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THE EFFECTS OF PRESCHOOL EDUCATION PROGRAM WITH ENRICHED PARENTAL INVOLVEMENT DIMENSION ON SCHOOL READINESS OF 5-6 YEAR OLD CHILDREN[3]

Abstract

The purpose of this study is to determine the efficiency of "Preschool Education Program With Enriched Parental Involvement Dimension" which was applied to the children aged 5-6 year old. The study group was consisted of totally 57 children and their parents, 26 of which were formed in the experimental group and 31 of which were formed in the control group who continued on to two different preschools in Bursa. School Readiness Test was performed to children for the pre-test and posttest. Program was applied to the experimental group during an academic year. In this study pretest-posttest control group design was used. Covariance analysis was used to the data to determine whether experimental process is effective or not. It was determined that the children who participated to the "Preschool Education Program With Enriched Parental Involvement Dimension" were more ready to school than children who didn't participate.

Key words: family involvement, school readiness, preschool education

AİLE KATILIMI BOYUTU ZENGİNLEŞTİRİLMİŞ OKULÖNCESİ EĞİTİM PROGRAMININ 5-6 YAŞ ÇOCUKLARIN İLKOKULA HAZIRBULUNUŞLUK DÜZEYLERİNE ETKİSİ

Özet

Bu araştırmanın amacı; "Aile Katılımı Boyutu Zenginleştirilmiş Eğitim Programı"nın çocukların ilkokula hazırbulunuşluklarına etkisini saptamaktır.

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Araştırmanın çalışma grubunu, Bursa ilinde iki farklı resmi anaokulunda okul öncesi eğitim almakta olan 26'sı deney, 31'i kontrol grubunda toplam 57 çocuk ve ebeveynleri oluşturmuştur. Çocuklara öntest ve sontest olarak "Okula Hazırbulunuşluğu Değerlendirme Testi" uygulanmıştır. Deney grubuna alınan çocukların ebeveynleri ile birlikte "Aile Katılımı Boyutu Zenginleştirilmiş Okulöncesi Eğitim Programı" eğitim-öğretim yılı süresince uygulanmıştır. Araştırmada öntest-sontest kontrol gruplu deneysel desen kullanılmıştır. Deneysel işlemin etkili olup olmadığına belirlemek için Kovaryans Analizi (ANCOVA) uygulanmıştır. Aile Katılım Boyutu Zenginleştirilmiş Okul Öncesi Eğitim Programı'na katılan çocukların katılmayan çocuklara göre ilkokula daha fazla hazır olduğu belirlenmiştir.

Anahtar Kelimeler: Aile katılımı, ilkokula hazırbulunuşluk, okul öncesi eğitim

Introduction

Children's growth rates and learning capacities are at their highest levels in the 0-6-year-old age range. Parents shape a large part of the behaviors and personality structure of a child as well as his/her habits, beliefs and value judgments. They also underlie the development of physical health (Oktay, 2010). School readiness includes that the child, school and society are ready. Readiness which means a lot more than academic information grounds on all aspects of the development in a multi-directional way. Although some children have strong language skill, their social skills may be insufficient. And while some children have social skill, the others may have weak social skills verbally (California Child Care Health Program, 2006).

There are four factors relating to readiness. These factors are as follows (Oktay and Polat- Unutkan, 2005):

1. Physiological factor: In this factor, it was focused on chronological age, general health status and brain and body development (Oktay, 2010). Nutrition of the child, his/her general development and the fact that whether he/she is healthy or not are very important in adapting to school and fulfilling instruction of teacher. Besides, visual and auditory and eye hand coordination are considered as important subjects which should be emphasized due to its effect on reading-writing (Oktay, 2007).
2. Cognition factor: This factor includes skill, information and capacity usage. It also includes being enthusiastic, wondering, having desire to fulfill a duty, temperament, cultural structure and values (Zaslow et al., 2000).
3. Social and Environmental factor: People start to a social life as from the date when they are born and establish their first relation with their parents or another person who looks after them (Bayhan and Artan, 2007).
4. Emotional factors: The child creates his/her first social relations by establishing emotional relation with his/her environment and forms a personality structure according to negative or positive emotional attitude models that he/she gained. Thus, emotional problems that the child had and personality characteristics have influenced in the school (Oktay, 2007).

Senemoğlu (1994) orders the emotional characteristics that the children should obtain in pre-school period as follows:

1. Being able to define, describe the emotions such as happiness, sadness, anger and joy and accepting to talk about them.

2. Being able to recognize the relations between emotions and social attitudes.

3. Being able to sensitive to needs and emotions of the others.

In pre-school period, the children become individuals who can benefit from all external stimulus sources, reach their learning skills and potential to the top level, want to read and develop positive attitude against the school only with involvement of the parents in education (Polat-Unutkan, 2006).

Permanent change in behaviours of children in preschool education institutions can only be possible by maintaining the family life as they are planned in the program. Briefly, children encounter two main educators throughout their lives; their families and their teachers. For this reason, preschool education programs are not very effective on children unless they are supported by families, no matter how well-prepared they are (Department for Education, 2008; Aral, Kandır and Can Yaşar, 2000).

Extending the interaction zones of home and school lives can only be possible with the active involvement of parents in their children's school lives (Bakkal, 2007). Fullan (1982) states that the more interested the families are in their children's education, the more they have impact on the development and educational success of their children (Kasting, 1994). Ekinci-Vural and Gürşimşek (2009) indicate that family involvement can be secured in a short span of time with systematic and planned studies aimed at family involvement in preschool education period. They also state that these families may use their experiences in different levels of education. However, researches conducted show that parents need orientation, motivation, education and instruction; they need to be included in the management process; they lack family education; family involvement can't be practiced properly because of reasons arising from parents or teachers or it is only practiced as helping with the activities and participating in school activities (Kaya, 2002; Tezel-Şahin and Turla, 2004; İnal, 2006; Akkaya, 2007; Işık, 2007; Köksal-Eğmez, 2008; Abbak, 2008; Erdoğan and Kasımoğlu, 2010; Ünüvar, 2011).

Wright (2009) suggest that Sociocultural Development Theory of Vygotsky and Ecological Systems Theory of Bronfenbrenner set ground for teachers to understand the lives of students and their families and to produce ideas on the subject.

Sociocultural Development Theory, which involves values, beliefs and traditions, is briefly interested in transfering the culture to the next generation (Berk, 2009) and Vygotsky (1978) states that social communication plays an important role in education. Social environment involves the family, school, society and all social components that the child can reach. Cultural differences affect both the family and the child's way of thinking. According to Vygotsky (1978), sense making abilities of children firstly develop when they communicate with other people, then turn into privates speeches and become internalised. One of the most important points that preschool education programs adopting the Sociocultural Development Theory of Vygotsky should consider is to provide an interaction zone based on cooperation among students and between students and teachers, to be in communication with social cultural environment and to make it easier for parents to access to the class (Oktay and others, 2006).

Ecological Systems Theory of Bronfenbrenner (1979) also states that children develop in a complex social environment involving siblings, parents, grandparents, animals, school friends and friends. According to Breadkamp and Copple (2002), the development of children can be explained within the context of family, education and society. In this theory, the development of the child is made of a layer chain and homocentric circles. The relation between the systems develop as the child develops (Wortham, 2002). These systems are discussed on five layers being microsystem, mesosystem, exosystem, macrosystem and chronosystem.

1. **Microsystem:** Being the innermost layer of environment, microsystem involves the personal development of the child and the closest environment (family, school, peers). It is where the child gets together with people who have certain roles like teachers in certain activities (Bronfenbrenner, 1977). This system is the deepest layer that affects the development of the child (Wright et al., 2007).
2. **Mesosystem:** This system emphasizes the communication of the child with microsystems like family, school and neighbours (Wortham, 2002; Berk, 2009).
3. **Exosystem:** Exosystem is the broader version of mesosystem. It involves the main institutions of the society (Bronfenbrenner,1977). Municipalities that are obliged to open playgrounds, recreation sites and libraries are among the examples of exosystem (Oktay et al., 2006).
4. **Macrosystem:** The outmost layer of Bronfenbrenner model, the macrosystem involves cultural values, laws, traditions and resources. Macrosystem primarily values the needs that affect the support from the environment (Berk, 2009).
5. **Chronosystem** (Evercontinuing system): According to Bronfenbrenner, it doesn't have a stable power to affect the child. On the contrary, it is variable. Situations like twins, starting school, moving to another house and divorced parents affect the development. Change in living statuses may deeply impact the child. These impacts depend on environmental opportunities and personal, physical and mental features. Therefore, the development is neither controlled by environmental conditions nor maintained by internal disposition. Children are both the producers and the products of the environment (Berk, 2009).

A successful program should be able to provide various forms of family involvement and give families various roles, such as being a listener, taking on a task at home, being a supporter of the program, being advisor and decision-maker (Ömeroğlu and Can Yaşar, 2005). Knowing general characteristics of children and their families, their needs and expectations, teacher considers the manner of family involvement and includes family involvement activities in his annual program. For example; family involvement activity's name and subject, date, consultant to be invited, applications to be done with family involvement in classroom, parent-teacher meeting, notice-bulletin board, brochures to be prepared, home visits, field visits.

Aim of the research

The Pre-School Educational Program which was applied in 2013 - and which was applied from 2006 onward - was updated. The 2006 Preschool Education Program had an annual program, and there were a few sample activities. There was little detailed information in it about parent involvement. In the 2013 Preschool Education Program

there are some application samples for family involvement and detailed information was provided.

In general, when considering studies that have been carried out in Turkey on the subjects of family involvement and readiness in general, no research to date has specifically examined the effects of family involvement on readiness. Such research is usually about social development or parents' and teachers' opinions about family involvement. Typically, this research compares different regions' children for school readiness or evaluates some aspect of school readiness. Research abroad suggests that family involvement and school readiness develop together. However, we could not find any direct research evaluating the effectiveness of family involvement for the development of school readiness.

It is believed that children in preschool institutions will be ready for primary school if the parents participate more in school activities. For this reason, we felt the need to apply a children's program with enriched family involvement activities. This research is likely important for children in terms of determining their school readiness level before beginning first class and emphasizing the effectiveness of family involvement activities for the development of school readiness. This research can be performed in school easily, and it will guide teachers as to how they can develop family involvement activities.

A group of 5-6-year-old children who develop within a family and school are in Bronfenbrenner's Microsystem. Thus, a preschool program needs to work intensely with the family. The aim of this study is to determine the efficiency of a "Preschool Education Program with an Enriched Family Involvement Dimension," which was improved in accordance with the objectives of the 2006 Preschool Education Program for children aged 5-6 years old.

Methods

In the research, an experimental design with a pre-test and posttest was used. The pre-test was applied to both experimental and control groups. Intergroup equivalence was provided according to the point averages that participants obtained from pre-test. The research was performed in two different classes per experimental group, for a total of four classes, and in this manner, it was possible to accommodate the loss of subjects. Groups were determined randomly. In September, the "Evaluation Test of School Readiness" was applied to 62 children who were 5-6 years old who were receiving preschool education, and their levels of readiness for the school were determined. Our "Preschool Education Program with an Enriched Family Involvement Dimension" was applied by researchers with a group of parents of 31 children who were included in the experimental group and who were receiving a pre-school education. No intervention was performed for the control groups. However, the parents of 5 children in the experimental group were not included in the program. Thus, these 5 children were removed from the group at the end of the program. As such, there were 26 children and their parents included in the experimental group. The total number of children who were included in the experimental and control groups was 57. After the implementation of the program was completed, the "Evaluation Test of School Readiness" was applied again to children in June, and the levels of readiness of children for the school were evaluated.

Study Group

This study was performed during the 2011-2012 academic year. The study group consisted of 57 children and their parents, 26 of whom formed the experimental group and 31 of whom formed the control group. The children attended two different preschools in the Bursa province. Of these, 29 of children were female and 28 were male. The majority, 84.2 % of the participant parents, were mothers, and 71.9 % of the parents' ages were between 31 and 36.

Data Tool Collection

Test of Evaluation of School Readiness

The Brainline Test of School Readiness, which was developed by the Distance Education Center of Africa Brainline in 2003 to assist parents and teachers in determining whether their children are ready for school, consists of 8 tests, 22 subtests and 281 items. While some parts of the test are based upon observations of teachers/families, the other parts are based upon individual applications. Some items are in the form of yes (1)/ no (0) questions, and others are graded according to the number that is stated next to the said articles and obtained points are tallied into ready – very good, ready – sufficient and not ready categories according to a given point chart. Points that are obtained in total determine whether the child is ready to go the primary school.

The Turkish adaptation study was carried out by Kahraman and Başal (2013) and was applied to 30 children who completed preschool education, continuing into education in the first-grade of the same primary school, who were 7 years old. Adaptation of the test was completed in three phases. The first phase was language equivalence Turkish translation. The second phase was the reliability study, and the third phase was the validity study. The validity of the scale was analyzed with scale validity and reliability was analyzed with the Kuder Richardson 20 coefficient and test-retest test correlation. Scale-referenced validity was determined by considering the correlation between the total number of general points that belonged to posttest items, determined as a result of item analysis and a total score for developmental form. The reliability coefficient for the Turkish Evaluation Test of School Readiness is .89. This value shows that the scale chosen is very reliable. Reliability coefficients of subscales were determined as follows: general development, 78; emotional development, .79; social development, .72; analysis, .70; cooperation, .63; balance, .88; distinguishability, .68; shape-ground, .66; small muscle development, .72; large muscle development, .78; short-term memory, .79; laterality-directionality, .93; body image 1, .63; body image 2, .89; side-middle line, .93; eye dominance, .95; position-in-space, .91; synthesis, .78; integration, .65; sequencing, .75; shape constancy, .69; mathematical skill 1, .66; mathematical skill 2, .93; and language development, .88. In its final shape, the scale consists of 201 items.

Process

In the beginning of the study, the importance of family involvement in preschool education institutions was determined by evaluating family involvement applications in the Preschool Education Program of 2006 and in previous preschool education programs as well as family involvement applications prepared by preschool teachers.

Preschool Education Program with Enriched Family Involvement Dimension

An Education Program with Enriched Family Involvement Dimension was prepared based on the purpose and gains, concepts and specific days and weeks specified in Preschool Education Program of Ministry of Education. First, an annual family involvement plan was prepared within the process of program development. Afterwards, a "Daily Plan" was developed within the scope of this "Annual Family Involvement Plan". Various preschool education books were utilized during the development of the Annual and Daily Family Involvement Plans. Opinions of three different specialists were taken into account during the preparation stage of plans.

The program was applied for an entire academic year. Families were informed about the program in a meeting before it was applied.

The program was prepared based upon evaluations of parents' involvement in their children's education. For this purpose, families were given an activity booklet, which explained daily activities to be performed, each week. Books were gathered the next week to control the process, and they were then returned to families so that they could file them. By doing so, family involvement in activities was determined. Families were given a checklist for activities and asked to make evaluations.

During the entire process, families were contacted via telephone interviews. A journal with pictures of in-class and outdoor activities was sent to parents every month to inform them about school activities. Brochures, which included important days and weeks of the month, were attached to journals. Families were also asked to take photos of activities at home. These photos were collected, and a family involvement journal was sent to families every month. Once a month, an education meeting was held with the involvement of families, and booklets about meeting subjects were distributed to families.

Each month, a value was determined and families were notified to inform them about children's value acquisition and to offer activity models.

Families were asked to participate in in-class activities on specific days. Galleries of the Things I Did with My Family were organized twice with the help of families, at the end of Fall Semester and Spring Semester.

Analysis of Data

SPSS 20 package software was used in statistical analysis. Kolmogorov-Smirnov test was applied to determine if acquired data showed normal distribution or not (Karaaltı, 2006). Result of Kolmogorov- Smirnov test, which was applied to the data, show normal distribution ($p=.09$; $p>.05$). Moreover, Levene's statistics test was used to determine if data showed homogeneous distribution or not and it was determined that variances were homogeneous ($p=.074$; $p>.05$). Pre-test scores from the Evaluation of School Readiness were analyzed using Independent Samples t-test to define whether there was a difference between the experimental and control groups in prestests. Analysis of Covariance (ANCOVA) was used to define whethere there was a difference between the average scores on the posttests which was corrected with the pre-test scores on the Evaluation of School Readiness.

Covariance analysis is the most suitable statistical process in pretest - posttest control group design where researchers focus on the effectiveness of experimental process (Pallant, 2003; Büyüköztürk et al., 2012).

Findings

Table 1. Pre-Test Scores In The Experimental And Control Groups Obtained From The Evaluation Of School Readiness And Subtests

	Experimental Goup			Control Group				
	n	$\overline{X}$	**ss**	**n**	$\overline{X}$	**ss**	**t**	**p**
Analysis	31	6.58	2.78	31	7.87	2.8	-1.82	.07
Balance	31	1.13	1.18	31	1.26	1.23	-0.42	.68
Cooperation	31	4.94	3.1	31	4.19	3.2	0.91	.37
Distinguishability	31	5.13	2.63	31	6	2.16	-1.4	.16
Shape-Ground	31	4.52	2	31	4.29	1.66	0.48	.16
Small Muscle Development	31	4.03	1.68	31	4.55	1.82	-1.16	.25
Big Muscle Development	31	5.32	3.05	31	5.13	2.14	0.29	.77
Short-Term Memory	31	3.61	1.84	31	3.45	1.63	0.37	.72
Laterality-Directionality	31	2.48	2.11	31	1.77	2.71	1.12	.26
Body Image 1	31	8.45	4.54	31	7.35	4.22	0.99	.33
Body Image 2	31	0.29	0.46	31	0.32	0.48	-0.27	.79
Side-Middle Line	31	0.87	1.15	31	0.58	1.06	1.03	.3
Eye Dominance	31	3.35	3.96	31	2.96	2.96	0.44	.66
Position-In-Space	31	1.35	1.7	31	0.87	1.38	1.23	.22
Synthesis	31	3.16	1.44	31	3.41	1.39	-0.72	.47
Integration	31	4.77	2.17	31	4.94	2.43	-0.28	.78
Sequency	31	7.1	2.28	31	7.97	2.89	-1.32	.19
Shape Constancy	31	3.32	2.17	31	3.68	2.8	-0.56	.58
Mathematical Skill 1	31	3.65	1.02	31	3.29	1.54	1.07	.287
Mathematical Skill 2	31	5.94	.85	31	5.39	1.36	1.9	.06
Language Development	31	2.06	2.52	31	2.1	3.12	0.75	.85
Dominance	31							
General Development	31	5.58	1.31	31	5.81	1.19	-0.71	.48
Emotional	31	8.06	3.08	31	8.55	2.16	-	.48

Development							0.72	
Social Development	31	5.81	1.14	31	5.26	1.69	1.5	.14
Total	31	102.5	19.34	31	101.71	23.25	0.15	.87

When examining pre-test scores in the experimental and control groups obtained from the Evaluation of School Readiness; no significant differences were found (t=0.15; p>.05); differences were not statistically significant on any subscale of said test.

Table 2. Post-Test Scores In The Experimental And Control Groups, Obtained From The Evaluation Of School Readiness And Subtests

			Pre-test		**Posttest**		**Corrected Test**	
Tests	**Groups**	**N**	$\overline{X}$	**SS**	$\overline{X}$	**SS**	$\overline{X}$	**SH**
Small Muscle Development	Experimental	26	4.03	1.68	8.73	0.53	8.73	0.13
	Control	31	4.55	1.82	8.58	0.76	8.58	0.12
Laterality-Directionality	Experimental	26	2.87	2.31	41.6	14.92	41.52	2.59
	Control	31	2.06	3.28	29.81	11.27	29.88	2.37
Position-In-Space	Experimental	26	1.35	1.7	4.54	2.56	4.52	0.53
	Control	31	0.87	1.38	2.39	2.75	2.41	0.48
Language Development	Experimental	26	1.35	1.7	4.54	2.56	4.52	0.53
	Control	31	0.87	1.38	2.39	2.75	2.41	0.48
General Development	Experimental	26	5.58	1.31	7.77	0.82	7.77	0.16
	Control	31	5.81	1.19	7.06	0.81	7.06	0.15
Total	Experimental	26	102.31	20.23	224.12	23.58	224	4.73
	Control	31	101.71	23.26	196.06	26.28	196.16	4.33

Both groups increased their average scores on the Evaluation of School Readiness after participating in preschool. The mean scores in the experimental group increased from 102.31 to 224.12 at post-test. The mean scores in the control group increased from 101.71 to 196.06. When the pre-test scores were controlled, a corrected post-test mean score of 224 in the experimental group and 196.16 in the control group was used. This result indicated that children in the experimental group were more ready than those in the control group for primary school.

Table 3. Results of Analysis of Covariance of The Evaluation of School Readiness

	Source of Variances	**Sum of Square**	**df**	**Mean Square**	**F**	**p**
Small muscle developm	Pretest	15.69	1	15.69	4.01	0.05
	Experime	31.89	1	31.89	8.1	0.0

ent	ntal Group				6	1*
	Error	211.17	54			
	Total	259.47	56			
	Pretest	37.7	1	37.7	0.22	0.64
Laterality - Directionality	Experimental Group	1894.41	1	1894.41	10.95	0*
	Error	9343.29	54			
	Total	11352.88	56			
	Total	150.67	56			
	Pretest	2.1	1	2.1	0.29	0.59
	Experimental Group	62.49	1	62.49	8.66	0.01*
	Error	389.72	54			
	Total	457.26	56			
Position-In-Space	Error	54.05	54			
	Total	60.84	56			
Language Development	Pretest	170.93	1	170.93	6.81	0.12
	Experimental Group	470.35	1	470.35	1.35	0.01*
	Error	3615	54	66.94		
	Total	4229.1	56			
General Development	Pretest	0	1	0	0	0.98
	Experimental Group	6.9	1	6.9	10.22	0*
	Error	36.49	54			

	Total	43.51	56			
	Pretest	3223,68	1	3223,68	5,54	.022
Total	Experimental Group	10959,27	1	10959,27	18,85	.000*
	Error	31398,85	54			
	Total	45748,88	56			

* *p<.05*

The difference between the post-test score averages, corrected according to pre-test score averages, was statistically significant [F(1.54)=18.85, p<.05]. Moreover, the differences between the sub-tests for Small Muscle Development [F(1.54)=8.16, p<.05], Laterality-Directionality [F(1.54)=10.95, p<.05], Position-in-Space [F(1.54)=8.66, p<.05], Language Development [F(1.54)=6.81, p<.05] and General Development [F(1.54)=10.22, p<.05] were statistically significant. However, no significant differences were found in the analysis for [F(1.54)=3.17, p>.05], Balance [F(1.54)=3.39, p>.05], Cooperation [F(1.54)=3.69, p>.05], Distinguishability [F(1.54)=1.96, p>.05], Shape-Ground [F(1.54)=8.16, p<.05], Big Muscle Development [F(1.54)=.99, p>.05], Short-Term Memory [F(1.54)=.07, p>.05], Body Image 1 [F(1.54)=.96, p>.05], Body Image 2 [F(1.54)=.088, p>.05], Side Middle Line [F(1.54)=3.9, p>.05], Eye Dominance [F(1.54)=.34, p>.05], Position-In-Space [F(1.54)=8.66, p<.05], Synthesis[F(1.54)=.07, p>.05], Integration [F(1.54)=3.69, p>.05], Sequencing [F(1,54)=1.04, p>.05], Shape Constancy [F(1.54)=2.52, p>.05], Mathematical Skill 1 [F(1.54)=1.28, p>.05], Mathematical Skill 2 [F(1.54)=1.55, p>.05]. Emotional Development [F (1.54) =.13, p>.05] or Social Development [F(1.54)=.62, p>.05] between children in the experimental and control groups, after correcting for differences in pre-test score averages. As a result, children involved in the Preschool Education Program with Enriched Family Involvement Dimension were thought to be more ready for primary school than those whose parents were not involve in the parent program.

Discussion and Conclusion

In parallel with the general purpose of the research, considering that readiness for primary school is an integral skill set composed of multiple sub-skills, study results showed that children whose parents participated in the Preschool Education Program with an Enriched Family Involvement Dimension were more ready for primary school than those whose parents did not participate. In brief, although both groups received a preschool education, the children of parents in the Preschool Education Program with an Enriched Family Involvement Dimension showed greater gains on their Evaluation of School Readiness.

Various researchers have shown that preschool increases the readiness of children for primary school (Esaspehlivan, 2006; Kırca, 2007; Kılıç, 2008; Cinkılıç, 2009; Jeon et al., 2010;Teke, 2010; Erkan, 2011; Tozar, 2011). However, the purpose of this study was

to determine specifically whether enriched family involvement has an additional readiness effect for the preschool child for primary school. This study suggests that family involvement has a noticeable effect on the readiness of the child for primary school. In parallel with results of this research, other researchers have also found that family involvement has more effect on readiness for primary school (McCarrik et al., 2007; Sheridan et al., 2010; Baker, et al., 2012; Bulotsky-Shearera, et al., 2012; Lau, 2013;). McWayne et al. (2004) also determined that there is a relationship between the academic and learning skills of children and their family involvement levels. In addition to this, Kephart (2007) determined that there is a significant relationship between family involvement and the development and behaviors of the child. Moreover, Fan and Chen (2001) examined the relationship between family involvement and academic success in the literature. They found a significant relationship between family involvement and the academic success of child. The children of parents who participated at a high level show higher academic success (Taylor-Allen; 2004). Pelletier and Brent (2002) state that parents are an important part of the educational process and that family involvement is a great chance for children to gain skills and academic readiness.

A significant difference in favor of children whose parents were involved in the Preschool Education Program with an Enriched Family Involvement Dimension was for the sub-tests of Shape Ground, Position-in-Space, Language Development and General Development on the Evaluation of School Readiness. However, when considering subtests in terms of means for Balance, Relationships, Small Muscle Development, Short-Term Memory, Demonstrative Body Image, Side-Middle Line, Eye Movements, Synthesis, Consecutiveness, Shape Constancy, Mathematical skills according to Teacher, Mathematical skills according to Student, Emotional Development and Social Development, these differences did not reach significance. We consider the "Hawthorne effect" as a possible cause for these results. Because of artificial physical and psychological effects created by the test environment, some subjects reacts to effects to which subjects do not react under normal circumstances. There should not be any relationships between these spontaneous test reactions and reactions shown to the independent variable. Because those who participated in the research knew that they were part of an experimental process, the Hawthorne effect is important to mention (Işık et al., 2007; Karasar, 2005). The Hawthorne effect can be reduced by conducting studies in which a new method is for a longer time and by creating different control groups. In this study, we evaluated the efficiency of a Preschool Education Program with an Enriched Family Involvement Dimension. However, the children may also have gained in their studies because their teachers were involved in a research group, and they informed their parents of the relevant material. It was found that some parents who were involved in experimental group had friends in the control group who were performing the activities that were distributed to the experimental group. It is thought that parents who were involved in control group may have also supported their child in their own homes.

This program is compatible for use with children and parents from different socio-economic and cultural environments. Children show more readiness for primary school after parent participation in this program, especially when they were from a lower socio-economic background or more rural background. Hence, inequalities of opportunity that

may occur among children in the first-grade can be minimized through use of this program.

Education seminars can be organized so that families raise their awareness concerning preparatory studies for primary school. These seminars, which will provide idea for how to help children become more ready for primary school, can be provided by booklets and brochures.

The Preschool Educational Program, which was applied in 2006 and was updated in 2013, was again updated. Although some application samples for family involvement are available, there is no detailed information in updated program. Thus, the Preschool Educational Program can be re-organized as a Preschool Educational Program with an Enriched Family Involvement Dimension. It can be sent to relevant institutions, and the program can be expanded into a more enriched state through the contributions of these institutions.

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