

# THE INSTRUCTIONAL COMMUNICATIVE QUALIFICATION OF PARENTS WITH STUDENTS

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## Abstract

This research has done to find out the present communicative qualification of parents with students. Through the research, parents of primary school V. grade students were chosen for sampling. Data have been collected with 'the scale of instructional communicative qualification of parents' that its reliability and validity study have done and developed by the researcher. According to this, there are 34 items at the instructional communicative qualification of parents with students. Descriptive statistics, t-test and one-way-ANOVA are used through the data analyses. Through the research communicative qualification of parents with students was compared with the nominal variables (age, education and profession). It was found out that parents find themselves sufficient through the communication with students (with their children).

**Key Words:** Education, Instruction, Parent, Student, Parent – Student Communication, Instructional Communication, parent qualification.

## INTRODUCTION

Learning happens as with the communication and interaction of individuals with their environment. The relation between communication and learning has made it absolutely necessary to analyze the teaching-learning process through the communication. Sometimes, instead of reliable, effective communication ways, useless ones are learned (Wyckoff & Unell 1991). Reliable, effective communication is possible with the right understanding of individuals each other, to transmit this to each other, to behave with respect to each other, to feel that they understand and are understood. The very first samples of communication is lived within family, because of this, in order to learn communication ways, communication within family is an important component. 'The individuals who can create reliable, sufficient communication with their friends and the members of the family, are more pleased from life and themselves' (Cüceloğlu, 1994).

In fact, relation between individuals-whoever they are- when it is effective it makes people happy and their principles are the same. Only the talked things show differences. 'Within the relation of mother-father, as food, sleep, game, if they go to school, school subjects are talked basically by adults with their children, between the relation of mother and father, the subjects like private relations, monetary subjects, current events are spoken up. (Wyckoff & Unell. 1991; Yavuzer, 1996; Korkut, 2002).

In order to survive the existence of a community and to provide community development are dependent on the importance that the community gives to the education. In every community, adults should take a place in this period like children and youth.

Dönmezer (1991) expressed that family is responsible for child's development and education at each period and has an important role, and this role is more intensive and spread in traditional community when it is compared with the industrial community, the traditional family, on one hand, by teaching the values and norms of the community, on the other hand the certain knowledge and skills, prepares the child to life; fast community alteration, that happens under the effect of science and technology, has caused important changes to the roles and functions of family members at the family system..

School, which is one of these community intuitions, is getting more responsible of child's education. At this responsibility, teacher has great duty as well. However, during this responsibility, the responsibility of family is getting less.

For the reason of student failure, universities accused secondary education, secondary education accused primary education (Gürdal, 1991), when generally education shows its wholeness, teacher-student-parent relation is put forward as a relevant to man power that was mentioned before. Mountrose (2000) in his works, which are relevant to the methods trying to communicate with youths and children, advocates proper use of communicative methods will affect the school success of students positively.

Some experts of child development have a vision, that the infancy period is the period, which the most importance should be given to the hearts and souls of children. The others emphasized the importance of childhood. The children between the ages 6-12 namely 'child-adolescence' period, which has been forgotten, can be affected positively, children can be gained positive mood and can be helped to get close curiously to their broadening world by parents, is believed that it is a period that 'a child can be educated when they are young enough'.(Wyckoff & Unell, 1991).

The importance of primary school which is the first step of primary education and the effect of family on the development of child can not be denied. Under this situation a work is needed to be done to develop the communication between teacher-student- and parent at the primary schools.

The general purpose of this study is to find out the present instructional communicative qualification of parents with the students. In order to reach this general purpose of this study, answers were searched to the below questions:

1. According to parents concepts, how are their instructional communicative qualifications with the students?
2. Is there any significant difference according to the;
  - a. age
  - b. education
  - c. monthly income
  - d. frequency of meeting with teachers in a semester

at the instructional communicative qualifications of parents with students?

## METHOD

### Subjects

The parents of V. grade 28 primary schools students which are in Nicosia and Guzelyurt and bound to Primary Education Office of Northern Cyprus Ministry of Education and Culture were formed the parameter of this study. Time, cost, and to keep it under control make it difficult to reach all parents of students so the way of sampling was used. First of all, 15 parents from 40 V. grade classes which are all of 28 primary schools are designated randomly, in order to choose sampling from parameter. However, some classes, because of the number of the classes is low, were not taken into the study. According to this before the application 453 parents for sampling were designated. However, total 418 parents were formed for the sampling of the research because it would not be able to get back the survey from 26 parents, and it was found out that 9 parents filled it up wrongly, inadequately and not seriously. According to this, %92.27 is the percentage that was reached from the pre-determined sampling group. The number of students and parents for sampling are very above from Anderson's (1990) alpha decision tolerant level which 0.05 is. (Balci, 2001).

### Data Collection

*Scales for Instructional Communicative Qualification of Parents with Students (SICQPS)*: Firstly, parents were made write compositions or, notes were taken down by talking face to face in order to determine the instructional communicative qualification of parents with students at knowledge and skill level. Besides this, their English and Turkish knowledge were analyzed and by putting them with their compositions or notes that were taken down, item pool was formed for scale. Especially Fantuzzo, Tighe & Childs (2000), Epstein (1995) and Daniel's (1983) samples or scale development were utilized for the forming of an item pool. A draft form was prepared by utilizing the item pool which was formed for data collection scale in order to determine the instructional communicative qualifications. In order to evaluate how much the items in the prepared form serve to the purpose quantitatively and qualitatively, educational sciences experts views (n=15) were applied. An expert group from education scientists evaluated the data gathering scale individually or in a group. Under the views of experts, necessary corrections were done to the draft form. Through this way experimental form of the scale which has content validity was formed. Experimental form of the scale was applied to the chosen group of parents from the parameter.

SICQPS's experimental form was applied to 182 parents. Factor analyses were done in order to analyze the construct validity of SICQPS. When the first results of factor analyses were analyzed, and the form has 53 items, 19 of them were below the critical value 0.30 or more than one component have value above the critical value, were identified. These kinds of items were taken out from the scale and factor analyses were done again for the left 34 items.

After the analyses, it is thought that the scale can be three factors. According to this, the first factor which was named 'The methods of gaining the habit of studying' formed by 13 items, after the rotation the observed values of items are changed between 0.393 and 0.726 and % 19.448 of total variance is explained. The second factor which was named

'Motivation during the studying period' was formed by 16 items, after the rotation the observed values of items are changed between 0.709 and 0.769 and %8.571 of total variance is explained. The third factor which was named 'the negative ness during the evaluation of studying activities' after the rotation the observed values of items are changed between 0.394 and 0.727 and % 9.659 of total variance is explained. % 47.678 is the total variance amount that was explained by four components. According to this, it is accepted that SICQPS can be used with one or three factors.

After the analyses which were made for distinctiveness property of items in the scale, it was identified that total-item correlation of 34 items are changed between 2.253 and 0.784. It was worked out that the total-item correlations for the items of the first factor are changed between 0.372 and 0.661. It is worked out that the same coefficients for the second factor are between 0.464 and 0.749; and for the third factor they are between 0.388 and 0.645. For the total of the scale 0.929, for the first factor 0.876, for the second factor 0.904, and for the third factor 0.769 are Coranbach Alpha consistency coefficients which were worked out for the reliability of scale depends on the analyses of item.

*Personal Knowledge Form:* This form is formed to learn the frequency of meeting of parents with teachers and their age, education, occupation and monthly income.

## **Data Analysis**

Under the views of statistics experts, data that was gathered during the research was analyzed by using statistical techniques and later explained by forming tables and interpreted. All analyses were done by using SPSS (Statistical Package for the Social Sciences).

During the research, the mean (M), and the standard deviation (SD), the minimum and the maximum means were used for the analyses of data which was done to answer the first base purpose. The real limits of 'middle' choice were taken as a basis. Middle choice that was taken place into 5 way analyses scale used for gathering answers for each question in order to interpret the communicative qualification levels of target group. According to this, the point which compares the 'middle' choice (3 x item number) bound to the item number of the scale, the mean values which are between the lowest and highest limits of point that compares 'the middle' choice bound to the item number of the scale were interpreted that ' they are only enough for middle level'. The high mean values which compare the defined highest limit were interpreted that ' communicative knowledge –skill are owned at enough level generally', on the other hand, the low mean values are smaller from the point that compares the lowest limit were interpreted that ' failure of instructional communicative qualifications generally'.

During the research, one way ANOVA is used for analyses of the data to answer the second purpose. All analyses employed a minimum significant level of  $p < .05$ .

## RESULTS

### 1. The instructional communicative qualifications of parents with students

The descriptive statistics of instructional communicative relations of parents are given at Table 1.

**Table I. Descriptive Statistics of Instructional Communicative Qualifications of Parents**

QUALIFICATIONS	N	Total Item	Minimum	Maximum	Mean	SD
ICQPS	418	34	35	175	135.09	26.69
The methods of gaining the habit of studying	418	13	13	65	48.38	10.84
Motivation during the studying period	418	16	16	80	64.49	13.51
The negative ness during the evaluation of studying activities	418	5	5	25	20.17	4.73

The mean of present communicative qualification at knowledge and skill level of parents with students is 135.09 (mean). This result can be interpreted that parents find themselves sufficient to their communication with students.

The mean is 48.38 for present communicative qualification of parents according to the factor of “The methods of gaining the habit of studying”. According to this result, it can be said that parents find themselves sufficient through gaining studying habit to the students.

The mean is 64.49 for present communicative qualification of parents for the factor of “motivation during the studying period”. According to this result, it can be said that parents find themselves sufficient at the subject of motivating students during the studying period.

The mean is 20.17 for the present communicative qualification of parents for the factor of “the negative ness during the evaluation of studying activities”. This result can be interpreted that parents does not have negative ness during the evaluation of studying activities and they have positive communication with the students.

### Parents Ages

The results of ANOVA and descriptive statistics that were done to determine if there is any significant difference between the instructional communicative qualification perceptions with students according to their age were given at Table 2.

As it was identified at the Table 2, there is a significant difference ( $F_{(3;414)}=.014, p<0.05$ ) between the points instructional communicative qualification of parents according to their age. According to the results of Post Hoc Test that was done to determine which groups have the difference within groups, it is designated that the instructional communicative qualification of parents that are between the ages 36-45 and 46-55 are different from the parents whose ages are 56 and over.

**Table 2. The Parents' Perception of Instructional Communicative Qualification with Students According to Age**

<b>Ages Group</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>F</b>	<b>P</b>
25 – 35	25	126.80	39.09	3.592	<b>.014</b>
36 – 45	258	136.36	24.46		
46 – 55	119	136.26	24.15		
56 & over	16	118.94	45.73		

\*= p<0.05

These results, which were worked out from the results of instructional communicative qualification points of parents, can be interpreted that the age of parents effect the instructional communicative qualification of themselves with students. As it can be identified at the Table 2, the parents are more sufficient at the relation with their students who are between the ages 36-55.

### **Parent Education Level**

The results of ANOVA and descriptive statistics that were done to determine if there is any significant difference between the communicative qualification perceptions with students according to their education were given at Table 3.

**Table 3. The Parents' Perception of Instructional Communicative Qualification with Students According to Education**

<b>Education level</b>	<b>N</b>	<b>Mean</b>	<b>SS</b>	<b>F</b>	<b>P</b>
Literate	11	138.73	15.05	2.636	<b>.034</b>
Primary School	63	128.59	34.58		
Secondary School	52	127.90	37.42		
High School	192	137.67	23.49		
University	100	137.55	19.21		

As it was identified at the Table 3, there is a significant difference ( $F_{(4;414)}=.034$ ,  $p<0.05$ ) between the points instructional communicative qualification of parents according to their education. According to the results of Post Hoc Test that was done to determine which groups have the difference within groups, it is designated that the instructional communicative qualification of parents that are graduated from high school and graduated form university are different from the parents who are graduated from primary school and secondary school.

At these results that were worked out form the instructional communicative qualification points of parents according to their education with students, it can be interpreted that the educations of parents effect the communication with their children. These results that

were worked out from the research and is identified at the Table 3 is very close to that there is a definite relation between the experiences of family and children put forward by Kaplan, Kaplan and Liu (2000).

### Parent Occupation

The results of ANOVA and descriptive statistics that were done to determine if there is any significant difference between the communicative qualification perceptions with students according to their profession were given at table 4.

**Table 4. The Parents' Perception of Instructional Communicative Qualification with Students According to Profession**

Parents Profession	N	Mean	SD	F	P
Retired	22	141.45	14.97		
Civil servant	90	137.79	21.34		
Self-employed	117	129.45	32.91	1.658	<b>.144</b>
Private sector employee	48	135.17	25.56		
Teacher	107	137.41	26.80		
Not working	34	135.85	20.22		

As it can be identified from the Table 4, there is not any significant difference between the instructional communicative qualification points of parents according to their occupation. ( $F_{(5;412)}=.194, p>0.05$ ).

These results that were worked out (Table 4) can be interpreted that the occupation of parents does not effect the instructional communicative qualification of them with their children.

### Monthly Income

The results of ANOVA and descriptive statistics that were done to determine if there is any significant difference between the instructional communicative qualification perceptions with students according to their monthly income were given at Table 5.

As it can be identified from the Table 5, there is not any significant difference between the instructional communicative qualification points of parents according to their monthly income. ( $F_{(4;413)}=.194, p>0.05$ ). This result that was worked out (Table 5) can be interpreted that the monthly income of parents does not effect the instructional communicative qualification of them with their children.

**Table 5. The Parents' Perception of Instructional Communicative Qualification with Students According to Monthly Income**

<b>Monthly Income</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>F</b>	<b>P</b>
Very Low (376\$)	116	132.37	28.21	.725	<b>.575</b>
Low (752\$)	168	134.99	28.97		
Average (1128\$)	76	138.10	21.28		
High (1880\$)	46	135.67	23.54		
Very High (1881\$ +)	12	141.58	20.20		

\*=  $p < 0.05$

### Meeting with teachers

The results of ANOVA and descriptive statistics that were done to determine if there is any significant difference between the instructional communicative qualification perceptions with students according to the frequency of meeting with teachers in a year were given at Table 6.

**Table 6. The Parents' Perception of Instructional Communicative Qualification with Students According to Meeting with Teachers**

<b>Frequency of Meeting</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>F</b>	<b>P</b>
Not Meeting	49	116.71	41.05	7.601	<b>.000</b>
One or two times	83	134.08	24.23		
Three or four times	93	138.55	21.51		
Five or six times	53	136.34	26.84		
Seven times or over	140	139.36	22.06		

As it was identified at the Table 6, there is a significant difference ( $F_{(4;413)}=.000$ ,  $p < 0.01$ ) between the points instructional communicative qualification of parents according to the frequency of consultations with teachers in a year. According to the results of Post Hoc Test that was done to determine which groups have the difference within groups, it is designated that the instructional communicative qualification of parents that are consult with teachers 5-6 times and consult with teachers 7 times or above are different from the parents who never consult with teachers.

According to the result of the same test, the communicative qualifications of parent who consult with teachers in a year 7 times or above are different from parents who consult with teacher's 1-2 time/s and 3-4 times in a year.

The result that was identified above, the frequency of consultations with teachers of parents is effective at their instructional communicative qualification perceptions.

Zellman and Watermann (1998), were found out that to take part at the school as to take part at family school work, the desire of family and the use of positive parents are the ways through children education, Fantuzzo (2000) and Feuerstein (2000) is identified that the participation of parents to the school activities is effective to the relations with their children and with children's teachers. These relevant studies support the results of Table 6.

## **CONCLUSION AND RECOMMENDATIONS**

According to parents' views, they perceive themselves 'generally sufficient' through their communicative qualification with student at knowledge and skill level. They also perceive themselves 'generally sufficient' through the communicative qualifications at 'the methods of gaining the habit of studying', 'Motivation during the studying period', 'the negative ness during the evaluation of studying activities'.

It was found out that the communicative qualification perception of parents that are between the ages 36-45 and 46-55 are different from the parents whose ages are 56 and over. This significant result is the advantage for the parents who are between the ages 36-45 and 46-55. This result, was interpreted that the communicative qualifications of parents who are between the ages 36-45 and 46-55 are higher that the others.

It was found out that the communicative qualification perceptions of parents that are graduated from high school and graduated from university are different from the parents who are graduated from primary school and secondary school. This significant difference is the advantage for parents who are graduated from high school and university. This result is interpreted that the communicative qualifications of parents who are graduated from high school and university are higher than the parent who are graduated from primary and secondary school.

There is not any significant difference between the communicative qualification perceptions of parents according to their profession.

It was found out that there is not any significant difference between the communicative qualification perceptions of parents according to their monthly income

It was found out that the communicative qualification perceptions of parents are different who consult with teachers in a year 7 times and never consult with teachers, and parents who consult with teachers 1-2 time/s (2) and 3-4 times (3)in a year. Besides this, the results of communicative qualification perceptions of parents who consult with teacher in a year 5-6 times and parents that never consult with teachers can be explained with the same way.

According to the results the below recommendations were developed. According to the relation of parents between school and house parents are recommended;

- a. To share their evaluations related to the child development, their impressions, and their observations at home about children with teachers.

- b. To be volunteers to join some activities actively in order to increase their interaction with their children and to assist in the family interaction by the help of the teacher.
- c. To take part in varied class activities or to assist them.

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