



## DEVELOPING THE PARENTAL COMMITMENT SCALE: A STUDY OF VALIDITY AND RELIABILITY

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### ABSTRACT

The aim of this study was to develop a Likert-type measurement tool, the validity and reliability studies of which were made, aiming to measure the commitment levels of the parents to the schools where their children were enrolled. In the development of the measurement tool; literature review, item pooling, content validity, and the pilot implementation steps were followed, and then the required reliability calculations were made. To test the construct validity of the scale in accordance with the scores obtained from the tool, exploratory and confirmatory factor analyses were performed. The research was conducted with the parents of 332 students enrolled in the public schools in the central district of Aydin province. According to the results of the confirmatory factor analysis, the fit indexes of the one-factor structure of the scale were at a good level (RMSEA=.069, NFI=.95, CFI=.97, IFI=.97, RFI=.94, GFI=.90, SRMR=.67). As a result of the factor analysis, it was observed that the scale had a 4-factor structure and that the Cronbach Alpha internal consistency coefficient was .89. As a result of the steps followed, an 18-item parent commitment scale was revealed.

**Keywords:** Parental commitment scale, paternal scale, paternal loyalty

## VELİ BAĞLILIK ÖLÇEĞİNİN GELİŞTİRİLMESİ: GEÇERLİK VE GÜVENİRLİK ÇALIŞMASI

### ÖZET

Bu çalışmanın amacı velilerin çocukların kayıtlı olduğu okullara bağlılık düzeylerini ölçmeyi hedefleyen, geçerlik ve güvenirlik çalışmaları yapılmış, Likert Tipi bir ölçme aracı geliştirmektir. Araştırma, Aydin merkezde bulunan devlet okullarına kayıtlı 332 öğrencinin velileriyle gerçekleştirilmiştir. Ölçme aracının geliştirilmesinde literatür tarama, madde havuzu oluşturma, içerik geçerliği, pilot uygulama aşamaları izlenmiş, ardından gerekli güvenirlik hesapları yapılmıştır. Araçtan elde edilen puanlar doğrultusunda ölçeğin yapı geçerliğini test etmek için açımlayıcı ve doğrulayıcı faktör analizi yapılmıştır. Doğrulayıcı faktör analizi sonuçlarına göre ölçeğin tek faktörlü yapısına göre uyum indeksleri iyi düzeyde olduğu görülmektedir. (RMSEA=.069, NFI=.95, CFI=.97, IFI=.97, RFI=.94, GFI=.90, SRMR=.67). Faktör analizi sonucunda

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ölçeğin 4 faktörlü bir yapı gösterdiği ve Cronbach Alpha iç tutarlılık katsayısının .89 olduğu gözlenmiştir. Gerçekleştirilen aşamalar sonrasında 18 maddelik veli bağlılık ölçüği ortaya konmuştur.

**Anahtar Sözcükler:** Veli bağlılık ölçüği, veli bağlılığı, veli sadakati

## 1. INTRODUCTION

An organization is an organic system that continuously renews itself to meet one or more needs of people. In this system, it is essential to balance and meet the needs of both the managed and the managers in line with the organization's goals (Hasanoğlu, 2006). According to Başaran (1982), an organization is formed by bringing together certain resources and human power to meet predetermined needs. The purpose of all research and development conducted for organizations is to establish more productive, functional, and effective organizations. Achieving the highest level of organizational commitment is the method to realize this goal (Şişman, 2002). Organizational commitment, characterized by an individual's identification with and involvement in an organization, is a crucial factor influencing workplace behaviors like turnover and absenteeism, and its positive impact on organizational outcomes has been empirically substantiated (Steyrer et al., 2008).

The concept of organizational commitment describes the psychological state that characterizes the relationship of individuals with the organization (Preethi & Lourthuraj, 2015). A committed member remains loyal to the organization in both positive and negative circumstances. Commitment can exist wherever there is a sense of community. For example, a student's commitment to their teacher, a teacher's dedication to their job, or a citizen's loyalty to their country (Gürkan, 2006). Grusky (1966) defines organizational commitment as "the strength of an individual's attachment to the organization." According to Kiesler (1971), organizational commitment comprises the behavioral actions that result from individuals' commitment attitudes. Thus, organizational commitment manifests as behaving in line with the organization's objectives (Dağcı, 2017).

School and family both serve as places of education and learning for the student, making it necessary for these two institutions to cooperate in education. Regulations aimed at ensuring this collaboration exist in nearly all countries (Şişman, 2002). To achieve the desired success in the education and teaching of a child, the school and the family must cooperate. Unilateral efforts do not lead children to the desired goals, as students spend part of their time at school and a significant portion outside of it. Children spend a substantial portion of their lives within family and school environments, and these two contexts exert a powerful and formative influence on their development, attitudes, behaviors, and overall way of life (Kaya, 2012). Consequently, school administrators who aim to achieve educational effectiveness must regard school–family communication as a strategic priority and ensure that parents are actively involved in the educational process to the same extent as teachers and students. (Goodall, 2013). Relationships established and sustained with families constitute not only an administrative responsibility but also a critical dimension of communication that enhances the effectiveness of the educational process. Therefore, it is essential for school administrators to maintain continuous and

effective communication with all stakeholders of the school (Ascher, 1988; Emeagwali, 2018). It is particularly necessary for school administrators to communicate with the school's stakeholders.

Administrators have a substantial responsibility to engage parents in the school (Doğan, 2015). Indeed, Shaw (2008) demonstrated that the family factor is at least as influential as the school in shaping student achievement. Therefore, the significance and impact of the family in the educational process emerge as an undeniable reality in determining school effectiveness (Erdoğan & Demirkasimoğlu, 2010). Effective schools and family involvement are inseparable elements. Collaboration between the school and the family is among the characteristics of effective schools (Balci, 2005). Family involvement can be defined as the totality of activities organized for parents to contribute to their children's development and education (Ömeroğlu & Yaşar, 2005). Achieving quality education requires a healthy teacher-parent collaboration, and for healthy collaboration, it is necessary for the parties to establish open communication and better understand the importance of children. Based on the view that parents are the first educators of their children, a systematic and institutional approach should be adopted that integrates the education provided by the school with the education at home to support and contribute to their children's education (Keyes, 2002; Şahin Tezel & Ünver, 2005).

According to the systems approach in education, a school is a system that is continually interacting with all its aspects and the surrounding environment. Thus, it cannot be considered separate from the students' families in terms of achieving educational goals (Erdem & Şimşek, 2009; Şad & Gürbüztürk, 2013). It is understood that parents who maintain regular communication with the school and reach a consensus on a common program, providing educational support to their children within this shared understanding, have children with higher academic success (Kurbay, 2008). Therefore, the importance of families is immense in reaching the targeted goals of our education system (Goodall, 2017).

Parental involvement in schools is crucial in creating loyal parents (Berger, 2008). The desire of a parent to maintain their relationship with the school, to follow their child's academic and social life, and to communicate with teachers can positively affect the child's social and academic development (Eniya, 2018). This cooperation can enhance the parent's sense of belonging to the school and strengthen their belief in being a part of the school. Additionally, involving families in decision-making processes regarding children's issues can further reinforce this belief. The parent's sense of being part of the school can be interpreted as increased parental commitment to the school (Fantuzzo, et all, 2004). Thus, it can be said that parental involvement in school management plays a significant role in forming parental commitment.

In our country, both state and private school administrators exhibit behaviors that prevent families from participating in school affairs to avoid their interference. However, parents should be involved in every decision-making step that the schools take regarding education. This is because parents bear the primary responsibility for their child's education compared to other school stakeholders (Boydak, 2004). Parental commitment is a process influenced by many positive and negative parameters. While high

levels of communication, technical facilities, physical environment, school success, transportation, and safety are expected to lead to high parental commitment, the commitment levels of parents in schools where these factors are inadequate are expected to be low. Parental commitment to the school contributes to the child, the school, and society, fostering a "we" perception and encouraging families to respect not only their children's development but also that of other children.

According to Bryk and Schneider (2002), relational trust among all stakeholders—including parents and school administrators—plays a critical role in establishing a productive school environment that enables sustainable improvement. Building on this premise, parental commitment can be defined as the trust and sense of allegiance that parents feel toward the school their child attends, as well as the effort they exert for both the school's and the child's success. In this regard, the present study aims to develop a valid and reliable measurement instrument to assess parents' perceptions of parental commitment within state schools.

## **2. METHOD**

The purpose of this research is to develop a valid and reliable measurement tool to help determine the commitment levels of parents towards the schools their children are enrolled in. In this context, the following sections include the research model, the population and sample, the scale development process, and the data analysis.

### **2.1. Research Model**

In this study, a survey model—one of the quantitative research designs—was employed to determine the level of parental school engagement and to develop a scale appropriate for this purpose among parents of primary and secondary school students enrolled in public schools in the Efeler district of Aydin during the 2017–2018 academic year. The survey model is a research approach that aims to describe a past or present situation as it exists. The event, individual, or object under investigation is defined within its own conditions and as it naturally occurs, without any attempt to alter or influence it. The essential point is to observe and identify the research subject accurately and appropriately (Karasar, 2014, p. 77).

### **2.2. Population and Sample**

The research population consists of the parents of 101,418 students enrolled in official primary and secondary schools operating in Efeler District, Aydin Province, as part of the thesis titled "Parents' Commitment Levels to School" conducted within the Social Sciences Institute of Aydin Adnan Menderes University, and because it is the city where the researchers reside (MEB, 2018). The sample size was determined using Yazıcıoğlu and Erdoğan's sample size table, and it was calculated that a population of 101,418 individuals could be represented by 322 people at a significance level of  $\alpha = .05$  (Yazıcıoğlu & Erdoğan, 2004, p. 50). The scale forms were distributed to students continuing their education in eight randomly selected schools as part of the research to reach the parents, and 352 scale

forms were returned. Among these, 20 were found to be incomplete or incorrect, and the remaining 332 scale forms were deemed suitable for analysis.

### **2.3. Scale Development Process**

The process of developing a scale to measure parents' commitment levels to schools is detailed below.

#### **2.3.1. Item Pool Creation**

In line with the specified aim, organizational commitment scales (Balay, 2000; Celep, 1998; Çetin, 2004; Meyer & Allen, 1997; Sayeed, 2001; Shaw, 1981; Erceylan, 2010; Özkan, 2010), theses, articles, and scales related to parental involvement (Şimşek & Tanaydin, 2002; Atakan, 2010; İpek, 2011; Nindberg & Demircan, 2013; Lindberg, 2014; Albez, 2016; İnandı, 2016), and articles and theses related to school-family cooperation (Balkar, 2009; Bayrakçı & Dizbay, 2013; Çalışkan & Ayık, 2015; Kılınçalp, 2007) were reviewed, and a pool of 50 items was created.

#### **2.3.2. Expert Opinion (Content Validity)**

The prepared pool of 50 items was presented to five experts in the field of Educational Administration (1 professor, 2 associate professors, 2 assistant professors) for content validity. Based on the feedback received from the experts, some items were eliminated, and certain modifications were made to others. Consequently, a 44-item scale was created for the pilot study. In this way, the content validity of the measurement tool was ensured.

#### **2.3.3. Pilot Application**

The 44-item scale forms were distributed to three public schools located in the central district of Muğla, selected as the pilot region. Out of the 280 distributed forms, 225 were returned. Based on this data, exploratory factor analysis (EFA) was conducted, and after adjustments, the scale was reduced to 23 items. Consequently, the scale was observed to consist of four sub-dimensions.

The Parental Commitment Scale, prepared in a five-point Likert format to determine participants' perceptions ("Strongly Disagree," "Disagree," "Partially Agree," "Agree," "Strongly Agree"), was distributed to parents through their children in public schools in the central district of Muğla, with all necessary permissions obtained from the Ministry of National Education (MEB).

### **2.4. Data Analysis**

After the preliminary trial, the 23-item scale was distributed to 400 parents from 8 randomly selected schools in the Efeler district of Aydın province, chosen as the study population. Out of the distributed scale forms, 352 responses were received, of which 20 were observed to be incomplete or incorrect. The remaining 332 scale forms were deemed suitable for analysis. It is emphasized that a response rate of 80% is necessary to draw conclusions from the research results (Balci, 2015). The response rate was found to be 88%.

The scale results were entered into SPSS (Statistical Package for the Social Sciences). Confirmatory factor analysis (CFA) was performed following exploratory factor analysis (EFA), and

necessary adjustments led to the decision to remove 5 more items from the scale. The final version of the scale consists of 18 items across 4 sub-dimensions.

#### **2.4.4. Scale Level Ranges**

The data obtained on the validity and reliability indicate that the Parental Commitment Scale can be used reliably to measure the commitment levels of parents with children enrolled in public schools. The commitment level ranges of the scale are presented in Table 1.

**Table 1.** Parental Commitment Scale Level Ranges

<b>Degree</b>	<b>Level</b>
1 - 1,79	Very low
1,80 - 2,59	Low
2,60 - 3,39	Medium
3,40 - 4,19	High
4,20 - 5,00	Very High

The rating system in the table is used to classify the levels of elements evaluated on a specific scale. The rating ranges and their corresponding levels are as follows:

- 1 - 1.79: Very Low - This range represents the lowest level according to the evaluation criteria. Elements at this level are quite weak in terms of competency.
- 1.80 - 2.59: Low - This range represents a low level according to the evaluation criteria. Elements at this level have not reached a certain standard of adequacy.
- 2.60 - 3.39: Medium - This range represents a medium level according to the evaluation criteria. Elements at this level neither have very low nor very high competency. It indicates an average performance or adequacy level.
- 3.40 - 4.19: High - This range represents a high level according to the evaluation criteria. Elements at this level are quite good in terms of competency and generally demonstrate strong performance.
- 4.20 - 5.00: Very High - This range represents the highest level according to the evaluation criteria. Elements at this level have excellent competency and performance.

This table is used to interpret the evaluation results and to determine the level at which the evaluated elements stand.

### **3. FINDINGS**

In this section, the results of exploratory and confirmatory analyses, as well as the resulting fit indices values, are presented.

#### **3.1. Exploratory Factor Analysis**

To ensure the construct validity of the Parental Commitment Scale, the factor loadings of the items and the KMO value were examined first. The factor analysis revealed that the KMO value was

.894 and the Bartlett's test of sphericity chi-square value was 2970.313 (df=153, p=.000). These values indicate that the data set is suitable for factor analysis (Kalayci, 2008).

Using the principal components analysis method and the varimax rotation technique, it was found that the data set consists of four sub-dimensions. The first sub-dimension explained 38.154% of the total variance, the second sub-dimension explained 10.103% of the total variance, the third sub-dimension explained 9.723% of the total variance, and the fourth sub-dimension explained 7.242% of the total variance. These results show that the four sub-dimensions together explained 65.222% of the total variance in the scale. Table 2 presents the results of the factor analysis.

**Table 2.** Sub-dimensions of the Parent Commitment Scale and Factor Analysis Loadings

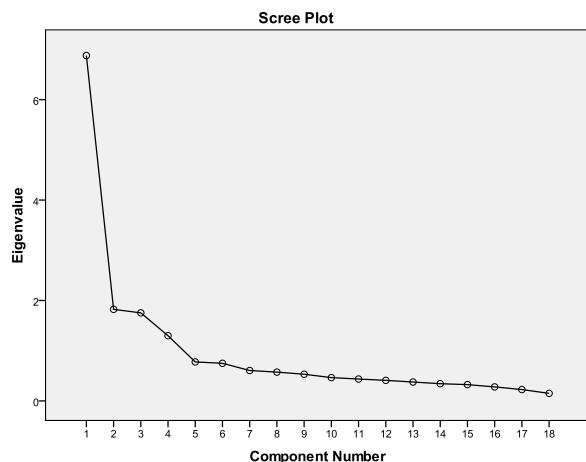
Item	Sub-dimensions			
	Emotional	School Attendance	Academic	Economic
15. I feel a strong sense of attachment to the school my child is enrolled in.	,851			
18. I feel the problems of the school my child is enrolled in as if they were my own.	,832			
16. I feel like I am a part of the school my child is enrolled in.	,830			
14. I feel emotionally connected to the school my child is enrolled in.	,809			
13. I feel the problems of the school my child is enrolled in as if they were my own problems.	,714			
17. I enjoy talking about the school my child is enrolled in when conversing with others.	,636			
2. I would prefer my child to continue attending the same school throughout their academic career.		,771		
5. I would like my child to stay in their current school until they graduate.		,762		
4. I would feel guilty if I enrolled my child in another school right now.		,732		
3. Even if there is a more suitable school, I believe it would not be right for my child to leave their current school.		,709		
1. It would upset me if my child left their current school to attend another one.		,666		
10. Continuing at the school my child is enrolled in is a necessity for their academic success rather than just a preference.			,797	
11. My child's academic success is an important factor in continuing to attend the school.			,737	
9. The school my child is enrolled in is important to me because of the contributions it makes to my child..			,693	

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12. I believe that the school my child is enrolled in is very important for their future success.	,612
7. It would be very costly to withdraw my child from their current school.	,852
8. Keeping my child in their current school is more of an economic necessity than a preference.	,800
6. My child continues to attend this school because there are very few alternatives.	,670

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According to Table 2, the first dimension consists of six items with factor loadings ranging from .636 to .851. This dimension, named 'Emotional Commitment to School,' pertains to parents' emotional attachment perceptions to their child's school. Similarly, the second dimension comprises five items with factor loadings ranging from .666 to .771. This dimension, named 'Commitment to School Continuation,' relates to parents' desire for their child to continue attending the current school. The third dimension includes four items with factor loadings ranging from .612 to .797. This dimension, named 'Commitment Related to Academic Success,' concerns parents' perceptions of their child's academic and social achievements. Finally, the fourth dimension consists of three items with factor loadings ranging from .670 to .852. This dimension, named 'Commitment Related to Economic Reasons,' pertains to parents' economic perceptions of their child's school. Additionally, the scree plot graph indicating the number of factors identified in the scale points to four factors. The graph is presented in Figure 1.



**Figure 1.** Scree Plot

When examining Figure 1, it is evident that a four-factor structure is formed. Each inflection point on the graph indicates a factor.

### 3.2. Confirmatory Factor Analysis

For the 18-item four-factor scale, the values  $\chi^2 = 334.17$  ( $df = 129$ ,  $p < .05$ ) were obtained. The ratio of chi-square to degrees of freedom ( $\chi^2/df = 2.5$ ) was found to be below 3, indicating an excellent model fit (Çapık, 2014; Kline, 2005). Although the error variance of the ninth item in the second sub-dimension was found to be above 1, this item was not removed from the scale because each sub-

dimension must contain at least three items. Consequently, the fit indices RMSEA (Root Mean Square Error of Approximation), GFI (Goodness of Fit Index), AGFI (Adjusted Goodness of Fit Index), CFI (Comparative Fit Index), and SRMR (Standardized Root Mean Square Residual) were calculated for the 18-item scale after first checking the t-values. The loadings of the items on the scale must be at least .30 (Martin & Newel, 2004). It was observed that all item loadings on the scale were greater than .30. Table 3 presents the value ranges of fit statistics, the model's values, and the observed fit indices.

**Table 3.** *Fit Statistics Value Ranges, Model Values, and Observed Fit Indices*

Fit Indices	Excellent Fit Criteria	Acceptable Fit Criteria	Model Values	Fit
$\chi^2/sd$	$0 \leq \chi^2/sd \leq 3$	$3 < \chi^2/sd \leq 5$	2,5	<i>Excellent<sup>1</sup></i>
<i>AGFI</i>	$.90 \leq AGFI \leq 1.00$	$.85 \leq AGFI < .90$	.87 <sub>2</sub>	<i>Acceptable</i>
<i>GFI</i>	$.95 \leq GFI \leq 1.00$	$.90 \leq GFI < .95$	.90 <sub>3</sub>	<i>Acceptable</i>
<i>CFI</i>	$.95 \leq CFI \leq 1.00$	$.90 \leq CFI < .95$	.97	<i>Excellent<sup>3</sup></i>
<i>NFI</i>	$.95 \leq NFI \leq 1.00$	$.90 \leq NFI < .95$	.95	<i>Excellent<sup>3</sup></i>
<i>NNFI</i>	$.95 \leq NFI(TLI) \leq 1.00$	$.90 \leq NFI(TLI) < .95$	.96	<i>Excellent<sup>3</sup></i>
<i>RFI</i>	$.95 \leq RFI \leq 1.00$	$.90 \leq RFI < .95$	.94 <sub>3</sub>	<i>Acceptable</i>
<i>IFI</i>	$.95 \leq IFI \leq 1.00$	$.90 \leq IFI < .95$	.97	<i>Excellent<sup>3</sup></i>
<i>RMSEA</i>	$.00 \leq RMSEA \leq .05$	$.05 \leq RMSEA < .08$	.06 <sub>9</sub> <sub>4</sub>	<i>Acceptable</i>
<i>SRMR</i>	$.00 \leq SRMR \leq .05$	$.05 \leq SRMR < 1.00$	.06 <sub>7</sub> <sub>4</sub>	<i>Acceptable</i>
<i>PNFI</i>	$.95 \leq PNFI \leq 1.00$	$.05 \leq PNFI < .95$	.80 <sub>5</sub>	<i>Acceptable</i>
<i>PGFI</i>	$.95 \leq PGFI \leq 1.00$	$.05 \leq PGFI < .95$	.68 <sub>6</sub>	<i>Acceptable</i>

<sup>1</sup>(Çapık, 2014; Kline, 2005), <sup>2</sup>(Çelik vd., 2011; Schermelleh-Engel ve Boosbrugger, 2003),

<sup>3</sup>(Boumgartner ve Homburg, 1996; Bentler, 1980; Bentler ve Bonet 1980; March, Hau, Alpert, Baumert ve Perschar, 2006), <sup>4</sup>(Browne ve Cudeck, 1993), <sup>5</sup>(Hu ve Bentler, 1999), <sup>6</sup>(Meyers, Gamst ve Guarino, 2006)

In the study, following the analyses conducted for the development of the Parental Commitment Scale, a four-factor structure consisting of 18 items was obtained. Accordingly, the path diagram showing the standardized values obtained after the Confirmatory Factor Analysis (CFA) is presented in Figure 2, and the path diagram showing the t-values is presented in Figure 3.

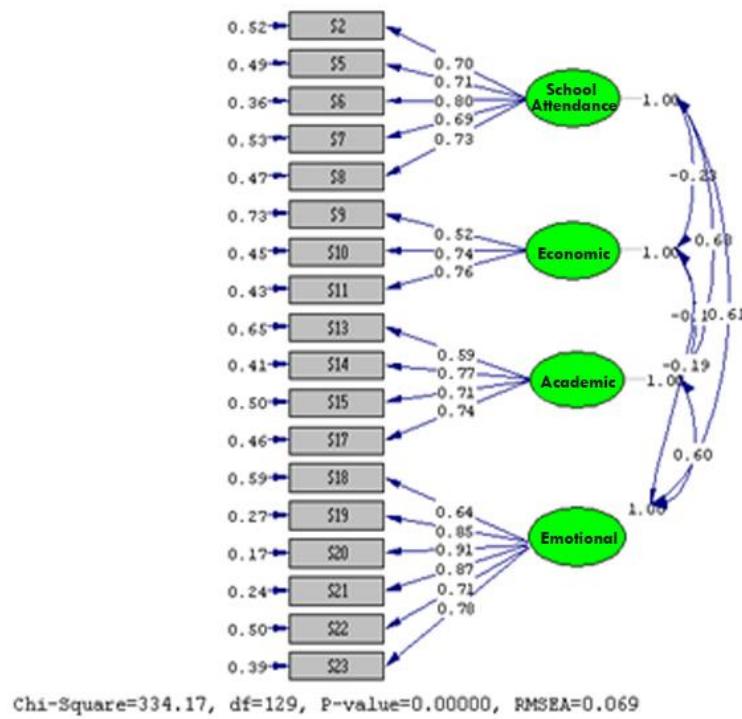


Figure 2. Diagram of Standardized Values

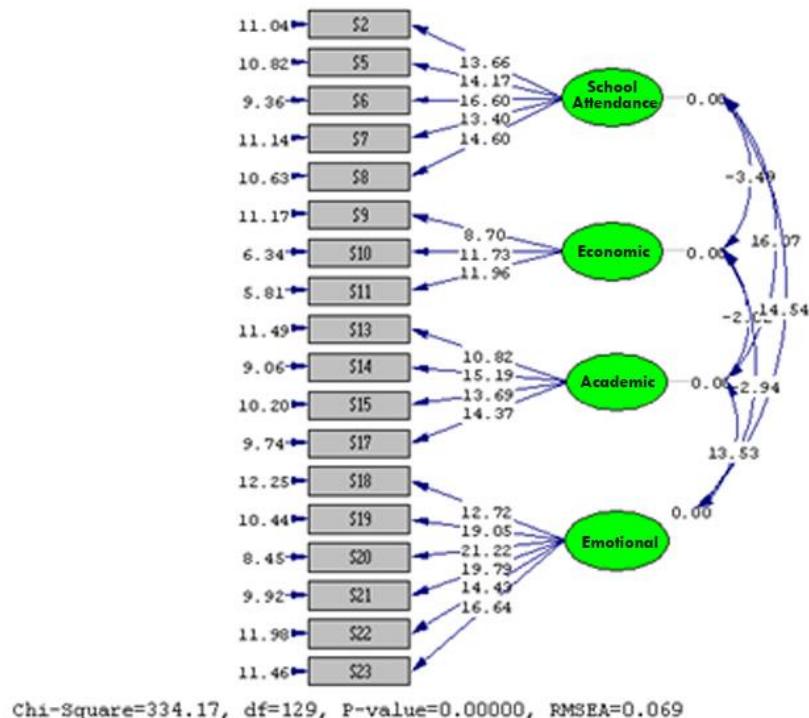


Figure 3. t-Values Diagram

#### Reliability Examination of the Scale

The reliability of the 18 items of the scale was assessed using Cronbach's Alpha internal consistency coefficient. The internal consistency coefficients were found to be .91 for the 'Emotional Commitment to School' sub-dimension, .83 for the 'Commitment to School Continuation' sub-

dimension, .81 for the 'Commitment Related to Academic Success' sub-dimension, and .68 for the 'Commitment Related to Economic Reasons' sub-dimension. A reliability coefficient between 0 and +1 indicates that the closer the value is to 1, the higher the reliability (Can, 2013). These values indicate that the scale is a reliable measurement tool for assessing the commitment levels of parents to their children's schools. The reliability values of the scale are presented in Table 4.

**Table 4.** Reliability Values of the Scale

Scale Dimensions	Cronbach's Alpha
1. Sub-Dimension: Emotional Commitment to School	.91
2. Sub-Dimension: Commitment to School Continuation	.83
3. Sub-Dimension: Commitment Related to Academic Success	.81
4. Sub-Dimension: Commitment Related to Economic Reasons	.68
<b>Total Scale</b>	<b>.84</b>

#### **4. DISCUSSION and CONCLUSION**

When looking at the current practices of our education system, it is observed that parents, as external stakeholders, are limited to natural activities such as obtaining information about their child's academic success, listening to the suggestions of classroom and subject teachers, and attending parent-teacher meetings when invited. This situation may be due to the fact that the opinions of parents are not fully embraced by administrators and teachers during decision-making processes regarding matters that concern their children. Similarly, the perception that decisions affecting them are solely the responsibility of the school needs to change among parents. The primary goal of all parents is to provide a good future for their children. Therefore, a good future stems from a good education, and a good education arises from an organized, effective, and successful organizational structure with all stakeholders working together. In such an environment, it is crucial for parents to take ownership of the school and for all stakeholders to work together and take appropriate steps to ensure the holistic development of the child.

In this study, a valid and reliable scale was developed to measure parents' commitment levels to their children's schools. The developed scale consists of 18 items in a five-point Likert format. The scale, designed to measure the commitment levels of parents based on their opinions, includes sub-dimensions of "Emotional Commitment to School," "Commitment to School Continuation," "Commitment Related to Academic Success," and "Commitment Related to Economic Reasons," which were tested with Cronbach's Alpha coefficient.

The overall Cronbach's Alpha reliability coefficient for the scale was calculated as .84, indicating that the scale is suitable for measuring parents' commitment to their children's schools. The internal consistency coefficients for the four sub-dimensions ranged from .68 to .91, indicating high reliability.

In scale development studies within the social sciences, particularly for newly developed sub-dimensions or those consisting of a small number of items, a Cronbach's alpha coefficient in the range of .60–.70 is generally considered acceptable. In a study citing Yang and Green (2011), it is noted that Cronbach's alpha values between .60 and .90 fall within an “acceptable range.” Similarly, Hair et al. (2017) evaluate alpha values between .60 and .70 as indicating an “acceptable” level of internal consistency, especially in research conducted in the social sciences. Within this framework, the Cronbach's alpha value of .68 obtained for the sub-dimension “Commitment Related to Economic Reasons” in the present study indicates an acceptable level of internal consistency for scale development research in the social sciences.

Furthermore, during the CFA process, it was observed that the error variance of Item 9 in the second sub-dimension exceeded 1. This indicates that the item has a relatively weak capacity to explain the latent construct and contains a comparatively higher level of measurement error within the model (Brown, 2015). Nevertheless, the item was retained in the scale in order to preserve the theoretical integrity of the instrument and to avoid an excessive reduction in the number of items within the sub-dimensions. The decision not to remove the item aligns with common measurement and evaluation approaches that emphasize considering theoretical validity alongside content validity, particularly during the initial stages of scale development (DeVellis, 2017). However, the high error variance constitutes an important finding indicating that the item should be reconsidered in future studies. Although this situation does not invalidate the overall use of the scale, it suggests that the item should be retested on different samples, revised linguistically or in terms of phrasing if necessary, and evaluated regarding its inclusion in alternative models. Therefore, this finding supports the notion that the psychometric properties of the scale should be approached as a dynamic process rather than a static outcome.

These findings were also supported by confirmatory factor analysis. According to the results of the confirmatory factor analysis, the fit indices of the one-factor structure of the scale were at a good level (RMSEA = .069, NFI = .95, CFI = .97, IFI = .97, RFI = .94, GFI = .90, SRMR = .67). The factor analysis revealed that the scale had a four-factor structure, and the Cronbach's Alpha internal consistency coefficient was .89. Following these steps, an 18-item parental commitment scale consisting of four sub-dimensions was established.

During the literature review, no scale or test measuring parents' commitment to their children's schools was found. This scale is thought to be useful for identifying parents' commitment levels, organizing appropriate educational programs, meetings, or workshops to increase parental commitment, and contributing to the effectiveness of the school.

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## GENİŞLETİLMİŞ TÜRKÇE ÖZET

### VELİ BAĞLILIK ÖLÇEĞİNİN GELİŞTİRİLMESİ: GEÇERLİK VE GÜVENIRLİK ÇALIŞMASI

#### Giriş

Eğitim kurumları, bireylerin ve toplumun gereksinimlerini karşılayan dinamik örgütlerdir. Bu örgütlerin etkinliği, yalnızca yöneticiler ve öğretmenlerin değil, aynı zamanda velilerin de sürece katılımıyla güçlenir. Aile, çocuğun eğitim sürecinde okul kadar önemli bir paydaştır; çünkü çocuk zamanının büyük kısmını okul dışında ailesiyle geçirir. Bu nedenle okul-aile işbirliği, eğitimin niteliğini belirleyen temel unsurlardan biridir. Araştırmalar, aile katılımının öğrencinin akademik başarısını artırdığını ve okulun etkinliğini güçlendirdiğini göstermektedir. Velilerin okulla kurdukları bağ, sadece çocukların başarısına katkı sunmakla kalmaz; aynı zamanda okul kültürünün sürdürülebilirliğini de destekler. Ancak Türkiye'de birçok okulda velilerin karar süreçlerine katılımı sınırlı kalmaktadır. Bu bağlamda, velilerin okula yönelik aidiyet ve bağlılık düzeylerini ölçebilecek geçerli ve güvenilir bir araca duyulan ihtiyaç, bu araştırmmanın çıkış noktasını oluşturmuştur.

#### Yöntem

Bu çalışma, velilerin çocukların kayıtlı olduğu okullara duydukları bağlılık düzeyini ölçmek amacıyla bir ölçek geliştirme araştırmasıdır. Nicel araştırma yöntemlerinden tarama modeli kullanılmıştır. Araştırma, 2017–2018 eğitim-öğretim yılında Aydın ili Efeler ilçesindeki devlet okullarına kayıtlı 332 öğrenci velisiyle gerçekleştirılmıştır. Ölçek geliştirme sürecinde literatür taraması yapılmış, 50 maddelik bir madde havuzu oluşturulmuştur. Beş alan uzmanının görüşleri doğrultusunda kapsam geçerliği sağlanarak ölçek 44 maddeye indirilmiş ve Muğla ilinde yapılan pilot uygulama sonucunda 23 maddeye düşürülmüştür. Daha sonra Aydın'da 400 veliye uygulanmış, 332 geçerli form analiz edilmiştir. Veriler üzerinde Açımlayıcı Faktör Analizi (AFA) ve Doğrulayıcı Faktör Analizi (DFA) yapılmış; analiz sonucunda ölçeğin dört faktörlü ve 18 maddelik bir yapıya sahip olduğu belirlenmiştir. Ölçeğin güvenirliği Cronbach Alpha katsayısıyla test edilmiştir.

#### Bulgular

Araştırmada geliştirilen Veli Bağlilik Ölçeği, geçerlik ve güvenirlik analizleri sonucunda istatistiksel açıdan güçlü bir yapı sergilemiştir. Açımlayıcı faktör analizi sonucunda elde edilen KMO değeri .894 ve anlamlı Bartlett testi ( $p < .001$ ), veri setinin faktör analizine uygun olduğunu göstermiştir. Analizler sonucunda ölçeğin toplam varyansın %65,22'sini açıklayan dört boyuttan oluştuğu belirlenmiştir. Bu boyutlar, velilerin okula yönelik duygusal aidiyetlerini, çocukların okulda devamlılığını sürdürme isteğini, akademik başarıya ilişkin inançlarını ve ekonomik nedenlerle okul tercihlerini kapsayan unsurlardır. Ölçeğin yapısı doğrulayıcı faktör analiziyle test edilmiş, modelin uyum indeksleri CFI=.97, NFI=.95, GFI=.90, RMSEA=.069 olarak bulunmuş ve modelin kabul edilebilir düzeyde uyum sağladığı görülmüştür. Ölçekteki tüm maddelerin faktör yüklerinin .30'un

üzerinde olması, maddelerin ilgili alt boyutları güçlü biçimde temsil ettiğini göstermektedir. Ayrıca Cronbach Alpha iç tutarlılık katsayısı ölçeğin genelinde .84, alt boyutlarda ise .68 ile .91 arasında değişmiştir. Bu sonuçlar, ölçeğin güvenilir bir ölçme aracı olduğunu açıkça ortaya koymaktadır.

Araştırma bulguları, velilerin çocukların kayıtlı oldukları okullara yönelik duygusal, bilişsel ve davranışsal bağlılıklarını ölçmede geliştirilen bu ölçeğin geçerli ve güvenilir olduğunu göstermektedir. Elde edilen veriler, velilerin okula olan bağlılık düzeylerinin öğrencilerin akademik başarısı ve okulun genel işlevselligi üzerinde belirleyici bir role sahip olduğunu ortaya koymuştur. Duygusal bağlılığı yüksek veliler, okulu bir aidiyet alanı olarak görüp okulun başarısına gönüllü olarak katkı sunmakta; bu durum okul iklimini olumlu yönde etkilemektedir. Velilerin okula devam ve akademik başarıya ilişkin bağlılıklarını arttırmakta, öğrencilerin öğrenme sürecine katılımları da güçlendirmektedir. Ayrıca ekonomik nedenlerle oluşan bağlılık boyutu, velilerin okul tercihinde sosyoekonomik koşulların belirleyici bir unsur olduğunu ortaya koymuştur. Okulun fiziksel koşulları, ulaşım kolaylığı ve güvenlik gibi faktörler, velilerin memnuniyet düzeylerini ve okulda kalma isteğini artırmaktadır.

### **Tartışma**

Bu sonuçlar, okul yöneticilerinin velilerin bağlılık düzeylerini dikkate alarak iletişim stratejileri geliştirmeleri gerektiğini ortaya koymaktadır. Düşük bağlılık düzeyine sahip velilerin belirlenmesi, veli-okul iş birliğini artıracak etkinliklerin planlanması açısından önemlidir. Okul yönetimleri, velilerin karar süreçlerine aktif olarak dahil edilmelerini teşvik etmeli, böylece eğitimde paydaşlık kültürünü güçlendirmelidir. Alıntılarında velilerin okula bağlılıklarını ölçen bir ölçeğin bulunmaması, bu araştırmayı literatüre özgün bir katkı haline getirmiştir. Geliştirilen ölçek, ilerde yapılacak araştırmalarda farklı sosyo-kültürel ortamlarda uygulanarak veli bağlılığı kavramının kültürel boyutlarının da incelenmesine olanak sağlayacaktır. Genel olarak araştırma, okula bağlı velilerin eğitimin görünmeyen ama en etkili unsurlardan biri olduğunu ortaya koymaktadır. Velilerin okula olan aidiyet duygularının güçlendirilmesi, yalnızca çocukların akademik başarısını değil, okulun bütünsel gelişimini de desteklemektedir. Bu bağlamda geliştirilen Veli Bağlılık Ölçeği, eğitim yöneticileri, öğretmenler ve araştırmacılar için, okul-aile ilişkilerini bilimsel olarak değerlendirmede güvenilir bir araç niteliği taşımaktadır.

### **Sonuç**

Tartışma ve değerlendirme sonuçları, geliştirilen ölçeğin hem teorik hem de uygulamalı açıdan özgün bir katkı sunduğunu göstermektedir. Türkiye'de velilerin okula bağlılıklarını doğrudan ölçen bir ölçeğin bulunmaması, bu araştırmayı alan yazında öncü bir çalışma konumuna getirmektedir. Ölçeğin kullanımı, okul yöneticilerinin velilerle olan iletişim süreçlerini analiz etmelerine ve düşük bağlılık düzeyine sahip velilere yönelik katılım stratejileri geliştirmelerine imkân tanıyacaktır. Ayrıca, veli bağlılığının ölçülmesiyle birlikte okul-aile iş birliğinin güçlendirilmesi, öğrenci başarısının ve okul etkililiğinin artırılması yönünde somut veriler elde edilebilecektir. Sonuç olarak, bu araştırmada geliştirilen Veli Bağlılık Ölçeği, velilerin okula yönelik bağlılık düzeylerini belirlemekte geçerli ve

güvenilir bir ölçme aracı olarak eğitim yönetimi literatürüne kazandırılmıştır. Ölçek, okul-veli ilişkilerini bilimsel biçimde değerlendirmek, veli katılımını güçlendirmek ve eğitimin toplumsal sürdürülebilirliğine katkı sağlamak açısından önemli bir potansiyel taşımaktadır.