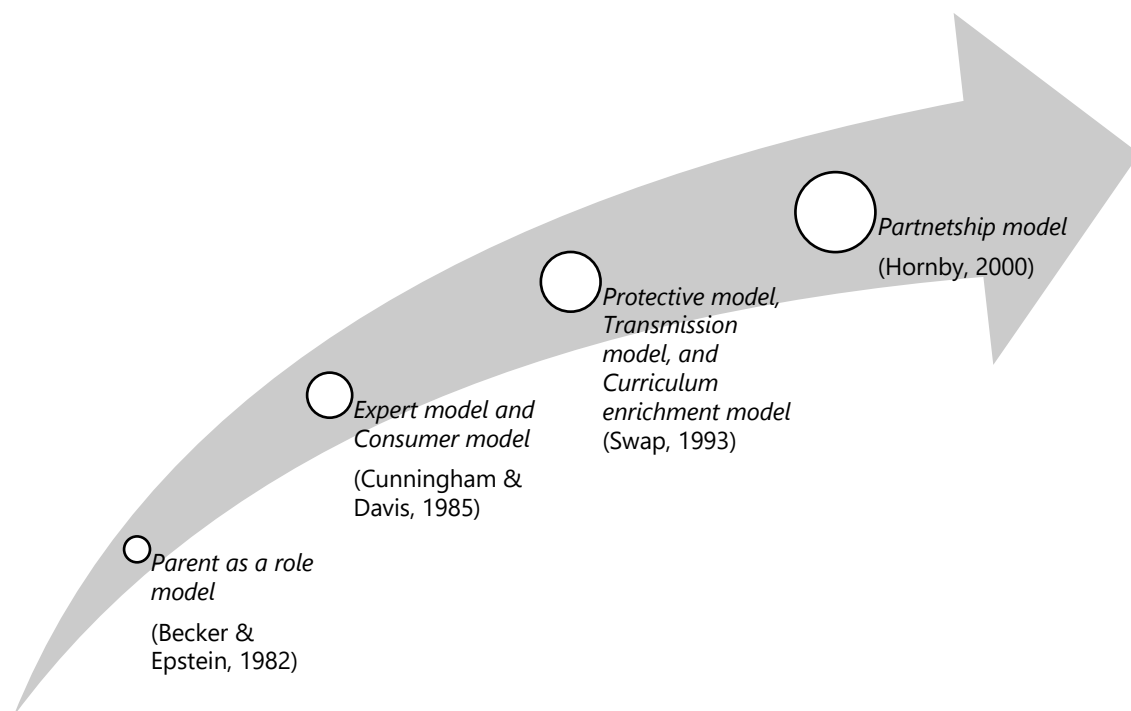
Figure 1. Chronological category of family involvement models

The development of parent involvement models, which started with the parent model as a role model in the early 1980s, continued with the expert model and consumer model in the mid-1980s, the protective model, the transmission model, and the curriculum enrichment model in the early 1990s, and the partnership model in 2000. The foundations of approaches that increase family involvement in education are based on parent, student, and teacher relationships. In this context, the basic characteristics of family involvement models, namely, (1) the expert model, (2) the consumer model, (3) the protective model, (4) the transmission model, (5) the curriculum enrichment model, and (6) the partnership model, can be examined in the following way: (1) The expert model: While teachers have control over decisions, the role of parents is to receive information and instructions about their children. The biggest problem with this approach is that it encourages parents to be obedient and dependent on teachers (Cunningham & Davis, 1985). (2) The consumer model: Parents are considered consumers of educational services. While the teacher acts as a counselor, the parent decides what action to take. While the parent has control over the decision-making process, the teacher's role is to provide them with relevant information and a range of options (Cunningham & Davis, 1985). (3) The protective model: In the model that avoids conflict by separating the roles of teachers and parents, the education of children is carried out by teachers at school. The role of parents is to ensure that children get to school on time with the right equipment (Swap, 1993). (4) The transmission model: Teachers see themselves as the main source of expertise for children. It is the type of model in which teachers inform parents that they should take an intermediate role in being a model for children (Swap, 1993). (5) The curriculum enrichment model: It involves expanding the school curriculum by including the contributions of parents. It is based on the assumption of increasing interaction of parents with teachers in terms of curriculum content, process, and material application (Swap, 1993). (6) The partnership model: It is a model in which teachers are seen as experts in education and parents as experts in understanding and knowing the child. The relationship between teachers and parents can be defined as a partnership that includes sharing expertise and control to ensure optimal education for all children. Parents and teachers add different strengths to their relationships and thus increase the potential of a partnership (Hornby, 2000). From the historical perspective, models have progressed from the separation of the role of parents and teachers in the early days to the cooperation of the family and the school, and even the teachers.

The Importance and Purpose of the Research

It is noteworthy that majority of studies on family involvement are on the preschool field and preschool teachers (Bayraktar, Güven & Temel, 2016; Çakmak, 2010; Şahin & Özbey, 2009), which is followed by parent involvement in private education (Gül, 2007; Keçeli-Kaysılı, 2008; Sucuoğlu, 1996). On the other hand, studies on parent involvement in terms of school management have been carried out under sub-headings, such as school-parent associations (Akbaşlı & Kavak, 2008; Özbaş & Badavan, 2010; Yıldırım & Dönmez, 2008) and student-parent-school contract (Ereş, 2010). There are also studies on family, student, teacher, and administrator views (Erdoğan & Demirkasımoğlu, 2010; Lindberg, 2014; Ünal, Yıldırım, & Çelik, 2010; Şad & Gürbüztürk, 2013) regarding the involvement of families in the education process. On the other hand, school principals are primarily responsible for the bureaucratic order and hierarchy of schools (Sönmez, Güçlü, Şahin, & Tabak, 2016). Therefore, considering that schools are the smallest building unit of education at a micro level, school principals are the primary responsible person for the decision-making of the applications to be carried out in schools. Thus, it is important to reveal and painstakingly examine the opinions of school principals or school administrations on the involvement of parents, who are a stakeholder of education. When the literature is examined, considering that no studies on the opinions of school principals on the involvement of parents in education have been carried out before and teachers have a role in encouraging parent involvement in education, this study is thought to provide bureaucratic convenience, as well as filling the gap in the field. Beyond filling the research gap in the field, it is thought that there is a need to reveal what can be done in practice by determining the existing perceptions of school principals regarding family involvement in education. In this context, the main importance of the study is that it reveals the knowledge of school administrations about the awareness and functions of family involvement in education in general and in school and class. The study aimed to reveal the views and perspectives of school principals about the scope of family involvement in education, how it can be encouraged, its positive and negative consequences in terms of (1) perceived parent involvement, (2) views in the context of parent involvement models, and (3) the necessity of family involvement.

METHOD

Research Model

This research, which aimed to evaluate the scope of family involvement, how it can be encouraged, and its positive and negative outcomes according to the opinions of school principals, was carried out as a qualitative study using a phenomenological design. One of the qualitative research methods' main concerns of phenomenological design research is not generalizing but obtaining in-depth findings within the scope of variables (Marton, 1988). Therefore, qualitative research can be defined as a research process that reveals perceptions and phenomena realistically and holistically in the natural environment and can be designed with observation and interview data collection methods (Yıldırım & Şimşek, 2008). In phenomenological research, data sources are individuals or groups who experience and can express or reflect the phenomenon that the research focuses on (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2012).

Participants

The study group was selected according to the maximum variation sampling method that falls in the purposive sampling method classification. Purposive sampling has emerged within the tradition of qualitative research and involves several sampling methods. The maximum variation sampling handles large-scale phenomena and significant common patterns to determine differences (Yıldırım & Şimşek, 2008). In this study, participants' sex constitutes the main similarity variable. Also, the selection of schools with a size not exceeding 30 students per teacher represents another similar situation in the study group. The reason sex and the number of students per teacher considered the basic similarity variables, is that the majority of school principals are male, and the optimal number of students per teacher in Turkey coincides with the properties of the study group. The demographic characteristics of the participants in the study are given in Table 1. Accordingly, the study group consists of school principals from Ankara, Istanbul, Yozgat, Zonguldak, and Van provinces. Both the regional diversity at the national level and the populations of the provinces were taken into account in providing the provincial diversity of the study group. The maximum variation sampling aims to provide diversity and obtain in-depth data. Diversity in the study sample was increased in terms of both provinces and education levels. The majority of the principals who participated in the study were from primary and secondary school levels except for three. All the principals were male, and their work experience varied between two and 15 years as a principal and one and 24 years as a teacher. As a result, 13 school principals participated in the study.

Table 1. Demographic characteristics of the participants

	Sex	Province	Level of education	Seniority as a principal (year)	Seniority as a teacher (year)	Number of students	Number of teachers	Number of students per teacher
Y1	Male	Ankara	Elementary school	15	15	1210	54	22
Y2	Male	Yozgat	Elementary school	14	1	355	21	16

	Sex	Province	Level of education	Seniority as a principal (year)	Seniority as a teacher (year)	Number of students	Number of teachers	Number of students per teacher
Y3	Male	Zonguldak	Elementary school	3	11	430	20	21
Y4	Male	Ankara	Middle school	2	14	950	36	26
Y5	Male	Ankara	Middle school	4	12	940	38	24
Y6	Male	Ankara	Elementary school	11	5	390	30	13
Y7	Male	Van	Primary school	3	3	280	17	16
Y8	Male	Ankara	Middle school	3	11	384	30	12
Y9	Male	İstanbul	Elementary school	3	8	480	27	17
Y10	Male	Istanbul	Primary school	5	14	1040	44	23
Y11	Male	Van	Middle school	5	11	330	25	13
Y12	Male	Istanbul	Primary school	9	21	1150	51	22
Y13	Male	Yozgat	Middle school	15	24	260	18	14

The Data Collection Tool and Process

In the study, a semi-structured Parent Involvement Interview Form for School Administrators (Appendix 1) was developed by the researcher, and it was administered to school principals to collect data. Some basic steps were followed in the development process of the semi-structured interview form. First of all, a pool that involved 10 open-ended questions regarding parent involvement was created. The items in the pool aimed to question and collect data about the scope of parent involvement in education, ways of encouraging parent involvement in education, practices that support parent involvement, and the positive and negative aspects of parent involvement in education. The pool questions were submitted to three experts in the field: measurement and evaluation and one language expert. According to the experts' feedback, it was found that the interview form could have five questions. A form's trial, which was finalized according to the views of the experts, was conducted with a school principal who was not in the study group. As a result of the opinions of the field experts and the findings of the pilot administration of the form, it was decided that instead of direct questions, questions could be based on a sample school profile and that two questions could be combined to make a probe question. Accordingly, the interview form was made up of four questions and two probe questions in its final form.

Learning is not a phenomenon that can take place only at school, but a phenomenon with many variables, including family. A qualitative research process was followed to examine this phenomenon in depth. When qualitative research methods are examined, it can be seen that interviews have an important place (Marton, 1988; Yıldırım & Şimşek, 2008). An Interview allows collecting in-depth data about a phenomenon, selecting the sample to be studied both as a group and individually, and the possibility to test the hypotheses (Cohen, Manion, & Morrison, 2007). Special care was taken to determine collecting the data by considering the school principals' workloads. Accordingly, the interviews were held at the most convenient times by making necessary appointments. The interviews were held online in the first half of 2019, and the duration of the interviews varied from 22 to 34 minutes. School principals did not allow voice recording, so the content of the interview was written down by the researcher. The interview text was reviewed by the researcher, and spelling errors were corrected.

Data Analysis Procedures

The data obtained in line with the purpose of the study were analyzed using the content analysis method, and the descriptive analysis of the analyzed data showed the themes that the participants concentrated on. While content analysis is based on the classification of similar and related concepts and phenomena, the descriptive analysis provides themes and codes and reveals their frequency in the opinions of the participants (Yıldırım & Şimşek, 2008). Before analyzing the data, the raw data obtained from the interview forms were read, and the meaning integrity of the conversations was reviewed. At the end of the basic reading, theoretically related concepts were elicited. In this way, the themes and codes were determined and organized. Besides, data were theoretically analyzed to make a parent involvement classification in terms of protective model, curriculum enrichment model, transmission model (Swap, 1993), expert model, consumer model (Cunningham & Davis, 1985), and partnership model (Hornby, 2000). Finally, in the analysis of school principals' views on the necessity of parent involvement, the advantages and disadvantages of parent involvement were separately questioned and analyzed. Since some of the school principals stated that parent involvement had both advantages and disadvantages, both views were reflected in the analysis.

To increase the validity and reliability in the analysis of the obtained data, special care was taken first to ensure the data were free from errors. The data text was read over and over again and submitted to the approval of the participants. In addition, three

independent field experts, including the researcher, were asked to create themes to achieve internal consistency in the research. In this way, the consensus of independent field experts was calculated, and the theme reliability that emerged in the data analysis of the research was achieved (Miles & Huberman, 1994). The level of consensus was examined by comparing the themes created by the field experts with those created by the researcher. The consistency correlation of the opinions was found to have a high similarity level, with a correlation of .85 between expert one and expert two, .79 between expert one and expert three, and .89 between expert two and expert three. In this way, the researcher achieved cross-checking with the consistency of findings obtained from the experts and increased the reliability in creating themes by preventing possible systematic errors.

INTERVIEW FINDINGS

Under the findings section, the analysis of school principals' perceived parent involvement, their views in the context of parent involvement models, and their views on the necessity of parent involvement are presented.

Perceived parent involvement in education obtained from the interviews with school principals within the scope of the research is given in Table 2.

Table 2.Analysis of school principals' perceived parent involvement

Theme	Participants expressing opinion	n
Supporting parent-teacher association activities	$Y_1, Y_2, Y_3, Y_4, Y_5, Y_6, Y_7, Y_8, Y_9, Y_{10}, Y_{11}, Y_{12}, Y_{13}$	13
Organizing social activities	$Y_3, Y_4, Y_6, Y_7, Y_8, Y_{10}, Y_{11}, Y_{12}, Y_{13}$	9
Taking part in various commissions established in schools	$Y_1, Y_3, Y_5, Y_6, Y_7, Y_{11}, Y_{12}, Y_{13}$	8
Contributing financially and morally to the development of schools	$Y_1, Y_2, Y_5, Y_6, Y_7, Y_{10}, Y_{11}, Y_{13}$	8
Getting to know the parents of the teacher and guiding the students	Y_1, Y_8, Y_{12}	3
Conscious parents' cooperation with the school administration	Y_3, Y_5, Y_8	3

The analysis of the school principals' perceptions of parent involvement indicated that their views were mainly under the supporting parent-teacher association activities theme (n = 13). School principals stated that they regarded parent involvement more bureaucratically as establishing and operating parent-teacher association and realizing its objectives. For example, the school principal coded as Y3 defined it as follows: "To contribute to the development of schools financially and morally. In addition to organizing activities with teachers and students, it can be defined as taking part in the management of the parent-teacher association and various commissions established in schools." Also, the following themes were elicited from the views of the participants: organizing social activities (n = 9), taking part in various commissions established in schools (n = 8), and contributing financially and morally to the development of schools (n = 8). The school principal's view is coded as Y3, "education is based on the balance of these three legs: school, student, and parent. The strong communication between these legs strengthens the educational environment. Family/parent involvement should be in line with specific goals that increase students' commitment to the school. Parents should be present in all class activities and excursions. "Parents should organize some activities" refers to the following themes: getting to know the parents of the teacher and guiding the students (n=3) and conscious parents' cooperation with the school administration (n = 3). In addition, the featured views of school principals based on the themes are given below:

Getting to know the parents of the teacher and guiding the students

Y1: Family involvement should aim at increasing students' success, ensuring that children gain positive behaviors based on teacher-parent cooperation, guiding students by getting to know the parents of the teacher, revealing students' skills, and acting together.

Contributing financially and morally to the development of schools

Y2: Parents who have a particular job can be invited to lessons as exemplary figures. Also, parents are expected to take a positive approach to school-related events. Conscious parents can hold meetings to prevent negative behaviors in cooperation with the school administration.

Supporting parent-teacher association activities

Y4: I think parents or families should be actively involved in school activities during the education life of their children.

Organizing social activities

Y7: They can make financial contributions through the parent-teacher association. Also, they can take responsibility for arranging social activities, such as going to the cinema and theater, which students can do with their parents.

Cooperation of conscious parents with the school administration

Y8: The biggest problem in primary schools is parents' unconscious involvement in school. Parents bring their children to school every day, and when they come to school, they want to go into the classrooms. This is the problem seen in almost all primary schools. Parents' presence in the classroom poses a security risk for students. We try to prevent parents from entering school as much as possible. In this case, parents think that they cannot be involved in the education. This is the point that is misunderstood. As the school administration, we ask parents to help school staff, students, and teachers by coming to the school when necessary. However, they must do all of these under the permission and supervision of the school administration.

<u>Taking part in various commissions established in schools</u>

Y12: Getting involved in education by taking part in the commission organizing the training programs for parents or families at school; expressing their views in decisions made about the school; meeting with the teacher to help their child to adapt to the school culture.

Table 3 presents the comparison of the school principals' views with parent involvement models.

Table 3. Analysis of school principals' views in the context of parent involvement models

	Theme/Code	protective model	consumer model	transmission model	expert model	partnership model	curriculum enrichment model
Positive	Increasing students' success	✓	-	-	✓	✓	-
	Helping gain positive behaviors	✓	✓	✓	-	✓	✓
	Taking part in the management of the parent-teacher association	-	-	-	✓	✓	-
	Organizing awareness training	-	✓	✓	✓	✓	✓
	Getting parents involved in decision-making in school	-	-	✓	✓	✓	-
	Social activity organizations of school stakeholders and parents	✓	✓	-	-	-	-
Negative	Security risks	✓	✓	✓	-	-	-
	Conducting activities under the permission and supervision of the school administration	✓	-	✓	✓	✓	-
	Utilizing the school for individual interests	-	✓	-	-	-	-
	The intervention of parents too much in minor problems	✓	✓	✓	-	-	-
	Attempting to change the internal order of the school	-	✓	✓	-	-	-

Some of the school principals' views in the context of parent involvement models were under the consumer and transmission model, followed by the protective, partnership, and expert parent involvement models. On the other hand, it was found that there were fewer views within the scope of the curriculum enrichment model. The views classified within the involvement models included themes and codes, such as (positive) increasing students' success, organizing awareness training, social organizations activity of school stakeholders and parents, (negative) security risks, utilizing the school for individual interests, and attempting to change the internal order of the school. It was observed that the themes formed under the curriculum enrichment model, which was referred by the fewest number of principals within the parent involvement models, included helping gain positive behaviors and organizing awareness education. The curriculum enrichment model indicates a desired and high level of involvement. However, parent involvement is not considered independently as the duties of the family and the duties of the school and stakeholders and as integrated into interaction. Thus, the views were observed to gather under the protective, consumer, and transmission models more. Based on codes, the following themes, which emphasize reducing the negative effect of family-parent involvement on the bureaucratic process of the school, come to the fore: helping gain positive behaviors, the importance of organizing awareness education, and doing activities under the permission and supervision of school management. A school principal said, "A parent involved in every business can distract management from their business. Some parents intervene in teachers' decisions about their classroom order, and some parents want to use the possibilities of the school for their interests", which proved parents' desire to utilize the school for their interests. The featured views of school principals in the context of parent involvement models are given below:

Positive views on parent involvement models:

Y1: I would make the school entrance just a normal entrance. I would be in the garden every day when parents come and go and have conversations with parents. I would find leading people in the neighborhood and contact them. I would conduct home visits with my teachers. I would organize social activities for students at school.

Y3: I would organize trips and dinner, breakfast, charity, cinema, or theater activities, in which parents are involved. I would organize various events promoting the school so that parents' perspectives on the school could change positively. I would take into account parents' suggestions to show that their opinions are valuable.

Y4: As a manager, who works in a complex environment, I can organize a meal program, including school teachers and administrators, to involve parents in education.

Y10: Since we are a primary school, we communicate with students' parents through our class mothers. Parent involvement is higher to the extent that we can motivate class mothers. We give a certificate of appreciation to class mothers at the meetings. Especially when class mothers believe in the work's sincerity and usefulness, they try to make an effort for the school and involve other parents in the class in the process.

A13: I would offer parents opportunities to improve themselves. I would encourage parents who support behaviors not involving crime/violence. I would convince them that parent involvement increases the child's success.

Negative views on parent involvement models

Y6: I think that most of the problems students have are caused by parents and the environment. In a school with such a problematic parent profile, keeping parents away from school will at least keep students away from their undesirable effects during school hours.

Y7: I think it would be a problem to call people involved in so many crimes to school. I think home visits, if possible, will be more effective.

Y8: Parent involvement is very limited in disadvantaged areas. In such areas, students must spend their time at school in the most efficient way. The parents in the mentioned areas are already unconscious, and it would be the biggest mistake to involve these parents in education. The best thing to do in such places is visiting parents. It is necessary to understand the children by keeping parents away from school. Frankly, I do not make any special efforts to get parents involved in such places.

Y11: I think parents will participate in all the activities and educational activities they think are in the best interests of their children. The only problem is whether the parent is convinced that "this activity and educational activity are in the interests of the student." Here, the teacher should step in and explain this to parents according to their social/cultural status.

Y12: I think it would be better if parents were not involved in education during this period. After a while, parents put themselves in the position of a teacher and start to interfere with everything. They try to get involved in things that are not their business. Creating a healthy home environment for students and themselves automatically enables them to get involved in education.

The school principals' views regarding the advantages and disadvantages of parent involvement in education are given in Table 4. More than one appearance is a requirement of the analysis, as some principals' views mention both advantages and disadvantages of parent involvement in education.

Table 4. The analysis of school principals' views on the necessity of parent involvement

Necessity of parent involvement	School principles expressing their views	n
Advantages	$Y_1, Y_3, Y_7, Y_8, Y_9, Y_{10}, Y_{11}, Y_{12}, Y_{13}$	9
Disadvantages	$Y_2, Y_6, Y_8, Y_9, Y_{11}, Y_{12}, Y_{13}$	7

Considering the analysis of school principals' views on the necessity of parent involvement, it was found that the number of school principals who considered it as an advantage (n = 9) was higher than those who considered it as a disadvantage (n = 7). However, it can be said that the views were not superior to each other, but the distribution of the views was similar. Regarding the advantages, the school principal coded as Y8 said, "Parent involvement facilitates the business of teachers and administrators. They assist teachers and administration in activities and organizations. They can contribute to the development of their children at home in coordination with the teacher." It is noteworthy that besides evaluating family or parent involvement positively, this view emphasizes that the family is another variable of education by also helping school management and processes. Regarding the disadvantages, it was emphasized that some parents were involved in every business, negative behaviors of parents were transferred to the school, or that some parents tried to interfere with the teacher's business due to not knowing where they needed to stop. For example, the school principal coded as Y9 said, "Some students feel unsafe because parents come to school too often (...), teaching /learning is disrupted as a result of conflicting opinions between parents and between parents and teachers

(...), and parents make a fuss due to trivial problems among students." Some of the views of school principals about the advantages and disadvantages of parent involvement are given below:

Featured views on the advantages of parent involvement

Y1: Having strong communication can strengthen the education environment. Besides, parents take on the burden of the teacher in planning and implementing the educational activities, facilitating the teacher's job. It motivates students who see their parents at school.

Y3: Making parents and students feel valued ensures that school and students' problems are solved more quickly and easily. Eventually, it contributes to increased trust in teachers.

Y7: If the teacher knows the parent and the student's environment, it allows the teacher to know the causes of the student's problem. Accordingly, education or health measures can be taken.

Y13: As a result of the training programs not only for children but also for families, the development of all segments of the society is achieved.

Featured views on the disadvantages of parent involvement

ST6: In addition to the fact that negative behaviors caused by parents can be transferred to the school, there may be conflicts/jealousy among parents if the teacher cannot achieve the balance. It can negatively motivate students who see other parents at school but cannot see theirs.

St8: They can prevent teaching at school. They can try to change the school's internal order and turn it into a street environment by gossiping or chatting inside the school.

Y11: We can see that some parents try to interfere with the teacher's job due to not knowing their limits. We can see that they reduce the motivation of the teacher by making irrelevant complaints through BIMER by organizing other parents by claiming they support education. They try to make up for the lack of attention they face in the family environment at home and try to use the school as a socialization environment.

CONCLUSION AND DISCUSSION

The data obtained from the interviews with school principals were analyzed qualitatively within the scope of this study, which aimed to reveal school principals' perceptions regarding the awareness, mindfulness, and functions of parent involvement in education. The data obtained indicated that school principals defined parent involvement as bureaucratically supporting parent-teacher association activities, including establishing and executing parent-teacher association and realizing its objectives. Accordingly, Kocabaş (2016) pointed out that parent involvement had not reached a widely feasible level in Turkey yet. When reviewing studies conducted worldwide including our country (Turkey) considering this inadequacy, it was found that parent involvement programs were mostly prepared for parents with children at preschool and primary education levels;meaning that school principals attach to parent involvement in education at the basic level can show that we, as a country, are not prepared in this regard. As the main findings of this study, family relationships can affect children's personality traits, their perspective of the future, in short, their psychological factors. However, it can be understood that the only variable is not psychological factors. The factors that prevent parents from getting involved in the education process can be listed as follows: low educational and cultural levels of families, poor economic conditions, the busy work place of the working parents, fatigue, the environment in which the family lives, family problems, and the high number of children (Argon & Kıyıcı, 2012). On the other hand, in the study on the involvement of mothers of children with special needs who attend preschool and primary school, Akmeşe & Kayhan (2014) found that the monthly income level of the family, the education level of the mother, and the sex of the child did not affect the involvement of mothers in education, but that employment status of the mother and the education level of the children caused a difference in the involvement levels of mothers. For these reasons, school principals must consider the function and relationship of the family with education before considering parent involvement. Besides, studies (Barnard, 2004; Cotton & Wikelund, 1989; Epstein & Dauber, 1991; Hornby, 2000; Özbaş, & Badavan, 2010) support both theoretically and with findings that parent involvement encourages schools and classes as educational settings. However, school principals' perspectives seeing this support solely as parent-teacher association activities may naturally prevent the structuring of the process in the desired way. Correspondingly, in the study with preschool parents, Yavuz Konokman and Yokuş (2016) pointed out that parents had a high level of preschool education involvement. This situation may explain the discomfort of school principals because parents may perceive involvement in education as taking care of the child at school. Considering that this perception is realized, it can be thought that various problems may arise, including especially the role confusion of the functioning within the school itself. While the amount of time spent with the child is important, the quality of this time should also be taken into account. In this regard, the literature emphasizes the necessity of ensuring parent involvement of children who receive education in preschool (Bayraktar, Güven & Temel, 2016; Çakmak, 2010) and special education (Gül, 2007; Keçeli-Kaysılı, 2008).

Considering the school principals' views in parent involvement models, the views were gathered under the consumer and transmission models. Of the parent involvement models, the least mentioned by the school principals was the curriculum enrichment model. This model indicates a desired and high level of involvement. Contrary to expectations, it was found that a school principal described parent involvement in education as a bureaucratic interference with the business and functioning of

the school. Similarly, in the study with teachers and school managers, Erdogan and Demirkasımoğlu (2010) defined the concept of parent involvement in the education process as regular communication with the school and exchanging information with the teacher about the student. Some school managers perceived this issue as parents' provision of financial support to the school. Also, both teachers and school administrations emphasized that parent involvement in education was unnecessary because they complained that families acted unconsciously during the education process. Some teachers and administrators stated that they were uncomfortable with some parents' intervention in their field of expertise and pressure on what to do and how to do it. The curriculum enrichment model assumes that the interaction between parents and teachers in applying the curriculum material increases (Swap, 1993). However, school principals do not want families in the school environment due to their intervention in the business and functioning of the school environment, which contradicts the theory.

On the other hand, one school principal stated that parents' unplanned arrival in the school was a problem and that their involvement needed planning and programming, which supports the curriculum enrichment model. This thought may be related to the teacher education system when considering both demographic and appointment criteria of school principals and their previous professional experience as a teacher. According to research conducted on prospective teachers, participants stated that they felt somewhat ready to use parent involvement strategies regarding parent involvement in education. They also stated that they did not have the opportunity to gain enough knowledge, skills, and experience on this subject during their education. Knowledge of the techniques, methods, and strategies used in family involvement practices and how to plan and program the involvement can help prospective teachers start their profession more confidently (Lindberg, 2014). Based on the research findings obtained, one reason for the finding mentioned above may be a failure to provide necessary awareness and knowledge in teacher training. More than half of the school principals stated positive opinions about the necessity of parent involvement, though the rates were similar. The leading negative opinion of the school principals about parent involvement was that negative behaviors of the parents were transferred to the school and that some parents did not know their limits and interfered with teachers' business. While giving homework support and helping school expectations are expected behaviors of parents (Latunde, 2016), the existing perception of the school principals and the distribution of opinions according to family involvement models do not match. This is due to the type of the perceived family or parent involvement.

RECOMMENDATIONS

Increasing family or parent involvement in schools is seen as a challenging goal because, in the basic sense, there is no legal obligation to support and contribute to the education that takes place in the school and classrooms. Even if it existed, it would be a challenging objective to achieve its control and enforcement. For these reasons, it is important first painstakingly to examine the school stakeholders' views and even the principals in charge of the school to develop actions and strategies to ensure school-based parent involvement. Within the scope of the findings, a series of recommendations aiming to increase parent involvement to strengthen out-of-school learning were made to primarily school administrators, teachers, families, parents, decision-makers, and various parties. These recommendations are as follows:

1. Although parent involvement is considered a kind of help for doing homework, it is expected to create awareness in the environment, especially in parents, as it is a multivariate and comprehensive subject.

2. It may be important to classify schools, which are micro-level education units, considering the actions to be taken, regional, or variables. Parent involvement may vary from region to region and according to the socio-cultural and socio-economic characteristics. Thus, it may be important to develop an action plan by making an internal classification to start school-based actions to increase parent involvement.

3. While direct parent involvement is expected in preschool and special education, students' needs at the primary school level change.The interest of the family at the secondary school level is considered pressure on students for various reasons, such as adolescent psychology. It may be recommended to design activities to ensure parent involvement, considering both the education level and the characteristics and needs of the student's age period.

4. It may be recommended to establish communication channels with parents by establishing a school-based family information system or interview committees or commissions. In this way, communication with the school and family can be increased, it can be transformed into interaction, and families can take on complementary roles.

5. It may be recommended that school principals provide the necessary support and infrastructure to enable both the school and teachers to communicate with the family because findings revealed that school principals did not complete the infrastructure deficiencies for providing the necessary communication.

I hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

This research was conducted with a single author. I declare that all actions taken during the research process belong to me.

Ethics Committee Approval Information

The data of this research were collected in 2019.

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APPENDIX 1. Parent Involvement Interview Form for School Administrators

Section I. Information about the interview

Dear Participant,

This study aimed to collect and evaluate the views of school administrators about parent involvement in education. As it is known, school administrators, including school principals and vice-principals, are the stakeholders who are mainly responsible for the functioning of the school. For this reason, school administrators' perspectives on family/parent involvement in education are of significance. All data obtained within the scope of this research will be used **only within the scope of the research and by the researcher**. Participant information will not be shared with third parties.

We would like to express our thanks for your volunteer participation.

About the school administrator:
1. Province that the school is located:
2. Seniority in management:
3. Seniority in teaching:
4. Students population of the school:
5. Teacher population of the school:
6. Level (   ) Elementary (   ) Middle   (Mark both options if they coexist)

Section II. Interview questions

Family/parent involvement in education is usually understood as involvement in parents meeting and fulfilling duties requested by the school. Can you explain what the scope of family/parent involvement in education includes?

2- If you were a school administrator in the sample school below, how would you involve families/parents in the school? Can you explain it in detail?

Sample school profile:
This is a school located in one of the neighborhoods in Ankara with the highest rates of crime and student absenteeism. The high retaining walls of the school were built to reduce the impact coming from the environment as much as possible, and even the entrance to the school garden is provided through an overpass. Besides, the family profile of the students in the school includes disadvantageous groups with individuals who have been involved in various crimes, including substance abuse or supply, and have broken families. The school administrators working in this school try to find a solution to organize parents' meetings that teachers haven't been able to hold or to realize school organizations in which parents are included. Teachers have conveyed the solution that they have not been able to find alone to the school administration, so they try to achieve parent involvement in the school and education.

In your opinion, what are the factors that can encourage family/parent involvement in education?
What are the
(a) advantages and
(b) disadvantages of family/parent involvement in education in this example? Please explain.