

THE SCALE FOR TEACHER PARENT COMMUNICATION AND COLLABORATION¹

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Abstract: In every stage of education, in particular at preschool education, the strong and qualitative communication and collaboration increases the quality of education and yields positive outcomes in terms of children, families and teachers. The current research was carried out to test the validity and reliability of “The Scale for Teacher Parent Communication and Collaboration” in order to investigate the communication and collaboration between the family having a child attending an official kindergarten acting under the primary schools of the Ministry of Education and teachers depending on teachers’ point of views. The sampling of the study comprised of 240 kindergarten teachers working in the kindergartens acting under the primary schools of the Ministry of Education chosen with a supposition of Simple Random Sampling depending on the incidence, sensibility and mass size. In addition, as each kindergarten teacher filled a form for 5 families, the number of teacher forms was 1200. As validity-reliability tests, “Factor Analysis” and “Cronbach Alpha” coefficients were calculated. The reliability coefficient was taken as 0.982 for “The Scale for Teacher Parent Cooperation and Collaboration”, which was made up of 56 items.

Key Words: Early Childhood Education, Communication, Collaboration, The Scale For Teacher Parent Communication, Collaboration

¹ This study was extracted from the master thesis entitled “Validity and Reliability Study of Administrator, Teacher and Family Communication and Cooperation Instrument and Study into the Communication and Cooperation between Administrator, Teacher and Family at Preschool Education Institutions in terms of Family Perspective” (2008)

INTRODUCTION

Educators try to find out and improve the ways to increase the success of children at school and make them a good citizen. In order to achieve this goal, it is necessary that education should be realized through a collaboration of family, school and environment. When a positive link is obtained between school, family and environment, education will be realized at the desired level. Researches have shown that starting parent teacher collaboration at early ages and maintaining it throughout school period have an impact on the behaviours and academic successes and increase them in a positive way (Arslan and Nural,2004: 99-108; Akbaba and Samancı, 2004: 1432).

It is an inevitable reality to have parent school collaboration today. The role of families in education is getting more and more important. The child is a whole with his family. While determining the objectives of preschool education, we should not consider the child alone, but we should include the parents in the process by means of parent school collaboration (Kaya, 2002: 32; Karakaş, 2002: 39; Eliason and Jenkins, 2003: 58).

In order to make the preschool education more widespread and provide the sustainability of the education, there is a need for parent school collaboration. However qualitative the educational programs applied in preschool education institutions are, it would be unlikely to have permanent behavioural changes concerning children and reach the educational objectives in preschool education unless it is supported by the family. It is also required that this collaboration be given by both sides. The teachers that are able to regard families as a colleague could collaborate with

families much better (Ömeroğlu and Yaşar, 2004; Brewer, 2001: 204).

A qualitative communication should be obtained in order that both teachers and families could share their responsibilities for children, inconsistent educational attitudes adopted by teachers and families should be eliminated so that children can be prepared for a happy and successful life (Tezel Şahin and Özyürek, 2010; Kuzu, 2006).

Thanks to the parent school collaboration and communication, the teacher could get information with regard to the interests of children, their attitudes towards school, the expectations of families, the schooling/education support, home conditions supporting or preventing the school success, the attitudes of families for school and discipline, family support, the interests and talents of families, the willingness of families for collaboration. In addition, he/she can perform the program much easier, share the responsibilities and he becomes much more satisfied with his/her job (Morrison, 2002: 370; Cömert and Güleç, 2004: 135).

The school- parent collaboration could create an opportunity for the parents and teachers to get to know each other by allowing teachers to inform parents about what is going on at school and also parents to inform teachers about the things at home (Aral et al., 2002). With an educational approach comprising school, family and community together, it is likely to make children become an individual having ideas and views with regard to education for the development of the society other than himself, as well as involving in the education for his school success (Ural, 2005: 378). A great many factors play an important role in the development of the child. In this case,



it is likely to aim for a healthy development of the child through the opportunities and motivations given to the child, with the guidance and collaboration of teacher and parents in all fields (Bulut, 2000:5).

When school parent collaboration is achieved in the preschool education institutions, the likelihood of success for children is increased both at school and in real life. A well-organized school parent collaboration would increase the academic and social success of children in their future life. When children see their parents and teachers in a collaboration, they will get the message that the school is regarded as a valuable thing by their families. Positive effects of school, society and parent collaboration on the academic and social success of children have been proved by recent researches (Davies, 2000: 19-20; Carlisle et al., 2005: 161).

Being able to train inquisitive, curious and entrepreneur children to become individuals who can express their feelings and ideas freely, respectable for his own and others' rights, having the aptitude to use his skill and improving self-control will only be possible with school parent collaboration (Ömeroğlu and Yaşar, 2005).

With regard to the related literature, there is no scale assessing the communication and collaboration of parents with teachers in the preschool period from the teachers' point of views. This study is of importance in terms of developing "The Scale for Teacher Parent Communication and Collaboration" and carrying out its validity and reliability studies. It is believed that this scale would contribute to the development of the researches to be carried out in this field.

METHOD OF RESEARCH

The current research was carried out to test the validity and reliability of "The Scale for Teacher Parent Communication and Collaboration" in order to investigate the communication and collaboration between the family having a child attending an official kindergarten acting under the primary schools of the Ministry of Education and teachers depending on teachers' point of views.

WORKING GROUP

The sampling of the study comprised of 240 kindergarten teachers working in the kindergartens acting under the primary schools of the Ministry of Education chosen with a supposition of simple random sampling depending on the incidence, sensibility and mass size. In addition, as each kindergarten teacher filled a form for 5 families, the number of teacher forms was 1200.

THE PROCESS OF DEVELOPING THE SCALE

In this part, the stages in the process of scale development were given.

ESTABLISHMENT OF SUBSTANCES

A wide literature scanning was carried out with regard to school parent cooperation and communication in line with the purpose of the study. Depending on the Turkish and English field literature, the items of the "The Scale for Teacher Parent Communication and Collaboration" were formed.

SEEK EXPERT VIEWS

Five lecturers who are expert in their fields, preschool education, educational sciences, guidance

and psychological consultancy, were asked for their professional views as to the scale form for the content validity and convenience of “The Scale for Teacher Parent Communication and Collaboration”. The experts were asked to examine the scale in terms of convenience, clarity and understandability, to give their opinions over changing, correcting or excluding the items when necessary. In the evaluation of expert views, content validity rate (CVR) for each item was calculated. Content validity index (CVI) was determined by taking the means of CVRs. In line with expert views and recommendations, necessary changes were made in the items of the scale.

PRE-APPLICATION

Pre-application of “The Scale for Teacher Parent Communication and Collaboration” which was given latest form was carried out depending on the expert views and recommendations. The scale was applied to 20 teachers working for the kindergartens acting under the primary schools of Ministry of Education. As each kindergarten teacher filled a form for 5 families, the number of forms for teachers were 100 and it was seen that they could be applied to the sampling group. As a result of the statistical analysis the scale was decided.

THE SCALE FOR TEACHER PARENT COMMUNICATION AND COLLABORATION

“The Scale for Teacher Parent Communication and Collaboration” was prepared to measure the cooperation and collaboration of families with teachers from the perspective of teachers. The scale was in the 5 item likert type with the items of “Always”, “Mostly”, “Sometimes”, “Rarely”

and “Never”. The scale was made up of 4 sub-dimension of “Communication”, “Expectation”, “Cooperation” and “Family Involvement”. In the sub-dimension of communication, were 12 items like “Have a smiley face”, “Interested”, “Fair” etc.; in the sub-dimension of expectation were 6 items like “Open to talk when I want to talk”, “Willing to collaborate with me with regard to administrators and other staff” etc.; in the sub-dimension of collaboration were 19 items like “Willing to get information over child development and education”, “Try to find suitable time and space in order to participate any kind of activities to support school parent collaboration studies” etc.; and in the sub-dimension of family involvement were 19 items like “Follows the noticeboard and fulfils the requirements”, “Joins the programs containing the activities of teacher and parents”, 56 items in total. The scale was applied to the teachers working in the kindergartens by learning from the teachers (through filling in the form).

DATA COLLECTION METHOD

The two hundred and forty teachers working at the kindergartens acting under the primary schools of lower and higher socio economic levels in the central cities of Ankara were interviewed face-to-face by the researcher and informed about the purpose of the research. “Teacher Personal Information Form” and 5 separate “The Scale for Teacher Parent Communication and Collaboration” forms, on which the names of each of five children chosen randomly was written, was delivered to the teachers. The teachers were asked to answer items in the form thinking of the parents of the children whose names were written on the form and a certain date was determined

for the submitting time. On the designated time, “Teacher Personal Information Form” and “The Scale for Teacher Parent Communication and Collaboration” were received from the teachers by the researchers.

ANALYSIS OF DATA

The data obtained through “The Scale for Teacher Parent Communication and Collaboration” were transferred to computer and analyzed in SPSS 12 statistics package program. “Factor Analysis” and “Cronbach Alpha” coefficients were taken as validity and reliability tests.

FINDINGS

In this part, the results with regard to the validity and reliability of “The Scale for Teacher Parent Communication and Collaboration” were given in tables.

As given in table 1, Kaiser Olkin Sampling value was 0.956 and Barlett value was 8163.8 $p=0.000<0.05$. The fact that KMO value was high and that Barlett test was $p<0.05$ shows that factor analyses are applicable and there is a correlation between the items.

As given in table 2, the items of 7, 13, 14 in the sub-dimension of “Communication”; the items of 16, 17, 18, 20, 24 and 26 in the sub-dimension of “Expectation”; the items of 37, 38, 41, 48 and 51 in the sub-dimension of “Family Involvement” were excluded after the examination of structural validity depending on total and sub-dimension since their discriminating power was lower.

As given in table 3, reliability coefficient for total and sub-dimensions was high. The reliability coefficient of the sub-dimension of “Communi-

cation” that was made up of 12 items was 0.965; the reliability coefficient of the sub-dimension of “Expectation” that was made up of 6 items was 0.872; the reliability coefficient of the sub-dimension of “Collaboration” that was made up of 19 items was 0.963; the reliability coefficient of the sub-dimension of “Family Involvement” that was made up of 19 items was 0.950; and the total reliability coefficient of the scale that was totally made up of 56 items was 0.982. It was seen that reliability coefficient was at the sufficient level.

As given in table 4, it was seen with regard to item total correlation of “Communication” sub-dimension that item

1 had lowest correlation (0.680) while item 9 had the highest correlation (0.869).

As seen in table 5, it was seen with regard to item total correlation of “Expectation” sub-dimension that item 19 had lowest correlation (0.658) while item 22 had the highest correlation (0.775).

As given in table 6, it was seen with regard to item total correlation of “Collaboration” sub-dimension that item 39 had lowest correlation (0.593) while item 45 had the highest correlation (0.833).

As seen in table 7, it was seen with regard to item total correlation of “Family Involvement” sub-dimension that item 54 had lowest correlation (0.413) while item 64 had the highest correlation (0.843).

As given in table 8, a significant ($p<0.05$) positive correlation was found between the total scale scores and sub-dimension scores.

Table 1 The Test Results of The Scale for Teacher Parent Communication and Collaboration , Kaiser – Mayer – Olkin Sampling (KMS) and Barlett’s Test

Kaiser-Mayer-Olkin Sampling	
Measurement Value Sufficiency	=0.956
Bartlett’s Test Approximate Chi Square Value = 8163.8 sd=1540 p=0.000	

Table 2 The Analysis Results for Basic Components of the Scale for Teacher Parent Communication and Collaboration

Items	Communication	Expectation	Collaboration	Family Involvement
5	0.836			
6	0.83			
10	0.806			
4	0.803			
9	0.794			
11	0.787			
8	0.761			
2	0.757			
3	0.727			
15	0.707			
1	0.647			
12	0.578			
21		0.779		
19		0.759		
22		0.753		
23		0.634		
25		0.574		
27		0.514		
35			0.785	
46			0.772	
28			0.747	
34			0.742	
47			0.703	
45			0.671	
44			0.645	
43			0.627	
29			0.601	

50	0.599
32	0.599
42	0.597
30	0.591
39	0.574
49	0.519
36	0.516
33	0.513
40	0.508
31	0.487
69	0.825
72	0.804
70	0.79
57	0.749
68	0.715
67	0.695
62	0.658
61	0.636
64	0.584
66	0.58
63	0.577
59	0.544
52	0.522
56	0.496
54	0.461
60	0.445
58	0.418
65	0.409
53	0.364

Table 3 The Reliability Coefficient Results for Total and Sub-dimensions of the Scale for Teacher Parent Communication and Collaboration

Scale	Number of Items	Alpha
Communication	12	0.965
Expectation	6	0.872
Collaboration	19	0.963
Family Involvement	19	0.950
Total	56	0.982

Table 4 The Results of Total Item Statistics for “Communication” Sub-dimension for the Scale for Teacher Parent Communication and Collaboration

Items	Corrected Item Total Correlation	Cronbach’s Alpha After Item Exclusion
1	0.68	0.965
2	0.84	0.961
3	0.86	0.96
4	0.831	0.961
5	0.855	0.961
6	0.853	0.961
8	0.843	0.961
9	0.869	0.96
10	0.862	0.96
11	0.804	0.962
12	0.733	0.964
15	0.807	0.962

Table 5 The Results of Total Item Statistics for “Expectation” Sub-dimension for the Scale for Teacher Parent Communication and Collaboration

Items	Corrected Item Total Correlation	Cronbach’s Alpha After Item Exclusion
19	0.658	0.854
21	0.674	0.851
22	0.775	0.832
23	0.639	0.859
25	0.659	0.853
27	0.669	0.852

Table 6 The Results of Total Item Statistics for “Collaboration” Sub-dimension for the Scale for Teacher Parent Communication and Collaboration

Items	Corrected Item Total Correlation	Cronbach’s Alpha After Item Exclusion
IS28	0.741	0.961
IS29	0.783	0.961
IS30	0.721	0.962
IS31	0.792	0.961
IS32	0.759	0.961
IS33	0.815	0.96
IS34	0.74	0.961
IS35	0.69	0.962
IS36	0.722	0.962
IS39	0.593	0.963
IS40	0.654	0.962
IS42	0.786	0.961
IS43	0.818	0.96
IS44	0.826	0.96
IS45	0.833	0.96
IS46	0.772	0.961
IS47	0.707	0.962
IS49	0.782	0.961
IS50	0.74	0.961

Table 7 The Results of Total Item Statistics for “Family Involvement” Sub-dimension for the Scale for Teacher Parent Communication and Collaboration

Items	Corrected Item Total Correlation	Cronbach’s Alpha After Item Exclusion
AK52	0.68	0.948
AK53	0.616	0.949
AK54	0.413	0.953
AK56	0.717	0.947
AK57	0.624	0.949
AK58	0.708	0.947
AK59	0.815	0.946
AK60	0.793	0.946
AK61	0.535	0.951
AK62	0.634	0.948
AK63	0.781	0.946
AK64	0.843	0.945
AK65	0.749	0.946
AK66	0.679	0.948
AK67	0.796	0.946
AK68	0.814	0.946
AK69	0.807	0.946
AK70	0.76	0.946
AK72	0.758	0.947

Table 8 The Results of Total Score and Sub-dimension for the Scale for Teacher Parent Communication and Collaboration

		Communication	Expectation	Collaboration	Family Involvement
Total Score	R	0.852	0.837	0.965	0.94
	P	0.000*	0.000*	0.000*	0.000*
	N	1200	1200	1200	1200

RESULTS

“The Scale for Teacher Parent Communication and Collaboration” were grouped under 4 sub - dimensions, “Communication”, “Expectation”, “Collaboration” and “Family Involvement” and it was made up of 56 items in total, as

12 items regarding “Cooperation”, 6 items regarding “Expectation”, 19 items regarding “Collaboration” and 19 items regarding “Family Involvement”.

It was found that Kaiser – Mayer Olkin Sampling value was 0.956, Barlett value was 8163.8 $p=0.000<0.05$, and it was found that there was an applicability of the factor analysis and a correlation between the items since KMO value was high and the Barlett test was $p<0.05$.

Upon the reliability analysis in total and as sub-dimension, the items of 7, 13 and 14 items in the “Communication” sub-dimension, those of 16, 17, 18, 29, 24 and 26 in the “Expectation” sub-dimension, those of 37, 38, 41, 48 and 51 in the sub-dimension of “Collaboration” and the items of 55 and 71 were excluded as their discriminating power was low.

It was found that reliability coefficients were high at total and sub dimensions. It was found that reliability coefficient for “Communication” sub-dimension, which was made up of 12 items, was 0.965, that of “Expectation” sub-dimension, which was made up of 6 items, was 0.872, that of “Collaboration” sub-dimension made up of 19 items was 0.963 and that of “Family Involvement” sub-dimension, which was made up of 19 items was 0.950 and the reliability coefficient of the total scale that was comprised of 56 items

was found as 0.982. It was found that reliability coefficient was at the desired level.

Depending on the total item correlations for the “Communication” sub-dimension, it was found that item 1 had the lowest correlation (0.680) while item 9 had the highest (0.869).

Depending on the total item correlations for the “Expectation” sub-dimension, it was found that item 19 had the lowest correlation (0.658) while item 22 had the highest (0.775).

Depending on the total item correlations for the “Collaboration” sub-dimension, it was found that item 39 had the lowest correlation (0.593) while item 45 had the highest (0.833).

Depending on the total item correlations for the “Family Involvement” sub-dimension, it was found that item 54 had the lowest correlation (0.413) while item 64 had the highest (0.843).

A significant ($p<0.05$) positive correlation was found between the total scale score and sub-dimension scores.

RECOMMENDATIONS

The current study was carried out to test the validity and reliability of the Scale for Teacher Parent Communication and Collaboration which was developed in order to evaluate the communication and collaboration between the families with a child attending to one of the kindergartens acting under the primary schools of Ministry of Education and parents from the perspective of teachers.

The Scale for Teacher Parent Communication and Collaboration was developed for the teachers

working in the official primary schools of Ministry of Education and its validity and reliability was analysed. Studies on Validity and reliability could be carried out by adapting it to primary education.

The Scale for Teacher Parent Communication and Collaboration could be developed in order to evaluate the communication and collaboration between the families with a child attending to one of the independent kindergartens acting under the primary schools of Ministry of Education, private primary schools and institutions and parents from the perspective of teachers.

“The Scale for Teacher Parent Communication and Collaboration” could be adapted to whole Turkey.

In order to develop school parent collaboration, some seminars, conferences aiming at parents and teachers could be arranged.

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ÖĞRETMEN AİLE İLETİŞİM ve İŞBİRLİĞİ ÖLÇEĞİ

Özet: Nitelikli bir okul aile işbirliği ile eğitim ve öğretim istenen düzeye ulaşmaktadır. Bu araştırma, Ankara ilinde Milli Eğitim Bakanlığı'na bağlı resmi ilköğretim okulları bünyesinde bulunan anasınıflarında çocuğu devam eden ailelerle öğretmenler arasındaki iletişim ve işbirliğini öğretmenlerin bakış açısına göre değerlendirmek amacıyla geliştirilmiş olan "Öğretmen Aile İletişim ve İşbirliği Ölçeği" nin geçerlik ve güvenilirliğini test etmek amacıyla yapılmıştır. Literatür incelendiğinde; okul öncesi dönemde öğretmenler ile aileler arasındaki iletişim ve işbirliğini öğretmenlerin bakış açılarına göre ölçen bir ölçeğin bulunmadığı görülmektedir. Bu çalışma "Öğretmen Aile İletişim ve İşbirliği Ölçeğinin" geliştirilmesi ve geçerlilik, güvenilirliğinin yapılması yönünden önemlidir. Böylece bu alanda yapılacak araştırmalara ışık tutacağı düşünülmektedir. Araştırmanın örneklemini görölme sıklığı, duyarlılık ve kitle büyüklüğü dikkate alınarak, Basit Rastgele Örnekleme varsayımı altında Ankara İli'nde Milli Eğitim Bakanlığı'na bağlı resmi ilköğretim okulları bünyesinde görev alan 240 anasınıfı öğretmeni oluşturmuştur. Ayrıca her ana sınıfı öğretmeni 5 aileye ilişkin form doldurduğu için öğretmen form sayısı 1200 olarak gerçekleşmiştir. Ankara'nın merkez ilçelerinde alt ve üst sosyo ekonomik düzeyde bulunan ilköğretim okullarına bağlı anasınıflarında görev yapan 240 anasınıfı öğretmeni araştırmacılar tarafından yüz yüze görüşülerek; araştırmanın amacı hakkında bilgilendirilmiştir. Araştırmacılar tarafından "Öğretmen Kişisel Bilgi Formu" ve üzerinde anasınıfına devam eden rasgele seçilmiş 5 çocuktan her birinin ismi yazılı olan 5 ayrı "Öğretmen Aile İletişim ve İşbirliği Ölçeği" öğretmene teslim edilmiştir. Öğretmenlerden formu üzerinde isimleri yazan çocukların ailelerini düşünerek cevaplandırmaları istenmiş ve doldurulan form teslim alınmak üzere bir tarih belirlenmiştir. İlgili tarihte "Öğretmen Kişisel Bilgi Formu" ve "Öğretmen Aile İletişim ve İşbirliği Ölçeği" araştırmacılar tarafından öğretmenlerden elden teslim alınmıştır. "Öğretmen Aile İletişim Ve İşbirliği Ölçeği" ile toplanan veriler bilgisayar ortamına aktararak "SPSS 12" istatistik paket programı yardımı ile değerlendirilmiştir. Geçerlilik-güvenirlik testleri olarak "Faktör Analizi" ve "Cronbach Alpha" katsayıları hesaplanmıştır. "Öğretmen Aile İletişim Ve İşbirliği Ölçeği"; "İletişim", "Beklenti", "İşbirliği" ve "Aile Katılımı" olmak üzere 4 alt boyut altında toplanarak, "İletişim" ile ilgili 12 madde, "Beklenti" ile ilgili 6 madde, "İşbirliği" ile ilgili 19 madde ve "Aile Katılımı" ile ilgili 19 madde olmak üzere toplam 56 maddeden oluşmuştur. Kaiser-Mayer-Olkin Örnekleme değerinin 0,956, Bartlett değerinin 8163,8 $p=0,000<0,05$ olduğu görülmüş, KMO değerinin yüksek çıkması ve Bartlett testinin $p<0,05$ çıkması ile faktör analizinin uygulanabilirliği ve maddeler arası korelasyonun olduğu saptanmıştır. Toplam ve alt boyut bazında güvenilirlik analizi gerçekleştirildiğinde; "İletişim" alt boyutunda; 7., 13., 14. maddeler, "Beklenti" alt boyutunda; 16., 17., 18., 20., 24. ve 26. maddeler, "İşbirliği" alt boyutunda; 37., 38., 41., 48. ve 51. maddeler, "Aile Katılımı" alt boyutunda; 55. ve 71. maddeler ayırıcı gücü düşük olduğu için çıkarılan maddelerdir. Toplam ve alt boyutlara ait güvenilirlik katsayılarının yüksek olduğu görülmüştür. 12 maddeden oluşan "İletişim" alt boyutunun güvenilirlik katsayısı 0,965, 6 maddeden oluşan "Beklenti" alt boyutunun güvenilirlik katsayısı 0,872, 19 maddeden oluşan "İşbirliği" alt boyutunun güvenilirlik katsayısı 0,963, 19 maddeden oluşan "Aile Katılımı" alt boyutunun güvenilirlik katsayısı 0,950 ve 56 maddeden oluşan toplam ölçeğin güvenilirlik katsayısı 0,982 olarak hesaplanmıştır. Güvenirlik katsayılarının yeterli düzeyde olduğu saptanmıştır. "İletişim" alt boyutuna ait madde toplam korelasyonları incelendiğinde; madde 1'in en düşük korelasyona (0,680), madde 9'un en yüksek korelasyona (0,869) sahip olduğu tespit edilmiştir. "Beklenti" alt boyutuna ait madde toplam korelasyonları incelendiğinde; madde 19'un en düşük korelasyona (0,658), madde 22'nin en yüksek korelasyona (0,775) sahip olduğu saptanmıştır. "İşbirliği" alt boyutuna ait madde toplam korelasyonları incelendiğinde; madde 39'un en düşük korelasyona (0,593), madde 45'in en yüksek korelasyona (0,833), sahip olduğu görülmüştür. "Aile Katılımı" alt boyutuna ait madde toplam korelasyonları incelendiğinde; madde 54'ün en düşük korelasyona (0,413), madde 64'ün en yüksek korelasyona (0,843), sahip olduğu sonucuna varılmıştır. Toplam ölçek puanı ile alt boyut



puanları arasında anlamlı ($p < 0,05$) pozitif bir korelasyon olduğu görülmüştür. “Öğretmen Aile İletişim Ve İşbirliği Ölçeği”; “İletişim”, “Beklenti”, “İşbirliği” ve “Aile Katılımı” olmak üzere 4 alt boyut altında toplanarak, “İletişim” ile ilgili 12 madde, “Beklenti” ile ilgili 6 madde, “İşbirliği” ile ilgili 19 madde ve “Aile Katılımı” ile ilgili 19 madde olmak üzere toplam 56 maddeden oluşmuştur. Kaiser –Mayer -Olkin Örneklem değerinin 0,956, Bartlett değerinin 8163,8 $p=0,000 < 0,05$ olduğu görülmüştür. KMO değerinin yüksek çıkması ve Barlett testinin $p < 0,05$ çıkması ile faktör analizinin uygulanabilirliği ve maddeler arası korelasyonun olduğu sonucuna varılmıştır. Toplam ve alt boyutlara ait güvenilirlik katsayılarının yüksek olduğu görülmüştür. 56 maddeden oluşan ölçeğin güvenilirlik katsayısı 0,982 olarak hesaplanmıştır. Bu durumda ölçeğin güvenilirlik katsayılarının yeterli düzeyde olduğu belirlenmiştir. “Öğretmen Aile İletişim Ve İşbirliği Ölçeğinin” anasınıflarına çocuğu devam eden ailelerle öğretmenler arasındaki iletişim ve işbirliğini öğretmenlerin bakış açısına göre değerlendirmek amacıyla kullanılabilceği sonucuna varılmış, araştırmacılara ve eğitimcilere yönelik önerilerde bulunulmuştur.

Anahtar Kelimeler: Okul Öncesi Eğitim, İletişim, İşbirliği, Öğretmen Aile İletişim ve İşbirliği Ölçeği