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Abstract: This study was conducted to emphasize the importance of school-parent communication by developing a web-based model that was used and evaluated by both parents and teachers. The study was conducted in the Kesan District in Edirne Province with 32 teachers who work for the Ministry of Education's independent kindergartens and 31 parents who provided feedback. A scale was developed in two forms—one for teachers and another for parents—to discover whether the internet-based web model positively affected school-parent communication. During the development of the scale, pre-interviews were held with teachers and parents who could be accessed. Then, which programs/software to be integrated into the web design that will include open-ended questions in order to improve the school-parent communication. A 35-question interview form was generated according to the results of the pre-interviews and the open-ended questions. In the light of expert opinion, the teacher form of the scale included eight questions that asked for personal information and 31 articles, 23 of which likert-type were, while the parent form included six questions requesting personal information and 29 articles, 23 of which were Likert-type. Factor and article loadings, averages, standard deviation, total article correlation, and correlation coefficients between subtests were calculated for both tests. The coefficient of reliability for the teacher form was found to be Cronbach $\alpha=.89$ and Cronbach $\alpha=.97$ for the parent form. After the results were obtained through analysis, factor analysis was applied to the 31-article teacher form and the 29-article parent form to determine the construction validity and a two-factor scale was obtained. The results of the study show that the scale is highly valid and reliable

Resumen: Este estudio se realizó para enfatizar la importancia de la comunicación entre la escuela y los padres mediante el desarrollo de un modelo web que fue utilizado y evaluado por los padres y los maestros. El estudio se realizó en el distrito de Kesan, en la provincia de Edirne, con 32 maestros que trabajan para los jardines de infancia independientes del Ministerio de Educación y 31 padres que proporcionaron sus comentarios. Se desarrolló una escala en dos formas, una para maestros y otra para padres, para descubrir si el modelo web basado en Internet afectó positivamente la comunicación entre la escuela y los padres. Durante el desarrollo de la escala, se realizaron entrevistas previas con maestros y padres a los que se podía acceder. Luego, qué programas / software se integrarán en el diseño web que incluirán preguntas abiertas para mejorar la comunicación entre la escuela y los padres. Se generó un formulario de entrevista de 35 preguntas según los resultados de las entrevistas previas y las preguntas abiertas. A la luz de la opinión de los expertos, la forma del maestro de la escala incluía ocho preguntas que pedían información personal y 31 artículos, 23 de los cuales eran de tipo similar, mientras que el formulario para padres incluía seis preguntas solicitando información personal y 29 artículos, 23 de los cuales fueron tipo Likert. Se calcularon las cargas de factor y artículo, los promedios, la desviación estándar, la correlación total del artículo y los coeficientes de correlación entre las subpruebas para ambas pruebas. Se encontró que el coeficiente de confiabilidad para la forma del maestro era Cronbach $\alpha = .89$ y Cronbach $\alpha = .97$ para la forma principal. Una vez que los resultados se obtuvieron a través del análisis, se aplicó un análisis factorial a la forma del maestro de 31 artículos y la forma padre de 29 artículos para determinar la validez de la construcción y se obtuvo una escala de dos factores. Los resultados del estudio muestran que la escala es altamente válida y confiable

Keywords: School-parent communication; Web-based model; Scale; Factor analysis

Palabras clave: Comunicación escuela-padres; Modelo basado en web; Escala; Análisis factorial

1. Introduction

The pre-school period is the period of human life in which development of the individual is observed at its ultimate pace. For this reason, this period should be a time full of enriched experiences that support the development. The quality and type of those experiences depend what adults can provide (Baglama & Demirok, 2016a; Işık, 2007; Pektas, 2017). As the quality of the educational and developmental opportunities that a child is provided with increases, the quality of the education will also be enhanced increasing its effectiveness (Esteban & Laborda, 2018). Thus, parent participation is an important part of this period. Studies show that there is a connection between the development of skills in the pre-school period and later academic skills (Reeves, 2007).

Development is rapid during 0-6 years and parents are the first teachers. What the parents teach and the experiences acquired from the immediate environment have a lasting effect on a child's life (Haksiz, Baglama, Demirok & Yikmis, 2017) The most effective education can be provided through cooperation between parents and teachers (Uzunboylu & Kocakoyun, 2017; Ozcan, & Ugurel, 2017). For that reason, parent participation has become an important subject for children's development (Şahin & Ünver, 2005), as the role of family is important in the development of personality, the acquirement of positive behavior, and the development of an individual who is psychologically and physically healthy, independent, and cares about the environment (Şahin, Kalburan & Cevher, 2009; Baglama & Demirok, 2016b).

The attitudes of society towards children and families in our modern world are far different from the past. The idea that families should adopt modern perspectives rather than traditional ones is welcomed by many worldwide. Furthermore, parents today are seeking help to get to know their child better, support their development, and develop positive feelings about parenting (Şahin, Kalburan & Cevher, 2009; Ozcan & Merdan, 2016).

School-parent cooperation is the effort made by the school staff and family members to develop educational activities for children to strengthen their development and prepare them for school (Cavkaytar, 2004). For that reason, families and schools are, in a way, responsible for working together to prepare, organize, and produce the necessary activities to reinforce the child's social, academic, and physical development.

The quality of pre-school education can be improved by the participation of parents in the education of the child. Family and parents should work together to get to know the child better and to develop new strategies to be used for his/her education to reinforce their education. As the transfer of school education to extra-scholastic life helps to make education permanent, the collaboration of parents and teachers and parents' awareness of their responsibilities are important (Şahin, Kalburan & Cevher, 2009; Uzunboylu & Selçuk, 2016).

1.1. Difficulties in school-family communication

Although it is generally accepted that cooperation between families and schools helps to improve the quality of education, a systematic approach has not been realized because of the unfavorable conditions in families and schools (Genc & Ozcan, 2017).

The biggest obstruction is that families have hesitations about the bureaucracy present in schools.

A study conducted in 1999 in Turkey by listed the most important difficulties preventing families from being involved in educational and school-related matters. These difficulties are as follows:

- The negative attitudes of management, according to families;
- The indifference of families, according to management;
- Lack of time;
- Economic difficulties; and
- Problems in communication (Ensari & Zembat, 1999).

Even though levels of development between countries differ, when it comes to education, there are problems that all countries have in common. School- and family-related problems form the basis of difficulties in communication (Uygarer, Uzunboylu & Ozdamli, 2016; Magal-Royo & Laborda, 2017). Regardless of development levels and cultural, social, political, and economic differences, it is impossible to make education better without the partnership of families and schools. Gürşimşek (2003) examined parent engagement in terms of school-based, home-based, and parent-school collaboration-based involvement (Bell, 1993). The behaviors that aim to maintain some activities at home and school, which are an important indicator of the education of parents, remain limited (Abramauskiene & Kirliauskiene, 2017). The fact that children should learn only at school under the supervision of teachers according to traditional thinking is thought to be the main reason for a lack of home-based parent engagement (Aslanargun, Avcı, Avcu, Dönmez, İpek & Nair, 2004). The studied the reasons for lack of parent engagement in their study entitled "*The Reasons for Parent Indifference to School*". They found that the main two reasons for parents' lack of engagement were long working hours and work commitments parents face and that parents are not qualified enough in terms of education. Another reason for indifference is that a considerable number of parents think that school management and teachers are also indifferent to parents. Most of the parents who seek solutions for both their problems in communicating with their children and their lack of educational qualifications have a positive attitude toward school, as they think they can get help (Sorakin & Uzunboylu, 2017; Allahverdiyev & Yucesoy, 2017; Weiss, Caspe & Lopez, 2006).

In general, misunderstandings and hesitations stemming from lack of communication between parents, teachers, and school management form the basis of the absence of parent engagement. Other research (Martin & Vincent, 1999; Coldron & Boulton, 1999) showed that although there is the traditional and universal idea that mothers are the primary caregivers who deal with school issues, most of the participating parents reported that this very attitude had to be left and that fathers should also have more responsibility in their children's education.

When the research findings are taken into account, the main reasons for family-school disconnection appear to be the misunderstandings stemming from lack of communication with school management and teachers, parents being busy most of the time, parents thinking that school management and teachers are somehow indifferent to them, and school bureaucracy. The school-parent relationship is of great importance to both children and parents. Considering the factors listed above, a web design, including programs aiming to remove the obstacles, was prepared to improve the quality of the school-parent relationship.

1.2. Research objectives

Research in the field shows that there are certain factors that prevent parents from engaging in school matters. In order for students to be successful at school, the problems with families or schools themselves must be solved. The aim of this study is to examine the problems present in school-family relationships and their underlying reasons, and to introduce a web-based model in order to improve the quality and amount of school-parent communication.

1.3. Limitations

The findings are limited to 31 parents who provided feedback and 32 pre-school teachers working for independent pre-schools and pre-schools within elementary schools in the Keşan District in Edirne Province.

2. Materials and method

The development of the scale.

The steps followed during the development of the scale are listed below (Karasar, 1995; Balcı, 2004; Erkus, Sanlı, Bağlı & Guven, 2000):

1. Item pool;
2. Expert opinion;
3. Factor analysis; and
4. Calculations of reliability

The stages can be summarized as follows:

2.1. Item pool

First, the literature review was completed for the scale and the measurement tools used in other research were reviewed. Then, a 35-question interview form was given to 32 pre-school teachers working in independent kindergartens and kindergartens within the elementary schools within the Keşan District Directorate of National Education in Edirne Province in order to identify problems in the school-family relationship. Also, a 35-question form was given to 31 parents to identify problems in the family-school relationship.

2.2. Getting an expert opinion

The success rate of a scale in estimating an individual's behavior increases if it is reliable and valid (Büyüköztürk, 2004). Validity is a concept related to the extent to which the desired items are defined or measured correctly. The validity of a scale can be proved in many ways but, in this study, an expert opinion was received first to confirm the scope and profiling validity. Then, the most suitable statements from the item pool to validate the aim of the study were carefully chosen. Following this, those statements were organized according to the item writing rules and, following the restatement of the items, they were pre-selected by a group of experienced academics.

The reorganized scale consisted of two forms, one of which was for the parents and the other for the teachers. There were two factor titles, convenience and sharing, under which the constructed forms were evaluated. As the meaning derived from the statements by each interviewee must be the same, the items were reviewed by an experienced academic. The initial number of the items in both forms, which was 27, was reduced to 23 in consideration of the feedback given by the experts. Also, one part of each statement was written in bold in parallel with the purpose of the study.

The items of the scale/forms were graded as “completely agree=5”, “agree=4”, “not certain=3”, “disagree=2” and “completely disagree=1” giving each item five to one point(s) respectively. Thus, the minimum score on the scale was 24, while the highest score was 120.

The data obtained were analyzed using the SPSS 20.0 statistical package.

2.3. Factor analysis

After the expert opinion was obtained, the factor analysis technique was used to see which of the items in the scale were working. The distinctiveness of each of the items (item-total test correlations) was examined.

“Item-total test correlation explains the relationship between the scores of the items and the score of the test as a whole” (Büyüköztürk, 2004). In other words, it shows that each item behaves similarly. Thus, item-total test correlation is expected to be positive and quite high and, if so, it shows that the measurement tool has internal consistency (Fraenkel, Wallen & Hyun, 2011). If the item-total score correlation is 0.30 or higher, it is thought to be good enough in distinguishing individuals in terms of the measured qualities.

In this study, item-test correlations, the first item loads, and item averages were calculated, and 23 out of 27 items that were found to be meaningful ($p < 0.5$) for item-test correlation and whose factor loads were higher than 0.30 in the first dimension of basic components analysis were

chosen for the data in both teacher and parent forms. The item correlations of the chosen items, the basic component analysis of first item loads, and the averages of the items are presented in Table 1.

2.4. Calculating validity

“The main objective of developing a scale is to construct a reliable and valid measurement tool” (Tavşancıl, 2000). Reliability is, in short, a quality of a measurement tool that helps to produce similar and consistent results in all cases (Bell, 1993). In other words, reliability is about the extent to which the obtained measurement scores of the desired behavior or qualities are consistent. *“There are two basic features defining the reliability of a measurement tool; (a) the consistency between the scores (answers) obtained at different times”* and (b) the consistency between the responses elicited at the same time (Büyüköztürk, 2004). Factor analysis is mostly used as a validity constructor for the development of scales used in the social sciences to collect data. This statistical technique is designed to gather the variables measuring the same structure or quality.

The main objective of the likert-type scale is to ensure that *“each of the items measures a certain attitude”* (Bell, 1993). After the factor analysis, the factor analysis was done, the scale was put in its final form and the Cronbach alpha internal consistency coefficient was calculated to examine the internal consistency of the scale and prove the validity. The Cronbach alpha internal consistency coefficient was found to be 0.89 for the teacher form, while it was 0.97 for the parent form.

2.5. Research group

The research group consisted of 31 parents who provided feedback and 32 pre-school teachers working for independent pre-schools and pre-schools within elementary schools in the Keşan District in Edirne Province.

3. Results and discussion

3.1. Item analysis and analysis of the factor structure in the scale

3.1.1. *“The evaluation scale of the school web design to improve parent-school communication during the pre-school period (teacher form)”*

The teacher form of the scale included eight items for personal information and 23 likert-type questions, making a total of 31 questions. In order to verify the compliance of the data with the factor analysis, the Kaiser-Meyer-Olkin measure of sampling adequacy test (KMO) and Barlett's test of sphericity (Barlett) were applied. The KMO sampling relevancy coefficient was found to be 0.78 and the χ^2 value for the Barlett test was found to be 1.583, $p < 0.001$.

The reliability of the scale was defined according to the internal consistency coefficient, and the split-half and Cronbach alpha reliability formula were applied. The coefficient of reliability for the teacher form was found to be Cronbach alfa .89. Table 1 shows the factor analysis results of the teacher form of the *“School website evaluation scale in terms of its contribution level to school-parent communication”*. The rates of total variance explained are displayed in Table 2. The average, standard deviation, and item total correlation results for the teacher form are shown in Table 3. The reliability results of the teacher form are shown in Table 4.

Table 1.

“School website evaluation scale” in terms of its contribution level to school-parent communication during the pre-school period teacher form: item and factor loads

Factors	Items	Factor Load
1 st factor: Convenience	i1	.59
	i2	.46
	i4	.36
	i5	.49
	i6	.30
	i23	.54
	i26	.68
Rate of explaining the total variance: 49.90		
2 nd factor: Sharing	i8	.47
	i10	.34
	i11	.43
	i12	.43
	i13	.38
	i14	.36
	i15	.40
	i16	.63
	i17	.55
	i18	.64
	i20	.71
	i21	.69
	i22	.84
	i24	.48
i25	.49	
i27	.35	
The rate of explaining total variance: 48.51		
The scale's rate of explaining total variance: 50.76		

Table 2.

“School website evaluation scale” in terms of its contribution level to school-parent communication during the pre-school period teacher form: the rates of explaining total variance

Factors	Contribution to the explained variance	Total variance explained
1	31.83	31.83
2	18.93	50.76

Table 3.

“School website evaluation scale” in terms of its contribution level to school-parent communication during the pre-school period teacher form: results of averages, standard deviations, and item total correlations

Factors	Items	x	ss	Item total correlation
1 st factor: Convenience	i1	4.44	.56	.54
	i2	4.59	.50	.46
	i4	4.50	.51	.64
	i5	4.41	.71	.38
	i6	4.56	.50	.44
	i23	4.59	.56	.30
	i26	4.56	.56	.72
	i8	4.41	.67	.34
2 nd factor: Sharing	i10	4.47	.57	.67
	i11	4.59	.56	.48
	i12	4.66	.55	.36
	i13	4.44	.76	.38
	i14	4.38	.55	.48
	i15	4.50	.67	.44
	i16	4.56	.50	.32
	i17	4.41	.50	.35
	i18	4.75	.44	.36
	i20	4.28	.63	.62
	i21	4.53	.62	.51
	i22	4.47	.57	.63
	i24	3.88	.91	.61
	i25	4.47	.62	.66
	i27	4.59	.50	.59

Table 4.

“School website evaluation scale” in terms of its contribution level to school-parent communication during the pre-school period teacher form: results of validity

Scale/Factors	Cronbach alpha	Split-half
1.Convenience	.74	.73
2.Sharing	.86	.81
Scale total	.89	.87

(**) p < 0.001

3.1.2. “The evaluation scale of the school web design to improve parent-school communication during the pre-school period (parent form)”

The parent form consisted of six items for personal information and 23 likert-type questions, making a total of 29 questions. The coefficient of reliability for the parent form was found to be Cronbach alpha .97.

Table 5 shows the factor analysis results of the parent form of the “School website evaluation scale in terms of its contribution level to school-parent communication”. The rates of total

variance explained are displayed in Table 6. The average, standard deviation, and item total correlation results for the teacher form are shown in Table 7.

The reliability results of the teacher form are shown in Table 8 and Table 9 shows the correlation coefficients of inter-subtests for the parent form. Table 10 shows the results of the correlation between the teacher and parent forms.

Table 5. “School website evaluation scale” in terms of its contribution level to school-parent communication during the pre-school period parent form: item and factor loads

Factors	Items	Factor Loads
1 st factor: Convenience	i1	.91
	i2	.59
	i4	.76
	i5	.56
	i6	.59
	i23	.77
	i26	.42
Rate of explaining the total variance: 65.68		
2 nd factor: Sharing	i8	.48
	i10	.68
	i11	.59
	i12	.55
	i13	.69
	i14	.66
	i15	.41
	i16	.44
	i17	.55
	i18	.65
	i20	.56
	i21	.56
	i22	.33
	i24	.37
i25	.35	
i27	.48	
The rate of explaining total variance: 58.02		
The scale's rate of explaining total variance: 62.53		

Table 6. “School website evaluation scale” in terms of its contribution level to school-parent communication during the pre-school period parent form: the rates of explaining total variance

Factors	Contribution to the explained variance	Total variance explained
1	39.21	39.21
2	23.32	62.53

Table 7.

“School website evaluation scale” in terms of its contribution level to school-parent communication during the pre-school period parent form: results of averages, standard deviations, and item total correlations

Factors	Items	x	ss	Item total correlation
1 st factor: Convenience	i1	4.26	.51	.77
	i2	4.42	.50	.51
	i4	4.29	.69	.65
	i5	4.03	.92	.61
	i6	4.32	.83	.66
	i23	4.48	.51	.65
	i26	4.23	.67	.45
	i8	4.39	.56	.55
2 nd factor: Sharing	i10	4.45	.57	.71
	i11	4.13	.62	.60
	i12	4.26	.58	.61
	i13	4.32	.65	.73
	i14	4.10	.79	.67
	i15	4.19	.60	.41
	i16	4.26	.44	.42
	i17	3.45	.77	.62
	i18	4.19	.54	.65
	i20	4.42	.56	.61
	i21	4.45	.62	.54
	i22	3.94	.85	.44
	i24	4.29	.74	.71
	i25	3.90	.94	.76
i27	4.39	.56	.69	

Table 8.

“School website evaluation scale” in terms of its contribution level to school-parent communication during the pre-school period parent form: results of validity

Scale/Factors	Cronbach alpha	Split-half
1.Convenience	.90	.87
2.Sharing	.93	.92
Scale total	.97	.90

Table 9.

“School website evaluation scale” in terms of its contribution level to school-parent communication during the pre-school period parent form: inter-subtests correlation coefficients

Scale/Factors	Sharing	Convenience
1.Convenience	.76**	
2.Sharing		.76**

(**) p < 0.001

Table 10.

The correlation between teacher and parent forms

Scale/Factors	r
1. Convenience	.52**
2. Sharing	.66**
Scale total	.68**

(**) $p < 0.001$

4. Conclusion and recommendations

The findings of the reliability and validity evaluation process of the parent and teacher forms of the “*School website evaluation scale in terms of its contribution level to school-parent communication*”, which each include 24 items, showed that the teacher and parent forms of the scale were valid and reliable. In order to identify the factor structure of the school website evaluation scale, basic components factor analysis was applied. Four items (3, 7, 9, and 19), which were found to be inconsistent with the structure of the scale and loading more than one item, were removed from the teacher and parent forms that initially included 27 items. Of the 23 items left on both forms, they had a structure that had two sub-factors and whose eigenvalue was above one. There were seven items in the first sub-factors, while the second sub-factors had 16 items each. It was seen that the factors on the teacher form explained 50.76% of the variance in the scale and that the correlations between the sub-factor scores and total scale score varied from .32 to .72. It was seen that the factors on the parent form explained 62.53% of the variance in the scale and that the correlations between the sub-factor scores and total scale score varied from .33 to .91. The correlation between teacher and parent forms was .68. Thus, it can be said that this correlation between the two scales shows the validity of the measurement tool.

When the findings of the study are considered as a whole, the validity and reliability of the scale can be attested. However, it is advised that the basic reliability and validity tests for the scale should be repeated with regard to technological, social, and cultural developments.

- For the purpose of the study, a variety of software were developed and added to the website and a number of panels and links were included in the system to improve the relationship between the school and the parents, such as forum panels in which teachers and parents share their ideas, important links, news and announcements about the school informing the parents daily/weekly of answers to parents’ common questions (such as issues concerning social skills, nutrition, preparation or reading and writing, participating in activities, etc.), providing graphics and interpretations, and a photo-video gallery that displays the daily activities of the children.
- There have been many studies and much research done to highlight the importance of the school-parent relationship during the pre-school period, but only traditional activities to improve interaction between schools and parents, such as home visits, leaflets on school boards, newsletters, and parent meetings that are restricted to certain subjects, are mentioned.

It is an undeniable fact that computers and the internet have become an essential part of the educational system as well as the economic system, which have both been influenced by the developments and changes in science and technology. Such technology has been so fully integrated into daily life that it should also be a part of education (Caliskan & Bicen, 2017; Laborda, Magal Royo, Litzler & Giménez López, 2014).

There is a consensus that pre-school education plays a vital role in children’s development and that during this period the active involvement of parents is of high importance.

Based on these facts, a modern, active, practical, and useful web model was developed as an alternative to the traditional techniques in order to create a functional communication network.

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