

THE ROLE OF SOCIAL MEDIA PRODUCTS IN PARENT INVOLVEMENT:
FROM THE PERSPECTIVE OF PARENTS AND TEACHERS ON
COMMUNICATION

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ABSTRACT

THE ROLE OF SOCIAL MEDIA PRODUCTS IN PARENT INVOLVEMENT: FROM THE PERSPECTIVE OF PARENTS AND TEACHERS ON COMMUNICATION

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The aim of this study was to examine the use of social media products in parent-teacher communication in the early childhood education period from preschool teachers' and pre-schoolers parents' perspectives. More specifically, this study explored what preschool teachers and parents think about the use of social media products in communication as an aspect of parent involvement, are there any differences in their opinions, and do some demographic variables influence this issue? The views of participants were gathered through asking open-ended questions using semi-structured interview forms prepared by the researcher.

Participants in the study were 14 preschool teachers and 14 pre-schoolers' parents, half of whom were recruited from private preschools and the other half from public ones.

As a result of the qualitative analysis, variety of categories were reached. These are *accessibility, immediacy, simplicity, privacy & minimal exposure, being in popular use by teachers and parents, overexposure to teachers' personal life, working as a*

team, writing message, calling, time saving, being free of charge and information exchange, off topic messages, parents' high expectation, satisfaction, being practical, necessity. Findings also revealed that there are some points in which public preschool teachers and private preschool teachers shared the same and/or similar opinions for interview questions. But, there were also some points the two groups shared different opinions for the interview questions. The situation is same for pre-schoolers' parents. Although public and private pre-schoolers' parents had same and/or similar views for some issues, they had different views for some issues.

Keywords: Preschool Teachers, Pre-schoolers' Parents, Parent-Teacher Communication, Social Media Products, Parent Involvement.

ÖZ

SOSYAL MEDYA ÜRÜNLERİNİN AİLE KATILIMINDAKİ ROLÜ: EBEVEYN VE ÖĞRETMEN İLETİŞİM PERSPEKTİFİ

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Bu çalışmanın amacı, okul öncesi öğretmenleri ve çocukları okul öncesi eğitim kurumuna gitmekte olan ebeveynlerin bakış açılarından erken çocukluk dönemi eğitiminde sosyal medya kullanımının ebeveyn-öğretmen iletişimi açısından incelenmesidir. Özellikle, bu çalışmada okul öncesi öğretmenlerinin ve çocukları okul öncesi eğitim kurumuna gitmekte olan ebeveynlerin, aile katılımı açısından iletişimde sosyal medya kullanımı hakkında ne düşündükleri, görüşlerinde farklılıklar olup olmadığı ve bazı demografik değişkenlerin bu konuda etkili olup olmadığı araştırılmıştır. Çalışmada, okul öncesi öğretmenlerinin ve çocukları okul öncesi eğitim kurumuna gitmekte olan ebeveynlerin konu hakkındaki görüşleri araştırmacı tarafından hazırlanan yarı yapılandırılmış görüşme formları aracılığıyla açık uçlu sorular sorularak toplanmıştır.

Çalışmanın katılımcıları, 14 okul öncesi öğretmeni ve 14 çocukları okul öncesi eğitim kurumuna gitmekte olan ebeveynlerden oluşmaktadır. Bu katılımcı gruplarının yarısı özel anaokullarından diğer yarısı devlete bağlı anaokullarından oluşmaktadır.

Nitel analiz sonucunda kategorilere ulaşılmıştır. Bunlar; *Erişilebilirlik, dolaysızlık, basitlik, gizlilik ve asgari düzeyde maruz kalma, öğretmenler ve ebeveynler tarafından halihazırda kullanılma, öğretmenlerin kişisel yaşamlarına aşırı*

maruz kalma, takım halinde çalışma, mesaj yazma, arama yapma, zaman tasarrufu, ücretsiz olma, bilgi alışverişi, konu dışı mesajlar, ebeveynlerin yüksek beklentileri, memnuniyet, pratik olma ve gereklilik. Ayrıca, bulgular, devletteki okul öncesi öğretmenlerin ve özeldeki okul öncesi öğretmenlerin görüşme soruları için aynı veya benzer görüşleri paylaştıkları bazı noktaların olduğunu ortaya koymuştur. Ancak, görüşme soruları için bu iki grubun farklı görüşleri paylaştığı bazı noktalar da vardı. Bu durum, okul öncesi öğrencilerinin ebeveynleri için aynıdır. Devletteki okul öncesi öğrencilerinin ebeveynlerinin ve özeldeki okul öncesi öğrencilerinin ebeveynlerinin bazı konular için aynı veya benzer görüşleri olmalarına rağmen, bazı konular için farklı görüşleri vardı.

Anahtar Kelimeler: Okul Öncesi Öğretmenler, Okul Öncesi Öğrencilerinin Ebeveynleri, Ebeveyn-Öğretmen İletişimi, Sosyal Medya Ürünleri, Aile Katılımı.

To my little son

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GLOSSARY OF TERMS

Public pre-schooler: Children who are 3 to 5 years old attending a public preschool.

Private pre-schooler: Children who are 3 to 5 years old attending a private early childhood institution (independent kindergartens and nursery classes).

Public preschool teachers: The teachers who work in public preschools and are responsible for children's education from 3 to 5 years were considered as public preschool teachers.

Private preschool teachers: The teachers who work in early childhood education institutions (independent kindergartens and nursery classes) and are responsible for children's education from 3 to 5 years were considered as private preschool teachers.

Public pre-schoolers' parents: The parents of children who are 3 to 5 years old attending a public preschool were considered as public pre-schoolers' parents.

Private pre-schoolers' parents: The parents of children who are 3 to 5 years old attending a private early childhood institution (independent kindergartens and nursery classes) were considered as private pre-schoolers' parents.

Communication with social media: In this study, communication with social media refers to preschool teachers' and pre-schoolers' parents' communication with each other via use of social media products like Facebook, WhatsApp and Instagram.

Social media: "Forms of media that allow people to communicate and share information sharing using the Internet or mobile phones." ("Social media," 2018).

Facebook: "The name of a website where you can show information about yourself, and communicate with groups of friends." ("Facebook," 2018).

WhatsApp: It is a smartphone application runs from some kind of devices like mobile devices and desktop computers for instant messages. It also provides to send text messages, voice calls, video calls, images, other media documents and user location to the users (Bounhik & Deshen, 2014)

CHAPTER 1

INTRODUCTION

In order to understand and plan the child's education process, the school, the child and the community should be handled together. According to Bronfenbrenner, there are interrelated systems which affect each other. The most important system among them is the family defined as a system of itself affecting all other parts of the system and it is also affected by the system and changes (Bronfenbrenner, 1986). The family and the school are always with the child throughout his/her life (Powell, 1989; Galinsky, 1977; Taylor, 1968). Both teachers' and parents' common focus is the education of a child. Namely, apart from other kinds of relationships in people's lives, parent-teacher relationships happen by themselves instead of by choice. In order to have a good parent-teacher relationship, there should not be a conflict between them and the absence of conflict can only be achieved by mutual trust and respect (Keyes, 2000).

As mentioned before, in the system, parents and teachers are the key factors in children's lives, playing a significant role in their overall development (Chairatchatakul, Jantaburom, & Kanarkard, 2012). A combination of commitment and active participation on the part of the parent to the school and to the child is described as parent involvement by LaBahn (1995). In addition to this, parent involvement is also defined as an integral part of a child's development and education. In many cases, there is a direct proportional relationship between child achievement and attitude and parent involvement. In other words, the more parent involvement might mean, the better a child's achievement and attitude (Chairatchatakul, Jantaburom, & Kanarkard, 2012).

Studies indicate that parent involvement has many benefits for children of all ages (Cox, 2005). One of them is that effective parent involvement increases children's

academic achievement. Meta-analysis studies also show that with parental involvement, academic achievement is supported and children's learning is affected positively (Jeynes, 2003, 2005, 2007). In addition to academic achievement, parent involvement affects children's behaviour, social skills, early childhood achievements and language abilities positively (Regner, Loose, & Dumas, 2009; Trung, & Ducreux 2013; Hill, 2001; Hill & Craft, 2003; Hill & Taylor, 2004). For instance, Herman and Yeh (1983) in their study, examined the interrelationships among components of parent involvement at schools and investigated their effects on school outcomes. Based on their results, it is claimed that there is a positive relationship between the degree of parent interest and participation in school activities and their children's achievement (Herman & Yeh, 1983; Zieger & Tan, 2012).

In the thesis, parent-teacher communication was examined with regard to use of social media products. In this context, Dr. Joyce Epstein, the director of the National Network of Partnership Schools connected with Johns of Hopkins University, is confronted because she has developed six types of parent involvement and one of them is communication. These are parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. The six types of involvement help to strengthen communication between parent and teacher. Thus, schools could implement these with the aim of increasing collaboration among schools, families and the community (Epstein, 1995). Based on the parent involvement framework mentioned by Epstein, communication is one of the six components necessary for engaging parents in the educational process of their children. This is described as the communication a parent makes with the school about its programs and their child's progress (Epstein, 1995). School communication practices thus have a crucial role in involving parents in the education process, (Graham-Clay, 2005). Researchers have found that where there is a lack of effective home-school communication, this situation constitutes a barrier for effective parent involvement in education (Ames, Tanaka, Khoju, & Watkins, 1993; Aslanargun, 2007; Bridgemohan, Noleen, & Christine, 2005; Comer, 1984; Epstein, 1986, 1990; Kocak, 1991; Kolay, 2004). Similarly, a study conducted by Halsey (2005), found that teachers, parents and students think that parent involvement has many benefits for positive home-school

relations and student success. Schools may encounter some difficulties in their efforts to plan and secure sufficient parent involvement. One of them is how to bring about effective methods of communication.

Parent-teacher communication can be established and conducted in traditional ways through personal letters to parents, telephone calls, parent-teacher conferences, school-to-home notebooks, report cards, etc. (Zhang & Hatcher, 2011) along with new digital technology communication tools (Patrikakou, 2015). Mitchell, Foulger, and Wetzel (2009) emphasize that despite the variety of options available for communicating, it is reported that many parents cannot spare time to attend school activities or meet their child's teachers. Moreover, Constantino (2003) asserts that working parents have difficulty involving themselves in their children's education. This is a principle reason for why today, the rate of face-to-face communication is decreasing (Lunts, 2003). If schools take into account the findings of such studies, they need to consider digital technology-based communication (Olmstead, 2013) and communication via social media products in order to communicate with parents.

1.1.Digital Technology , Communication and Social Media Products as a Communication Tool in Education

In today's world, education and the use of digital technology have become two interrelated concepts. Digital technology affords conveniences in four areas regarding parent-teacher communication: communication and information, learning and instruction, interest and motivation, and resources and costs (Blanchard, 1998). Communication and information technology has brought new opportunities to parent-teacher communication, particularly in terms of the ease, efficiency, and effectiveness of information transfer (Zieger & Tan, 2012). The digital technology has enabled teachers to employ internet-based communication instead of traditional paper-based methods (Chena & Chena, 2015). The new digital technology offers convenient communication for busy teachers who can stay connected with parents (Chairatchatakul, Jantaburom, & Kanarkard, 2012). Moreover, busy parents can communicate with their child's teachers using applications (apps) on their mobile

devices and smart phones (NAEYC and Fred Rogers Center, 2012). Such digital technology not only enables these opportunities but allows for parents to be more knowledgeable. Parents can consult school web sites for information about important events and news about school (Olmstead, 2013) much more efficiently with the help of digital technology than a paper-based system (Patrikakou, 2015). Besides, parents can directly communicate with teachers via social media products when they have a question about their children (Olmstead, 2013). Hence, the use of such digital technology is seen as an important channel for communication between the school and the community (Chaboudy & Jameson, 2001). Lewin and Luckin (2010) compared two projects to understand the use of digital technology in parent involvement and found that accessible technology and interactive resources can be applied to engage parents' involvement. Teachers have started to utilise such approaches to stimulate parent involvement, especially in class (Komis, Ergazakia, &, Zogzaa, 2007). An example of such applications was explored by Shin and Seger (2016) who observed the participation of ELL (English language learner) students' parents in a blog-mediated English language arts course given to a class in the second grade at a US urban school. The research considered the degree to which parents would get involved in supporting their children to learn to write. The results showed that parents can meaningfully use blogging to support their children's academic and social goals. Similarly, Olmstead (2013) found in her study of how digital technology is used to increase parental involvement, that parents and teachers give importance to proactive parent involvement. Olmstead saw that while proactive participation does not require parents to physically attend school, teachers need to consider the most appropriate use of digital technology if they are to retain parents' involvement in their children's academic lives. Thus, in addition to the use of digital technology in parent-teacher communication, the integration of such digital technology in the process is a significant factor to successful involvement. For this reason educators need to understand the effectiveness of the technologies they employ to secure parent involvement.

According to the Turkish Institute of Statistics (TUIK, 2017), the Internet is the most widely used form of digital technologies in Turkey and it is used by seven

out of every ten people in the 16-74 age group. Developments in information technology are seen to have changed people's daily routines. Our attitudes and behaviours can also be shaped by how we use the Internet and such possibilities have spurred the development of social media products (Elitaş, 2015). This phenomenon enables users of the Internet and mobile-based tools to exchange ideas, share information, and build shared meaning (Donohue, 2010). Furthermore, the spectacular growth of social media products which arose from enhancements in Web technologies (Kekeç-Morkoç & Erdönmez, 2015) has encouraged some to call it as modern humanistic communication because it offers opportunities for sharing and discussion free from the usual limitations of time or space (Akıncı-Vural & Bat, 2010).

The digital technologies such as social media products have seen widespread adoption around the world (Szeto & Cheng, 2014) particularly in areas such as politics, the automotive industry, marketing and education. As people have integrated social media products into their daily lives their habits have changed and gained an online dimension. Important shifts have also been seen in terms of how people choose to interact with institutions. For instance, over a twelve-month period between April 2016 and March 2017 four in ten Internet users aged between 16 and 74 had used the technology to communicate with public institutions or benefit from public services individually (TUIK, 2017).

Even though the benefits of parent involvement in early childhood education are well-known, studies show that involving parents in an effective way is not easy (Ozcinar & Ekizoglu, 2013). Besides, communication is essential in parent involvement and parent involvement cannot be thought without parent-teacher communication. As was explained earlier, there are traditional communication methods (Zhang & Hatcher, 2011). On the other hand, "Alternative Methods of Communication to Improve Parents' Involvement in and Knowledge of the Curriculum" was investigated by Bright in 2013. She found that teachers can be overzealous in developing alternative methods of communication for more meaningful and effective parent involvement. Social media products were now being commonly used around the world and its use in education was becoming significant (Beckman, Bennett, & Lockyer, 2014).

With social media products, the way of teaching and learning has been greatly affected (Beckman, Bennett, & Lockyer, 2014).

With regard to parent-teacher communication, the smart device application (APP) can be thought as the medium of the new era (Chena & Chena, 2015). For early childhood educators, the use of social media products provide for a host of opportunities such as learning about new resources, ideas, new developments, communicating with colleagues (Simon & Donohue, 2011). Teachers can also share class updates, photographs, and some ideas for how parents can help their children at home. Consequently, parents have a chance to learn much information about their child, class, school program and they can express their own ideas, problems and solutions (The Parent Institute, 2014). The Internet can be seen as an opportunity to sustain and increase home-school communication, (Mazza, 2013). For these reasons, it is not surprising that social media products have found its way into early childhood education. Additionally, a guide to Turkish pre-school integrated family supported education recommends that for the purpose of securing parent involvement, social media products on the internet can be used for communication and information sharing (OBADER, 2013).

As with any digital technologies, social media products bring both positive and adverse features (Elitaş, 2015; Feeney & Freeman, 2015). As mentioned before, social media products have some conveniences but it also consists of various threats. In order to build a safe and supportive environment for online communication it is necessary to develop a policy for school staff, children and parents that covers a variety of significant points. Such a policy needs to describe the appropriate use of the social media products, limit participation in class groups to parents, prevent the sharing of private information or pictures of children without parental permission, and discourage users from superficial ‘post and run’ involvement (The Parent Institute, 2014). Elsewhere, the National Association for the Education of Young Children (NAEYC) Code of Ethical Contact (www.naeyc.org/positionstatements/ethical_conduct) provides an excellent guide for early childhood educators to protect children’s safety and well-being (Feeney & Freeman, 2015). This area is also increasingly subject to official regulations. In relation to confidentiality in schools in Turkey, the sharing of

children's photos and videos on social media products is forbidden by the Ministry of National Education (MoNE, 2017). The various responsibilities of early childhood educators will be mentioned in chapter two.

The focus of this research addresses what Epstein refers to as the second type of involvement: communicating (Epstein & Salinas, 2004). In the literature, there are many studies investigating parents' and teachers' views about parent involvement (Ames, Khoju, & Watkins, 1993; Atakan, 2010; Erdoğan, & Demirkasımoğlu, 2010; Ünüvar, 2010). More specifically, the study is also designed to investigate preschool teachers' and parents' thoughts about social media products use in parent involvement activities to satisfy communicating. Even though some studies have been undertaken on social media products use in education, very few have examined it in early childhood education.

Given that public and private preschools often serve different communities, their strategic way of communication with parents may differ (Rutkowski, 1998). Thus, in this study, the researcher has sought to study public and private pre-schooler parents' and preschool teachers' viewpoints towards social media products use in parent involvement from a communication perspective.

1.2.Purpose of the Study

The purpose of this study is to comprehensively examine preschool use of social media products to facilitate parental involvement from the perspectives of both contributors to the process; the parent and the teacher.

Research Questions

One main research question and sub-questions were set to investigate preschool teachers' and pre-schoolers' parents' perspectives for the current study.

1. What are the role of social media products on parent-teacher communication as an aspect of parent involvement in early childhood education?

1.1 Which products are preferred and why they are preferred in order to communicate for parent involvement?

1.2 What do preschool teachers and pre-schoolers' parents think about use of social media products in communication as an aspect of parent involvement?

1.2.1 What are the cases of its use?

1.2.2 Do they plan to use it?

1.3 Do preschool teachers and pre-schoolers' parents consider personal rights while using social media products in communication as an aspect of parent involvement?

1.3. Significance of the Study

Parent involvement results in many kinds of positive academic outcomes, including increased achievement in writing (Epstein, Simon, & Salinas, 1997), mathematics (Izzo, & Weissberg, Kasprow, & Fenrich, 1999), reading (Senechal & LeFevre, 2002). Furthermore, according to findings of a study conducted by Driessen, Smit, and Slegers in 2005, because parent involvement results in an increase in the rate of children's participation in school activities, achievement, and self-confidence, parent involvement is critical for children's achievement. As there are so many benefits of parent involvement, the quality of parent involvement should be as high as possible. Maring and Magelky (1990) assert that to increase parent involvement in education effective communication is a key and Hiwara (1996) claims that parent-teacher communication is accepted as a critical factor in the establishment of good partnership. Similarly, Kinne (2015) says that communication is required to involve parents. In addition to this, how to communicate between teachers and parents is an integral part of the parent involvement process (Zhang & Hatcher, 2011). If teachers and parents know each other's experiences and perspectives, they can have better communication. For this reason, the findings of this study can make a useful contribution to understanding how preschools can enhance the quality of their parent involvement through parent-teacher communication. As mentioned before, communication increases parent involvement and parent involvement increases

children's achievement. Consequently, the current study will provide information to teachers, academicians, and policy makers on the use of digital technology and parent involvement.

Additionally, parent involvement is considered as more important and necessary in primary schools (Karıbayeva & Boğar, 2014). Parents also think that they should be involved so that a positive difference can emerge and invitations are perceived to facilitate involvement (Hoover-Dempsey & Sandler, 1995, 1997). Despite the importance of parent involvement in early childhood education, Bright (2013) claims that there is not sufficient information related to social media products use in parent involvement and also Gillens (2015) confirms that to our knowledge there is almost no study related to social media products use in the early childhood education period. About the integration of social media products in K-12 instructional program and patterns of board of education policy at the public school district level, there is limited research. Moreover, according to a study about social media products use in the parent involvement process of early childhood education conducted by Özdiñç (2014), studies related to digital technology use in early childhood education are limited. As seen from the review of the literature, most studies focused on communication, parent involvement, digital technology use in education, and social media products (e.g. Cox, 2005; Graham-Clay, 2005; Zieger & Tan, 2012). However, there is a huge gap in studies of social media products use in communication throughout parent involvement at the early childhood level (Özdiñç, 2014). The data obtained from this study can help us to determine whether parents and teachers use digital technology in communication as an aspect of parent involvement in early childhood education. Moreover, in accordance with the findings of the study, positive and negative aspects of social media products use in parent-teacher communication were reported. Consequently, the findings of this study should be useful to academicians and policy makers.

Özdiñç (2014) studied parents and preschool teachers' viewpoints towards social media products use in parent involvement. She applied a questionnaire to obtain parents' viewpoints toward social media products use in parent involvement with preschool activities. The current study is based on the analysis of interviews conducted

with pre-schoolers' parents and preschool teachers. The aim was to learn pre-schoolers' parents and preschool teachers' views of social media products use in communication throughout parent involvement in their children's early childhood education. It was hoped that the findings of this analysis would inform the design of parent-teacher communication. Furthermore, the focus of this study on early childhood education will enable a group of students who are not actively using social media products to reach the opinions of their parents who use social media products in their own name. From this perspective, this study will present a point of view about the field by illuminating what happens in the field.

Additionally, Roushias, Barton and Drake (2009) point out that pre-service teachers do not have enough training on how to interact with parents. The findings of the current study can help policy makers and teacher educators in order to envisage social media products use in communication throughout the process of parent involvement. This detailed study of social media products use can increase awareness of policy makers and teacher educators on using social media products and raise their awareness about its use in parent-teacher communication. In this way this study also allows policy makers and teacher educators to consider whether this information will be used in teacher training.

As the current study was conducted by interview with pre-schoolers' parents and preschool teachers instead of self-reporting and co-constructed stories. Thus, interviews may give a lot of extra information to the interviewer during the interview such as use of body language, voice and intonation. Moreover, as Opdenakker (2006) observed following a study using a tape recorder, the interview reports were more accurate than writing out notes. Such considerations have motivated the design of the current study, particularly in terms of the importance it attaches to the issue of obtaining deeper understanding of pre-schoolers' parents' and pre-school teachers' viewpoints about social media products use in parent involvement throughout the process. Thus, the present study set out to capture and present a detailed picture of pre-schoolers' parents and pre-school teachers opinions in a way that adds to our knowledge of the issue. The findings of the study should therefore be useful to planning in the field of childhood education.

To summarize, the study was undertaken to narrow the gap in the literature regarding the investigation of viewpoints of pre-schoolers' parents and preschool teachers' toward social media products use in communication throughout parent involvement. The findings of the study can be shared with preschool teachers, teacher educators, policy makers, and academicians who will have information about the new trend of communication tool in parent-teacher communication (social media products). The study should inform their role in the delivery of teacher training, seminars, elective courses in universities for pre-service teachers. As the use of social media products in parent involvement at early childhood education period is a current issue, the study will inform other researchers about the issue. It is hoped that the key findings of this study will be shared with parents and preschool teachers so that they can enhance their communication if necessary.

CHAPTER 2

LITERATURE REVIEW

The purpose of this study is to examine social media products use in parent involvement from a communication perspective with respect to pre-schoolers' parents and preschool teachers' viewpoints. This chapter presents the theoretical background to the study and a literature review on early childhood education (ECE), parent involvement, communication, digital technology and social media products studies.

2.1.Theoretical Background

This research draws from aspects of ecological, parent involvement, technology based and social behaviour theories. Together these theories influenced the overall structure of the thesis and the work of designing a viable framework for the research.

2.1.1.Bronfenbrenner's Ecological Systems Theory

According to ecological systems theory developed by Urie Bronfenbrenner in the 1970s, human development is affected by different kinds of environmental systems (Bronfenbrenner, 1994). The ecological environment is thought as a series of nested structures (Bronfenbrenner, 1977) and also there is interconnectedness both between and within the structures (Bronfenbrenner, 1979). These structures were later defined as microsystems, mesosystems, exosystems, macrosystems, and chronosystems (Bronfenbrenner, 1994). The first level of Bronfenbrenner's model, the microsystem, consists of activities and interaction patterns in the child's immediate surroundings. Peer group, workplace, school and family are examples of such settings

(Bronfenbrenner, 1977). The second is called the mesosystem which encompasses the interrelations between major settings including the developing person. The relations could be between home, school, workplace, and child-care center (Bronfenbrenner, 1994). The next level, the exosystem is an extension of the mesosystem. Thereafter the exosystem comprises the social setting that does not contain children however it influences children's experience within their immediate settings. Examples of the exosystem include services such as health and welfare provision in the community, the nature of parents' work places, their religious institutions, informal social networks, and the distribution of goods and services locally. At yet another level is the macrosystem involving laws, cultural values, customs, life-styles, belief systems and resources. The place where children live is responsible for their care and macrosystems have special importance in the determination of how a child and his or her caretakers behave and interact with each other in different types of settings (Bronfenbronner, 1977). The last layer in this onion, the chronosystem, encompasses the transitions and shifts not only in the characteristics of the person but also of the environment in which that person lives (e.g., changes over the life course in a family's socio economic status, family structure, employment and place of residence (Bronfenbrenner, 1994).

This study examined communication for parent involvement via social media products in early childhood education from pre-schoolers' parents and pre-schooler teachers' perspectives. The purpose of utilizing Ecological Systems Theory for this study is that parent-teacher roles and their interactions can be well explained using Brofenbrenner's theory. Communication also forms a social system which creates a network supporting the child (Bronfenbrenner, 1979). Furthermore, in the relevant literature there is a study titled "Parent-Teacher Partnerships: A Theoretical Approach for Teachers" conducted by Keyes in 2000 which examined parent-teacher partnerships with regard to factors affecting the development of effective communication. In this pioneering study, the roles of parents and teachers are integrated with Bronfenbrenner's Ecological Systems Theory.

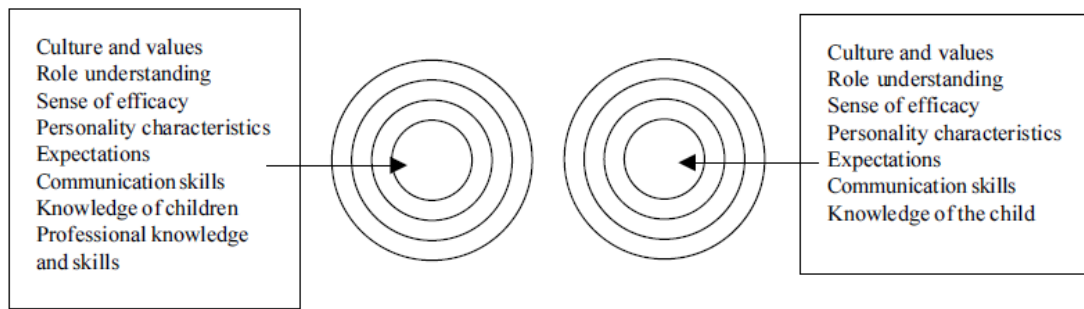


Figure 2.1. Ecology of the teacher and ecology of the parent (Keyes, 2000)

The box on the left shows all the features that teachers have developed in the microsystem. The box on the right shows all the features that parents have developed in the microsystem (Keyes, 2000). As can be seen in figure 2.1, the microsystem includes teachers' and parents' qualities developed by their own experiences in order to build; culture, values, role understanding, sense of efficacy, personality characteristics, expectations, communication skills, knowledge of child or children. The next circle, the mesosystem, shows interaction of adults within school. The exosystem and macrosystem include effects of workplaces, laws, and customs (Bronfenbrenner, 1979).

Additionally, Bronfenbrenner (1979) asserted that parents and teachers have the same interest, the child. For the child, they all come together and share their life experiences. Figure 2.2 represents that the child is the common interest of parents and teachers.

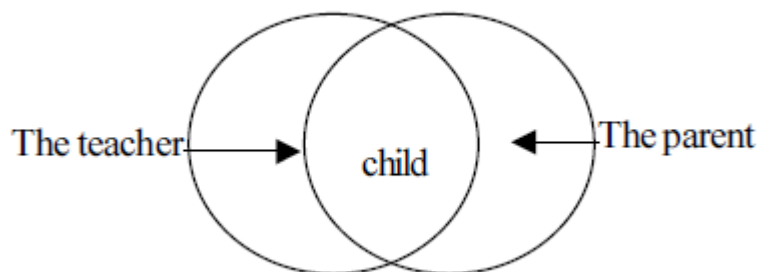


Figure 2.2. The child in Bronfenbrenner's Ecological Systems Theory (Keyes, 2000)

According to Keyes (2000), Bronfenbrenner's Ecological Systems Theory offers a useful way of understanding the relationship of parent and teacher. For this reason, mentioned above, Keyes (2000) used the same theoretical framework in order to better understand parent-teacher communication.

In parallel with Keyes (2000), the current study also examines the parent-teacher relationship, with valuable structural input from Bronfenbrenner's Ecological Systems Theory that can help us to analyse the many facets to the relationship between parent and teacher. Consequently, the influence of Bronfenbrenner's theory has enabled the researcher to more fully realize the interaction of teacher and parent.

As noted earlier, Bronfenbrenner identifies connectedness between the systems in Ecological Systems Theory. It follows that the parent and the teacher as persons have influenced their common interest, the child. Similar to Ecological Systems Theory, Epstein developed a Theory of Overlapping Spheres of Influence that is also useful to explaining parent-teacher communication which has proved to be of principal benefit to this research.

2.1.2. Epstein's Theory of Overlapping Spheres of Influence

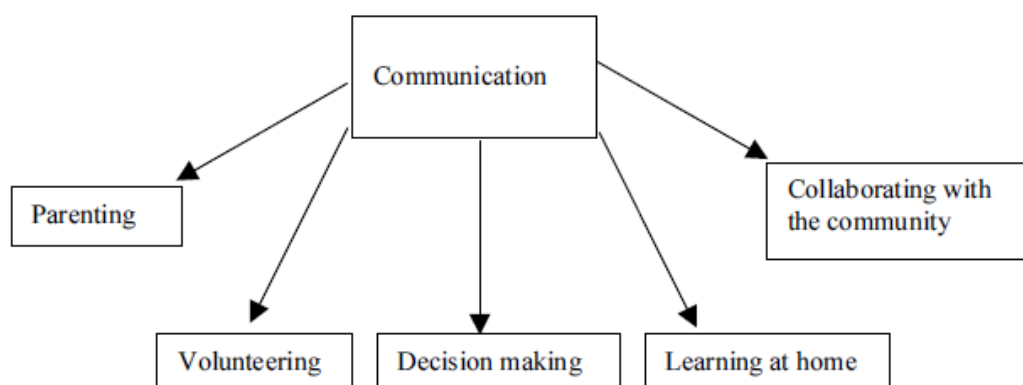
Epstein's (2008) theory of overlapping spheres of influence serves as the main theoretical framework for this study. Epstein herself works in the development of strong relationship between families and schools and emphasizes the importance of mutual actions of schools, families, and communities so that children's needs can be assured. She also prepared a framework of six types of involvement that helps to teachers while they are developing school and family partnership programs.

The first type of involvement mentioned by Epstein is parenting, including helping families so that they can be aware of child development, family support, parenting skills, setting home conditions to enhance children learning. The second is called communicating and refers to activities related to communication with families about child progress and school programs that establish a sustainable dialogue between home and school. Volunteering is the next type of involvement identified by Epstein and refers to organized activities initiated by school personnel or planned by

community members in order to support children and school programs. Epstein also recognises parental involvement in learning at home and the provision of information to families about how parents can help their children to achieve academically. The fifth type of involvement is decision making that includes parents in school decisions as representatives and leaders on school communities. Lastly, collaboration with the community is identified in terms of how collectively parents and teachers are able to locate and integrate services, resources and other community assets to enhance children learning and developing, and the broader societal impact of school programs and family practices.

In the current study, Epstein's Theory of Overlapping Spheres of Influence especially Epstein's second type of involvement was investigated through social media products use in parent-teacher communication for parent involvement from preschool teachers' and pre-schoolers' parents' perspectives.

In order to realize all the types of parent involvement mentioned by Epstein, communication is essential. This is illustrated in a graphic published by Keyes (2000) which shows the importance of communication to the parent-teacher relationship.



*Figure 2.3.*The importance of communication (Keyes, 2000)

2.1.3. Technology Based Theories

Two theories that are related to the use of technology in human life have also influenced the scope of the current study, technological determinism and priming.

Technological determinism is a theoretical approach that establishes a direct causal relationship between technology and society. Accordingly, technology is the basis of society at all times and a general phenomena is that it shapes and changes society. In this way technology is seen as a reason for significant change in a society (Chandler, 2013). Moreover, technology is placed at the central point of social change and regarded as the “prime mover” of this change (Chandler, 2013; McLuhan, 1964). This approach is used in this study to discuss the role of social media products, for it foresees that as technology changes societies, it may also change their sub-communication methods. While notebooks can be evaluated as a technology that uses pencil and paper, digital technology has other dimensions and different and interesting ways of communicating have arisen. Tidwell and Walther (2002) stated that the development of technology has brought opportunities in education through interacting different kinds of media tools, taking active part in exchanging information, and communicating with educational personnel. In parallel with Tidwell and Walther and technological determinism theory, this study seeks to explain the relationship between technology and society in the context of preschool education.

Priming theory is also useful because it claims that when emotions, thoughts, or concepts are primed, it causes similar emotions, thoughts, and concepts to emerge. Moreover, media promotes people to think, feel or behave in various ways in response to its content. Since media primes the related content via media tools, it provides a background for emotions, attitudes, thoughts, or concepts on social media products users (Kirsh, 2010). Similarly, in terms of education, pre-schoolers’ parents and other educational personnel can also be affected by their sharing of their emotions, thoughts, and concepts on social media products. This theory is relevant to the current study in connection with the explanation of this effect.

2.1.4.Social Behaviour Theories

In studies related with social media products, variety of personal or social behaviour theories and models have been used to provide a framework for such studies (Ngai, Moon, Lam, Chin, & Tao, 2015). Two theories that are related to the use of social media products in human life have also influenced the scope of the current study, social cognitive and social capital theories.

Bandura's *social cognitive theory* reflects cognitive orientation (Bandura, 1986). Based on the theory, while behaviour is being explained, three main influences are used: *behavioural, personal and environmental factors*. *Behavioural factors* are pre-acquired actions for the individual. *Personal factors* refer to internal motivation such as expectations, goals, beliefs, desires, self-perceptions, and intentions. *Environmental factors* refer to nonindigenous influences such as family members, friends, and media (Kirsh, 2010). Furthermore, social cognitive theory involves *triadic reciprocal determinism*. In this model, behavioural, personal, and environmental factors operate as interacting determinants that influence each other bidirectionally (Bandura, 1989). The interaction is showed in Figure 2.4. When the major interactional links between the different subsystems of influence are examined, the link between personal factors and behavioural factors involves interaction between thought, affect, and action. Behaviour is directed by expectations, beliefs, self- perceptions, goals and intentions (Bandura, 1986). In the segment of environmental factors and personal factors, human expectations, beliefs, emotional bents and cognitive competencies are affected by social influences (Bandura, 1986). There is two-way influence between behavioural and environmental factors. In daily life, not only the environment changes individuals but also behaviour affects environmental conditions.

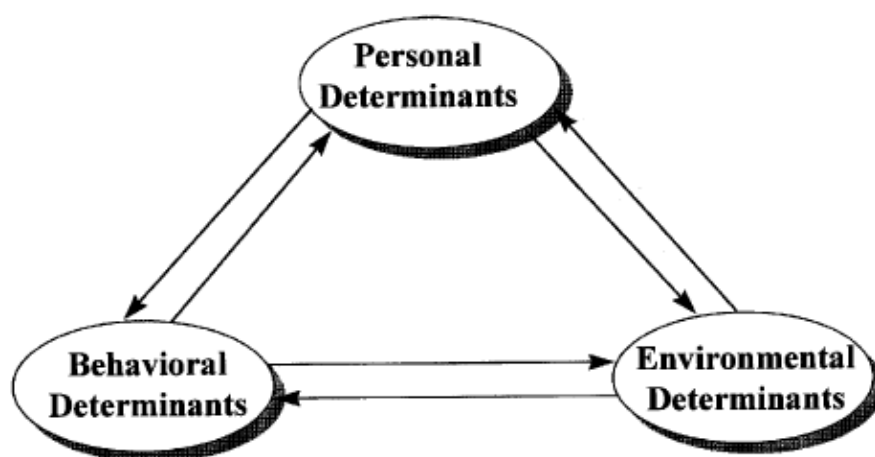


Figure 2.4. Schematization of triadic reciprocal causation in the casual model of social cognitive theory (Bandura, 2001).

In order to analyse the determinants and psychosocial mechanisms through which symbolic communication affects human thought, affect and action, social cognitive theory provides an agentic conceptual framework. There are two pathways in communication systems: a *direct pathway* and a *socially mediated pathway*. In the *direct pathway*, changes are promoted by communication systems in terms of informing, enabling, motivating, and guiding participants. In the *socially mediated pathway*, media has an effect on linking participants to social networks and community settings (Bandura, 2001).

Understanding the psychosocial mechanisms is significant since symbolic communication alters human thought, affect, and action and also there is the influential role the mass media play in society. Social cognitive theory supplies an agentic conceptual framework in order to investigate the determinants and mechanisms of such effects (Bandura, 2001). In the current study, pre-schoolers' parents' and preschool teachers' use of social media products in communication as an aspect of parent involvement is investigated in a broader perspective. Because social cognitive theory explains media's effect on society and also behaviour is explained with three influences: *behavioural, personal and environmental factors* like media, the theory becomes a baseline for the current study.

Social capital theory was developed by Pierre Bourdieu (1985) and it is known as the most popular theory used in researches related with social media products. The significance of using social relations and connections on goal achievement of individuals, social groups, organizations, and communities is stressed by the theory (Lin, 1999, 2001; Portes, 1998). Moreover, according to many researchers, the ongoing social interactions help to build social capital (Nahapiet & Ghoshal, 1998). Additionally, the theory is also used to analyse the voluntary actions and socio-psychological behaviour of social media products users related to knowledge sharing (Chang & Chuang, 2011; Chai & Kim, 2010; Chiu, Hsu, & Wang, 2006; Hau & Kim, 2011; Lin, Hung, & Chen, 2009; Porter & Dontu, 2008).

As the literature has indicated that social capital is a critical factor with regard to affect subjective well-being. Since people's feelings of higher closeness to their community or group are increased by the Internet, subjective well-being is positively related to Internet use (Contarello & Sarrica, 2007). Similarly, Ko and Kuo (2009) claims that factors related with social capital like bonding, bridging and social integration will positively affect the subjective well-being.

In terms of education, because social media products are used by pre-schoolers' parents and preschool teachers to achieve goals like communication and information sharing and the users' subjective well-being can be supported by the use of social media products, the theory becomes a baseline for the current study.

2.2.Early Childhood Education

Brain development and synaptic connections are most intense and rapid in the early childhood education period. Also, it is known that brain development is a strong basis for the child's cognitive, language, motor, social and emotional development. Thus, early childhood period is critical in human development (Trawick-Smith, 2010).

Due to the importance of early childhood period, early childhood education gains value. When children have a rich stimulating environment and new learning opportunities, child development rate increases and learning process accelerates (MoNE, 2013).

Moreover, in a study conducted by Camilli, Vargas, Ryan and Barnett, in 2010, 123 studies were synthesized and showed that preschool programs effect children's social skills, cognition and school progress.

According to Progress in International Reading Literacy Study (PIRLS) (2011) children who attend longer periods in early childhood education and care (ECEC) become better prepared to start primary education. Evidence from PIRLS (2011) obtained from a majority of European countries, shows that children who spend longer time in ECEC have better reading results (European Commission, 2014). All this information underlines the importance of pre-school education and the importance of this period. When ECE in Turkey is considered, it can be said that importance is also given to this issue. According to National Education Statistics (2016/2017), in Turkey, schooling rate in ECE has increased in recent years. The data for the last three years (see Appendix A) indicate that the schooling rate in all ages in the early childhood period significantly increased.

Additionally, according to a report commissioned by the European Commission (2014), parents should be involved in ECE and they should be supported by early childhood settings. It is believed that better conditions for children's education is achieved with an effective partnership between families, communities and teachers. For this reason, many countries give importance to partnership with parents (European Commission, 2014).

2.3.Parent Involvement in Early Childhood Education

Studies show that effective parent involvement has significant benefits for children of all ages (Cox, 2005). Besides, Epstein (2001) and Hallgarten (2000) assert that effective parent involvement results in some positive pupil-related outcomes.

Even though it is known that parent involvement is so important (Anderson & Minke, 2007; Karıbayeva & Boğar, 2014, Hornby & Lafaele, 2011) and beneficial in many ways, there are some obstacles to sustaining effective parent involvement (Berger, 2008; Hornby & Lafaele, 2011). Some of them are lack of effective home-school communication, lack of time needed to establish effective parent-school

relationships, language related and cultural barriers to effective communication, negative parental attitudes about schools and teacher attitudes about parents, and lack of training on how to communicate with parents effectively (Ozcinar & Ekizoglu, 2013). Clearly, communication is critical to the qualities of parent involvement.

2.4.Key to Parent Involvement: Communication

Schools use various strategies to communicate with parents effectively. However, traditional methods: booklets, newsletters, video recordings, school bulletins, photographs, organising parent meetings, talking with parents on the phone, home or school visits for parents, suggestion boxes for parents, and one-to-one meetings on specific issues (Berger, 2008) are not always useful and cannot remove all the barriers to participation (Ozcinar & Ekizoglu, 2013). Also, traditional forms of home-school communication have some challenges like scheduling barriers. Moles (2000) also found similar limitations and noted that traditional forms of home-school communication were no longer effective except in a limited number of schools. Many studies demonstrate that traditional methods are generally not effective and do not strengthen parent involvement in a positive way (Epstein & Becker, 1982; Celik, 2005; Dyson, 2001; Epstein, 1986; Inal, 2006; Isık, 2007, Kaya, 2002; Kuzu, 2006; Nichols & Read, 2002; Raborife & Phasha, 2010). However, e-mail contact and web sites were seen to reduce these barriers and provide for additional opportunities. Information could be conveyed to multiple families at once, shared and acted upon. Schools could communicate policies and assignments, student progress, tips for family involvement, and other topics (Abdal-Haqq, 2002; Marshall & Rossett, 1997).

While parent involvement is desirable, parent-teacher communication may not always be possible because of potential barriers that arise when, for example, some parents may be too busy, or have young children at home, or transportation difficulties. In addition to parents, teachers may not always be able to attend parent-teacher meetings at unsocial hours. On the other hand, it cannot be denied that there are many reasons to support parent-teacher communication (Mazza, 2013) and great emphasis

is placed on affording it. Fortunately, at this juncture in time, significant innovations in information technology have come to the fore.

2.5. Technology and Education

In recent years, the use of technology in education has grown and digital communication has spread in student groups and between students and teachers in different ways using different applications such as SMS (short message service), E-mail, Facebook groups, Twitter and recently WhatsApp (Calvo, Arbiol & Inglesias, 2014). Alongside the pace of the development of information technology, there is opportunity for all parties in the community to involve themselves in the education system with respect to information exchange and communication via different kinds of media tools (Tidwell & Walther, 2002).

Such innovations have made e-communication with parents a possibility (Chena & Chena, 2015) and according to Ramirez (2001), teachers can communicate with parents quickly and effectively using such digital technology. E-mail, video sharing, voice over internet communication, messaging, voice mail, internet radio announcements, school web sites and electronic portfolios are all used to help facilitate effective communication in schools (Graham-Clay, 2005; Merkley, Schmidt, Dirksen, & Fuhler, 2006). In Estonia, significant technological opportunities have been harnessed to enable efficient digital communication between home and school. There, for example, a specific online educational information environment has been developed called *e-School* that enables students, their parents, schools, and school supervisors to come together in a learning atmosphere. The portal also offers updated study-related information like study resources and a way to check grades and absences (“eKool,” 2018). Similarly, *e-Okul* is a web based school management information system that was launched in January 2007 by the Ministry of National Education in Turkey. It is used by administrators, teachers, students, and parents. The system is accessible via computer or a cell phone. Furthermore, announcements, weekly schedule, information about teachers, attendance, exam dates, and grades can be accessed (“e-Okul,” 2016).

2.6.Social Media

As mentioned, digital technology emerges in parent involvement (Ozcinar & Ekizoglu, 2013) and Lewin and Luckin (2010) claim that interactive resources may help built a parent-teacher relationship. Also, Hampton and Wellman (2002) say that with digital technology, parents can communicate with teachers and schools from wherever they are. Consequently, the increase in communication between home and school is realized with web based communication and its positive effects on parental involvement are seen (Wilson, 2005).

In parallel with the development of technology, the phenomenon of social media emerged from a group of Internet-based platforms that use Web 2.0 to ease creation and interchange of User Generated Content (Kaplan & Haenlein, 2010) and the emergence of social networks (Kekeç-Morkoç and Erdönmez, 2015) that have spread rapidly throughout the world (Nassar, 2016). Today, social media products are seen as a means for collaboration, interaction, and sharing of ideas and opinions (Almusam, 2016).

Twitter began operation in 2006 and continues to be the fastest growing social media platform. According to Twitter's website, 460,000 new accounts are added each day and the largest percentage of users are aged between 18-35, consistent with the majority of today's parents. In addition, almost 50% off all American Twitter users are parents of elementary, middle or high school students (Ferriter, Ramsden, & Sheninger, 2011). However, despite the statistics about the number of parents in the population using social media products, there is limited research related to their social media products use in relation to their children's school life.

Today we know that many schools are using social media products as an enhancement to the curriculum (Shein, 2014). They also integrate social networking instructional tools to their education policies for the K-12 instructional programs (Gillens, 2015). Moreover, educational administrators suggest that schools should use social media products to communicate with stakeholders since it has an effect on teachers, students, and other community members. Hence, parents can become aware

of various school activities (Gordon, 2012). As a result, previous studies have shown that the use of social media products contributes to parent involvement in many ways.

As it is supported by research in the related literature, communication is fundamental for parent involvement in early childhood education (Graham-Clay, 2005). Moreover, parent-teacher communication is affected by developments in digital technology and parents and teachers have started to use new communication methods like social media products (Tidwell & Walther, 2002; Chena & Chena, 2015). Given the significance of communication to parent involvement in early childhood education, it is clear that advances in digital technology have already brought significant changes to parent-teacher communication. For this reason this study focuses on their use of social media products in the context of early childhood education.

CHAPTER 3

METHOD

This chapter provides information about the methods used to collect and analyse data in the current study. This chapter describes the design of the research, its methodology, participants, research instruments, the procedure for data collection, data analysis procedure, validity, reliability, and ethical considerations. A description of preschools, preschool teachers and pre-schoolers' parents is included.

3.1. Research Design

The goal in phenomenology is to study how people consciously experience their life and how they make meaning the lived experiences (Merriam, 2009). The current study aimed to examine communication for parent involvement via use of social media products in early childhood education from parent and teacher perspectives. Therefore, phenomenology becomes a frame examining the role of social media products in parent involvement from parent and teacher perspectives.

3.2. Methodology

In the current study, communication for parent involvement via use of social media products in early childhood education from pre-schoolers' parents and preschool teacher perspectives was examined. Through qualitative research techniques, the myriad of parts that comprise the whole story become meaningful. One of the powerful characteristics of qualitative research is that it helps us to comprehend not only surface- level metrics or descriptive statistics but also the depth of a person's experience. By conducting qualitative research, the researcher has a chance to study in

participants' natural settings and acquire information in context (Denzin & Lincoln, 2000). Thus, for the purposes of this study, a qualitative research method was proposed.

3.3.Context

In Turkey, there are two main types of education institutions: public and private schools (Derman & Başal, 2010) and they differ from each other with respect to facilities, pre-schoolers' parents' and students' profiles and socio economic status, educational level, and preschool teachers' approaches to pre-schoolers' parents and students. Variation in socio economic status, for example, may affect pre-schoolers' parents' use of social media products in parent-teacher communication as it requires them to have access to the Internet and technological devices. For this reason the study was designed to obtain data from both public and private pre-schoolers' parents and preschool teachers. Public preschools in the study were selected from independent kindergartens and private preschools from a combination of independent kindergartens and nursery classes held in a primary school.

3.4.Participants

Participants of the study were 14 pre-schoolers' parents (all females) and 14 preschool teachers (all females). The participants comprised 7 preschool teachers from private preschools (5 of them from preschools and 2 of them from nursery classes held in a primary school) and 7 teachers from public preschools. Similarly the study consulted 7 pre-schoolers' parents who were sending their children to private preschools (5 of them to preschools and 2 to nursery classes held in a primary school) and 7 parents who were sending their children to public preschools. Thus, the participants were 28. Pre-schoolers' parents and preschool teachers were selected by means of purposive and convenient sampling strategies. Merriam (2009) asserts that qualitative studies are conducted to reach detailed information and generalization of findings is not the intent of the studies. Thus, the use of purposive sampling was

considered appropriate. It is also known that researchers assume they can use their knowledge of a population to judge whether or not a particular sample will be representative (Fraenkel, Wallen, & Hyun, 2012; Fraenkel & Wallen, 2006).

During the 2016-2017 Spring semester, 4 public preschools were identified in Bilecik. One of these is located in Bilecik Şeyh Edebali University and mostly serves families associated with the university. Given the likelihood of significant demographic differences, the researcher chose to exclude this school for the purpose of interviewing as homogeneous a sample as possible. The researcher then identified 4 private preschools. One of which chose not to participate in the study. Finally, 3 private preschools and one private primary school including two nursery classes were selected for the study. Study participants were selected as follows. Prior to the researcher visiting the preschools, she had prepared a schema on the use of social media products by preschool teachers in parent-teacher communication. The schema was informed by the researcher obtaining prior knowledge from a trainee of a child development program who attends preschools. Thereafter the researcher discussed the purpose of the study with preschool administrators who arranged for her to interview the preschool teachers. While selecting the participants, the researcher took into account the use of social media products by preschool teachers. The researcher sought to select a sample of both preschool teachers who were using social media products and those who were not. Most were found to be using social media products already and outnumbered those who were not in the final sample. Once the preschool teachers were determined, the researcher selected pre-schoolers' parents according to the advice of the teacher on their availability and situation. Thus, in the study, participants who use and do not use social media products were selected. In this way, a heterogeneous purposive sample of preschool teachers and pre-schoolers' parents was obtained. In a heterogeneous sample, one of which is selected so that a diverse range of cases relevant to a particular phenomenon or event could be provided (Crossman, 2018).

The obtained sample was a convenient sample for the researcher because it presented certain advantages in the allocation of resources such as location, money, time, energy, and the availability of individuals (Merriam, 2009; Fraenkel & Wallen, 2006). While convenience sampling is not suggested to be employed as a basis alone

in order to select participants, all sampling strategies involve some kind of convenience for the researcher (Merriam, 2009). In this study, the selected sample consisted of pre-schoolers' parents and preschool teachers in the same city (Bilecik) as the researcher. Consequently, participants could easily be reached by the researcher throughout the study.

3.5.Instrumentation

Two different interview forms were used to collect the data. They were designed by the researcher in the fall semester of 2016-2017 academic year and administered to the participants within the following semester. Detailed descriptions of the forms are provided below.

3.5.1.Interview Forms

The study used two different semi-structured interview forms known as Parent Interview Form (see Appendix B) and Teacher Interview Form (see Appendix C). The Parent Interview Form includes 8 open-ended questions and 4 demographic questions. It was implemented to collect data about pre-schoolers' parents' social media products use in communicating with their preschool teacher. The Teacher Interview Form includes 9 open-ended questions and 7 demographic questions. Similarly, it was implemented to collect data about preschool teachers' social media products use in communicating with parents. The questions in the two interview forms can be said to be the same. For example, parents were asked "*Do you prefer social media products when communicating with the preschool teacher?*" and teachers "*Do you prefer social media products when communicating with parents?*". An additional question was included in the Teacher Interview Form as follows:

Interview Question 6: Are you able to communicate with all the students' parents through social media products?

If your answer is no;

-What is the reason?

-How do you communicate with the parents of your students?

On completion of the literature review, the researcher prepared draft interview forms in accordance with the main research questions. These drafts were examined by her supervisor who has experience of conducting research on early childhood education. In this way consideration was given to the content, format and compatibility of the interview questions so that they would satisfy the purpose of the study. Content-related evidence of validity was ensured, and the interview forms were revised according to the feedback from the supervisor. In addition to rectifications, the findings of a pilot study (explained in the next section) were used in finalizing the research instruments. The interview forms are given in Appendix B and Appendix C.

3.5.2. The Pilot Study

A pilot study was conducted to test the clarity of interview questions, and the procedures to be followed in conducting interviews. Two preschool teachers and their two pre-schoolers' parents participated in the pilot study. One of the preschool teachers worked in a private preschool and the other in a public primary school. After completing the interviews, participants were requested to comment on the clarity and understandability of the questions presented to them. Following their feedback, both interview questionnaires were revised. Important modifications were made to the wording of the 7th question of the Parent Interview Form and the 9th question of the Teacher Interview Form. These were necessary because the questions asked immediately prior to them were thought to be very similar and participants did not interpret the questions as intended by the researcher. Thus, to avoid this problem the 7th and 9th questions were re-worded accordingly.

Table 3.1*The re-worded questions*

Question	Interview Form	Initial Version	Revised Version
7 th	Parent Interview Form	Could you tell us about your positive and negative experience in using social media products in teacher communication?	Could you tell us about your positive or negative experience in using social media products in teacher communication?
8 th	Teacher Interview Form	Could you tell us about your positive and negative experience in using social media products in parent communication?	Could you tell us about your positive or negative experience in using social media products in parent communication?

During the pilot study participants were asked, “*Could you tell us an example of your use of social media products in teacher communication?*” and “*Could you tell us an example of your use of social media products in parent communication?*” and they mentioned their experiences. If they talked about their positive experiences only they were then asked “*Could you tell us about your negative experience in using social media products in teacher/parent communication?*” Similarly, if they only mentioned experiences, the following questions were “*Could you tell us about your positive experience in using social media products in teacher/parent communication?*”

During the pilot study, it was realized that the working status of parents has an effect on their communication methods. For this reason, one additional question was included in the demographic section of the Parent Interview Form.

Table 3.2

Additional question

Question	Interview Form	Initial Version	Revised Version
(Demographic section)			
A	Parent Interview Form	Gender	-
B	Parent Interview Form	Age	-
C	Parent Interview Form	Educational level:	-
		a. Primary education	
		b. High school	
		c. Associate degree	
		d. Bachelor's degree	
		e. Post graduate	
D	Parent Interview Form	-	Are you working?

Based on the findings of the pilot study, the researcher realized that she asked the interview questions rapidly. Moreover, some questions were not understood clearly and they required additional explanations during the interviews. For these reasons, in the main study, the researcher read the questions clearly and made additional explanations by taking into account the findings of the pilot study.

3.6.Data Collection

As a starting point of the current study, the research problem and the research questions were determined. After that, the detailed literature review was done to have deep knowledge about the issue and then the data collection instrument was selected.

Before the researcher started the study, permission was taken from the Ethical council of Middle East Technical University (METU) and Ministry of National Education. Then, the researcher visited private and public preschools and conducted a meeting with preschool teachers and administrators. In the meeting, the researcher gave information about the aim of the study and the data collection instrument: interview.

Following the school meetings, purposively selected preschool teachers and pre-schoolers' parents were kindly requested to participate in the study. All of the selected preschool teachers and pre-schoolers' parents volunteered to participate. Then, the researcher arranged appointments with preschool teachers and pre-schoolers' parents depending on their availability. The researcher then conducted the interviews accordingly. During the interview process one of the parents gave short answers and the researcher felt she had not obtained sufficient information from the subject. The researcher reported the situation to the associated preschool teacher who suggested another parent who agreed to participate. The interviews were conducted between April and May 2017. These semi-structured interviews were audio recorded and transcribed by the researcher with participants' permission. Each interview took approximately 20 minutes.

3.7.Analysis of Data

The data was collected by using the Parent Interview Form and Teacher Interview Form via audio recording. After all interviews were transcribed by the researcher, content analysis technique was followed in order to analyze the semi-structured interview data. Agar (1980) claimed that transcripts need to be read a number of times attention given to details (cited in Cresswell, 2013). The researcher

listened to the audio recordings several times during the transcription process. Then, she read the transcripts several times and content analysis method was applied. According to Merriam (2009), content analysis is “process involves the simultaneous coding of raw data and the construction of categories that capture relevant characteristics of the document’s content (p. 205). Later, she carefully noted words or statements which indicated participants’ views about the relevance of social media products use in parent-teacher communication and parental involvement. In this qualitative study, the researcher used one main guiding research question and sub-questions as the framework for all data analysis. In the study, some categories and themes were reached and they are mentioned about in the findings section. Questions were formed according to various theories related to parent involvement and communication and trends about parent-teacher communication. Analysis of the answers of participants indicates that the data produced categories and a certain frame. The frame created in the study may provide a basis for further studies in order to develop viable categories.

3.8.Trustworthiness of the Study

Once the analysis of the interviews was completed, the researcher evaluated the common findings for general themes. Findings that were not common but relevant to answering the research questions of the study were also evaluated and reported. Thereafter, a second researcher, the thesis advisor, independently reviewed the themes. According to Silverman (2005) intercoder agreement helps to establish trustworthiness through reliability in qualitative research (cited in Creswell, 2013). The researcher also discussed with the second researcher the themes. When there was a disagreement between them, it was discussed and a consensus was reached. Moreover, throughout the development of themes, the researcher was able to obtain valuable feedback from the second researcher.

3.9.Validity

Content- related evidence of validity is addressed in the study. The interview questions were initially prepared by the researcher based on the content and literature review. Also, while she was preparing the interview questions, she took into account the feedback from a sample of the subjects. Moreover, she paid attention to size of type, appropriateness of language, clarity of directions, and clarity of size. Consequently, she formed an appropriate format.

In order to control the content-related evidence of validity of the instrument, the advisor checked the content and the format of the instrument. Then, she found it appropriate. Hence, the validity issue was addressed.

3.10.Credibility

There are some provisions for researchers to promote credibility and the researcher tried to address them in the current study.

- 1) **The adoption of research methods well established:** The researcher interviewed pre-schoolers' parents and preschool teachers. In previous comparable research, researchers used content analysis to understand the answers of the participants they interviewed. Thus, after the researcher collected the data from the interviews, the content analysis method was used as the method of data analysis.
- 2) **The development of an early familiarity with the culture of participating organizations before the first data collection dialogues take place:** The researcher went to private and public preschools and conducted a meeting with preschool teachers and the administrators. In these meetings, the researcher gave information about the aim of the study and the interview. With the visit and the meeting, a relationship of trust between parties was established.
- 3) **Tactics to help ensure honesty in informants when contributing data:** Each of the participants should be given opportunities to refuse to participate in the

study. Moreover, participants should be encouraged to be sincere and relaxed during the interview. The researcher should also say that there are no right answers to the questions that will be asked (Shenton, 2004). The researcher asked participants to complete the Voluntary Participation Form (see Appendix D) and talked about the issue of confidentiality with participants. If they chose not to participate in the study, they were excluded from the sample.

- 4) **Frequent debriefing sessions:** The sessions were between the researcher and the advisor. The advisor shared her experiences with the researcher, made suggestions and gave feedback to the researcher. Hence, during such sessions, the vision of the researcher was widened by learning other experiences and perceptions.
- 5) **Examination of previous research findings:** This was done to compare the research results with those of past studies. According to Silverman (2000), the ability of the researcher to link to his/her findings to an existing body of knowledge is a key criterion for evaluating works of qualitative inquiry. Thus, the researcher compared the research findings with previous studies.
- 6) **Using audio and video recordings when possible and appropriate:** The researcher used audio recording during the interviews.
- 7) **Description:** The context in which questions were asked to pre-schoolers' parents, teachers and administrators were described.

3.11.Ethical Considerations of the Study

Before the researcher began the study, the necessary permission was taken from the METU Ethical Council and The Turkish Ministry of National Education (see Appendix H). Moreover, the study was based on voluntary contributions. Thus, the necessary consents were taken from the preschool administrators, parents and teachers. The data obtained and the identities of participants were kept confidential by the researcher by means of using an identity number.

3.12.Preschool Description

The data were obtained from fourteen pre-schoolers' parents and their teachers. Half of the teachers and parents were from public preschools and others were from private ones. Three public preschools and four private preschools were enrolled in the study.

3.12.1.Public Preschools

There were 3 public preschools (Preschool 1, 2, and 3), 7 pre-schoolers' parents (P1, P2, P3, P4, P5, P6, and P7) (see Appendix E) and 7 preschool teachers (T1, T2, T3, T4, T5, T6, and T7) (see Appendix F) were interviewed.

Preschool 1

Middle income and high income families send their children to this public preschool. The preschool has an enrolment of 250 children and there are 12 preschool teachers, an administrator, an assistant principal, and 8 classes. Because the preschool is relatively large, it varies with respect to teachers and parents. 3 pre-schoolers' parents (P1, P2 and P3) and preschool teachers (T1, T2, and T3) participated in the study.

Teacher 1: She is 33 years old with 8 years of experience. She graduated from vocational high school. She also has a bachelor degree in early childhood education obtained through distance education. She works in the public preschool.

Teacher 2: She is 50 years old with 28 years of experience. She is a graduate of a vocational high school where she studied textile production. Similar to Teacher 1, she also has a bachelor degree in early childhood education obtained through distance education. She works in the public preschool.

Teacher 3: She is 32 years old with 10 years of experience. She graduated from high school and has a bachelor degree in early childhood education. She works in the public preschool.

Preschool 2

Generally, low income families send their children to this preschool where there are 6 preschool teachers, an administrator, an assistant principal, and 8 classes. 2 pre-schoolers' parents (P4 and P5) and preschool teachers (T4 and T5) participated in the study.

Teacher 4: She is 34 years old and has 10 years of experience. She graduated from vocational high school and has a bachelor degree in early childhood education obtained through distance education. She works in the public preschool.

Teacher 5: She is 26 years old and has 5 years of experience. She graduated from high school and has a bachelor degree in early childhood education. She works in the public preschool.

Preschool 3

The preschool has an enrolment of 240 children and there are 11 preschool teachers, an administrator, an assistant principal, and 10 classes. 2 pre-schoolers' parents (P6 and P7) and preschool teachers (T6 and T7) participated in the study.

Teacher 6: She is 30 years old and has 11 years of experience. She graduated from vocational high school and has a bachelor degree in early childhood education obtained through distance education. She works in the public preschool.

Teacher 7: She is 34 years old and has 9 years of experience. She graduated from vocational high school and has a bachelor degree in early childhood education obtained through distance education. She works in the public preschool.

3.12.2.Private Preschools

There were 3 private preschools and a primary school (with 2 nursery classes) that participated in the study. 7 pre-schoolers' parents (P8, P9, P10, P11, P12, P13 and

P14) (see Appendix E) and 7 preschool teachers (T8, T9, T10, T11, T12, T13 and T14) (see Appendix F) were interviewed.

Preschool 4

This private primary school is located outside the city. Because it is a private school, family income is likely to be high. The school employs an administrator, an English teacher, a physical education teacher, a psychological counsellor, 2 founders, 5 classroom teachers, and 2 preschool teachers. 2 pre-schoolers' parents (P8 and P9) and preschool teachers (T8 and T9) participated in the study.

Teacher 8: She is 23 years old with 3 years of experience. She graduated from vocational high school and has an associate degree. She works in the private primary school.

Teacher 9: She is 46 years old with 6 years of experience. She graduated from high school and has a bachelor degree in classroom teaching and a preschool education certificate. She works in the private primary school.

Preschool 5

This private preschool is located in one of the central neighbourhoods. Here, children also receive religious education. One pre-schooler's parent (P10) and one preschool teacher (T10) participated in the study.

Teacher 10: She is 20 years old with 2 years of experience. She graduated from vocational high school and has not obtained a graduate qualification. She works in the private preschool.

Preschool 6

This private preschool is located in one of the central neighbourhoods. There are preschool teachers, an administrator and also an advisory officer. 2 pre-schoolers' parents (P11 and P12) and preschool teachers (T11 and T12) participated in the study.

Teacher 11: She is 20 years old with 3 years of experience. She graduated from vocational high school and has an associate degree. She works in the private preschool.

Teacher 12: She is 32 years old with 10 years of experience. She graduated from vocational high school and does not have a bachelor's degree.

Preschool 7

This private preschool is located in the same neighbourhood. There are only 3 classes. 2 pre-schoolers' parents (P13 and P14) and preschool teachers (T13 and T14) participated in the study.

Teacher 13: She is 21 years old with 1 year of experience. She graduated from vocational high school and has an associate degree. She works in the private preschool.

Teacher 14: She is 28 years old with 5 years of experience. She graduated from vocational high school and does not have a bachelor's degree. She works in the private preschool.

3.12.3.Participant Preschool Teachers' Characteristics

The characteristics of preschool teachers were identified in terms of age, work experience, education status, type of high school they graduated from, the type of school they work at and the number of pupils in their classes. An overview of this data is presented in the tables given in Appendix F. Preschool teachers' ages ranged between 20 and 50 years. The majority consisted of young teachers with a mean age of 30.64. Work experience ranged between 1 and 28 years with a mean of 7.93. Most had 10 years work experience. In terms of education, most (35.7%) possessed a

bachelor's degree obtained via distance education. The majority (78.6 %) had attended a vocational high school. Half of the preschool teachers worked in public preschools and the other half in private ones. The smallest class was comprised of 3 pupils and the largest 24 with a mean of 16.57. The majority of classes had 20 children with 21.4 percent.

3.12.4.Participant Pre-schoolers' Parents' Characteristics

In this section, the demographic characteristics of pre-schoolers' parents are given in respect to age, education and working status. Moreover, an overview is given in the tables in Appendix E. Pre-schoolers' parents ages were between 26 and 39 years. The frequencies and percentages do not show diversity as the frequencies are 1 or 2 and percentages are 7.1 or 14.3. The mean of their age was 32.36. In terms of working status 64.3 % of the pre-schoolers' parents did not work, while the remaining 35.7 % were employed. In terms of education, the majority of the pre-schoolers' parents were primary and high school graduates. 28.6 % of the pre-schoolers' parents graduated from primary school and also 28.6 % of the pre-schoolers' parents graduated from high school. Parents with a bachelor's degree represented 21% of the sample. A further 14.3% possess an associate degree and 7.1% of the sample reported that they have acquired a post graduate degree.

CHAPTER 4

FINDINGS

This chapter summarizes the findings of the research undertaken to obtain preschool teachers' and pre-schoolers' parents' perspectives. Moreover, detailed analysis of participants' answers on interview questions is presented.

4.1.Role of Social Media Products in Communication as an Aspect of Parent Involvement from Teachers' and Parents' Perspectives

When the issue was examined from *public preschool teachers'* perspectives, it was found that all of them stated that social media products have a role in communicating with parents except from T7, since she reported that she does not use social media products in parent-teacher communication. For instance, T6 reported that

“It cannot be denied that social media products have a role in communicating with parents because they believe to what they see... In the previous years, I created a Facebook account. There were parents who follow the activities done in the preschool on Facebook because everybody used social media products ... social media is a need and the opposite of it cannot be said.”

It is a good indicator for technological determinism theory with respect to explain social media products' effect on society.

When *private preschool teachers'* perspectives were examined, it was found that the majority of them (T8, T9, T11 and T14) claimed that social media products have a role in communicating with parents. Apart from them, T12 reported that she does not think that it has much of a role in the communication process and believed that face-to-face communication is stronger communication than others. Besides, T13

claimed that *“even though we do not have any conversation on social media products, we follow each other on social media products.”*

When *public pre-schooler’s parents’ perspectives* were analysed, it was found that three of them (P1, P2, and P5) stated that social media products have a role in communicating with their preschool teacher. For instance, P1 expressed that *“social media products have a big role in parent-teacher communication.”* Also, P5 added that *“social media products have a role in parent-teacher communication because we have a WhatsApp group.”* Report of P2 on the role of social media products provided the opportunity of comparing the role of social media products before and after its use as follows

“The preschool teacher formed the WhatsApp group in the second semester. She usually sends children photos on the group. At the end of the first semester, there was a school report show. The preschool teacher said that if you want to have the photos, you can transfer them with flash memory. However, parents forgot it. In the second semester, after starting to use WhatsApp, parents had all activities’ photos, there were no need to collect photos.”

The reports show that technology changes the society especially its communication methods. Thus, it can be said that these are an example of technological determinism.

Although they are members of WhatsApp groups, two public pre-schoolers’ parents (P3 and P6) claimed that the group membership does not have a role in parent-teacher communication. Moreover, P4 said that social media products do not play an effective role in parent-teacher communication even though she uses the WhatsApp group in order to communicate with the preschool teacher. One of these parents (P6) reported that *“I prefer to use WhatsApp group discussions while communicating with teacher, in spite of one to one WhatsApp conference.”*

When *private pre-schooler’s parents’ perspectives* were analysed, it was found that one of them (P14) asserted that social media products have an effective role in communicating with the preschool teacher. Unlike P14, three parents (P9, P11, and P13) reported that the role of social media products is low in parent-teacher communication. One of the parents (P9) explained the lack of social media products role as follows

“A person cannot express his/her feelings and also one may not be understood appropriately with social media products because mimics and emotions cannot be transferred by social media products. Moreover, everything cannot be written on social media products and also face-to-face communication is more significant than other communication methods.”

Furthermore, P13 claimed that *“the role of social media products in parent-teacher communication is five percent of all communication, not too much.”* Additionally, two private pre-schoolers’ parents (P8 and P12) claimed that there is no role for social media products in parent-teacher communication and P8 underlined the role of social media products use just in terms of information exchange like sending photos of all children at a time to the whole group.

4.2.Types of Social Media Products Used in Communication as an Aspect of Parent Involvement by Teachers and Parents

When the types of social media products used in communication was analysed, it was found that except for T7, all interviewed *public preschool teachers* use WhatsApp as a social media product. T3 also uses text messages in addition to WhatsApp. All interviewed *private* preschool teachers use WhatsApp as a social media product to communicate with parents. Moreover, T11, T13, and T14 use Facebook in addition to WhatsApp. All interviewed *public pre-schoolers’ parents* (P1, P2, P3, P4, P5, and P6) use WhatsApp as a social media product to communicate with preschool teachers. P7 reported that she does not use any social media products to communicate with the preschool teacher. Among *private pre-schoolers’ parents*, P10 claimed that she does not use any social media products in communicating with the preschool teacher. However, the reports of six of the parents (P8, P9, P11, P12 P13, and P14) indicated that they use WhatsApp as a social media product to communicate with their preschool teachers. P13 said that she uses Facebook and the Instagram account of the preschool to see and like shared activities as well as WhatsApp. The social media products used by preschool teachers and pre-schoolers’ parents are shown in Table 4.1.

Table 4.1

Common Social Media Products and Applications Used by Preschool Teachers and Parents According to School Type

	SMS	WhatsApp	Facebook	Instagram
Public Preschool Teachers	T3	T1,T2,T3,T4 T5,T6	-	-
Private Preschool Teachers	-	T8,T9,T11, T12,T13,T14	T11,T13,T14	-
Public Pre-schoolers' Parents	-	P1,P2,P3,P4, P5,P6	-	-
Private Pre-schoolers' Parents	-	P8,P9,P11, P12,P13,P14	P13	P13

4.3.Themes of Social Media Products Use in Communication as an Aspect of Parent Involvement from Teachers' and Parents' Perspectives

Under this heading, the themes emerged after data analyses conducted are presented. The major themes are as follows; reasons of use of social media products,

conclusive expressions on of use of social media products, cases of social media products use, plans to use social media products in the future, and consideration of protection of personal rights while using social media products.

4.3.1.Reasons of Use of Social Media Products

During the analyses, the researcher made general categories by evaluating common findings. However, codes which are not common but they are valuable in terms of the research questions of the study were reported. In this part, categories of *accessibility, immediacy, simplicity, privacy & minimal exposure, being in popular use by teachers and parents, overexposure to teachers' personal life, working as a team, writing message, calling, time saving, being free of charge, information exchange* and availability were encountered and they are shown in Table 4.2. If it is necessary to describe some categories, *accessibility* refers to easy reach, *immediacy* refers to fast communication, *simplicity* refers to ease, *free of charge* refers to low cost (if any) and *privacy & minimal exposure* refers to confidentiality. In addition to these categories, findings which are not categories but are important to express as codes were reported.

Table 4.2*Reasons of Use/Non-Use of Social Media Products*

	Social Media Products	WhatsApp	Non-Use of Social Media Products
Public Preschool Teachers	-accessibility -immediacy -simplicity	-simplicity -privacy & minimal exposure -being in popular use by teachers and parents	-overexposure to teachers' personal life
Private Preschool Teachers	-accessibility -immediacy	-availability -privacy & minimal exposure -being in popular use by teachers and parents	-overexposure to teachers' personal life
Public Pre-schoolers' Parents	-immediacy -availability -privacy & minimal exposure	-working as a team -writing message -calling -privacy & minimal exposure -time saving	-privacy & minimal exposure
Private Pre-schoolers' Parents	-immediacy -simplicity -privacy & minimal exposure	-being free of charge -simplicity -availability -immediacy	-not feeling the need of social media products

The reasons for *public preschool teachers'* preferences for social media use were analysed and it was found that the majority of them (T1, T2, T3, T4, and T5) prefer to use social media products to communicate with parents under the categories of *accessibility, immediacy, and simplicity*. Based on the public preschool teachers' reports, they write a single message and this reaches all the parents. Moreover, T3 expanded on her use of social media products in preference to other methods as follows

"I used a notebook carried in school bag of students to communicate with parents. However, it has some problems; for instance, parents cannot control the writings and also they write something but I cannot see them...WhatsApp is faster and more useful than notebook carried in school bag of students."

Because the example indicates the establishment of a direct causal relationship between technology and society and there are changes on society's communication methods based on technology, the situation can be explained with technological determinism theory. Another factor stated by one public preschool teacher (T6) for using social media was related to parents' perspectives. She (T6) claimed that

"Parents compare the preschool teachers with private preschools teachers... When parents do not see what the preschool teacher does in the class on social media products, they assume that nothing is done at preschool...They evaluate preschool teachers by taking into account only visual activities."

Based on the report, parents think and behave what they see on social media products. Since priming theory helps to explain that people think, feel, or behave depending on media and its content, it is a good indicator for priming theory.

When asked what types of applications are used by public preschool teachers, most of them claimed that they use WhatsApp. For this reason preschool teachers were asked why they use WhatsApp rather than other social media communication products.

Six of the interviewed public preschool teachers (T1, T2, T3, T4, T5, and T6) stated that they prefer to use WhatsApp to communicate with parents with respect to categories of *simplicity, privacy & minimal exposure*, and it also *being in popular use by teachers and parents*. T6 claimed that *"most parents do not have a Facebook*

account but most of them have WhatsApp... I dislike Facebook and do not know it so much." T6 in her report indicated that in addition to familiarity, teachers' personal preferences are also effective for the type of social media product used in parent-teacher communication. Another reason reported by T4 and T6 for the use of WhatsApp in parent-teacher communication was related to privacy issues. T4 claimed that *"because parents do not want their children's photos to be shared on Facebook, WhatsApp is used in parent-teacher communication."* Moreover, T6 said that *"WhatsApp is safe with respect to privacy & minimal exposure. On Facebook and Instagram, more people can see photos ... WhatsApp is more special than others."* Another preschool teacher (T3) claimed that she uses text messages because every parent does not have WhatsApp. She (T3) stated that *"when there is an important announcement like school holiday, I use text message because of ease."*

Unlike the six public preschool teachers, T7 stated that she does not use any social media products in parent-teacher communication since this brings *overexposure to teachers' personal life*. She explained that *"even after my children go to sleep at night, I receive messages."* For of this reason, as claimed T7 does not use social media products to communicate with parents and she prefers face-to-face communication with parents.

When the preferences of *private preschool teachers* were examined, it was found that six of those interviewed (T8, T9, T11, T12, T13 and T14) prefer to use social media products to communicate with parents under categories of *immediacy and accessibility*. T12 explained that

"Calling each child's parents via phone call means that the teacher leaves the class for 2 hours. On the other hand, to write something on WhatsApp does not exceed 3 minutes... I think that WhatsApp is a wild card. On WhatsApp, I write an issue directly and I save time. But, on the phone you will be chatting for 5-10 minutes to say one thing. There is need for an introduction part in a phone call and only after this can there be a conversation about the issue".

T11 pointed out that *"social media products makes some contributions to parents, for instance it socializes parents so it adds to communication skills of parents."* Another

teacher (T8) claimed that she prefers social media in parent-teacher communication in relation to the importance of the case. She stated that *“I prefer it in order to share activities. However, if there is a problem, I prefer face to face communication with parents.”* and she adds *“people understand each other better face-to-face.”*

When asked about types of applications used by private preschool teachers, most of them claimed that they use WhatsApp; while T11, T13 and T14 are using Facebook in addition to WhatsApp. For this reason the researcher asked preschool teachers their reasons for using WhatsApp in preference to other social media communication products.

Six of the interviewed private preschool teachers (T8, T9, T11, T12, T13, and T14) stated that they prefer to use WhatsApp to communicate with parents under the categories of *availability, privacy & minimal exposure* and *being in popular use by teachers and parents*. To exemplify, as T11 claimed, thanks to WhatsApp and Facebook, they save time and share photos and videos with just parents in the group. Besides a case for familiarity is provided by T9 as follows; *“I prefer to use WhatsApp because I do not use Instagram and majority of parents use WhatsApp.”* Also, one teacher (T8) said that *“WhatsApp is slightly more specific and not open for public access.”*

Unlike the six private preschool teachers, T10 reported that she does not use any social media products in parent-teacher communication because of *overexposure to teachers’ personal life* category. T10 also claimed that

“When there is a problem with a child, it is immediately shared on social media products. The other parents are also alarmed and automatically think that their children have the same problem... teacher-parent relationship turns into sincerity on social media products. Because of the intimacy, parents expect some privileges... I am also uncomfortable with messages sent in late hours.”

In priming theory, it is claimed that media affects how people feel, think, feel according to content (Kirsh, 2010). Similarly, the preschool teacher reported that *“the other parents are also alarmed and automatically think that their children have the same problem”* when something is shared on social media products. Consequently, the example is an example for priming theory.

When the issue was analysed from *public pre-schoolers' parents'* perspectives, five of them (P1, P2, P3, P4, and P5) stated that they prefer to use social media to communicate with preschool teachers under the categories of *immediacy and availability*. Another factor stated by the pre-schoolers' parents for its use was related with professional subjects with respect to category of *privacy & minimal exposure*. The pre-schoolers' parents (P2 and P5) claimed that during the work hours or late at night, she hesitates to disturb the preschool teacher with phone call, that's why she prefers to send a message. She (P2) reported that "*my child tells me something about the preschool before bedtime. I cannot disturb the preschool teacher at that time. Hence, I communicate through WhatsApp. I know that when my child's preschool teacher is available, she writes the answer.*" Another reason for social media use is *information exchange*. One of the parents (P3) asserted that "*the group fosters us to make discussion about the preschool or child related issues.*" Unlike most of the pre-schoolers' parents, one of the pre-schoolers' parents (P6) was hesitant to use social media *products*. As a reason for use, she claimed she just uses WhatsApp in emergency situations, in ordinary cases she prefers to conduct face-to-face communication.

When asked about types of applications used by public pre-schoolers' parents, most of them claimed that they use WhatsApp. That is why it was then decided to ask parents their reasons for preferring to use WhatsApp compared to other social media communication products.

Four of the interviewed public pre-schoolers' parents (P2, P3, P4, and P6) stated they prefer to use WhatsApp to communicate with preschool teacher with respect to its opportunities under the categories of *working as a team, writing message and calling, privacy & minimal exposure and time saving*. P2 claimed that

"Social media products like Facebook and Instagram result in waste of time. When I was on Facebook, I looked and followed other pages. Thus, I closed my Facebook and other social media products' accounts. On the other hand, WhatsApp is not like that. There is no obligation to follow someone. Also, it is more confidential than others."

Also, P6 expressed that *“you can call other people and write messages to other people on WhatsApp. That is why all parents prefer to use WhatsApp as a social media product in parent-teacher communication.”* Two pre-schoolers’ parents’ (P1 and P5) asserted that *“many people have WhatsApp in their cell phones. For this reason, they prefer to use WhatsApp.”* These findings were addressed under the *accessibility* category. Unlike the six pre-schoolers’ parents, one parent (P7) stated that she does not use social media products in parent-teacher communication which addresses the category of *privacy & minimal exposure*. She (P7) reported that

“The preschool teacher is not always available and she wants to spend time with her family at home since she is in the preschool all day long. When there is a group, everybody sends messages. I do not want to use WhatsApp with the preschool teacher so that she can spend time with her family with no disturbance of parents.”

When *private pre-schoolers’ parents’* perspectives’ were analysed, it was seen that four of them (P9, P11, P13 and P14) prefer to use social media products to communicate with preschool teachers in terms of the categories of *immediacy and simplicity* (P11 and P14), and *privacy & minimal exposure* (P13). Moreover, P9 and P14 reported that they prefer to use social media products in general or for unimportant issues, whereas P11 claimed that *“because WhatsApp is practical and takes less time, I prefer to use WhatsApp in parent-teacher communication.”* P14 stated that *“I use WhatsApp because it is practical, there is an opportunity to send photos and folders, and also to have instant conversation.”* Another factor stated by one pre-schoolers’ parent (P13) for its use was related with professional subjects with respect to the category of *privacy & minimal exposure*. She (P13) said that *“when it’s late at night, I write a message on WhatsApp instead of calling...or when the preschool teacher is busy in the class. Instead of calling and disturbing her, writing a message is more logical to me.”* As mentioned above, two of the *private pre-schoolers’ parents* (P9, P14) reported that they prefer to use social media while talking about general or unimportant issues. Actually, the examples show that parents use social media products during social relations and connections in order to achieve their goals:

communication. Because social capital theory emphasizes the importance of having social relations and connections on goal achievement of people (Lin, 1999, 2001; Portes, 1998), the theory of social capital can be an explanatory theory. To exemplify, P9 stated that

“If an issue is unimportant, I prefer to use WhatsApp. For instance, when my child does not go to the preschool, I write it on WhatsApp to give information to the teacher. However, I do not write some issues like developmental and emotional things about my child. When my child fights with his friend, I talk it with the preschool teacher face-to-face instead of on WhatsApp.”

When asked about the types of applications private pre-schoolers’ parents used, most of them (except P10) claimed that they use WhatsApp. That is why the researcher asked pre-schoolers’ parents their reasons for preferring WhatsApp. According to their responses, their reasons were gathered under the categories of *being free of charge, simplicity, availability and immediacy*. P14’s statements about their reasons for use of WhatsApp is typical:

P14: *Because it is easy and simple.*

Researcher (R): *Hih*

P14: *Iu because it is accessible and free (laughing)*

Unlike the four private pre-schoolers’ parents, two parents (P8 and P12) stated that they do not prefer to use social media products too much because they do not use them very often in daily life. And also P10 stated that she does not prefer to use social media products in parent-teacher communication. She (P10) claimed that *“when I have a problem I can see the preschool teacher and share the story with her directly. Thus, I do not need it much.”* Parent P8 on their reasons for not preferring social media products compared face-to-face communication and WhatsApp communication as follows *“there are no mimics, gestures, intonation and people can misunderstand each other in messaging unlike face-to-face communication.”* P12 asserted that *“I do not like to use social media products when communicating with people. I believed that it does not have any extra benefit to me and it is not a realistic environment.”*

4.3.2. Conclusive Expressions on Use of Social Media Products

In this section, positive and negative aspects of use of social media products as a communication tool in parent involvement are presented according to the thoughts of preschool teachers and pre-schoolers' parents and they are shown in Table 4.3. In this part, categories of *immediacy*, *simplicity*, *off topic messages*, *overexposure to teachers' personal life*, *availability*, *accessibility*, *privacy & minimal exposure*, *time saving*, *parents' high expectation* and *information exchange* were encountered. If it is necessary to describe "*off topic messages*", it refers to irrelevant issues instead of content-related issues. In addition to these categories, findings which are not categories but are important to express as codes were reported.

Table 4.3*Conclusive Expressions on Use of Social Media Products*

	Positive Aspects	Negative Aspects
Public	-immediacy	- parents' high expectation
Preschool	-time saving	- off topic messages
Teachers	-simplicity	-overexposure to teachers' personal life
Private	-availability	-difficultness of expression of emotions on social media products
Preschool	-simplicity	-misunderstanding
Teachers		-parents' high expectation
Public	-accessibility	-different perspectives of parents
Pre-schoolers'	-immediacy	-privacy & minimal exposure
Parents	-privacy & minimal exposure	- security related concerns
	-practical: brief & clear	
	-providing an opportunity to follow children	
	-sharing the same and pleasant atmosphere with other parents and teachers	
Private	-simplicity	-misunderstanding
Pre-schoolers'	-timesaving	
Parents	-privacy & minimal exposure	
	-information exchange	
	-possibility of learning about important situations immediately	

When *public preschool teachers'* expressions were examined, two teachers' (T2 and T3) expressions about positive aspects of social media products use in parent-teacher communication were gathered under the category of *immediacy*. Moreover, reports from T5 and T6 addressed the category of *simplicity*. T2 said that "*I do not waste time and I can reach parents almost immediately... Calling each parent or leaving children alone in the classroom is impossible... I think that the most important thing is that time saving.*" The report of T3 provides the comparison of two parent-teacher communication methods: using social media products and a notebook carried by students in their school bag as follows

"Before the use of social media to communicate with parents, I used a notebook carried in the school bag of students... However, there are some problems. For instance, it was not easy to remove, control and write feedback to the notebook carried in school bag of students."

T5 also mentioned another positive aspect of social media products, *simplicity*. She asserted that "*I can speak about some issues that are difficult to speak face-to-face like toilet problem with social media.*" T6 added that "*social media products provides ease to parents in following the school program.*" Another two teachers (T1 and T6) stated that thanks to WhatsApp, parents were relieved to know what had happened in class. To exemplify, T1 reported that "*parents become happy and they witness something done in the preschool.*"

Four of the interviewed *public preschool* teachers (T2, T3, T5, and T6) mentioned different negative aspects of social media products use in parent-teacher communication under the categories of *off topic messages* (T2 and T3), *overexposure to teachers' personal life* (T5) and *parents' high expectation* (T6). Two of them (T2 and T3) complained about prayer messages, holly Friday messages, and cancer patient messages. Besides, T5 said that "*parents send messages at 22:30.*" Based on the report of T5, it is understood that she suffers from what was categorized as *overexposure to teachers' personal life*. The report of T6 showed that the negative aspect of social media products is parents' high expectations. She (T6) claimed that

“Every day, a mother sends sound recording. I also write or send sound recording as thank you and I love you, too. However, every day, I cannot answer the messages. After that, the parent and the child say that you did not give any answer. I do not have too much time.”

When *private preschool teachers’* expressions were examined, it was found that three teachers’ expressions (T8, T9 and T11) about the positive aspect of social media products use in parent-teacher communication could be gathered under the category of *availability* and *immediacy*. T8 said that *“we can reach each other at the moment we want and we keep in touch in this way.”* Also, T11 claimed that *“there is fast communication and finding quick solutions.”* The reports of another three teachers (T12, T13 and T14) indicated that parents felt relieved to obtain information about their children through social media products. One private preschool teacher (T12) asserted that

“Because children try to get used to the kindergarten in orientation week, they become grouchy. Thus, in these times and when parents have intense work pressure, seeing a photo of their child relieves them. Otherwise, they cannot focus on their work.” T14 said that *“because the preschool is like a closed book, parents are curious about their children and think their children. Parents cannot know everything happened in the kindergarten. However, when they see their children photos or videos and what they do in the preschool, they relieve.”*

Five of the interviewed private preschool teachers (T8, T9, T11, T12 and T14) mentioned different negative aspects of social media products use in parent-teacher communication. Two of them (T8 and T9) mentioned it being a barrier to communication. For instance, T9 stated that *“expressing emotions is difficult on social media products because there is no eye contact.”* Three preschool teachers (T11, T12 and T14) pointed out that there are some negative aspects when using social media products to communicate with parents. T11 said that *“a parent misunderstands a topic and then another parent is affected by their thoughts shared on social media products. Thus, misunderstandings have spread.* Also, T12 mentioned the category of *parents’ high expectation*. She explained that *“some children do not want to have a photo and*

I cannot force them to take one. But, the parents send a message in the evening 'did not my child participate in this activity?'

When the issue was analysed from the perspective of *public pre-schoolers' parents*, two parents' (P1 and P6) responses about the positive aspect of social media products use in parent-teacher communication were gathered under categories of *accessibility* (P1 and P6) and *immediacy* (P6). P1 said that *"in some situations I cannot reach the preschool teacher by phone. However, when I write a message on WhatsApp, the preschool teacher answers it later."* The reports of P6 also showed the category of *accessibility*. She said that *"Parents and the preschool teacher use WhatsApp in order to exchange ideas."* Moreover, P6 expressed that *"I use WhatsApp when I do not have enough time to talk to the preschool teacher face-to-face."* This is an example for the *immediacy* category. Another positive aspect stated by a parent (P2) for its use was gathered under the category of *privacy & minimal exposure*. The parent (P2) claimed that *"during the work hours or late at night, I hesitate to disturb the preschool teacher. Thus, I cannot call her and postpone to get in contact."* On the other hand, she added that *"I write WhatsApp messages whenever I want ... I believe that preschool teacher is not disturbed, when I use WhatsApp to communicate with her."* According to two parents (P4 and P5), use of WhatsApp is positive because it is practical in terms of being clear, brief, providing an opportunity to follow children, and sharing the same and pleasant atmosphere with other parents and the preschool teacher.

Three of the interviewed public pre-schoolers' parents (P1, P2, and P3) mentioned negative aspects of social media products use in parent-teacher communication. For example, P1 emphasized the different perspectives of parents. She said that *"when all parents do not agree with an idea or some parents react negatively, conflict occurs."* Another parent (P2) pointed to the category of *privacy & minimal exposure*. She asserted that *"some issues should not be written and discussed on WhatsApp group because children also have a private life"* P3 stated her security related concerns as follows *"there are some people disturbing other people on WhatsApp and who steal the WhatsApp account."* Moreover, P5 thought that the deficiencies of WhatsApp are a negative thing. Unlike other parents, P4 felt that there

are not that many negative aspects to WhatsApp while P6 claimed there are no negative aspects to using WhatsApp to communicate with a preschool teacher.

When the responses of *private pre-schoolers' parents* were analysed, it was found that three of them (P8, P9 and P11) addressed the *simplicity* and *time saving* categories about WhatsApp as positive aspects of social media products use in parent-teacher communication. P9 explained this perspective as follows: *"I will go to see the teacher but there has to be time. I need to allocate some time. If it is unimportant, I do not allocate time to it and write directly via WhatsApp. I think, to be able to write more quickly in social media products is important in terms of time."* Furthermore, P11 said that *"when I cannot go to the preschool, I prefer to use WhatsApp to communicate with the preschool teacher."* Another positive aspect stated by the pre-schoolers' parents (P11 and P13) relate to the category of *privacy and minimal exposure*. For instance, P11 claimed that *"when the preschool teacher is not available, and it is late at night, I prefer to use WhatsApp to communicate with the teacher."* P13 shared similar thoughts to P11 saying that *"when it is weekend or time-off, a short message may be sent instead of disturbing the preschool teacher with a phone call."* P14 reported that thanks to WhatsApp, there is *information exchange* and the possibility of learning about important situations immediately.

Three of the private pre-schoolers' parents (P8, P9 and P13) expressed similar views about the negative aspect of social media products use in parent-teacher communication, misunderstanding. Below, there are some illustrations of participants' related statements.

"The downside here is that sometimes within a group there can be pessimists who do not like each other. As I mentioned earlier, because there are no mimics and intonation in correspondence, misunderstandings can occur. It pits some people against other people willingly or unwillingly. If you are in that group, sometimes you have to take sides. I am not very happy in those situations."
(P8)

"People have different ideas and some may not suit you. Disagreement, misunderstandings, umbrages, discussions and groupings arise within the group. Because you are in the group, you are in that discussion willingly or unwillingly. You cannot isolate yourself, because you are in the group... Of course, it affects people's daily living standards negatively. I get unhappy."
(P9)

“Some expressions cannot be correct when writing. There is no intonation, there is nothing. You are just writing. Or the picture you send sometimes may not mean everything. I think it leads to misunderstandings.” (P13)

Other pre-schoolers’ parents (P11 and P14) said that there are no any negative aspects to using WhatsApp in parent-teacher communication. Moreover, one pre-schooler’s parent (P10) indicated that she does not use social media products in parent-teacher communication and one pre-schooler’s parent (P12) reported that she does not use social media products too much in parent-teacher communication. Thus, they did not state any opinion on the negative aspects of using social media products in parent-teacher communication.

4.3.3. Cases of Social Media Products Use

In this section, some cases and experiences related to social media products use in parent-teacher communication are stated and they are shown in Table 4.4. Indeed, throughout the section when and in which situations preschool teachers and pre-schoolers’ parents use social media products is exemplified. In this part, categories of *off topic messages* and *parents’ high expectations* were encountered. In addition to these categories, findings which are not considered categories but are important to express as codes are mentioned.

Table 4.4*Cases of Social Media Products Use*

	Positive Experience	Negative Experience
Public	-to make announcements	-off topic messages
Preschool	-to exchange ideas	-to influence each
Teacher	-to organize activities	other's ideas easily
		-misleading
Private	-to make announcements	-off topic messages
Preschool	- to exchange ideas	-parents' high
Teachers	-to organize activities	expectations
	-to share photos and videos	-time consuming
		-overexposure to
		teachers' personal life
Public	-to organize activities	
Pre-schoolers'	-to share information about	
Parents	child related issues	
	-to inform parents about	
	trips	
Private	-to share photos, videos or	-potential conflict between
Pre-schoolers'	voice messages	parents
Parents		-to talk privacy issues of
		children

Public preschool teachers (T1, T2, T3, T4, T5, and T6) gave information about the situations in which they choose to get in contact with parents via social media products. They mentioned that they use WhatsApp to make announcements, exchange

ideas, and organize activities. For example, T1 said that *“when parent involvement days are mixed, parents ask the day on WhatsApp. In addition to this, they ask the holidays by the way.”* Also, T5 claimed that *“I talk about which activity can be done on Children’s Day using WhatsApp.”*

Negative experiences of public preschool teachers were examined. While T1 and T2 indicated that they did not experience any negative events, T3 mentioned an experience that relates to the category of *off topic messages*. In her report, she said that *“I did not have any negative experience using social media products for parent-teacher communication but I faced with off topic messages and a parent warned the parent who wrote the off topic messages.”* T5 also referred to the category of *off topic messages* saying *“there can be off topic messages which create a negative experience on WhatsApp.”* She (T5) exemplified that *“parents write that ‘my child is ill or we are going to a place’ and it results in problems among other parents.”* Moreover, two preschool teachers (T4 and T6) recalled some negative experiences about the issue. For instance, T4 said that

“Towards the end of the year, the relationship between parents improves. For this reason, parents can influence each other’s ideas easily... At first, parents expressed that they want to join an activity. After a parent said that she will not join the activity, others gave up joining it.”

It is a good indicator for priming theory with regard to the effect of social media products on people. T6 also gave her account of a situation where she felt parents had misled each other by sharing information about her class on social media that she was unaware of. *“A child fell down but I did not realize this. Then, the mother took photos of the child and shared them on a WhatsApp group. As I was not in the group, I could not make any explanation. When I learned the situation, parents had already effervesced...”* She then goes on to suggest *“I think if the preschool teacher is not in the group, the group should not be formed. Otherwise, parents can mislead each other.”*

When the cases of *private preschool teachers* were analysed, it was found that the majority of them (T8, T9, T11, and T12) mentioned the content of their communication. T8, T13 and T14 said that they share photos and videos. T9 claimed that *“I use it to make announcements about meetings, and to ask parents’ ideas about things like Children’s Day costume.”* T11 recounted

“I use social media to exchange ideas. For example, parents searched for costumes; in this process some went to the bazaar and others visited stores. Then, they sent the costume photos and videos to WhatsApp group. Thus, they became organized quickly with the help of the WhatsApp group.”

T12 also indicated that organization is made easier with the help of WhatsApp. She (T12) stated that *“during a trip, we used WhatsApp group to communicate with each other. It provided availability & immediacy and we organized quickly throughout the trip.”*

These teachers also shared negative experiences. Two of them stated that they have negative experiences communicating with parents through use of WhatsApp under the category of *off topic messages* (T11) and *parents’ high expectations* (T12). T11 complained about broaching *off topic messages* on WhatsApp group, *“I cannot warn them like “we do not talk about private issues.” However, a parent warned others about the issue.”* Moreover, T12 indicated that parents have high expectation about children’s WhatsApp photos. She (T12) also said that

“When I send children’s photos on WhatsApp, parents always express the number of photos of their child and whether their child’s photos are smooth or not. For this reason, while I am sending a photo on WhatsApp group, I worry about it. Besides, I am afraid I cannot please parents”

While T14 uses WhatsApp in parent-teacher communication, she did not talk about any negative experience but she reported that sending photos on WhatsApp is time consuming. She explained that *“I cannot send the photos on WhatsApp group during school hours, since I have to observe children. Hence, I send the photos at home. I cannot spare enough time for my husband, children and also friends.”*

When the cases of *public pre-schoolers' parents* were analysed, it was found that four of them (P1, P3, P4 and P6) mentioned their efforts to organize activities as an example of their social media products use in parent-teacher communication. They use social media products to inform parents about trips in an effort to maximise the participation of their pupils. They also share details about the trips with parents using social media products. P6 asserted that *“all parents talk about what they can do and how they can make their children ready for Children’s Day activities”*. In other examples two pre-schoolers’ parents (P2 and P5) reported sharing information about child related issues like sickness and problems at school. P5 said that *“because children are very young, sickness is the subject we speak about most often.”*

When the issue was analysed from the perspective of *private pre-schoolers' parents*, it was found that the majority (P8, P9, P11, P13 and P14) referred to “activities” in order to exemplify their use of social media products in parent-teacher communication. They and their preschool teachers share children’s photos, videos and voice messages on WhatsApp. P9 stated that *“I could see what my child was doing at the moment thanks to WhatsApp”*. P11 said she shares photos, videos or voice messages on Facebook. Additionally, P12, even though she seldom uses social media to communicate with the preschool teacher, said that she shared just her thoughts on WhatsApp. P12 also expressed that

“When children’s photos are shared, some parents objected like “my child is not here. It is not necessary”. WhatsApp is not for this purpose. Such views can be shared with the preschool teacher face-to-face or in another way. It does not interest me whether my child's photo is shared or not...I just care whether my child is happy or not.”

Two private pre-schoolers’ parents (P8 and P9) mentioned negative experiences of social media products use in relation to the potential for conflict between parents. P8 reported an event that caused her to dislike WhatsApp. She (P8) explained that

“Children had a problem and a child hit another child. Before the preschool teacher could discuss the situation with the child’s family, they told their

parents. The, the mother took photos of the child and shared them on the social media group and wrote “what is the state of my child?” and also giving the name of the child who hit her child. I got so sad and also I stated that it should not be like this. I think that when a parent has a problem with a child about something, s/he can write it very clearly on social media within certain limits by taking into account privacy issue. Moreover, because children are labelled, it is not fair. Later, I realized that the child who hit another child was ostracized. The mother of the child who hit another child cried for two or three days. Such events should not be experienced. Especially, when schools set up WhatsApp group, teachers should talk about such issues with parents and warn them to take care about the content of the messages they sent. The names of children and their problems should not be mentioned and it should not be misused.”

P9 indicated a negative experience about another parent but she did not explain the details. She (P9) reported that *“I did not join social media conversations and did not read them for two or three days because it is a group, not an individual social media account.”*

4.3.4.Plans to Use Social Media Products in the Future

This section presents ideas about preschool teachers’ and pre-schoolers’ parents’ plans for using social media products in communication as an aspect of parent involvement and these are shown in Table 4.5. In this part, categories of *satisfaction*, *immediacy*, *simplicity*, *being practical*, *necessity*, *satisfaction*, and *accessibility* were encountered. In addition to these categories, findings which are not categories but are important to express are reported. If it is necessary to describe the categories, *satisfaction* refers to pleasure.

Table 4.5*Plans to Use Social Media Products in the Future*

	Reasons of Plan to Use	Reasons of not Plan to Use
Public	-satisfaction	-to prefer face-to-face
Preschool	-immediacy	
Teachers	-simplicity	
Private	-satisfaction	-to prefer face-to-face
Preschool	-necessity	-to satisfy with face-to
Teachers	-being practical	face and telephone
Public	-being practical	-to prefer face-to-face
Pre-schoolers'	-accessibility	
Parents	-exchange ideas	
Private	-satisfaction	-to satisfy with face-to
Pre-schoolers'		face and telephone
Parents		-not using social media products too much in daily life

When the stated aims of *public preschool teachers* were analysed, it was found that four of them (T1, T2, T3, and T6) asserted that they plan to use social media products in parent-teacher communication that address the categories of *satisfaction* (T1), *immediacy and simplicity* (T2, T3 and T6). Moreover, T4 claimed that she plans to continue to use WhatsApp and she also plans to use Facebook in parent-teacher communication. T1 claimed that *"I do not know what will happen in the coming years, but the current parent group is going well."* T2 said that *"it is easy for me (laughing)*

and it is practical.... because I reach parents immediately.” T3 also explained that “normally, we hear same question many times from parents. But when a question is asked on WhatsApp, everyone gets the answer.” Besides, T6 stated that “it makes it easier to reach working parents... I am used to using a notebook carried in the school bag of students to communicate with parents. But, if the child forgets it, or it stays in his/her bag, my communication does not reach the parents.”

Two of the public preschool teachers (T5 and T7) reported that they do not want to use any social media products to communicate with pre-schoolers’ parents in the following years because they prefer to communicate face-to-face. T5 said that *“if there are some parents I cannot communicate with face-to-face, I will use social media products ... I believe that face-to-face communication is clearer and more understandable than other communication methods.”* T7 stated that *“my preference is usually face-to-face communication... WhatsApp may be used in the following years but I do not prefer it so much.”*

When the intentions of *private preschool teachers* were analysed, it was found that the majority of them plan to use WhatsApp in the following years to communicate with pre-schoolers’ parents under categories of *being practical* (T8, T9, T11 and T14), *necessity* (T12) and *satisfaction* (T13). T8 said that *“in order to see the activities done throughout the semester; instead of waiting for end of the semester exhibitions, parents can see them as they are produced.”* She (T8) added that *“parents not only follow the development of their child but also the parent-teacher relationship gets stronger.”* In addition, T9 claimed that *“when there is a problem, I write about it on the social media group and then parents give answers immediately.”* Another reason stated by T12 for use of social media products in the following years relates to the category of *necessity*. T12 holds that *“the use of social media products in parent-teacher communication needs to be used... I make announcements, send children’s photos and give a short summary about the day.”* Furthermore, T13 claimed that because she is pleased with her use of social media in parent-teacher communication, she plans to go on using it in the following years. However, T10 reported that she does not plan to do so because she is pleased with her current communication methods: face-to-face and talking on the phone.

When the future intentions of *public pre-schoolers' parents* were analysed, it was found that the majority of them thought they would use WhatsApp to communicate with preschool teachers. Their reasons relate to the categories of *being accessible* (P5), and *practical* (P1 and P2). For instance, P5 claimed that *"in the following years, teachers of other disciplines like Turkish, Mathematic will also be in the group. Hence, these teachers will give information about children to the parents."* Moreover, the reports of P4 showed that she thinks to use the application in the following years to exchange ideas with teachers.

On the other hand, some public pre-schoolers' parents (P3, P6, and P7) indicated that they do not want to use any social media products to communicate with teachers in the following years and prefer other methods. For example, P6 and P7 stated that they prefer to communicate face-to-face. Moreover, P6 was hesitant about using WhatsApp to communicate with teachers. She (P6) said that *"it is not a very good thing. But, when I cannot go to the school to communicate with the teacher, I will be constrained to use it."* Also, P3 and P7 intimated that parents may experience social pressure from other parents. P3 said that *"since all parents will use WhatsApp to communicate with primary school teacher, I predict that I will be forced to use it."*

When the intentions of *private pre-schoolers' parents* were analysed, it was found that except for two *private pre-schoolers' parents* (P10 and P12), all of them plan to use social media products to communicate with teachers in the following years. P12 did not want to use the digital technology, saying that in daily life, she and her husband do not use social media products to communicate with people too much. P10 did not explain her reason exactly but she stated that she is happy with the current communication methods: face-to-face and talking on the phone. Besides, she added that the preference for social media products use in parent-teacher communication does not depend only on parents and it is also related to the education system. For this reason, she believed that she will be compelled to use social media products to communicate with teachers.

4.3.5.Consideration of Protection of Personal Rights While Using Social Media Products

Public preschool teachers reported that as the sharing of children's photos on social media was forbidden by the Ministry of National Education, they do not share such photos or videos on social media. They indicated that they do not share such material on WhatsApp either. However, T6 said that she pays attention to informing parents on how to use the group. She (T6) explained that

“Before using WhatsApp, I warned parents. I wrote that we must express our words in the frame of love and respect, no child should be compared to another and every child is special. Besides, I said that if you do not obey the rules, I will quit the group. I added that in this situation, you cannot follow the things are shared. Majority of parents paid attention to the points. There was no problem with parents.”

Private preschool teachers gave their views as to how they consider personal rights while using social media products in parent-teacher communication. They mentioned permissions, bans, and also some points they give attention during sharing. Five of them (T8, T9, T11, T13, and T14) said they obtained the prior permission of pre-schoolers' parents for use of social media products as a communication tool. T9 said that

“The Ministry of National Education banned the sharing of children's photos on teachers' own social media accounts. Since then, I have not shared children's photos on social media. However, I share only activity photos. In the school, teachers send the photos to the administrator. Then, he shares them on the school's social media account. To share these photos, the permission from parents is necessary. Thus, the administrator has received a petition from parents.”

Additionally, T8 said that she ensures *“I take care of the children's clothes in taking photos so that the bodies of the children are not shown to others.”* T11 also claimed that *“I pay attention to the clothes of girls so that any part of their bodies do not appear in photos... I take photos either collectively or individually. Also, I am careful not to discriminate between children.”*

In terms of personal rights, two *public pre-schoolers' parents* expressed their thoughts. P5 stated that these are protected in that “*they received permission from parents.*” However, P4 indicated that she does not know whether personal rights are protected or not. On the other hand, she claimed that “*they only share photos and videos with parents' permission.*”

The idea that personal rights are protected on a social media account of preschools was reported by three of the interviewed *private pre-schoolers' parents* (P11, P13 and P14). They have some opinions in terms of *privacy and minimal exposure* and emphasised the importance of sharing positive and educational information. P11 said that “...not everyone can see the photos ...*I trust it.* Moreover, P13 stated that “*at least, they respect children's personal rights ... because they share things related to education of children and they do not share private issues, I think they are careful about the protection of personal rights....*” Furthermore, because there are positive and educational posts on the social media account of the preschool, P14 reported that personal rights are protected on social media. However, parents P8, P9 and P12 reported that personal rights are not protected on social media account of preschools. For example, P8, without being asked about the issue of permission explained that “*in fact, no permission was obtained from parents... I think it is necessary to get this from the parents.*”

CHAPTER 5

DISCUSSION, IMPLICATIONS and RECOMMENDATIONS

The final chapter of this thesis presents a discussion of the findings of the study and findings in relation to the research questions. It also provides a summary of implications for preschool teachers, preschool teacher educators and curriculum developers of preschool teacher training programs. The study concludes with recommendations for future research.

5.1.Role of Social Media Products in Communication as an aspect of Parent Involvement from Teachers’ and Parents’ Perspectives

A common idea noted by researchers and stated by Donohue (2010a, 2010b); Simon and Donohue (2011), is that streaming media, handheld game devices, smartphones, tablets, apps, game consoles and social media products have impacted the personal lives of preschool teachers, and young children in their home environment. This adoption of this digital technology and its applications have been seen in the delivery of early childhood programs. The effect is also seen in the current study where the common idea of *public and private preschool teachers* was that social media products have a role in communicating with parents.

Throughout the study, the majority of *public pre-schoolers’ parents* identified that social media products have a role in communicating with their preschool teachers. On the other hand, despite the use of social media products in parent-teacher communication, only one *private pre-schooler’s parent* mentioned that social media products have an effective role in communicating with preschool teachers. It can be said that few *private pre-schoolers’ parents* perceive social media products as a viable tool for facilitating parent-teacher communication. However, the perception of

preschool teachers of the role of social media products in parent-teacher communication is different from the perceptions of some pre-schoolers' parents. The findings of the study were similar to some of the findings of Ünüvar (2010) who compared pre-schoolers' parents' and preschool teachers' views related to parent involvement activities in preschool education institutions in Burdur. Her findings showed that there are significant differences between pre-schoolers' parents' and preschool teachers' views with regard to parent involvement activities. Consequently, due to the differences in perceptions of pre-schoolers' parents and preschool teachers, different ideas may emerge. Furthermore, in terms of the possibility for photo and video sharing on social media, one of the *public pre-schoolers' parents* stated that social media products have a role in parent-teacher communication. However, one of the *private pre-schoolers' parents* claimed that as there are limitations on information exchange such as the requirement to send photos of all children to a whole group, the potential benefit of social media products in parent-teacher communication is diminished. It can be inferred that *public pre-schoolers' parents'* view of the role of social media products in parent-teacher communication does not accord with that of *private pre-schoolers' parents*. While *private pre-schoolers' parents* use social media products in parent-teacher communication, they are not aware of its role or they regard it as just a communication tool, not social media products.

This research found a consistency in the perspectives of *public preschool teachers* and *public pre-schoolers' parents*, however, this was not in the case for *private preschool teachers* and *private pre-schoolers' parents* on the role of social media products in parent teacher communication. This is evident in *private pre-schoolers' parents'* views of parent-teacher communication and their attitudes to social media products. In other words, while sending photos was seen as an effort to communicate by *private preschool teachers*, it was not appreciated as such by the parents, as one of them indicated in her responses. Thus *private pre-schoolers' parents'* views of the role of social media products may differ from those held by preschool teachers'. While *private preschool teachers* believe that they are communicating effectively on social media products, some parents do not agree.

5.2.Types of Social Media Products used in Communication as an Aspect of Parent Involvement by Teachers and Parents

The findings showed that the majority of *public preschool teachers* use WhatsApp in parent-teacher communication. Only one *public preschool teacher* reported to be using text messages in addition to WhatsApp. Similarly, most *private preschool teachers* used WhatsApp in parent-teacher communication and some also use Facebook for this purpose.

Most of the *public* and *private pre-schoolers' parents* use WhatsApp in parent-teacher communication. However, one of the *private pre-schoolers' parents* also said she uses Facebook and Instagram to communicate with teachers.

Gillens (2015), Gordon (2012) and Shein (2014) pointed out that social media is an important tool in communication and is highly involved in education. In parallel with their findings, the current study showed that both *public* and *private pre-schoolers' parents* and *public* and *private preschool teachers* generally use WhatsApp in parent-teacher communication. In *private preschools*, teachers and parents also use Facebook for this purpose. However, although three of the *private preschool teachers* asserted that they also use Facebook to communicate with parents, only one of the parents said that she also uses Facebook in parent-teacher communication. This discrepancy on Facebook use may have arisen because WhatsApp is used more than Facebook, and the parents of the three teachers who said they use it may have focused on talking about their WhatsApp experiences.

5.3.Reasons of Use of Social Media Products

In a study conducted by Beverly in 2003, it was noted that since work commitments mean that many parents find it difficult to call a teacher or join a meeting, online communication tools are evaluated as offering a viable option. In parallel with the findings of Beverly, the findings of the current study showed that the majority of *public preschool teachers* use social media products to communicate with parents because it is practical in terms of *accessibility*, *immediacy* and *simplicity*. It

can be inferred that not only parents but also preschool teachers do not want to interrupt their work. Thanks to communication via social media products, teachers do not have to spare extra time to meet or talk to parents during their classes. Moreover, one *public preschool teacher* (T6) also uses social media products to influence the attitudes of parents in that she felt that they evaluate her partly in terms of the quality of the images she shares on social media products. This finding intimates that pre-schoolers' parents' have expectations from preschool teachers in terms of their use of social media products in parent-teacher communication. This study found, regardless of whether the preschool was public or private, that most parents desire the use of social media products in parent-teacher communication. Since the effect of media and communication systems on parents is seen in these examples, it can be said that they are a good example for social cognitive theory.

Agger (2011) stated that new technologies provide constant connectivity and Ramirez (2001) that such digital technology offers teachers quick and effective communication with parents. Parallel with these conclusions, the current study observed that *private preschool teachers* acknowledge that with social media products, they can communicate with parents any time and quickly and it indicated that social media is also available and immediate for *public preschool teachers*. However, this study finds that despite these advantages it causes some disruptions in teachers' private lives and impinges on their time at home. As such, this form of communication may result in the risk of burnout (Palts & Kalmus, 2015). The idea of Palts and Kalmus is supported by the finding of the current study where this issue was raised by one *public preschool teacher* (T7) who said that she chooses not use social media products in parent-teacher communication because she does not want to be disturbed by parents during unsocial hours. On the other hand, the report shows that users of social media products like the teacher does not know social media products' features very well because she actually can close the sound of WhatsApp group messages (WhatsApp Inc., 2018).

In a study conducted by Feeney and Freeman (2015), educators' use of smartphones and social media products were made a topic of an ethics sessions at NAEYC's 2014 National Institute for Early Childhood Professional Development in

Minneapolis. In this context, three policies regarding to the use of digital technology were identified: protecting children's safety and preserve privacy, social media and addressing the use of smartphone cameras. The current study found, in addition the policy issues identified in Minneapolis, that most *public preschool teachers* prefer to use WhatsApp to communicate with parents with respect to *simplicity, privacy & minimal exposure* and the application already *being in popular use by teachers and parents*. Furthermore, in the current study, the majority of *public preschool teachers* were also seen to use WhatsApp for reasons of *simplicity* and *being in popular use by teachers and parents*.

As mentioned previously, Feeney and Freeman's (2015) asked early childhood educators to describe relevant situations that arose during their programs when they were using smartphones and social media products. A common concern was that when teachers read and write e-mails or text messages, they are distracted from focusing on children's learning, safety and well-being. This was reported as a disadvantage of engaging in social media. On the contrary, in the current study, *private preschool teachers* did not consider that sending messages as stealing from the time devoted to their children and the majority of them indicated that they prefer to use social media products to communicate with parents because it is practical in terms of *immediacy* and *accessibility*, and claimed that WhatsApp helps them to save time when communicating with parents. The current study also found that teachers are aware of their responsibilities and mentioned that they take care to write messages in branch lessons like English, without neglecting children and generally, other support staff like a co-teacher deals with WhatsApp communication. This finding also indicates that *private preschool teachers* in particular, expect to communicate with parents on social media throughout the education process. This finding suggests that further research is necessary to understand how child development and the time teachers spend with children is impacted by the application of social media driven parent-teacher communication.

Merkley, Schmidh, Dirksen and Fuhler (2006) claimed that technology-based communication provides secure environments for sharing confidential documents. They emphasized that security and confidentiality is also significant for child rights

(NAEYC 1994; AAP 2009). Similarly, the current study indicated that *private preschool teachers* also give importance to privacy. On the other hand, NAEYC and Fred Rogers Center (2012) found that teachers are provided with a variety of technological tools to get in contact with parents, they already use them and have a good idea about what to select and when to select a particular tool in terms of practical use. Like NAEYC and Fred Rogers Center, the current study found that *private preschool teachers* mentioned *simplicity* and applications already *being commonly used by teachers and parents* as motivating their preference to use social media products to communicate with parents.

The current study found that both *public and private preschool teachers* prefer to use social media products in communicating with parents for reasons of *immediacy*, *simplicity* and *accessibility*. On the other hand, a teacher from each group voiced that they do not choose to use social media products due to their concerns that it can impinge on their personal life. This objection was mentioned in a study by Agger in 2011 who cautioned that in addition to the host of advantages of new technologies, they also bring some problems like mixing of private and personal life. In parallel with Agger's finding, this study observed that teachers from each group are cautious about overexposure and the risk of social media impinging on their personal life.

Patrikakou (2014) reported that for active involvement, parents' physical presence at school is not required thanks to digital technology. Without coming school, parents can actively and easily be involved their children's education. Moreover, she claimed that parents' active involvement helps to engender increased immediacy in parent-teacher communication. Similarly, Beverly (2003) referred to the issue saying that as parents tend not to want to take time off work to call a teacher or join a meeting, online communication tools are practical for working parents. Parallel to the findings of Patrikakaou and Beverly, in the current study, it was found that *immediacy* and *availability* were stated as reasons for *public pre-schoolers' parents'* preference to use social media products to communicate with teachers. However when teacher reports were considered from this perspective, this study found a difference of opinions. Even though some *public and private preschool teachers* use social media products for the stated reasons: *immediacy* and *simplicity*, some specifically chose not use it for the

stated reason that it leads to *overexposure to teachers' personal life*, opposite to parents' thoughts.

The relevant literature points that new technologies offer time-efficient interaction between parent and teacher (Ramirez, 2001). However, some new technologies may be more suitable than others depending on parent-teacher purposes (Hollingworth, Allen, Kuyok, Mansaray and Page, 2009). In parallel with these studies, the current study found that a large portion of *public pre-schoolers' parents* stated that they prefer to use the WhatsApp application for the purposes of *working as a team, writing messages, calling, privacy & minimal exposure, time saving and accessibility*. Participants in the current study clearly emphasize a preference in their use of digital technology for parent-teacher communication and securing parental involvement in preschool activities.

A small portion of *private pre-schoolers' parents* interviewed in the current study claimed that they do not prefer to use social media products because they do not use them very often in daily life. However, a clear majority claimed that they use it in their daily life and also in parent-teacher communication mainly for reasons of *immediacy* and *simplicity*. Indeed, if the case is involvement, liking the use of digital technology might not differ as Donohue (2010b) indicated. Donohue (2010b) claimed that in order to use digital technology in your personal or professional life, it is not necessary to like it. Consequently, the reports of *private pre-schoolers' parents* about their use of social media products while not preferring to use it in their personal life supports Donohue's contention.

Overall, it can be stated that both *public* and *private pre-schoolers' parents* use social media products for the same reasons. In addition, the two groups prefer to use WhatsApp with the aim of achieving similar purposes. It can be said that all parents share similar ideas regarding the use of social media products and the type of social media products they prefer. The analyses also revealed that the reasons for *public pre-schoolers' parents* and *public preschool teachers* use of social media products are similar. Additionally, one *public pre-schooler's parent* and one *public pre-schooler's teacher* do not use social media products for the same reason. Consequently, the findings showed that there are parallels between the views of the two groups to a certain extent.

Generally, the reasons for using social media products by *private pre-schoolers' parents* and their teachers are similar. For instance, both think that social media products provide *accessibility*, *immediacy*, and *simplicity*. In addition, they stated that the situations they use social media products differs in terms of the issues they need to communicate. When a significant issue arises, *private pre-schoolers' parents* and *teachers* prefer face-to-face communication instead of social media communication because they believe that the former is better and more important than other communication options. The relevant literature supports their ideas as noted by Keyes (2000) who claimed that face-to-face communication is critical with regard to be aware of issues of cultural values and styles in conversation, eye contact and space.

While most *private preschool teachers* see the use of social media products as an opportunity for socialization of parents, parents do not and it can therefore be inferred that *private preschool teachers* have different views from parents. However this study also found that a *private pre-schooler's parent* and her child's preschool teacher shared the same opinion of social media products use likely disrupting the teacher's personal life during unsocial hours.

Generally, in both *public* and *private preschools*, this study found that teachers and parents have a preference for social media products in terms of its advantages in terms of *immediacy* and *availability*. Some differences in opinion between *private preschool teachers* and *parents* are noted, as mentioned in the previous paragraph. Such differences may result from preschool teachers considering the matter more comprehensively or from a different perspective.

5.4.Conclusive Expressions on Use of Social Media Products

In this section, positive and negative aspects of deploying social media products as a communication tool for securing parent involvement are discussed according to the thoughts of preschool teachers and parents.

This study found that *public preschool teachers* hold a variety of positive reasons for using social media products in parent-teacher communication. Lunts (2003) claimed that thanks to digital technology, savings are achieved in terms of

commitments financial, emotional and time that are required in face-to-face communication. The current study confirmed this. Some *public preschool teachers* asserted that they gave up using the notebook carried by their students in their school bags because of difficulty maintaining effective communication. They started to use social media products in parent-teacher communication because it provides *immediacy, simplicity* and *time saving*. It can be inferred that *public preschool teachers* prefer communication methods that are more immediate, simple and timesaving compared with other methods. Moreover, the situation is a good indicator for technological determinism theory because it exemplifies the effect of media on societies' communication methods. Additionally, despite the negative aspects of traditional methods mentioned above, Bauch (1998) argued that both traditional and new communication methods may be integrated. There may also be some parents who want to use both communication methods, or who state a preference for one over the other. Furthermore, Patrikakou (2016) asserted that schools should provide alternative points of digital technology for families whose access to digital technology is limited so that they can have technological access to digital communication for parent involvement and they can not be ostracized. Consequently, both Bauch's and Patrikakou's ideas should be evaluated by teachers and schools when planning parental involvement and facilitating parent-teacher communication. Rosen (2007) also claimed that people can express their feelings and thoughts easily when they are behind the screen. The current study supports Rosen's assertion, observing that as a positive aspect of using social media products in parent-teacher communication, *public preschool teachers* stated that they talk about topics that cannot be easily addressed face to face.

Grant (2011) conducted a qualitative study to explore parents', teachers' and children's experiences of communication between home and school and also boundaries between children's learning at school and home, in order to assess how using digital technologies to help the home-school relationship may support children's learning. The study showed that teachers were concerned about not having sufficient time to respond to parents' messages. Similarly, the current study finds that *public preschoolers' parents'* expectations about communication raises with digital technology.

Because in the event, parents' expectations are affected by environmental factors like media and also behaviour is explained with three influences: behavioural, personal and environmental based on social cognitive theory (Bandura, 1986), it is an evidence for the theory. Moreover, this a negative aspect for use of social media products in that they expect teachers to communicate with them every time without limit. On the other hand, while *teachers in public preschools* want to answer parents' questions and messages they do not always have enough time for this. Besides, the *teachers in public preschools* also expressed that *off topic messages* such as holly Friday, prayer messages, and messages in late hours are negative aspects of using social media products in parent-teacher communication. Together, such negative aspects to fostering parental involvement via social media products may do more harm than good in public schools.

The findings showed that *private preschool teachers* could relate positive and negative experiences when using social media products in parent-teacher communication. Most said that immediacy and availability were positive aspects. Previously it was found that parents can experience difficulty in keeping abreast with childrens' progress in school (Beverly, 2003; Kasproicz, 2002). Byron (2009) also found that parents in such situations are willing to use digital technologies in parent-teacher communication. Similar to Brayon, Beverly, and Kasproicz, the *private preschool teachers* interviewed in this study indicated that thanks to social media products, parents felt relieved to have access to information about their children. Thus, it can be said that *private preschool teachers* evaluate the positive aspects of using social media products in parent-teacher communication, not only in terms of their own perceived benefits, but from how they think parents benefit as well. Besides, according to Ramirez (2001), there may be some parents who are not comfortable with the use of social media products in parent-teacher communication. Similar to Ramirez, in the current study, *private preschool teachers* stated that the lack of expression of emotions and parents' affecting each other negatively are drawbacks to using social media products in this context. The findings of the current study highlighted that both *teachers* and *parents in private preschools* are also uncomfortable with the use of social media products in parent-teacher communication due to a lack of nonverbal

clues. This reminds of the findings of Subrahmanyam and Greenfield (2008) that online communication does not include body language, eye contact and intonation. Thus, the online communication is often defined as suffering from fortunes of face-to-face communication.

When the findings of *public and private preschool teachers* are compared, it was seen that there are some similarities to their expressions about the positive aspects of using social media products in parent-teacher communication, such as immediacy and relief of parents. However, this similarity between the two groups was not seen in their expressions about negative aspects. While *public preschool teachers* identified *parents' high expectations, overexposure to teachers' personal life and off topic messages*, *private preschool teachers* reported communication barrier problems like lack of expression of emotions and parents' affecting each other negatively as negative aspects of the use of social media products in parent-teacher communication.

Throughout the study, *public pre-schoolers' parents* indicated that *accessibility, immediacy*, opportunity to follow children, sharing the same and pleasant atmosphere with the preschool teacher and other pre-schoolers' parents are positive aspects of the use of social media products in parent-teacher communication. Also, they reported that social media products give a chance to communicate with teachers late at night and during works hours without disturbing her and it is clear and brief. It can be inferred that *public pre-schoolers' parents* want to communicate with teachers at any time, and are pleased with this accessibility. In terms of their perceptions of the negative aspects of using social media products they highlight the propensity for differences to emerge between pre-schoolers' parents and issues concerning the protection of children's privacy.

Findings from the study showed that *private pre-schoolers' parents* identified that *simplicity and time saving*, communicating with preschool teachers late at night and during working hours without disturbing her, *information exchange*, and the possibility of learning instant situations immediately are all positive aspects they associate with using social media products in parent-teacher communication. Their responses to the interview questions clearly indicate that the regard communication via social media products as an advantage in terms of *time saving*. This attitude among

parents was also observed by Karal, Ozlu, and Kokoc (2010) who reported on teachers' and parents' opinions about the applicability of online parent-teacher communication. They found that teachers think online parent-teacher communication advantageous not only for schools but for parents, particularly in terms of affording flexibility of time and place in communication. Parents were seen to be positive and enthusiastic about the application of this digital technology. The current study supports these findings along with evidence that *private pre-schoolers' parents* also hold that parent-teacher communication using social media products is timesaving as well.

The *private pre-schoolers' parents* also reported some negative issues in parent-teacher communication; particularly misunderstandings that arise because it is hard to gauge emotion via gestures, mimics and intonation. Likewise, Walther (1992) found that as communication with social media products does not include nonverbal clues like gestures and mimics, misunderstandings might occur. As a precaution, *private pre-schoolers' parents* may not want to talk about detailed issues that could cause misunderstandings on social media.

When the findings of *public and private pre-schoolers' parents* were compared, there are both similarities and differences in their views about the positive aspects of using social media products in parent-teacher communication. Both groups reported that they can communicate with teachers late at night, during working hours and at weekends and they have better opportunities for *information exchange* thanks to communication with social media products. *Private pre-schoolers' parents* highlighted that communication with social media products is *timesaving* and provides *simplicity*. When the two parent groups were compared, it was found that there are more working parents in the *private pre-schoolers' parents* group. As more of these parents are in employment and they can spare less time to communicate with teachers face-to-face. For this reason, they might present *simplicity* and *time saving* as positive aspects of communication with social media products. As negative aspects, the two groups' ideas are completely different. While *public pre-schoolers' parents* were expressing the challenges of coping with different perspectives among parents and important issues with respect to privacy and exposure, *private pre-schoolers' parents* presented misunderstanding as a negative aspect of communication with social media products.

When the findings of *public preschool teachers* and *public pre-schoolers' parents* about positive aspects of social media products in parent-teacher communication were compared, it was realized that both look at events from each other's perspectives. When the positive aspects of social media products in parent-teacher communication were discussed, each group was seen to take into account the other. Teachers reported that parents were relieved thanks to the use of social media products and parents reported their efforts not to disturb preschool teachers late at night. To send messages late at night was mentioned by teachers as a negative aspects of social media products and the reason underlying such a result may be related to the intended purpose of social media products. Agger (2011) saw that even though new technologies present constant connectivity, they cause private life and personal life to mix. We also know that when teachers' personal time decreases, there may greater risk of burnout (Palts & Kalmus, 2015). In the current study, *public pre-schoolers' parents* reported that when they want to say or ask something from the teacher late at night, they use social media products. They see this as a particularly useful feature that benefits them even though teachers need to make time for this in unsocial hours.

Similar findings are noted for *private preschool teachers* and *parents*. They also evaluated the positive aspects of using social media products in parent-teacher communication from each other's perspectives. However, when discussing the negative aspects, each group evaluated the subject from their own perspective. Consequently, the findings obtained from both *public* and *private preschools* infer that preschool teachers and parents can look at events from each other's perspectives in positive situations but not in negative situations.

5.5.Cases of Social Media Products Use

Aydoğan (2012) reported that sharing photos or videos of school activities provides significant encouragement to parents and fosters their involvement. In the current study, it was found that *public preschool teachers* tended to report positive experiences and they support the use of social media products in parent-teacher communication. Also, in parallel with Aydoğan (2012), the current study found that

public preschool teachers used WhatsApp to make announcements, exchange ideas and organize activities. As Aydoğan emphasises, sharing with parents encourages their involvement. Thus, it follows that teachers who share activities with parents using WhatsApp can increase parental involvement in the education of their children.

The current study highlighted two negative aspects in relation to *public pre-schoolers' parents'* communication on social media products: *off topic messages* and the confusion that arises when parents are unduly influenced by others when using the medium. It was also noted that some *public pre-schoolers' parents* have warned other *public pre-schoolers' parents* in instances of off topic messages. Such problems bring to mind the question “who is the group authority?” Depending on the example, the group authority seems to be some *public pre-schoolers' parents*. This may cause further problems and disagreements between *public pre-schoolers' parents*. Moreover, it was seen that when a teacher does not participate in the group, parents may mislead each other. Off topic messages may disrupt a WhatsApp group and lead to a falloff in involvement. *Public preschool teachers* concur that as communication strengthened during the semester, parents can influence each other's ideas more easily. This trend was expressed by teachers as a negative aspect of using social media products in parent-teacher communication. On the other hand, it may be thought as positive evidence of parents feeling encouraged, suggesting that there are benefits to consider as well. Additionally, in priming theory, people's thoughts, feelings, or behaviors are affected by media tools. Furthermore, because media establishes related content with media tools, a background for emotions, attitudes, thoughts, or concepts on social media users is supplied by the media (Kirsh, 2010). Consequently, the situation can be explained with the priming theory.

Tangible parent-teacher communication necessitates that teachers keep up to date files and maintain critical information about each child (Kıldan & Cingi, 2014). Such files can be shared on social media like Facebook (Balci & Şahin, 2016). Similarly, the current study showed that the majority of *private preschool teachers* identified that they use social media products in parent-teacher communication in order to share photos and videos, to make announcements, and to ask *private pre-schoolers' parents'* ideas. In addition to this, the study found that mention of private

issues on social media products and *parents' high expectation* are negative aspects of using social media products in parent-teacher communication.

Throughout the study, both *public* and *private* preschool teachers indicated that they talk about the same issues with parents on social media products. Moreover, there is also consistency between teachers in terms of their negative experiences. In addition, *private preschool teachers* reported that they felt subject to psychological pressure from parents. Such pressure arises in various ways as from instances when parents question teachers about the number of photos they share of their children. This situation may result from *private pre-schoolers' parents'* have different expectations from school.

The findings from the current study showed that *public pre-schoolers' parents* mostly use social media products in parent-teacher communication to arrange activities. They reported that they discuss the dates and the status of participation in trips, talk about details of activities and also child related issues such as illness and problems. Such topics do not require discussion in depth. Thus parental involvement tends to be focused on group related issues and dissuades them from raising more detailed issues about their child on social media products. This regimen may account for why *public pre-schoolers' parents* did not mention negative experiences about their use of social media products in parent-teacher communication.

The majority of *private pre-schoolers' parents* said they use social media products to see information about the activities their children were undertaking at school. Only one parent claimed that she seldom uses social media products to communicate with the teacher as it was not necessary and the happiness of children is more important. This response suggests that this parent had some previous negative experience using social media products in parent-teacher communication. Aside from this, several other private pre-schoolers' parents reported negative experiences about social media products use in parent-teacher communication such as having high expectations about children's photos, discussing details about children without due consideration of their right to privacy. Social cognitive theory clarifies that media affects societies and behaviour is explained with behavioural, personal and environmental factors (Bandura, 2001). In private pre-schoolers' parents reports about

negative experiences with social media products, it is seen that media affect parents' expectations and the behaviour can be explained with environmental factors like media. As a consequence, it can be inferred that the reports are indicators for the connection of the social cognitive theory and the study.

Both *public* and *private pre-schoolers' parents* say they talk about activities and child related issues on social media products in parent-teacher communication. While *public preschool parents* expressed that they do not have any negative experience in parent-teacher communication, a small portion of *private pre-schoolers' parents* said that they have had negative experiences. Palts and Kalmus (2015) claimed that social media users are subject to permanent labelling because of their digital footprint. Evidence for this assertion is seen in the current study, where *public pre-schoolers' parents* evaluate that talking about child related issues is a positive thing, *private pre-schoolers' parents* approach the issue negatively. Also, *private pre-schoolers' parents* are aware of the negative aspects of the situation and get annoyed of talking about child related issues especially problems that arise when children are named.

As expected, *public pre-schoolers' parents* and *public preschool teachers* identified similar examples for the use of social media products in parent-teacher communication. However, there is not the same agreement when it comes to their understanding of negative examples of social media products use in parent-teacher communication. Parents expressed that they do not have any negative experience in parent-teacher communication, while teachers have some. The differences between two groups may be result from their position, as being a parent or a teacher. It can be also explained that *public pre-schoolers' parents* and their teachers do not evaluate the same events in the same way. In other words, while an event is positive for *public pre-schoolers' parents*, the same event may be negative for their teachers. To give an example, according to parents, sending messages in the evenings is a positive aspect of using social media products. On the other hand, *public preschool teachers* are not pleased with the situation and think that it impinges on their personal life. This situation may result from a lack of parent involvement programs where preschool teachers and pre-schoolers' parents can put themselves in each other's places and

evaluate their feelings. In parallel with this interpretation, Özeke-Kocabaş (2006) emphasized that there is a need for more parent involvement studies in Turkey.

The findings showed that *private pre-schoolers' parents* and *private preschool teachers* gave similar examples of what they communicate with each other on social media products. Along with parents, one teacher expressed that using the medium makes it easier to organise class activities. It can be said that because *private preschool teachers* use social media products to organize parents, they can experience it. Furthermore, it can be inferred that people evaluate the use of social media products depending on their intended purpose of social media products. Parents and teachers have similar and different negative experiences. Both are disturbed by talk of private issues on WhatsApp group and it can be inferred that both are conscious of the situation. Another negative experience *-high expectation of parents-* expressed by *private preschool teachers* is only noticeable when you look at it from the teachers' point of view.

The findings obtained by this study, for both *public* and *private groups of parents* and *teachers of pre-schoolers'*, are internally consistent in terms of positive experiences of parent-teacher communication on social media products. However, the findings for negative examples are not consistently expressed. While *public pre-schoolers' parents* made no mention of negative experiences, their teachers did. On the other hand, while *private pre-schoolers' parents* do mention some negative aspects, they differ from those mentioned by their teachers. It can be inferred that in having different ideas, *private pre-schoolers' parents'* show a different point of view. While experiences may differ, the two groups of parents might express differently in similar situations. The findings also indicate that some of the negative aspects seen by *public preschool teachers* may not have been evident to the parents involved.

5.6.Plans to Use Social Media Products in the Future

The findings indicate that *public preschool teachers* intend to use WhatsApp in parent-teacher communication, and say they are satisfied with its performance. One mentioned her interest in using Facebook, however, some did not want to use social

media products to communicate with parents in future as they think face-to-face communication is better. The significance of face-to-face interaction was reported by Keyes (2000) who found that eye-contact aside, clues about each other's cultural values are availed. Among *teachers in public preschools*, the findings indicate they would seek to use social media products in future for parent-teacher communication, particularly in cases where they may have difficulty in reaching and involving some parents through traditional methods. Most intend to use WhatsApp with only one teacher mentioning her intention to use Facebook for this purpose. While a small portion of *public preschool teachers* say they do not want to use social media products to communicate with parents, most consider it fit for this purpose. These findings support the findings of Sturm (1997) and Solity (1995) who state that teachers' preference of communication methods may be related to their own background. Similarly, the current study finds that teacher preferences may vary according to personal experience.

It is known that technology-based communication affords new opportunities for teachers to timeously share information and opinions with parents (Merkley, Schmidt, Dirksen & Fuhler, 2006). The findings of the current study support this perspective. Indeed, the majority of *private preschool teachers* indicated that they plan to continue to use WhatsApp in the following years to communicate with parents. For them it is a practical tool, enabling them to share their opinions with parents, along with images of activities on a daily basis. Furthermore, they hold that parent-teacher relationships are strengthened by use of social media products in parent-teacher communication. Like Ramirez (2001), this study found clear evidence that developments in communication can serve to enhance parent-teacher relationships, and that teachers mostly accept the necessity of using social media products in this context. Moreover, a good opportunity is created to foster the continuity of home-school education with the use of digital technology and media by families. Thus, not only parents involve their children's educational process but also there is expanded learning (Becker, 2007). Despite this tendency, a minority of *private preschool teachers* in the current study do not plan to use social media products, preferring to communicate face-to-face and on the phone, instead.

The findings of the current study show that the majority of *public* and *private preschool teachers* are open to new communication technologies and that they intend to utilise social media products in parent-teacher communication.

Chena and Chena (2015) identified that some applications on mobile devices may be accessible, useful and convenient in parent-teacher communication. The present study found strong evidence for this in widespread use of the WhatsApp application. *Public pre-schoolers' parents* mention it as practical, accessible, and also enabling them to readily exchange ideas with other parents. Yet, some also state that they are hesitant about using social media products to communicate with teachers in some contexts, and would prefer to do this face-to-face in the future. The present study validates that parents, particularly in public settings, continue to value face-to-face communication with teachers.

The present study furthers evidence that technological developments have brought important changes not only in daily life but also in the field of education (Karal, Ozlu, & Kokoc, 2010). New communication technologies have brought social media, applications, email, and text messaging to parent-teacher communication (Donohue, 2010; Grant, 2011). Teachers can integrate these technologies with their strategies to provide effective parent-teacher communication (Tobalko, 2006; Lopez, 2005). Education and the use of digital technology are interrelated and cannot be considered independently (Simon, 1983; cited in McCannon's & Crews, 2000; cited in Komis, 2007). Yet face-to-face communication still offers advantages with respect to gestures, mimics, and intonation. It also provides some clues to teachers during communication like parents' cultural styles in conversation, space and eye-contact (Keyes, 2000). However, many studies show that face-to-face communication is not always possible due to time constraints, particularly those experienced by working parents (Dell, 2009; Otto, 2003; Delaney, Jacob, Iedema, Winters & Barton, 2004; Kaysılı, 2008; Kaufman & Brock, 1998; Langille, Allen & Sargeant, 1998; Lunts, 2003). Consequently, it is emphasized that teachers need to plan and deploy multiple methods of communication to reach and engage parents effectively (Levin-Epstein, 2017). The findings of the present study therefore strongly endorse the need for different forms of communication to be used in parent-teacher communication.

Furthermore, some *public pre-schoolers' parents* indicated that they experienced social pressure from other *public pre-schoolers' parents* to use social media products in parent-teacher communication. Their reluctance to participate in the WhatsApp group may have been for a variety of reasons which could risk their level of involvement in their child's education. Such experience provides further evidence of the need for teachers to take care in the planning and execution of their parent-teacher communication mix.

Most of the *private pre-schoolers' parents* want to use social media products to communicate with teachers in the following years, while a small number indicated that they would prefer not to in future. One said that she does not use it in her daily life, which infers that personal preferences remain important factors to parent-teacher communication and should not prejudice parental involvement in their child's education. Another *parent who sent her child to a private preschool* claimed that preference of communication method does not depend on only *private pre-schoolers' parents* but also it depends on the education system. Because technology has spread out in society and the education system, parents may have to use the digital communication methods. According to Chandler (2013), the technological determinism theory provides a direct causal relationship between technology and society. Hence, the report refers to the technological determinism theory with regard to the relationship between technology and society. This evidence suggests that inclusion of social media products in the parent-teacher communication mix should be discussed with pre-schoolers' parents prior to its administration.

The findings generated from the interviews with *public* and *private pre-schoolers' parents* indicated that most of them want to use social media products to communicate with teachers in future. A small portion of pre-schoolers' parents in both groups do not want to use it for different reasons: those in the public domain see face-to-face as a better communication methods but in the private one some do not prefer to use social media products in their everyday life or they do not think they need to do so for parent-teacher communication. These opinions may be related to the employment status of these mothers. *Public pre-schoolers' parents* may have more opportunity to meet teachers than working mothers who send their children to privately

operated preschools. On the other hand, the present study found that while the majority of *private pre-schoolers' parents* work, they do not want to rely on social media products for parent-teacher communication in future. These parents have higher educational attainment than those in the public domain, which could suggest that *private pre-schoolers' parents* are more conscious and sensitive to educational issues. Thus, they may be aware that communication reliant on social media products is inadequate in some cases, particularly where more detail is necessary. In a relevant study, Grant (2011) found that parents can have information about serious problems but they cannot learn minor issues until they have face-to-face communication. Additionally, it is stated that teachers' background in determining parent- teacher communication method is an important factor (Sturm, 1997; Solity, 1995). Similarly, parents' experiences may affect their communication method in parent-teacher communication. In the current study, one *private pre-schoolers' parent* claimed that because of her experience with a previous preschool teacher, she believes that social media is not a realistic environment and she prefer not to use it for parent-teacher communication. By considering all of these interpretations, parents' work status, educational level, and parents' experience might be key factors in how parents communicate with teachers.

The findings of this study showed that the majority of *public pre-schoolers' parents* and *public preschool teachers* plan to continue using social media products in their parent-teacher communications. However, a small portion of the parents and teachers from each group have objections and would prefer not to use it in the future. Their objections are grounded in the belief that face-to-face communication is better than other communication methods. In terms of new communication technologies, Palts and Kalmus (2015) found both advantages and disadvantages. In another relevant study, Kalmus, Talves & Pruulmann-Vengerfeldt (2013) saw that the rapid development in communication technologies has resulted in digital stratification depending on education, income, social status and age and the situation may affect parent-teacher communication. Ho, Hung and Chen (2013) also pointed out that short messages (SMS) are useful for parent-teacher communication but have some disadvantages in terms of cost and the teacher not knowing whether parents read the

messages or not. Moreover, since communication with social media products does not include any nonverbal clues like gestures, mimics, and intonation, it may cause misunderstandings (Walther, 1992). On the other hand, the new technological communication methods make teachers more accessible and communication more convenient (Thompson, 2008). Traditional communication methods also offer advantages and disadvantages. To give an example, face-to-face communication affords greater awareness of cultural styles in conversation, eye contact, and space (Keyes, 2000). However, its effectiveness is subject to both parties having sufficient time and being mutually available to meet (Merkley, Schmidt, Dirksen, & Fuhler, 2006). Clearly, the characteristics of new and more traditional communication methods are important considerations in education today, as evidenced by a study conducted by Palts and Kalmus (2015) which found that preference of methods in parent-teacher communication depend on the context and purpose. As Lunts (2003) and Bauch (1998, 2000) stated, teachers need to be aware of different communication methods and parents should have options to choose the method of communication that best suits them (Bauch, 1998, 2000). Together the evidence suggests that when parents are provided with different options and methods, they are more likely to communicate with the teacher.

The current study found that most teachers and parents of *private pre-schoolers*' desire to use social media products to communicate with each other in following years. However, some teachers and parents do not want to use it because they are pleased with the current communication method; face-to-face and using the phone. Teachers should take into account parents' preferences because parents' view of their role in parent-teacher communication has been seen to influence the quality of parent-teacher relationships. Parents think these relationships to be a key factor in their children's educational outcome (Keyes, 2000).

The parents and teachers interviewed in this study generally wish to continue to use social media products in parent-teacher communication. However, some do not, and the findings indicate that parents' personal opinions and daily life habits influence their preferences for parent-teacher communication. These findings suggest a central

role for the preschool teacher, both in mediating parent-teacher communication and employing the most appropriate methods available to her.

5.7.Consideration of Protection of Personal Rights While Using Social Media Products

Most of *public preschool teachers* indicated that they are aware that they are not permitted to share children's photos and videos on social media products. Teachers said they do not share anything about their children on Facebook, however they can share child related issues using WhatsApp in the erroneous belief that its use does not impinge on children's rights. They seemed to be unaware that photos or videos of children posted to WhatsApp groups may be misused. Digital technology and media can expose children to disrespectful, degrading, dangerous, emotionally damaging, physically harmful, exploitative behaviour (NAEYC 1994; AAP 2009). Moreover, Osler and Starkey (1998) remind that the Convention on the Rights of the Child (CRC) includes meeting of children's vital needs (health, nutrition, accommodation, etc.), developmental requirements (education, health, leisure, etc.) as well as their rights to protection (protection from all forms of abuse and neglect, etc.), the right to participate (the right to express their opinions freely in situations affecting them and the right to obtain any kind of information, etc.). The present study found that some *public preschool teachers* have taken measures in their own way in order to protect children's personal rights, for example, they warned *public pre-schoolers' parents* about not comparing children with one another and appealed to parents to be "lovely and respect in their sharings". In another instance a teacher included an implied threat to cease her communication with parents, if they did not comply with the rules she set out for their use of social media products for parent-teacher communication. These examples indicate that teachers may not appreciate that applications like WhatsApp are media tools that are required to be used sensitively and with respect to child rights. Moreover, their knowledge of these rights appears to be insufficient and could put children at risk. A relevant study by Asiegbor, Fincham, Nanang, Gala and Opokua-Britwum (2001) warns that teachers' level of awareness of child rights is lacking. Furthermore, some

private pre-schoolers' parents asserted that they give attention to some points during sharing. However, there is a contradiction in report of a teacher working in a private preschool. Even though she said that she is careful not to discriminate between children, she claimed that she pays attention to only clothes of girls not boys. Actually, it is exactly a discrimination and normally, she should pay attention to all children.

5.8.Implications

The following suggestions are given to preschool teachers, school administrators, pre-schoolers' parents, teacher education programs and Ministry of National Education.

First of all, the findings of the current study showed that even though preschool teachers use social media products in parent-teacher communication, they have less level of information in some topics like privacy & minimal exposure, integrating all parents, establishing the authority of social media groups. Thus, the findings of this study may make preschool teachers in Turkey reflect upon their communication with pre-schoolers' parents through social media products. Related to this issue, according to NAEYC and Fred Rogers Center (2012), training, professional development opportunities, and also guidance on to how to use social media products and examples of successful practice to develop the technology-integrated communication are required for preschool teachers. Besides, as demonstrated in the findings, not only preschool teachers, but also pre-schoolers' parents and school administrators have insufficient information about the issue. Seminars may be given to pre-schoolers' parents, school administrators and preschool teachers about the use of social media products in parent-teacher communication (Karal, Ozlu & Kokoc, 2010). In such seminars, they have chance to learn and discuss social media applications and examples in the use of communication process. Therefore, preschool teachers, pre-schoolers' parents, and school administrators realize their deficiencies with regard to this issue. Thereafter they may be assisted to engage in the communication process and use social media products effectively.

Secondly, the current study encountered with pre-schoolers' parents who do not have social media accounts for different reasons such as personal preference or not possessing a smart phone. In order to communicate with such parents, preschool teachers were able to send WhatsApp messages to them via their neighbours or husband or send SMS to them. Preschool teachers should survey parents before the semester begins and arrange communication methods accordingly. It should not be assumed that all parents have access to digital technology and the Internet at home. The current study found that pre-schoolers' parents may be uncomfortable with digital technology, not want to use social media products, or not have access to the Internet or equipment. For this reason preschool teachers should integrate different kinds of communication within an overall strategy.

This study also found that preschool teachers are unhappy about being disturbed late at night with social media messages and off topic messages. At the beginning of the semester, preschool teachers may arrange a meeting so that parents can be informed about the use of social media products in parent-teacher communication about how, when and which social media products will be used during the semester. Although there may be some parents who are unable to use digital technology, they may be willing to learn to use it for the purposes of parent-teacher communication. Thus, preschool teachers may also arrange a training session based on pre-schoolers' parents' schedule to teach the use of social media products in parent-teacher communication. In addition, the informing of pre-schoolers' parents may also be considered by school administrators and MoNE. Some workshops may be devised and handbooks prepared by MoNE to introduce communication with social media products in education.

The findings of the current study also indicate serious deficiencies among preschool teachers and pre-schoolers' parents in Turkey in terms of their understanding of child rights. There is need to educate preschool teacher candidates, preschool teachers and administrators. Preschool teachers have a key role to play in assisting parents to observe and protect the rights of children. For this reason all relevant teacher training programs should be evaluated in terms of their effectiveness in this respect.

Finally, although the study was planned to be conducted with parents not only with mothers, the all participant parents were mothers. In the situation, school administrators and the preschool teachers had an effective role because the researcher expressed that she will interview with parents but they lead her to mothers. It shows that the perception of school administrators and preschool teachers towards parents is only mothers. Thus, studies related to the perception of school administrators and preschool teachers towards parents and other father involvement studies can be conducted.

5.9.Recommendations

It is important to note here that the findings of the current study should be interpreted carefully and need to be verified in future research.

Future experimental research can help to identify the effects of training required to enhance parental involvement in their children's education. As these effects are identified they may be useful to teacher training and curriculum development. The current study also presents information and background that may support teachers in their efforts to engage pre-schoolers' parents.

Future research on early childhood education will certainly examine the topics of communication, how we engage social media products and protect the rights of children. It may therefore be efficient to establish how teachers secure the participation of parents, and what communications they deploy. There is also need to identify best practice, and to monitor trends in parent-teacher communication and the digital environment.

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APPENDICES

A: SCHOOLING RATE IN ECE THE LAST THREE YEARS

Öğretim Yılı Educational Year	Okullaşma Oranı Schooling Ratio	Yaş -Age	Okul Öncesi Pre Primary Education			İlkokul Primary School			Ortaokul Lower Secondary School			Üst Ortaokul Upper Secondary Education			Yükseköğretim Higher Education		
			Toplam Total	Erkek Male	Kadın Female	Toplam Total	Erkek Male	Kadın Female	Toplam Total	Erkek Male	Kadın Female	Toplam Total	Erkek Male	Kadın Female	Toplam Total	Erkek Male	Kadın Female
2012/13	Brüt - Gross	3-5 Yaş	30,93	31,42	30,41	107,52	107,21	107,84	107,64	106,12	109,24	96,77	99,60	93,77	74,86	79,51	70,01
	Net - Net		26,63	26,94	26,31	98,86	98,81	98,92	93,09	93,19	92,98	70,06	70,77	69,31	38,50	38,40	38,61
	Brüt - Gross	4-5 Yaş	44,04	44,86	43,18	-	-	-	-	-	-	-	-	-	-	-	-
	Net - Net		37,36	37,88	36,80	-	-	-	-	-	-	-	-	-	-	-	-
	Brüt - Gross	5 Yaş	55,35	57,34	53,24	-	-	-	-	-	-	-	-	-	-	-	-
	Net - Net		39,72	41,03	38,33	-	-	-	-	-	-	-	-	-	-	-	-
2013/14	Brüt - Gross	3-5 Yaş	28,03	28,61	27,42	111,94	111,49	112,41	108,80	106,89	110,83	103,26	106,05	100,32	81,70	86,24	76,96
	Net - Net		27,71	28,23	27,15	99,57	99,53	99,61	94,52	94,57	94,47	76,65	77,22	76,05	39,89	38,90	40,93
	Brüt - Gross	4-5 Yaş	37,94	38,84	36,98	-	-	-	-	-	-	-	-	-	-	-	-
	Net - Net		37,46	38,28	36,58	-	-	-	-	-	-	-	-	-	-	-	-
	Brüt - Gross	5 Yaş	43,49	45,38	41,49	-	-	-	-	-	-	-	-	-	-	-	-
	Net - Net		42,54	44,27	40,72	-	-	-	-	-	-	-	-	-	-	-	-
2014/15	Brüt - Gross	3-5 Yaş	37,12	37,96	36,24	101,10	100,82	101,39	107,12	105,52	108,60	107,36	109,82	104,77	88,94	93,44	84,24
	Net - Net		32,68	33,11	32,22	96,30	96,04	96,57	94,35	94,39	94,30	79,37	79,46	79,26	39,49	37,95	41,10
	Brüt - Gross	4-5 Yaş	46,83	47,88	45,72	-	-	-	-	-	-	-	-	-	-	-	-
	Net - Net		41,57	42,23	40,87	-	-	-	-	-	-	-	-	-	-	-	-
	Brüt - Gross	5 Yaş	66,02	68,42	63,48	-	-	-	-	-	-	-	-	-	-	-	-
	Net - Net		53,78	55,27	52,21	-	-	-	-	-	-	-	-	-	-	-	-
2015/16	Brüt - Gross	3-5 Yaş	38,61	39,40	37,78	99,19	98,91	99,48	107,13	105,49	108,87	109,85	112,28	107,29	95,91	100,55	91,04
	Net - Net		33,26	33,63	32,87	94,87	94,54	95,22	94,39	94,36	94,43	79,79	79,36	80,24	40,87	39,21	42,62
	Brüt - Gross	4-5 Yaş	49,27	50,20	48,30	-	-	-	-	-	-	-	-	-	-	-	-
	Net - Net		42,96	43,53	42,36	-	-	-	-	-	-	-	-	-	-	-	-
	Brüt - Gross	5 Yaş	70,19	72,28	67,99	-	-	-	-	-	-	-	-	-	-	-	-
	Net - Net		55,48	56,74	54,16	-	-	-	-	-	-	-	-	-	-	-	-
2016/17	Brüt - Gross	3-5 Yaş	41,16	41,97	40,31	95,97	95,93	96,01	105,29	104,49	106,14	106,94	109,99	103,73	103,28	102,19	98,52
	Net - Net		35,52	35,89	35,12	91,16	91,08	91,24	95,68	95,60	95,76	82,54	82,69	82,38	42,43	40,53	44,41
	Brüt - Gross	4-5 Yaş	52,08	52,97	51,15	-	-	-	-	-	-	-	-	-	-	-	-
	Net - Net		45,70	46,25	45,11	-	-	-	-	-	-	-	-	-	-	-	-
	Brüt - Gross	5 Yaş	73,94	76,03	71,73	-	-	-	-	-	-	-	-	-	-	-	-
	Net - Net		58,79	60,11	57,40	-	-	-	-	-	-	-	-	-	-	-	-

Schooling ratio by educational year and level of education. (National Education Statistics, 2016/2017)

B: PARENT INTERVIEW FORM

VELİ GÖRÜŞME FORMU

Değerli Veli,

Bu görüşme formu, Orta Doğu Teknik Üniversitesi Sosyal Bilimler Enstitüsü Okul Öncesi Öğretmenliği Yüksek Lisans programında Yrd. Doç. Dr. Hasibe Özlen DEMİRCAN danışmanlığında yürütülen “ Aile Katılımında Sosyal Medya Kullanımının Öğretmen ve Veli Görüşlerine Göre İncelenmesi” konulu tez çalışmasına temel oluşturmak amacı ile yüksek lisans öğrencisi Arş. Gör. Tuba MUMCU tarafından hazırlanmıştır. Konuya ilişkin olarak sizlerin deneyim ve gözlemleri önem taşımaktadır. Vereceğiniz cevapların samimi olması görüşmenin güvenilirliği açısından son derece önemlidir. Vereceğiniz cevaplar sadece bilimsel amaçlar için kullanılacaktır. Görüşme formunun doldurulmasında göstereceğiniz duyarlılık için şimdiden teşekkür ederim.

Arş. Gör. Tuba MUMCU

Bilecik Şeyh Edebali Üniversitesi

Çocuk Gelişimi Bölümü

Demografik Bilgiler

- A. Cinsiyetiniz
- B. Yaşınız?
- C. Öğrenim durumunuz?
 - a. İlköğretim b. Lise c. Ön Lisans d. Lisans e. Lisansüstü
- D. Çalışıyor musunuz?

Görüşme Soruları

1)Günlük yaşamınızda sosyal medya ürünlerini kullanıyor musunuz?

Cevabınız evet ise;

-Kullanma sebepleriniz nelerdir?

Cevabınız hayır ise;

- Kullanmama sebepleriniz nelerdir?

2)Çocuğunuzun öğretmeniyle iletişim kuruyor musunuz?

Cevabınız evet ise;

a) Hangi yolları kullanıyorsunuz?

b) Bu yolları tercih etme sebepleriniz nelerdir?

3)Çocuğunuzun öğretmeniyle işbirliği yapıyor musunuz?

Cevabınız evet ise;

-Hangi yolları kullanıyorsunuz?

4) Çocuğunuzun öğretmeniyle iletişiminizde sosyal medya ürünlerinin rolü varmı?

5)Çocuğunuzun öğretmeni ile iletişim kurarken sosyal medya ürünlerini tercih ediyor musunuz?

Cevabınız evet ise;

a)Sosyal medya ürünlerini tercih etme sebepleriniz nelerdir?

b)Sizce sosyal medya ürünlerini kullanımının olumlu yanları nelerdir?

c)Sizce sosyal medya ürünleri kullanımının olumsuz yanları nelerdir?

d)Hangi ürünleri tercih ediyorsunuz?

e)Neden bu ürünleri tercih ediyorsunuz?

f) Çocuğunuzun eğitim sürecinin ilerleyen yıllarında da sosyal medya ürünlerini kullanmayı düşünüyor musunuz? Neden?

Cevabınız hayır ise;

a) Sosyal medya ürünlerini tercih etmeme sebepleriniz nelerdir?

b) Çocuğunuzun eğitim sürecinin ilerleyen yıllarında sosyal medya ürünlerini kullanmayı düşünüyor musunuz? Neden?

6) Çocuğunuzun öğretmeni ile iletişimde sosyal medya ürünleri kullanımı ile ilgili örnek bir yaşantınızı anlatır mısınız?

7) Çocuğunuzun öğretmeni ile iletişimde sosyal medya ürünleri kullanımı ile ilgili eğer varsa olumlu/ olumsuz deneyiminizi anlatır mısınız?

8) Çocuğunuzun gittiği okulda, okulun web sitesinde ya da sosyal medya sayfasında yapılan paylaşımlarda kişisel hakların korunduğunu düşünüyor musunuz?

C: TEACHER INTERVIEW FORM

ÖĞRETMEN GÖRÜŞME FORMU

Değerli Öğretmenler,

Bu görüşme formu, Orta Doğu Teknik Üniversitesi Sosyal Bilimler Enstitüsü Okul Öncesi Öğretmenliği Yüksek Lisans programında Yrd. Doç. Dr. Hasibe Özlen DEMİRCAN danışmanlığında yürütülen “ Aile Katılımında Sosyal Medya Kullanımının Öğretmen ve Veli Görüşlerine Göre İncelenmesi” konulu tez çalışmasına temel oluşturmak amacı ile yüksek lisans öğrencisi Arş. Gör. Tuba MUMCU tarafından hazırlanmıştır. Konuya ilişkin olarak sizlerin deneyim ve gözlemleri önem taşımaktadır. Vereceğiniz cevapların samimi olması görüşmenin güvenilirliği açısından son derece önemlidir. Vereceğiniz cevaplar sadece bilimsel amaçlar için kullanılacaktır. Görüşme formunun doldurulmasında göstereceğiniz duyarlılık için şimdiden teşekkür ederim.

Arş. Gör. Tuba MUMCU

Bilecik Şeyh Edebali Üniversitesi

Çocuk Gelişimi Bölümü

Demografik Bilgiler

- A. Cinsiyetiniz
- B. Yaşınız?
- C. Kaç yıldır öğretmenlik yapıyorsunuz?
- D. Mezuniyet durumunuz?
 - a. Lise b. Lisans(Örgün) c. Lisans(Uzaktan Eğitim) d. Lisansüstü
- E. Mezun olduğunuz lise türü
 - a. Düz Lise b. Meslek Lisesi c. Anadolu Lisesi d. Anadolu Öğretmen Lisesi e. Diğerleri
- F. Nerede çalışıyorsunuz?
 - a. Devlet b. Özel
- G. Sınıf mevcudunuz?

Görüşme Soruları

1) Günlük yaşamınızda sosyal medya ürünlerini kullanıyor musunuz?

Cevabınız evet ise;

- Kullanma sebepleriniz nelerdir?

Cevabınız hayır ise;

-Kullanmama sebepleriniz nelerdir?

2) Velilerle iletişim kuruyor musunuz?

Cevabınız evet ise;

-Hangi yöntemleri kullanıyorsunuz?

3) Velilerle işbirliği yapıyor musunuz?

Cevabınız evet ise;

-Hangi yöntemleri kullanıyorsunuz?

4) Velilerinizle iletişiminizde sosyal medya ürünlerinin rolü var mı?

5) Velilerle iletişim kurarken sosyal medya ürünlerini tercih ediyor musunuz?

Cevabınız evet ise;

a)Sosyal medya ürünlerini tercih etme sebepleriniz nelerdir?

b) Sizce sosyal medya ürünleri kullanımının olumlu yanları nelerdir?

c)Sizce sosyal medya ürünleri kullanımının olumsuz yanları nelerdir?

d)Hangi ürünleri tercih ediyorsunuz?

e)Neden bu ürünleri tercih ediyorsunuz?

f) İlerleyen yıllarda da sosyal medya ürünlerini kullanmayı düşünüyor musunuz? Neden?

Cevabınız hayır ise;

c) Sosyal medya ürünlerini tercih etmeme sebepleriniz nelerdir?

d) İlerleyen yıllarda sosyal medya ürünlerini kullanmayı düşünüyor musunuz? Neden?

6) Bütün velilerinizle sosyal medya aracılığı ile iletişim kurabiliyor musunuz?

Cevabınız hayır ise;

-Sebebi nedir?

- Bu velilerinizle nasıl iletişim sađlıyorsunuz?

- 7) Veli iletişiminde sosyal medya ürünleri kullanımı ile ilgili örnek bir yaşantınızı anlatır mısınız?
- 8) Veli iletişiminde sosyal medya ürünleri kullanımı ile ilgili eđer varsa olumlu/olumsuz bir deneyiminizi anlatır mısınız?
- 9) Okulunuzun web sitesinde ya da sosyal medya sayfasında öğrencilerinizle ilgili paylaşım yaparken kişisel hakların korunması açısından dikkat ettiđiniz noktalar neler?

D: VOLUNTARY PARTICIPATION FORM



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ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ İlköğretim Bölümü Okul Öncesi Öğretmenliği Programı Yüksek Lisans öğrencisi Tuba MUMCU tarafından Yrd. Doç. Dr. Hasibe Özlen DEMİRCAN danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir? Araştırmanın amacı okul öncesi eğitimde sosyal medya kullanımını veli ve öğretmen görüşleri açısından incelemektir. Bu çalışmaya katılım ortalama olarak 15-20 dakika sürmektedir.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz? Çalışmanın amacını gerçekleştirebilmek için sizinle görüşme yapmaya ihtiyaç duymaktayız. Katılmaya gönüllü olduğunuz takdirde, sizinle randevulaşp görüşmemizi gerçekleştireceğiz. Daha sonra içerik analizi ile değerlendirilmek üzere cevaplarınız ses kaydı alınacaktır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız? Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Sizin görüşme esnasında verdiğiniz cevaplarınız kesinlikle gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir ve bu cevaplar sadece bilimsel araştırma amacıyla kullanılacaktır. Sizin isminiz ve kimlik bilgileriniz, hiçbir şekilde kimseyle paylaşılmayacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Katılıminızla ilgili bilmeniz gerekenler: Görüşme soruları, genel olarak kişisel rahatsızlık verecek sorular veya uygulamalar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda görüşmeyi yapan kişiye, görüşmeyi bitirmek istediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz: Çalışma sonunda araştırma ile ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için ODTÜ İlköğretim Bölümü Okul Öncesi Programı öğretim üyelerinden Yrd. Doç. Dr. Hasibe Özlen DEMİRCAN (e-posta: dozlen@metu.edu.tr) ya da Bilecik Şeyh Edebali Üniversitesi Çocuk Gelişimi araştırma görevlilerinden Arş. Gör. Tuba MUMCU (e-posta: tuba.erfidan@bilecik.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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**E: PARTICIPANT PRESCHOOLERS' PARENTS' CHARACTERISTICS:
AGE, WORKING STATUS AND GRADUATION STATUS**

Table 3.3

Participant Pre-schoolers' Parents' Characteristics: Age

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
26	1	7,1	7,1	7,1
28	2	14,3	14,3	21,4
29	2	14,3	14,3	35,7
31	2	14,3	14,3	50,0
33	1	7,1	7,1	57,1
34	2	14,3	14,3	71,4
36	1	7,1	7,1	78,6
37	1	7,1	7,1	85,7
38	1	7,1	7,1	92,9
39	1	7,1	7,1	100,0
Total	14	100,0	100,0	

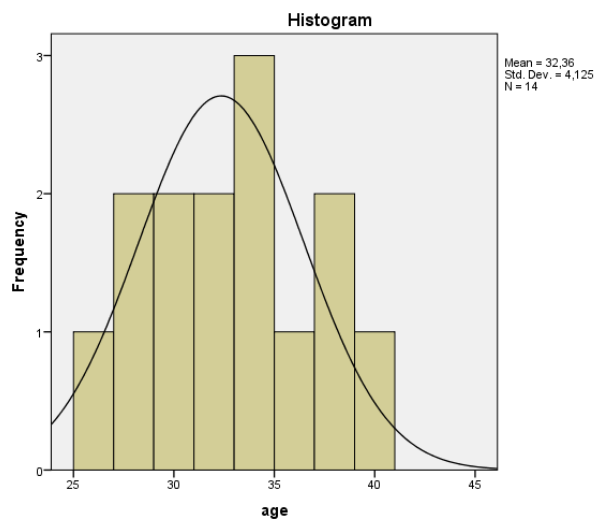


Figure 3.1. Participant Pre-schoolers' Parents' Characteristics: Age

Table 3.4*Participant Pre-schoolers' Parents' Characteristics: Working Status*

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	5	35,7	35,7	35,7
No	9	64,3	64,3	100,0
Total	14	100,0	100,0	

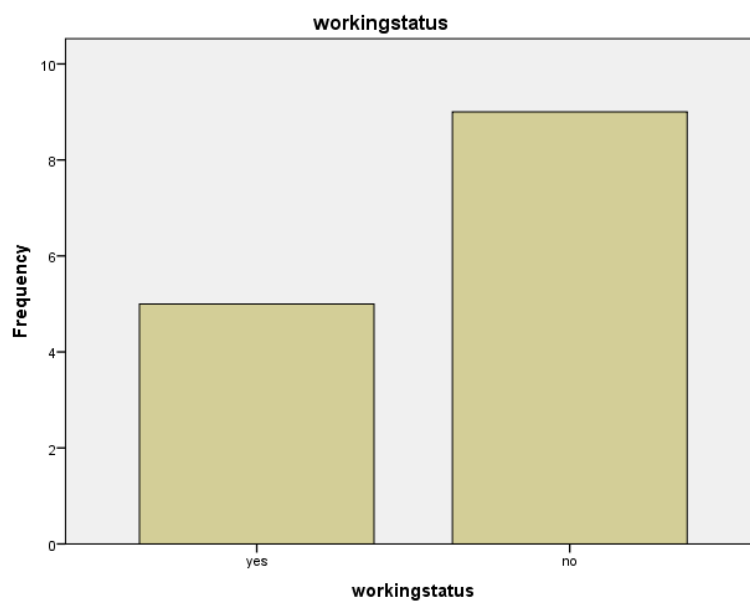
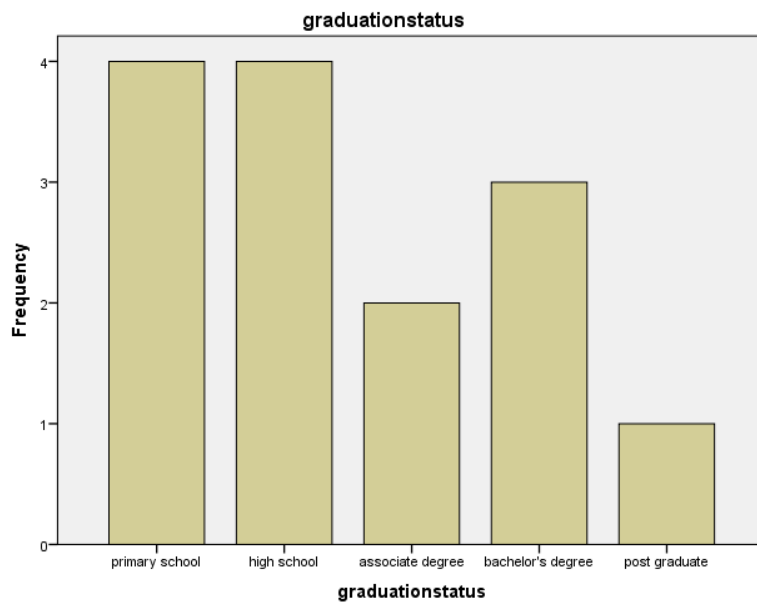
*Figure 3.2. Participant Pre-schoolers' Parents' Characteristics: Working Status*

Table 3.5*Participant Pre-schoolers' Parents' Characteristics: Graduation Status*

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Primary School	4	28,6	28,6	28,6
High School	4	28,6	28,6	57,1
Associate Degree	2	14,3	14,3	71,4
Bachelor's Degree	3	21,4	21,4	92,9
Post Graduate	1	7,1	7,1	100,0
Total	14	100,0	100,0	

*Figure 3.3. Participant Pre-schoolers' Parents' Characteristics: Graduation Status*

F: PARTICIPANT PRESCHOOL TEACHERS' CHARACTERISTICS: AGE, WORK EXPERIENCE, GRADUATION STATUS, HIGH SCHOOL TYPE, THE SCHOOL TYPE WHERE TEACHERS WORK AND CLASSROOM SIZE OF TEACHERS

Table 3.6

Participant Preschool Teachers' Characteristics: Age

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
20	2	14,3	14,3	14,3
21	1	7,1	7,1	21,4
23	1	7,1	7,1	28,6
26	1	7,1	7,1	35,7
28	1	7,1	7,1	42,9
30	1	7,1	7,1	50,0
32	2	14,3	14,3	64,3
33	1	7,1	7,1	71,4
34	2	14,3	14,3	85,7
46	1	7,1	7,1	92,9
50	1	7,1	7,1	100,0
Total	14	100,0	100,0	

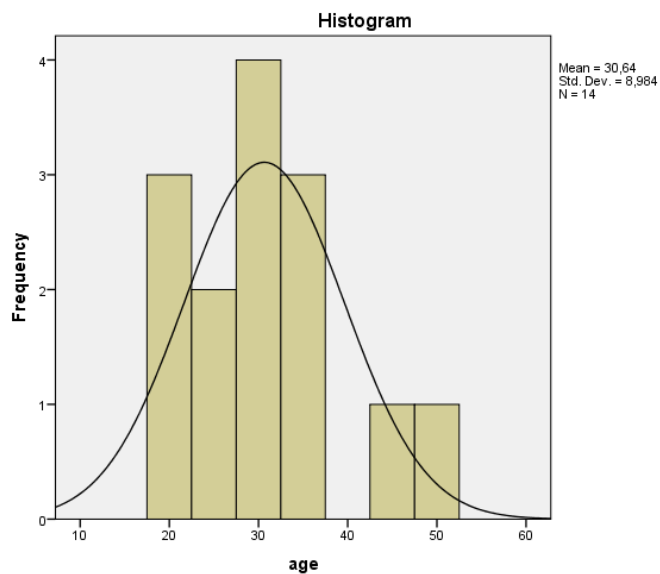


Figure 3.4. Participant Preschool Teachers' Characteristics: Age

Table 3.7*Participant Preschool Teachers' Characteristics: Work Experience*

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	7,1	7,1	7,1
2	1	7,1	7,1	14,3
3	2	14,3	14,3	28,6
5	2	14,3	14,3	42,9
6	1	7,1	7,1	50,0
8	1	7,1	7,1	57,1
9	1	7,1	7,1	64,3
10	3	21,4	21,4	85,7
11	1	7,1	7,1	92,9
28	1	7,1	7,1	100,0
Total	14	100,0	100,0	

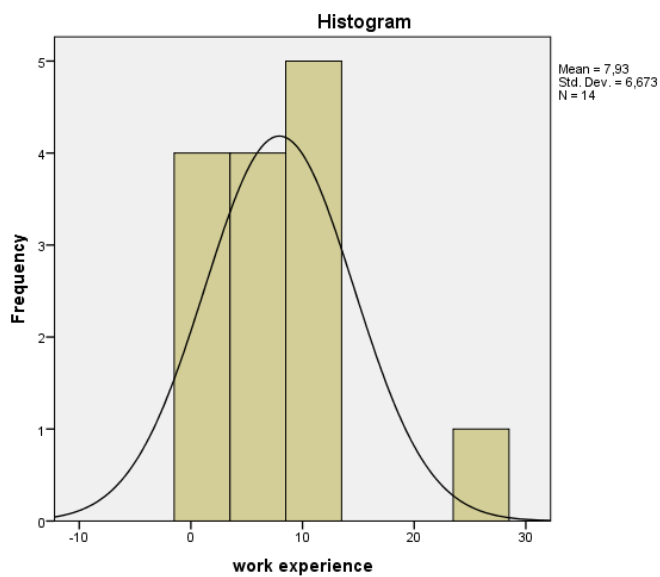
*Figure 3.5. Participant Preschool Teachers' Characteristics: Work Experience*

Table 3.8*Participant Preschool Teachers' Characteristics: Graduation Status*

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
High School	3	21,4	21,4	21,4
Associate Degree	3	21,4	21,4	42,9
Bachelor's Degree Distance Education	5	35,7	35,7	78,6
Bachelor's Degree Formal Education	3	21,4	21,4	100,0
Total	14	100,0	100,0	

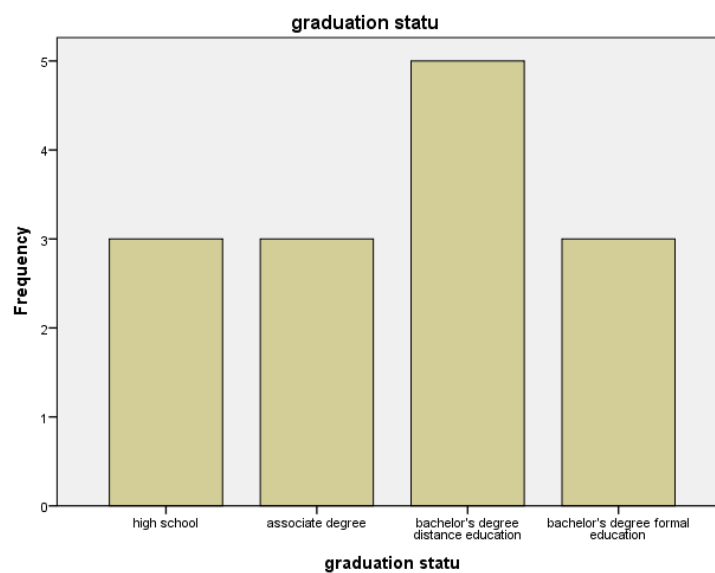
*Figure 3.6. Participant Preschool Teachers' Characteristics: Graduation Status*

Table 3.9*Participant Preschool Teachers' Characteristics:High School Type*

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
General High School	1	7,1	7,1	7,1
Vocational High School	11	78,6	78,6	85,7
Super High School	1	7,1	7,1	92,9
Anatolian High School	1	7,1	7,1	100,0
Total	14	100,0	100,0	

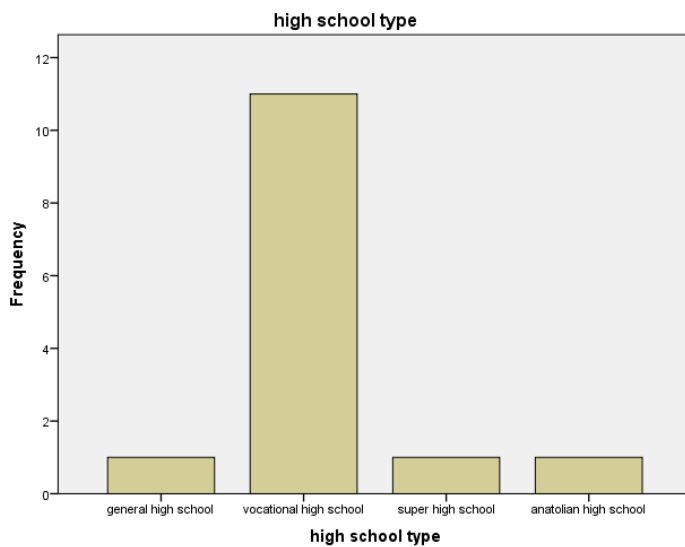
*Figure 3.7. Participant Preschool Teachers' Characteristics: High School Type*

Table 3.10

Participant Preschool Teachers' Characteristics: The School Type Where Teachers Work

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Public	7	50,0	50,0	50,0
Private	7	50,0	50,0	100,0
Total	14	100,0	100,0	

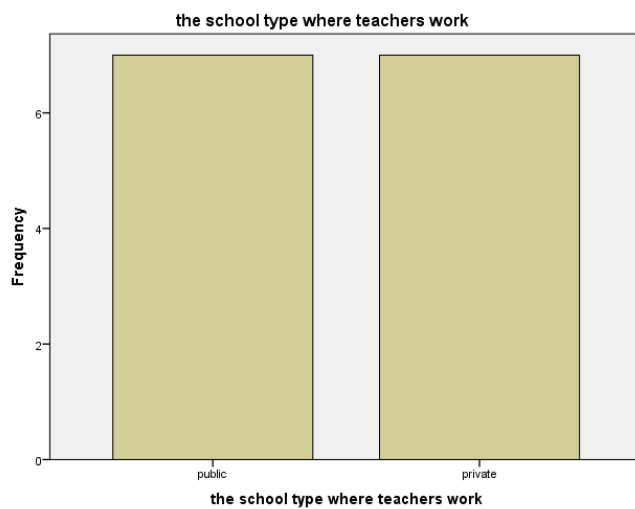


Figure 3.8. Participant Preschool Teachers' Characteristics: The School Type Where Teachers Work

Table 3.11*Participant Preschool Teachers' Characteristics: Classroom Size*

Valid	Frequency	Percent	Valid Percent	Cumulative	Percent
3	1	7,1	7,1	7,1	
6	1	7,1	7,1	14,3	
12	1	7,1	7,1	21,4	
15	1	7,1	7,1	28,6	
16	2	14,3	14,3	42,9	
18	1	7,1	7,1	50,0	
19	1	7,1	7,1	57,1	
20	3	21,4	21,4	78,6	
21	1	7,1	7,1	85,7	
22	1	7,1	7,1	92,9	
24	1	7,1	7,1	100,0	
Total	14	100,0	100,0		

G: TURKISH SUMMARY/TÜRKÇE ÖZET

SOSYAL MEDYA ÜRÜNLERİNİN AİLE KATILIMINDAKİ ROLÜ: EBEVEYN VE ÖĞRETMEN İLETİŞİM PERSPEKTİFİ

1. GİRİŞ

Ebeveyn ve öğretmenler çocukların bütün gelişiminde önemli rol oynayan, çocukların hayatındaki kilit faktörlerdir (Chairatchatakul, Jantaburom, & Kanarkard, 2012). Ebeveynin okula ve çocuğa bağlılığı ve aktif katılımının bir bileşimi, LaBahn (1995) tarafından aile katılımı olarak tanımlanmaktadır. Buna ek olarak, aile katılımı çocuğun gelişimi ve eğitiminin ayrılmaz bir parçası olarak da tanımlanmaktadır. Birçok durumda, çocuk başarısı ile tutum ve aile katılımı arasında doğru orantılı bir ilişki vardır. Başka bir deyişle, daha fazla aile katılımı, bir çocuğun daha iyi başarısı ve tutumu anlamına gelebilir (Chairatchatakul, Jantaburom, & Kanarkard, 2012).

Çalışmalar aile katılımının her yaşta çocuklar için birçok faydaya sahip olduğunu göstermektedir (Cox, 2005). Bunlardan biri, etkili aile katılımının çocukların akademik başarılarını artırmasıdır. Meta-analiz çalışmaları ayrıca ebeveyn katılımı ile akademik başarının desteklendiğini ve çocukların öğrenmesinin olumlu yönde etkilendiğini göstermektedir (Jeynes, 2003, 2005, 2007). Akademik başarıya ek olarak, aile katılımı çocukların davranışlarını, sosyal becerilerini, erken çocukluk başarılarını ve dil yeteneklerini olumlu yönde etkilemektedir (Regner, Loose, & Dumas, 2009; Trung, & Ducreux 2013; Hill, 2001; Hill & Craft, 2003; Hill & Taylor, 2004). Örneğin, Herman ve Yeh (1983) araştırmasında, okullarda aile katılımının bileşenleri arasındaki ilişkileri incelediler ve bunların okul çıktıları üzerindeki etkilerini araştırdılar. Elde ettikleri sonuçlara göre, ebeveynlerin ilgilerinin derecesi ile

okul etkinliklerine katılımları ve çocukların başarıları arasında pozitif bir ilişki olduğu iddia edilmektedir (Herman & Yeh, 1983; Zieger & Tan, 2012).

Epstein'e (1995) göre, altı tip katılım vardır. Bunlar ebeveynlik, iletişim, gönüllülük, evde öğrenme, karar verme ve toplulukla işbirliği yapmadır. Bu altı tür katılım ebeveyn ve öğretmen arasındaki iletişimi güçlendirmeye yardımcı olur. Bu yüzden, okullar bunları okul, aile ve toplum arasındaki işbirliğini arttırmak amacıyla uygulayabilir (Epstein, 1995).

Epstein'in belirttiği ebeveyn katılımı çerçevesine dayanarak, iletişim, ebeveynlerin çocuklarının eğitim sürecinde yer alması için gerekli altı bileşenden biridir. Bir ebeveynin programları ve çocuğunun ilerlemesi ile ilgili okul ile yaptıkları, iletişim olarak tanımlanmaktadır (Epstein, 1995). Okul iletişim pratikleri, bu nedenle ebeveynlerin eğitim sürecinde yer almasında çok önemli bir role sahiptir (Graham-Clay, 2005). Araştırmacılar, etkili bir ev-okul iletişimi olmadığında, bu durumun eğitimde etkili aile katılımı için bir engel oluşturduğunu bulmuşlardır (Ames, Tanaka, Khoju, & Watkins, 1993; Aslanargun, 2007; Bridgemohan, Noleen, & Christine, 2005; Comer, 1984; Epstein, 1986, 1990; Kocak, 1991; Kolay, 2004). Benzer şekilde, Halsey (2005) tarafından yapılan bir çalışmada, öğretmenlerin, ebeveynlerin ve öğrencilerin aile katılımının olumlu ev-okul ilişkileri ve öğrenci başarısı için birçok faydası olduğunu düşündükleri bulunmuştur. Okullar, yeterli aile katılımını planlama ve güvence altına alma çabalarında bazı zorluklarla karşılaşabilirler. Bunlardan biri etkili iletişim yöntemlerini nasıl ortaya çıkaracağıdır.

Ebeveyn-öğretmen iletişimi, ebeveynlere kişisel mektuplar, telefon görüşmeleri, veli-öğretmen konferansları, okul-ev iletişim notları, rapor kartları vb. ile geleneksel yollarla birlikte yeni teknoloji iletişim araçlarıyla da gerçekleştirilebilir (Zhang ve Hatcher, 2011). Mitchell, Foulger ve Wetzel (2009), iletişim için mevcut olan çeşitli seçeneklere rağmen, birçok ebeveynin okul etkinliklerine katılmak veya çocuklarının öğretmenleriyle tanışmak için zaman ayıramadığını belirtmektedir. Dahası, Constantino (2003), çalışan ebeveynlerin çocuklarının eğitimine kendilerini dahil

etmede zorluk yaşadıklarını ileri sürmektedir. Bu, günümüzde yüz yüze iletişimin azalmasının temel nedenidir (Lunts, 2003). Okullar bu tür çalışmaların bulgularını dikkate alırsa, ebeveynlerle iletişim kurmak için teknoloji tabanlı iletişimi (Olmstead, 2003) ve sosyal medya yoluyla iletişimi düşünmelidir.

1.1.Çalışmanın Amacı

Bu çalışmanın amacı, aile katılımını kolaylaştırmak için okul öncesinde sosyal medya kullanımını bu sürecin katılımcıları olan ebeveyn ve öğretmen perspektifinden kapsamlı bir şekilde incelemektir.

Araştırma Soruları

Okul öncesi öğretmenleri ve okul öncesi öğrencilerinin ebeveynlerinin bu çalışma için perspektiflerini araştırmak üzere bir tane ana araştırma sorusu ve bazı alt sorular sorulmuştur.

1. Erken çocukluk eğitiminde aile katılımı yönüyle ebeveyn-öğretmen iletişimde sosyal medya ürünlerinin kullanımının rolü nedir?
 - 1.1.Aile katılımında iletişim için hangi sosyal medya ürünleri neden tercih edilir?
 - 1.2.Aile katılımının bir unsuru olan iletişimde, sosyal medya ürünlerinin kullanımı hakkında ebeveyn ve öğretmenler ne düşünüyorlar?
 - 1.2.1. Kullanımı ile ilgili vakaları nelerdir?
 - 1.2.2.Kullanmayı planlıyorlar mı?
 - 1.3.Aile katılımının bir unsuru olan iletişimde ebeveyn ve öğretmenler sosyal medya ürünlerini kullanırken kişisel hakları düşünüyorlar mı?

1.2.Çalışmanın Önemi

Kinne (2015), ebeveynleri dahil etmek için iletişim gerektiğini söylemektedir. Öğretmenler ve ebeveynler birbirlerinin deneyimlerini ve bakış açılarını bilirlerse, daha iyi iletişim kurabilirler. Bu nedenle, bu çalışmanın bulguları, anaokullarının ebeveyn-öğretmen iletişimi yoluyla aile katılımlarının kalitesini nasıl arttırabileceklerini anlamada yararlı bir katkı sağlayabilir. Daha önce de belirtildiği gibi, iletişim aile katılımını artırır ve aile katılımı çocukların başarısını artırır. Sonuç olarak, mevcut çalışma mevcut teknolojinin ve aile katılımının kullanımı konusunda öğretmenlere, akademisyenlere ve karar alıcılara bilgi sağlayacaktır.

Ayrıca, ilköğretim okullarında aile katılımı daha önemli ve gerekli görülmektedir (Karıbayeva ve Boğar, 2014). Ebeveynler de pozitif farklılığın ortaya çıkması için dahil olmaları gerektiğini düşünüyorlar ve davetlerin katılımı kolaylaştırmak için olduğu algılanmaktadır (Hoover-Dempsey & Sandler, 1995, 1997). Erken çocukluk eğitiminde aile katılımının önemine rağmen, Bright (2013) aile katılımında sosyal medya kullanımı ile ilgili yeterli bilginin olmadığını ve aynı zamanda Gillens (2015) bildiğimiz kadarıyla sosyal medya ile ilgili neredeyse hiçbir çalışma bulunmadığını doğrulamaktadır. Sosyal medya araçlarının K-12 (anaokulundan 12. sınıfa kadar) öğretim programına entegrasyonu ve devlet okulları düzeyinde eğitim politikasının modelleri hakkında sınırlı sayıda araştırma bulunmaktadır. Ayrıca, Özdiñ'in (2014) yürüttüğü erken çocukluk eğitiminin aile katılımı sürecindeki sosyal medya kullanımı ile ilgili bir çalışmaya göre, erken çocukluk eğitiminde teknoloji kullanımı ile ilgili çalışmalar sınırlıdır. Literatür incelendiğinde görüldüğü gibi, çoğu çalışma iletişim, ebeveyn katılımı, eğitimde teknoloji kullanımı ve sosyal medya üzerinde yoğunlaşmıştır (ör. Cox, 2005; Graham-Clay, 2005; Zieger ve Tan, 2012). Ancak, erken çocukluk döneminde aile katılımında iletişimde sosyal medya kullanımında büyük bir boşluk bulunmaktadır (Özdiñ, 2014). Bu çalışmadan elde edilen veriler, ebeveynlerin ve öğretmenlerin erken çocukluk eğitiminde aile katılımının bir unsuru olan iletişimde, teknolojiyi kullanıp kullanmadıklarını belirlememize yardımcı olabilir. Ayrıca, çalışmanın sonuçlarına göre, sosyal medya kullanımının ebeveyn-

öğretmen iletişimde olumlu ve olumsuz yönleri bildirilecektir. Sonuç olarak, bu çalışmanın bulguları akademisyenler ve karar alıcılar için yararlı olabilir.

Buna ek olarak, Roushias, Barton ve Drake (2009) öğretmen adaylarının ebeveynlerle nasıl etkileşime geçecekleri konusunda yeterli eğitime sahip olmadıklarına işaret etmektedir. Bu çalışmanın bulguları, aile katılımı sürecinde iletişimde sosyal medya kullanımını öngörmek için karar alıcılara ve öğretmen yetiştiricilere yardımcı olabilir. Sosyal medya kullanımının bu ayrıntılı çalışması, karar alıcıların ve öğretmen yetiştiricilerinin sosyal medyayı kullanma konusundaki farkındalıklarını artırabilir ve ebeveyn-öğretmen iletişimde kullanımı hakkında farkındalıklarını arttırabilir. Bu şekilde, bu çalışma karar alıcıların ve öğretmen yetiştiricilerinin bu bilginin öğretmen eğitiminde kullanılıp kullanılmayacağını düşünmelerine de izin vermektedir.

Özetlemek gerekirse, çalışma, ebeveynlerin katılımı sırasında iletişimde sosyal medya kullanımına yönelik olarak, okul öncesi ebeveynlerin ve okul öncesi öğretmenlerinin bakış açılarının araştırılmasına ilişkin literatürdeki açığı daraltmak amacıyla yapılmıştır. Araştırmanın sonuçları, ebeveyn-öğretmen iletişimde yeni iletişim aracı olan sosyal medya hakkında bilgi sahibi olacak okul öncesi öğretmenleri, öğretmen yetiştiricileri, karar alıcılar ve akademisyenlerle paylaşılabilir. Çalışma, onların rollerini, öğretmen adayları için üniversitelerde öğretmen yetiştirme, seminerler, seçmeli derslerin verilmesinde bilgilendirmelidir. Erken çocukluk dönemi eğitiminde aile katılımında sosyal medyanın kullanılması güncel bir konudur, bu çalışma konuyla ilgili diğer araştırmacıları bilgilendirecektir. Bu çalışmanın temel bulgularının ebeveynler ve okul öncesi öğretmenleri ile paylaşılması ve böylelikle gerektiğinde iletişimlerini geliştirmeleri beklenmektedir.

2. YÖNTEM

Bu çalışma okul öncesi eğitimde aile katılımında iletişimde sosyal medya kullanımının ebeveyn ve öğretmen perspektifinden incelenmesini amaçlamıştır. Bu amaçla, mevcut nitel çalışmada vaka analizi yöntemi uygulanmıştır.

2.1.Örneklem

Hedeflenen örneklem Bilecik ilindeki Milli Eğitim Bakanlığı'na bağlı resmi ve özel anaokulları ve anasınıflarında görev yapmakta olan okul öncesi öğretmenleri ve çocukları okul öncesi eğitim kurumuna devam etmekte olan veliler olmasının yanında ulaşılabilir örneklem 14 veli 14 öğretmen olmak üzere 28 kişiden oluşmaktadır.

2.2.Verİ Toplama Araçları

Araştırmada, okul öncesi öğretmenlerin ve çocukları okul öncesi eğitim kurumuna devam etmekte olan ailelerin konu hakkındaki görüşleri araştırmacı tarafından hazırlanan demografik bilgilere ait soruları da içeren yarı yapılandırılmış görüşme formları aracılığıyla açık uçlu sorular sorularak toplanmıştır.

3. BULGULAR

3.1.Aile Katılımının Bir Unsuru Olan İletişimde Öğretmen ve Ebeveyn Perspektifinden Sosyal Medyanın Rolü

Devletteki okul öncesi öğretmenlerinden bir tanesi (T7) hariç hepsi ebeveynlerle iletişimde sosyal medyanın rolü olduğunu ifade etmişlerdir. *Özeldeki okul öncesi öğretmenlerin* bakış açıları incelendiğinde, çoğunluğunun (T8, T9, T11 ve T14) ebeveynlerle iletişimde sosyal medyanın bir rol oynadığını iddia ettiği bulunmuştur. Bunların dışında T12, iletişim sürecinde sosyal medyanın çok fazla rolünün olduğunu düşünmediğini ve yüz yüze iletişimin diğerlerinden daha güçlü bir iletişim olduğuna inandığını bildirmiştir.

Çocuğu devlete ait okul öncesi eğitim kurumuna giden ebeveynlerinin bakış açıları incelendiğinde, onlardan üçü (P1, P2 ve P5), okul öncesi öğretmeni ile iletişimde sosyal medyanın rol oynadığını belirtmişlerdir. Diğerleri etkili rolünün olmadığını (P4), sadece grup konuşmalarında kullandığını (P6) ve iki tanesi de (P3 ve P6) er ne kadar WhatsApp grubunun üyesi olsalar da grup üyeliğinin ebeveyn-öğretmen iletişiminde bir rolü olmadığını iddia etmişlerdir. *Çocuğu özele ait okul öncesi eğitim kurumuna giden ebeveynlerinin* bakış açıları incelendiğinde ise, bir tanesi (P14) sosyal medyanın öğretmenle iletişimde etkili bir rolünün olduğunu söylerken, üç tanesi (P9, P11 ve P13) bu rolün az olduğunu rapor etmişlerdir. Bunlara ek olarak, iki tanesi (P8 ve P9) sosyal medyanın öğretmenle iletişimde rolünün olmadığını ifade etmiş ve P8 bu rolün sadece bilgi paylaşımı ve tüm gruba fotoğraf gönderme şeklinde olduğunun altını çizmiştir.

3.2.Öğretmenler ve Ebeveynler Tarafından Aile Katılımının Bir Unsuru Olan İletişimde Kullanılan Sosyal Medya Araçlarının Türleri

Ebeveyn-öğretmen iletişimde kullanılan sosyal medya araçları analiz edildiğinde, *devletteki okul öncesi öğretmenlerinden* bir tanesi (T7) hariç hepsinin WhatsApp kullandığı ve WhatsApp'a ek olarak, T3'ün mesaj da kullandığı bulunmuştur. *Özeldeki okul öncesi öğretmenlerin* tamamının ebeveynlerle iletişimde sosyal medya aracı olarak WhatsApp'ı kullandığı ve WhatsApp'a ek olarak T11, T13 ve T14'ün Facebook da kullandığı tespit edilmiştir.

Çocuğu devlete ait okul öncesi eğitim kurumuna giden ebeveynlerin (P7 hariç) öğretmenle iletişimde sosyal medya aracı olarak WhatsApp'ı kullandığı bulunmuştur. P7 ise öğretmenle iletişimde herhangi bir sosyal medya aracı kullanmadığını rapor etmiştir. *Çocuğu özele ait okul öncesi eğitim kurumuna giden ebeveynlerden* P10 öğretmenle iletişimde sosyal medyayı kullanmadığını ifade etmiştir. Onun haricindeki diğer ebeveynlerin (P8, P9, P11, P12, P13 ve P14) raporları onların öğretmenle iletişimde sosyal medya aracı olarak WhatsApp'ı kullandıklarını göstermektedir. Ayrıca, P13 okulun Facebook ve Instagram hesaplarını paylaşılan etkinlikleri görmek ve beğenmek için kullandığını söylemiştir. Okul öncesi öğretmenlerinin ve çocuğu okul öncesi eğitim kurumuna giden ebeveynlerin kullandıkları sosyal medya araçları ve uygulamaları Tablo 1'de gösterilmiştir.

Tablo 1.

Okul Türüne Göre Okul Öncesi Öğretmenleri ve Çocuğu Okul Öncesi Eğitim Kurumuna Giden Ebeveynler Tarafından Kullanılan Ortak Sosyal Medya Araçları ve Uygulamaları.

	SMS	WhatsApp	Facebook	Instagram
Devletteki				
Okul Öncesi Öğretmenleri	T3	T1, T2, T3, T4, T5, T6	-	-
Özeldeki				
Okul Öncesi Öğretmenleri	-	T8, T9, T11, T12, T13, T14	T11, T13, T14	-
Devletteki Okul Öncesi Öğrencilerin Ebeveynleri	-	P1, P2, P3, P4, P5, P6	-	-
Özeldeki Okul Öncesi Öğrencilerin Ebeveynleri	-	P8, P9, P11, P12, P13, P14	P13	P13

3.3.Öğretmenlerin ve Ebeveynlerin Perspektiflerinden Aile Katılımının Bir Unsuru Olan İletişimde Sosyal Medya Kullanımı Temaları

Bu başlık altında, yapılan veri analizleri sonrasında ortaya çıkan temalara yer verilmiştir. Ana temalar şöyledir; sosyal medyanın kullanım nedenleri, sosyal medya kullanımına dair kesin ifadeler, sosyal medya kullanım durumları, sosyal medyanın

kullanımı ile ilgili planlar, anaokulların bir web sitesi ve / veya sosyal medya hesabı olup olmadığı hakkındaki fikirler, aile katılımının bir unsuru olan iletişimde sosyal medya kullanılırken öğretmenlerin ve ebeveynlerin perspektiflerinden kişisel hakların korunmasına dair düşünceler.

3.3.1.Sosyal Medyanın Kullanım Nedenleri

Analizler sırasında, araştırmacı ortak bulguları değerlendirerek genel kategorilere ulaşmıştır. Bununla birlikte, yaygın olmayan ancak araştırmanın araştırma soruları açısından değerli olan kodlar rapor edilmiştir. Bu bölümde, *erişilebilirlik, dolaysızlık, basitlik, gizlilik ve asgari düzeyde maruz kalma, öğretmenler ve ebeveynler tarafından halihazırda kullanılma, öğretmenlerin kişisel yaşamlarına aşırı maruz kalma, takım halinde çalışma, mesaj yazma, arama yapma, zaman tasarrufu, masrafsız olma ve bilgi alışverişi* kategorileri ile karşılaşılmıştır. Bazı kategorileri tanımlamak gerekirse, *erişilebilirlik*; kolay erişim, *dolaysızlık*; hızlı iletişim, *basitlik*; kolaylık, *masrafsız olma*; düşük ücret (varsa) ve *gizlilik ve asgari düzeyde maruz kalma* ise mahremiyet anlamına gelmektedir. Bu kategorilere ek olarak, kategoriler olmayan, ancak kod olarak ifade edilmesi önemli olan bulgular rapor edilmiştir.

Devletteki okul öncesi öğretmenlerinin sosyal medya kullanımı tercihlerinin nedenleri incelenmiş ve bunların çoğunluğunun (T1, T2, T3, T4 ve T5) sosyal medyayı ebeveynlerle iletişimde *erişilebilirlik, dolaysızlık ve basitlik* temaları altında tercih ettikleri bulunmuştur. Sosyal medyayı kullanmak için bir devlet okul öncesi öğretmeni (T6) tarafından belirtilen bir diğer faktör ebeveynlerin perspektifiyle ile ilgilidir. Görüşme yapılan devlet okul öncesi öğretmenlerinden altısı (T1, T2, T3, T4, T5 ve T6) *basitlik, gizlilik ve asgari düzeyde maruz kalma ve öğretmenler ve ebeveynler tarafından halihazırda kullanılma* kategorileri açısından ebeveynlerle iletişim kurmak için WhatsApp'ı kullanmayı tercih ettiklerini belirtmişlerdir. T7 ise *öğretmenlerin kişisel yaşamlarına aşırı maruz kalma* kategorisi altında ebeveyn-öğretmen iletişiminde herhangi bir sosyal medya uygulamasını kullanmadığını belirtmiştir.

Özeldeki okul öncesi öğretmenlerinin tercihleri incelendiğinde, görüşme yapılanların altısının (T8, T9, T11, T12, T13 ve T14) ebeveynlerle iletişim kurmak için sosyal medyayı dolaysızlık ve müsait olma kategorileri altında kullandıkları bulunmuştur. Bu altı öğretmenin ebeveynlerle iletişimde WhatsApp'ı tercih etme sebeplerinin müsait olma, gizlilik ve asgari düzeyde maruz kalma ve öğretmenler ve ebeveynler tarafından halihazırda kullanılma kategorileri altında toplandığı tespit edilmiştir. Bunların dışında T10 öğretmenlerin kişisel yaşamlarına aşırı maruz kalma kategorisi altında ebeveyn-öğretmen iletişimde herhangi bir sosyal medya uygulamasını kullanmadığını belirtmiştir.

Bu konu, *çocuğu devlete ait okul öncesi eğitim kurumuna giden ebeveynlerin* bakış açılarından incelendiğinde, beşi (P1, P2, P3, P4 ve P5), sosyal medyayı okul öncesi öğretmenlerle iletişim kurmak için *dolaysızlık ve müsait olma* kategorileri altında kullanmayı tercih ettiklerini belirtmişlerdir. İki ebeveyn (P2 ve P5) *gizlilik ve asgari düzeyde maruz kalma* kategori altında da sosyal medyayı öğretmenle iletişimde kullandıklarını ifade etmişlerdir. Diğerlerinden farklı olarak P6 öğretmenle iletişimde sosyal medyayı kullanmakta tereddüt ettiğini belirtti. Kullanım nedeni olarak, sadece acil durumlarda WhatsApp kullandığını, normal durumlarda yüz yüze iletişim kurmayı tercih ettiğini iddia etti. Görüşme yapılan bu ebeveynlerden dördü WhatsApp'ı öğretmenle ile iletişim kurmada, takım halinde *çalışma, mesaj yazma ve arama yapma, gizlilik ve asgari düzeyde maruz kalma* ve *zaman tasarrufu* gibi kategorilerdeki fırsatları açısından kullanmayı tercih ettiklerini belittiler. Ayrıca P1 ve P5 *erişilebilirlik* kategorisi altında WhatsApp'ı kullandıklarını ifade etmişlerdir. Bu altı ebeveynin dışında P7 *gizlilik ve asgari düzeyde maruz kalma* kategorisi altında öğretmenle iletişimde sosyal medya kullanmadığını ifade etmiştir.

Çocuğu özele ait okul öncesi eğitim kurumuna giden ebeveynlerin perspektifleri analiz edildiğinde dördünün (P9, P11, P13 ve P14) öğretmenle iletişimde sosyal medyayı *dolaysızlık, basitlik ve gizlilik ve asgari düzeyde maruz kalma* kategorisi altında tercih ettikleri görülmüştür. WhatsApp'ı kullanma nedenleri ise *ücretsiz olma,*

basitlik, müsait olma ve dolaysızlık kategorileri altında toplanmıştır. Ayrıca ebeveyn (P10) sosyal medyayı öğretmenle iletişimde kullanmadığını iki ebeveyn (P8 ve P12) ise sosyal medyayı günlük hayatta çok kullanmadıkları için öğretmenle iletişimde de pek fazla tercih etmediklerini ifade etmişlerdir.

3.3.2.Sosyal Medya Kullanımına Dair Kesin İfadeler

Bu bölümde, sosyal medyayı aile katılımında bir iletişim aracı olarak kullanmanın olumlu ve olumsuz yönleri, öğretmenlerin ve ebeveynlerinin düşüncelerine göre sunulmuştur. Bu bölümde, *dolaysızlık, basitlik, konu dışı mesajlar, öğretmenlerin kişisel yaşamlarına aşırı maruz kalma, müsait olma, erişilebilirlik, gizlilik ve asgari düzeyde maruz kalma, zaman tasarrufu, ebeveynlerin yüksek beklentileri* ve bilgi paylaşımı kategorileri ile karşılaşılmıştır.

Devletteki okul öncesi öğretmenlerinin ifadeleri incelendiğinde, ebeveyn-öğretmen iletişimde sosyal medyanın kullanımının olumlu yönleri hakkındaki ifadeleri *dolaysızlık* ve *basitlik* kategorileri altında toplanmıştır. Bu öğretmenlerden dördü (T2,T3,T5 ve T6) olumsuz yönlerini *konu dışı mesajlar, öğretmenlerin kişisel yaşamlarına aşırı maruz kalma, ebeveynlerin yüksek beklentileri* kategorileri altında ifade etmişlerdir.

Özeldeki okul öncesi öğretmenlerinin ifadeleri incelendiğinde, ebeveyn-öğretmen iletişimde sosyal medyanın kullanımının olumlu yönleri hakkındaki ifadeleri *müsait olma* ve *dolaysızlık* kategorileri altında toplanırken, ayrıca onlar ebeveynlerin sosyal medya aracılığıyla çocukları ile ilgili bilgi aldıklarında rahatladıkları rapor etmişlerdir. Bu öğretmenlerden beşi olumsuz yönlerini etkili iletişime engel oluşturma, yanlış anlaşılmanın olması ve *ebeveynlerin yüksek beklentileri* kategorisi altında belirtmişlerdir.

Bu konu, *çocuğu devlete ait okul öncesi eğitim kurumuna giden ebeveynlerin* perspektifinden incelendiğinde, olumlu yönleri ile ilgili *erişilebilirlik, dolaysızlık,*

gizlilik ve asgari düzeyde maruz kalma kategorilerine ulaşılmıştır. Ayrıca, bu ebeveynlerin sosyal medyanın kısıklık, netlik bakımından pratik olması, çocukları takip etme fırsatı sunması, öğretmenle ve diğer ebeveynlerle aynı ve hoş bir atmosferi paylaşma imkanı sunmasını sosyal medyanın olumlu yönü olarak değerlendirdikleri tespit edilmiştir. Olumsuz yönü için ise ebeveynlerin görüş ayrılıklarından dolayı kargaşanın olması ve *gizlilik ve asgari düzeyde maruz kalma* kategorisi belirtilmiştir.

Çocuğu özele ait okul öncesi eğitim kurumuna giden ebeveynlerin cevapları incelendiğinde, sosyal medyanın olumlu yönü olarak, beş ebeveynin (P8, P9, P11, P13 ve P14) cevapları *basitlik, zaman tasarrufu, gizlilik ve asgari düzeyde maruz kalma* ve *bilgi alışverişi* kategorileri altında toplanmıştır. Üç ebeveyn (P8, P9 ve P13) ise sosyal medyanın olumsuz yönü olarak yanlış anlaşılmanın olmasını ifade etmişlerdir.

4. TARTIŞMA VE ÖNERİLER

Bu bölümde çalışmanın bulguları önceki çalışmaların bulguları ışığında tartışılmıştır. Ek olarak, ilerideki çalışmalar için önerilere yer verilmiştir.

4.1.Aile Katılımının Bir Unsuru Olan İletişimde Öğretmen ve Ebeveyn Perspektifinden Sosyal Medyanın Rolü

Donohue (2010a, 2010b) ve Simon ve Donohue (2011) tarafından yapılan araştırmalarda ortak fikir olarak belirtildiği gibi medya akışı, avuç içi oyun cihazları, akıllı telefonlar, tabletler, uygulamalar, oyun konsolları ve sosyal medya okul öncesi öğretmenlerinin kişisel yaşamlarında yer almaya başladı ve erken çocukluk programları ve küçük çocukların ev ortamını etkilemiştir. Bu etki, mevcut çalışmada da görülmektedir. Çalışmada, *devletteki ve özeldeki okul öncesi öğretmenlerinin* ortak fikri, sosyal medyanın ebeveynlerle iletişimde bir rol oynamasıdır.

Devletteki okul öncesi öğretmenleri ile çocuğu devlete ait okul öncesi eğitim kurumuna giden ebeveynler arasında bir tutarlılık olmasına rağmen, özeldeki okul öncesi öğretmenleri ile çocuğu özele ait okul öncesi eğitim kurumuna giden ebeveynler arasında iletişimde sosyal medyanın rolü konusunda bir tutarlılık yoktur. Bunun nedeni, özeldeki ebeveynlerin ebeveyn-öğretmen iletişimi ya da sosyal medya algıları konusundaki görüş farklılıkları olabilir.

4.2.Öğretmenler ve Ebeveynler Tarafından Aile Katılımının Bir unsuru Olan İletişimde Kullanılan Sosyal Medya Araçlarının Türleri

Gillens (2015), Gordon (2012) ve Shein (2014), sosyal medyanın iletişimde önemli bir araç olduğunu ve eğitime çok fazla dahil olduğunu belirtmiştir. Bu bulgulara paralel olarak, mevcut çalışmanın bulguları hem *özeldeki ebeveynlerin* hem de *devletteki ebeveynlerin* ve de hem *devletteki* hem *özeldeki öğretmenlerin* genellikle ebeveyn-öğretmen iletişimde WhatsApp'ı kullandıklarını göstermiştir.

4.3.Sosyal Medyanın Kullanım Nedenleri

2003 yılında Beverly tarafından yapılan bir çalışmada, ebeveynlerin bir öğretmeni aramak ya da toplantıya katılmak için çalışmalarına ara vermek istemedikleri için, çevrimiçi iletişim araçları ebeveynler tarafından kolay olarak değerlendirilmektedir. Beverly'nin bulgularına paralel olarak, mevcut çalışmanın sonuçları, görüşme yapılan *devletteki okul öncesi öğretmenlerinin* çoğunun sosyal medyayı ebeveynlerle iletişim kurmada *erişilebilirlik*, *dolaysızlık* ve *basitlik* açısından pratik olduğu için kullandıklarını göstermektedir.

Devletteki ve özeldeki okul öncesi öğretmenlerin bulguları karşılaştırıldığında, ifadelerinin birbiriyle benzer olduğu görülmüştür. Hem devletteki okul öncesi öğretmenlerinin hem de özel okul öncesi öğretmenleri, *dolaysızlık*, *basitlik* ve *erişilebilirlik* gibi nedenlerle sosyal medyayı ebeveynlerle iletişimde kullanmayı tercih

ettiklerini belirtmişlerdir. Öte yandan, mevcut çalışmada, her iki gruptan birer öğretmen *öğretmenlerin kişisel yaşamlarına aşırı maruz kalma* nedeniyle sosyal medyayı kullanmadıklarını ifade etmişlerdir. Aslında, Agger'in 2011'deki çalışmasında bu durumdan belirtilmiş ve Agger, yeni teknolojilerin avantajlarına ek olarak, özel ve kişisel yaşamın karışması gibi bazı problemler de beraberinde geldiğini söylemiştir. Sonuç olarak, Agger'ın bulgularına paralel olarak, her iki gruptan birer öğretmenin *öğretmenlerin kişisel yaşamlarına aşırı maruz kalma* konusunda farkındalıklarının olduğu söylenebilir.

Genel olarak, hem *devletteki* hem *özeldeki ebeveynlerin* aynı sebeplerden dolayı sosyal medyayı kullandıkları söylenebilir. Sonuç olarak denebilir ki bulgular iki grubun görüşleri arasında belli ölçüde paralellik olduğunu göstermektedir.

4.4.Sosyal Medya Kullanımına Dair Kesin İfadeler

Devletteki ve özeldeki öğretmenlerin bulguları karşılaştırıldığında, ebeveyn-öğretmen iletişimde sosyal medya kullanımının olumlu yönleri ile ilgili *dolaysızlık* ve anne babaların rahatlaması yönünden benzer ifadelerinin olduğu görülmüştür. Ancak, iki grup arasındaki bu benzerlik, ebeveyn-öğretmen iletişimde sosyal medya kullanımının olumsuz yönleri ile ilgili ifadelerinde görülmemiştir. *Devletteki öğretmenler, ebeveynlerin yüksek beklentilerini, öğretmenlerin kişisel yaşamlarına aşırı maruz kalma ve konu dışı mesajları*, ebeveyn-öğretmen iletişimde sosyal medya kullanımının olumsuz yönü olarak belirtirken, *özeldeki öğretmenler*, duyguları ifade edememe ve ebeveynlerin birbirlerini olumsuz etkilemesi gibi iletişim engeli problemlerini bildirmişlerdir.

Devletteki ve özeldeki ebeveynlerin bulguları karşılaştırıldığında, ebeveyn-öğretmen iletişimde sosyal medya kullanımının olumlu yönleri hakkındaki raporlarında hem benzerlikler hem de farklılıklar bulunmaktadır. Olumlu yönü olarak, her iki grup da gece geç saatlerde, öğretmenlerin çalışma saatlerinde ve hafta

sonlarında öğretmenlerle iletişim kurabildiklerini ve sosyal medya sayesinde bilgi alışverişinde bulunabildiklerini bildirmişlerdir. *Devletteki ebeveynlerin* dışında, *özeldeki ebeveynler* sosyal medya ile iletişimin zaman kazandırdığını ve basitlik olduğunun altını çizdiler. *Özeldeki ebeveynlerin* grubunda çalışan ebeveynler olduğundan, öğretmenlerle yüz yüze iletişim kurmak için daha az zaman ayırabilmektedirler. Bu sebepten, sosyal medya ürünleri ile iletişimin olumlu yönü olarak *basitlik* ve *zaman tasarrufunu* belirtmiş olabilirler. Sosyal medya kullanımının olumsuz yönleri ile ilgili, iki grubun fikirleri tamamen farklıdır. *Devletteki ebeveynler*, grup ortamından dolayı ebeveynlerin bakış açılarının kolayca değişmesinden ve *gizlilik ve asgari düzeyde maruz kalma* ile ilgili konuların konuşulmasından bahsederken, *özeldeki ebeveynler* yanlış anlaşılma sosyal medya ile iletişimin olumsuz yönü olarak ifade etmektedirler. Bunun nedeni, ebeveynlerin sık sık yaşadıkları problemleri ve neye dikkat ediyorsa onları ifade etmeleri olabilir. Yani, *devletteki ebeveynlerin* bakış açılarının kolayca değişmesi ve *gizlilik ve asgari düzeyde maruz kalma* ile ilgili konularda deneyimlerinin olduğu, *özeldeki ebeveynlerin* ise yanlış anlaşılma ile ilgili yaşantılarının olduğu tahmini yapılabilir.

4.5.Öneriler

Bu çalışmanın sonucuna bağlı olarak, okul öncesi öğretmenleri sosyal medya mesajları ve konu dışı mesajlarla gecenin geç saatlerinde rahatsız edilmekten rahatsızlar. Dönem başında, okul öncesi öğretmenleri, ebeveyn-öğretmen iletişiminde hangi sosyal medya uygulamalarının dönem boyunca nasıl, ne zaman kullanılacağı konusunda bilgilendirilebilir.

Sonuç olarak, erken çocukluk döneminde iletişim çok önemli bir konu ve sosyal medya eğitimde yaygın bir konu olmasına rağmen, literatürde, okul öncesi bağlamda, sosyal medyanın ebeveyn-öğretmen iletişimde kullanılması ile ilgili sınırlı sayıda araştırma bulunmaktadır (Özdiñ, 2014). Erken çocukluk eğitimi bağlamında konuyla ilgili yapılacak araştırmalar, bu iki önemli ve güncel konuyu inceleyebilir. Ayrıca, iyi

dijital iletiřim becerilerine sahip ğretmenlerin, en iyi uygulamaları vurgulamak ve eğitim programları geliřtirmek için ebeveynlerle nasıl iletiřim kurduklarını arařtırmak etkili olabilir.

H: ETHICS COMMITTEE APPROVAL

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
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Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Yrd.Doç.Dr. Hasibe Özlen DEMİRCAN;

Danışmanlığını yaptığınız yüksek lisans öğrencisi Tuba MUMCU'nun "*Aile Katılımında Sosyal Medya Kullanımının Öğretmen ve Veli Görüşlerine Göre İncelenmesi*" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2017-EGT-027** protokol numarası ile **08.03.2017 - 21.03.2018** tarihleri arasında geçerli olmak üzere verilmiştir. Bilgilerinize saygılarımla sunarım.

Prof. Dr. Canan SÜMER

İnsan Araştırmaları Etik Kurulu Başkanı

Prof. Dr. Mehmet UTKU

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I: TEZ FOTOKOPİSİ İZİN FORMU

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