INVOLVEMENT OF ILLITERATE MOTHERS IN THEIR CHILDREN'S EDUCATION

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Involvement of Illiterate Mothers in Their Children's Education

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Thesis Abstract

Alev Nurkan, "Involvement of Illiterate Mothers in their Children's Education"

The aim of this study is to reveal the views, suggestions and barriers of illiterate mothers to be involved in their children's education and how being illiterate influences their participation in the education process of their children.

By using qualitative research method, the research is carried out with ten illiterate mothers participated in literacy course in a public education center. The most important characteristics of participants are being illiterate and having school aged children. Semi-structured interviews are conducted with the participants.

Findings from the study indicate that illiterate mothers are identified by analyzing the extent of mothers involvement from four types of involvement such as parenting, communicating, volunteering, learning at home. There are a number of factors that influence involvement of illiterate mothers. These factors are stated as personal or psychological factors such as parental role, educational aspirations, self-efficacy, knowledge of being involved in the academic life of their children; contextual factors such as school climate, social support and barriers; socicultural factors as demographic variables of illiterate mothers. Maternal time spent with the child and mother employment are another additional factors accepted as sociocultural factors that influence the involvement of illiterate mothers.

In the light of the findings from this research, illiterate mothers are aware of the importance of their involvement in their children's education and being illiterate is the greatest barrier for them to be involved in their children's education. They have a high self awareness of their own responsibilities and desire to be influential in their children's education.According to their responses, they need to learn reading and writing in order to be influential in children's learning.They hold high academic aspirations for their children.They encourage their children to continue their education process and get a profession at the end of this process. Illiterate mothers want to take an active part in the education process of their children so that children reach academic aspirations. They state the most important reason to participate in literacy course as the desire to be influential in their children's education.

Tez Özeti

Alev Nurkan, " Okumaz Yazmaz Annelerin Çocuklarının Eğitimine Katılımları"

Bu çalışma, okumaz yazmaz annelerin çocuklarının eğitimine katılımlarını açıklayan görüş, öneri, engelleri ve okumaz yazmaz olmanın çocuklarının eğitim sürecine olan katılımlarını nasıl etkilediğini açıklamaktadır.

Nitel araştırma yöntemi kullanarak, araştırma, halk eğitim merkezinde okuma yazma kursuna katılan on okuma-yazma bilmeyen anne ile gerçekleştirilir. Katılımcıların en önemli özellikleri okuma yazma bilmiyor olmaları ve okula çağında çocuklarının olmalarıdır. Katılımcılarla yarı yapılandırılmış görüşmeler yapılmıştır.

Bu çalışmadan elde edilen bulgular; okumaz yazmaz annelerin ebeveynlik, iletişim, gönüllülük, evde öğrenme gibi dört çeşit aile katılımını ne derece sağladıklarının analizinden oluşur. Okumaz yazma bilmeyen annelerin katılımını etkileyen bazı faktörler vardır. Ebeveyn rolü, eğitim beklentileri, öz yeterlik, çocuklarının akademik yaşamlarına dahil olma bilgisi kişisel ya da psikolojik faktörler olarak; okul iklimi, sosyal destek ve engeller bağlamsal faktörler olarak; okuma yazma bilmeyen annelerin demografik değişkenleri ise sosyokültürel faktörler olarak belirtilmiştir. Annenin iş gücü ve çocuğuyla geçirmiş olduğu zaman okuma yazma bilmeyen annelerin katılımını etkileyen sosyokültürel faktörler olarak kabul edilen diğer ek faktörlerdir.

Bu araştırmalardan elde edilen bulgular ışığında; okuma yazma bilmeyen anneler, çocuklarının eğitiminde anne katılımının öneminin farkındadırlar. Çocuklarının eğitiminde etkili olabilmek için kendi sorumlulukları hakkında annlerin öz farkındalıkları yüksektir. Annelerin vermiş olduğu yanıtlara göre, çocuklarının öğrenmesinde etkili olabilmek için anneler okuma yazma öğrenmeye ihtiyaç duymaktadırlar. Çocukları için akademik beklentileri yüksektir. Çocuklarının eğitim sürecini devam ettirmesi ve bu süreç sonunda bir meslek sahibi olması için çocuklarını desteklemektedirler. Anneler, çocuklarının akademik beklentilere ulaşması için eğitim sürecinde aktif rol almak istemektedirler. Anneler okuma yazma kursuna katılımlarındaki en önemli sebep olarak çocuklarının eğitiminde etkili olabilme isteği şeklinde ifade etmektedirler.

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CHAPTER I

INTRODUCTION

There is a wide range of factors that affect children's learning, development and education. Among these factors, most important ones are examined in this study as parental involvement and the role of mothers in involvement of their children's education process. Many studies show that there is a strong relationship between academic achievement of children and parental involvement of mothers by taking into account literacy level, employment and time spent with the child of mothers (Baumrind, 1971; Elias & Yee, 2009; Epstein,1995; Moreno & Lopez,1999).

Parental involvement plays a significant role in the academic development of children. Parental involvement is concerned about school related activities, actions behaviors that parents perform at home. It includes helping children with their homework, monitoring school progress of their children by participating parent-teacher conference, open houses, school meetings, classroom visits to enhance academic achivement of children. Parental involvement is crucial, since primary environment of the student is home that firstly affect children (Nyarko, 2010).

According to Epstein (1990); there are six types of parental involvement such as parenting, communicating, volunteering, learning at home, decision making and collaborating with the community that affect academic life of children. In type 1 involvement; parents are responsible for their children's health and safety, discipline and they create positive home conditions that support learning. Type 2 involvement is based on communications between school and home about childre's progress and their school program. In type 3 involvement; parents are volunteers to come to

school and observe what and how they learn at school. In type 4; it is concerned about learning activities at home to assist their children's learning by coordinating with school. Type 5 involvement includes families as participants in school decisions, governance. In the last type, Type 6, parents coordinate resources for students, the school with community groups. As it's seen, parent involvement has some stages from being aware of their childrens' academic progress to having active role in the participation period of their childrens' academic life.

Parent involvement in the academic life of children is a multi-dimensional concept (Epstein, 1995). Parent involvement is a broad concept that includes both mother involvement and father involvement. There is a need to analyze separetely maternal and paternal involvement in their childrens' academic life in order to make more significant relationship between parental involvement and academic achievement of children. Mothers are traditionally have taken care of primary responsibility of raising their children and being involved in their education (Weiss at all, 2003). The crucial role of mothers in the development and education of their children brought specific attention to mothers's roles in academic life in their children to be examined.

The crucial role of mothers for the children's educational development brings special attention to some programmes that encourage mothers' empowerment to be actively involved in their children's education and development process. One of the most important programmes conducted in Turkey is "Mother Child Education Programme" developed by Prof. Dr. Sevda Bekman and Prof. Dr.Çiğdem Kağıtçıbaşı. This programme is conducted in five different countries (Turkey, Belgium, Switzerland, Bahrain and Saudi Arabia) and the similar positive results are obtained from the mothers. The aim of this study is to investigate why mothers attend

to this programme and why and how the programme is effective. In this programme, mothers were aware that they needed to be empowered in child development and education and they felt to get good skills for the child development and education during the programme. They also acquired high self confidence with good contribution to the child's education throughout the programme (Bekman & Koçak, 2011).

In addition to mother empowerment programme about child development and education, there are some factors such as mothers' literacy, education and the home environment can influence children's learning. Engagement of mothers and improvement in the home environment will act like a catalyst in the improvement of learning level of children (Chakravarty, 2010).This brings some attention to mother involvement, maternal empowerment and time spent with the child in the involvement process, education level and literacy of mothers that has an impact on children's education.

Education level of mothers is a factor that will be analyzed to reveal the role of mothers in the academic life of their children. Education level of mothers is one indicator to understand how mothers perceive their role in education life of their children. It's generally accepted that more educated mothers feel more responsible for their children's education and see it as a part of their job, since they are more familiar with the school system and they feel more power and resources to participate in education of their children when compared with less educated mothers (Moreno & Lopez, 1999).

Another important aspect that affects the role of mother involvement on their children's education life is maternal employment. It's a traditional view that mother is home-maker and primary responsible care-giver for the child and education of the

child. However, there is a tendency that women are now participating working life (Foster & Kalil,2005; Greenberger & Golberg,1989; Lamb, 2000). Maternal employment brings two important results as increase in familiy income and decrease in maternal time spent with the child (Behrman & Knowles, 1999). There are a number of studies that show how maternal employment affect child development and educational process of the child. Baum (2003) shows that maternal employment during early months of children's life negatively affect the child's life,cognition and vocabulary improvement. However, Woods (1972) reveals that educational outcomes of children whose mothers work full time is positively higher than the the schooling of children whose mother work part-time.

Maternal time spent with the child is one important result of maternal employment mentioned above. According to Shore (1997); mothers are primary care-givers for the child and interaction between mother and child affects cognitive, social, emotinal development and educational outcomes of the child. According to the research conducted by Andrabi, Das and Khwaja (2009); when mothers spend their time with their children for learning activities at home, academic achievement of their children increases. This makes the quality of maternal time spent with the child important to support, monitor academic life of the child.

The Purpose of the Study

The aim of this study is to reveal the views, suggestions and barriers of illiterate mothers to be involved in their children's education and how being illiterate affects their participation. Mothers' involvement role is mainly studied from the levels of parental involvement that an educational researcher, Joyce Epstein (1995), describes

it in six levels such as parenting, communicating, volunteering, monitoring and assisting at home, decision making and collaborating with community. For the purpose of the study, it's main concern to examine views of illiterate mothers about their involvement in their children's education process, however it's also necessary to examine factors that become barriers for mothers to be involved. There are a number of personal, contextual and sociocultural factors such as primarily illiteracy of mothers, employment and maternal time spent with the child to enhance school achievement affect mother involvement in the education process of children (Baum,2003; Carneiro,2009; Magnuson & Mcgroder,2002;).

Significance of the Study

Academic achievement and schooling are the main issues related to the education of the children. There are a number of variables that influence children's education. O' Herne (2009) suggests that the first variable that affect the children's development is genetic factors and the second one is parents who shape the abilities of their children. In addition to this, parents choose environment where the child will grow up. This is very crucial; since when a child is born, s/he has no choices where s/he will be reared and parents make this preference. This environment selected by parent give a shape to the development of the children.

Parental involvement is a main variable that influences education of children. Parents are a child's first teacher (Cordry & Wilson, 2004) and will know more about his/her child's interets and needs than a teacher (Levine, 2002) and this makes parental involvement in children's education important. It's interesting that some parents give more care for their children education and some of them do not.

Especially; students whose mothers who are aware of how their children learn and whether they do or not homework, monitor their education process become more successful than students whose mothers are not aware of their children's educational process. It becomes an important issue to examine which factors affect parental involvement of mothers in educational process of their children. In addition to this, there is still a limited number of studies done on the subject of involvement of illiterate mothers in their children's education in Turkey, with the fact that there is an increasing interest in recent years, this study may be a contribution to the research literature of Turkey to some extent.

Mothers' ideas, beliefs, attitudes toward child is the main issue. According to Sebates, Akyeampong, Westbrook, Hunt (2010); mothers' education level influence academic life of girls. In the study made in Pakistan, girls whose mothers have some sort of academic schooling are more likely to achieve in academic life and continue her education. This is the reason of that mother's role is not deniable and becomes central issue for their children's education and this affects to keep their children in education.

An environment in which children lives is very crucial for their development. If environmental conditions are positive, this influences the child positively. The most important element of this environment of a child is the mother. Because of this important environmental element, some programmes are developed to encourage mother improvement for the qualified development of children. One of the most important studies conducted in Turkey is "Mother-Child Education Programme".This programme aims to improve the informative side of the mothers so that mothers encourage cognitive, emotional, social and physical development of the child. The programme focuses to encouarge parental role of mothers, inform them about child

development, construct qualified communication between mother and child, increase the self confidence of mothers and their roles in their children's education (AÇEV,2010).

The research of Andrabi, Das and Khwaja (2009) studied in Pakistan shows the direct effect mother education that encourage mothers to spend extra 75 minutes per day for their children's school work. Women who got basic education in public schools that have gender segragation spend most of their time in learning activities for their children outside school hours and monitor whether their students study school homework at home and this affect positively academic life of children in rural Pakistan. Because of this, it becomes an important concern to analyse role of mothers in their children's education.

While concentrating mother role in educational process of children, it can not disregard the employment of women in the world of changing conditions for the role of women. In today's world, women's role is changing in social, parental and economic area of life. Women play a role in the market economy and this brings some attention to consider how working outside creates an impact on academic life of their children (Bajracharya, 2010).

Maternal time spent with the child is very important for the academic life of children. In the world that women are working outside home and responsible for the education of their children; the importance of maternal time spent with the child is not deniable. How mother spend time with the child and what they do together for out of school activities to engourage their children's learning at home. The study of Andrabi, Das and Khwaja (2009) shows that mothers spend extra time for their children's learning at home by helping their homework or monitoring their study and this increases academic achivement of their children.

In the light of above facts; there is a need to analyse involvement of illiterate mothers in their children's education by taking into account the influence of various personal, contextual and sociocultural factors such as illiteracy of mothers, maternal employment and quilified time spent with the child.

Moreover; because there is still a limited number of studies done on the subject of the effect of parental involvement, illiteracy of mothers, maternal employment and maternal time spent with the child on the academic life of children in Turkey. With the fact that there is an increasing interest in recent years, this study may be a contribution to the research literature of Turkey to some extent.

Research Questions

The aim of the study is to find out involvement of illiterate mothers in their children's education and how being illiterate influences their participation. Based on this aim the following specific research questions were investigated.

1. What are the parental involvement responsibilities of illiterate mothers in their children's education?
    a. How do illiterate mothers create home conditions that are conducive to learning?
    b. To what extent there is a communication between illiterate mothers and school staff(teacher, school counselor, administrator) and other students' parents?
    c. To what extent illiterate mothers volunteer their children to assist at school?
    d. To what extent illiterate mothers are involved in learning activities at home?
2. What are the general academic achievement aspirations that illiterate mothers hold for their children and what do they do in helping their children to reach their aspirations?
3. What are the ideas of illiterate mothers about how participating in "literacy course" influences their involvement in their children's education?
4. What are the views of illiterate mothers about the factors that influence their involvement in their children's education?

CHAPTER II

LITERATURE REVIEW

Parental Involvement

Main important isssue to examine the role of mothers on the academic life of their children is parent involvement, especially mother involvement, in their children's education.

Joyce Epstein, an expert in the area of parental involvement as well as director of the Schools, Family, and Community Partnerships Program and the National Network of Partnership Schools at Johns Hopkins University, describes useful and comprehensive six types of parental involvement as parenting, communicating, volunteering, learning at home, decision making, collaborating with the community (Epstein & Jansorn, 2004; Epstein & Salinas, 2004).

According to the types of Epstein's parental involvement (1990) ; in type 1 involvement; there are some obligations of parents that refer to responsibilities of parents for children's health and safety, discipline, guidance at each age level, creating positive home conditions that support learning, Child-rearing skills to prepare children for school. Type 2 involvement refers to the communications from school-to-home about children's progress and school program. This communication includes report cards, conferences, memos, etc. to inform parents about the children's progress and school program. Type 3 involvement is based on being volunteers who assist teachers, administrators, children in classrooms or in other areas. In this parental involvement type, parents come to school to observe and support student performances, sports or any other events. In this type, parents volunteer to work for the classroom needs, school needs, or learning needs of the students in a class. They

voluntarily prepare some learning materials used at home or school and help teacher in classroom or out of classroom activities. Type 4 involvement requires being involved in learning activities at home to monitor and assist their own children's learning at home coordinated with the children's classwork. Parents are involved in learning activities at home including homework, other curriculum related activities, goal setting, etc. In the last two types, it's about parent involvement in governance and advocacy means parents in decision-making roles, advisory councils, or other committees and groups at the school, state level or any other district. In this type, parents become advocacy groups to monitor the schools and work for the school improvement that affect their children's education (Moreno & Lopez, 1999).

Parenting: This type of parental involvement includes parents to establish a learning environment, study time and space to support their children's learning. This type of involvement also assists schools to provide information about the backgrounds, sociocultural properties and aims for their children (Epstein, 1995; Epstein & Jansorn, 2004; Epstein & Salinas, 2004).

Communicating: This type of involvement consists of communication between home and school in two way directions as home to school and school to home communication about children's education process. By this way, parents have an access to the teacher, administrator, school staff and other students' parents (Epstein, 1995; Epstein & Jansorn, 2004; Epstein & Salinas, 2004).

Learning at home: This type of involvement requires parents to be involved in their children's learning at home. Parents actively tutor their children for their homework, school related activities at home. They encourage their children's learning by assisting homework and school based activities at home. Children also

share their learning and school activities or what they learn at school with their parents at home (Epstein, 1995; Epstein & Jansorn, 2004; Epstein & Salinas, 2004).

Decision Making: This type of involvement requres parents to be actively involved in school decisions, advocacy activities through school councils, various parent organizations such as " Parent Association (PA)", "Parent Teacher Association (PTA)", "Parent Teacher Organization (PTO)" (Epstein, 1995; Epstein & Jansorn, 2004; Epstein & Salinas, 2004).

Collaborating with the Community: This type of involvement requires coordinating services and resources for students, families, and school with community groups, including collages, universities, civic organizations, agencies (Epstein, 1995; Epstein & Jansorn, 2004; Epstein & Salinas, 2004).

According to Cordry & Wilson (2004), a child's first teacher is parents. A teacher in a school becomes a teacher in only one part of the child's life; however parents stay as teachers through the child's lifetime. Therefore, parents know more about their children's needs and interests than a teacher (Levine, 2002). This show the importance of parents to be involved in the education process of children.

There are a number of parental involvement definitions in the literature. According to Cotton and Wikelund (1989), parental involvement has broder definition. Parents support their children's education by attending school functions. They attend parent-teacher conferences and they are involved in assisting their children improve school homework. Parents prepare an environment in which their children can study, that is they provide appropriate study time and space for their children. While they are preparing learning environment, they also monitor their homework and actively tutor them at home. These are the involvements of parents at home; outside the home, parents volunteer to work for school activities. They take an

active role in decision making for developing and providing an education for the children.

According to parental involvement definitions, it's understood that there are two main categories for parental involvement (Sheldon, 2002).The first one is the involvement at home and the second one is the involvement in the school. Parental involvement at home requires "as parent-child interactions on school-related or other learning activities and represents the direct investment of a parent's resources in her or his child's education." (pg. 302).

The second category of parental involvement includes the involvement in the school. In this type, parents volunteer in school activities, attend teacher school meetings, read with the children in a classroom, and communicate regularly with the child's teacher. That is, this type is based on the involvement outside the home for the child's learning (Sheldon, 2002).

Swap (1993) advocates the "curriculum enrichment model" to describe parental involvement in the education process of children. According to this model, parents are the first and important teachers of children. They know their children's needs, interests better. Because of this, parents-teacher association becomes important to enrich curriculum content. If parents are considered as important resources and experts, home-school cooperation becomes crucial. This model provides schools to access parents to share their knowledge, experinces without walls.

The Importance of Parental Involvement

Powell (1989) describes the importance of parental involvement in the areas such as child competence, parents' self development, human service institutions and program resources. According to child competence, home-school interaction has positive

effects on the child. Communication between parents and teacher, administrator and school staff makes a positive impact on the academic perfomance and cognitive skills. According to parents' self development, parent participation is viewed as a means of improvement of parents. Involvement of parents in their children's education process encourages parents to develop their feelings of self concept. According to human service institutions, parent involvement in early childhood programs becomes as a strategy to improve human service institutions. It is seen that there is a tendency for improving human service institutions for parental involvement in the education life of children. As program resources, parent participation is encouraged in order to provide additional resources for childhood programs.

Levine (2002) advocates that there are a number of benefits of parental involvement for the education process of children. With parental involvement

- children feel the importance of their education,
- parents have a knowledge of their children's performance,
- the school have an opportunity to become more influential in children's education,
- children's self esteem increases,
- parent-child interaction develops,
- academic achivement of children increases,
- parents gets positive attitudes towards schools,
- children improve both academically and behaviorally.

According to a study conducted by Sucuoğlu, Küçüker and Kanık (1994) in special education center of education faculty of Atütürk University, "Mother and Father Education Program" is developed for the parental involvement in their children's

education that needs special attention. The aim is to involve parents of handicapped children in their children' education and ensure some basic technics and skills needed in this process. After 12 hour education and one hour observation of this program, one of the most important benefits parents get is that they feel themselves more adequate and they behave more positive and sensitive in education process of their children. They learn how to prepare a positive learning environment for their children and start to apply the skills and techniques learned. Involvement of parents in their handicapped children's education process positively influced the children and they start to learn fast many skills with the encouragement of their parents.

Physical environment of a child is very crucial in the development precoss of children. Altough a father is as influential as mother, a child is mostly interacting with mother and so mother is the first important factor influencing child development. This is the reason for the importance of mother involvement in their children's development and education. They present some experiements as making decision, selecting clothes, etc. and provide learning opportunities and create an environement with good models that encourage learning. If a parent and especially mother shapes the child's development and education, it becomes crucial to involve parents, especially mothers in their children's education process (Bekman, Çorapçı, Erman, Kizir & Özdemir, 2004).

Factors Affecting Parental Involvement

There are a number of factors that may influence parents' desire or ability to participate in their children schooling. These factors can be classified into three areas as sociocultural personal/psychological and contextual (Lopez & Moreno, 1999).

Personal and Psychological Factors

Personal and psychological factors; that influence parent involvement in children school life; include parental role, aspirations for their children, self efficacy, and knowledge of being involved in academic life of their children. Understanding of parents' own role in a crucial link between their individual behaviors and a particular social situation like children's education. In this role, if a parent does not have high educational aspirations for their children and high efficacy beliefs about their skills however they do not feel responsible for their children schooling; they will be less likely to involve themselves in their children's education. That is, feeling responsible for the children' academic life is a key parent role to be involved in their children education. This is the role definition of a parent (Edgerton, 1985; Meighan, 1989; Schaefer & Sigel, 1985).

As a personal or psychological factor; parents' educational aspirations are another key predictor for parents to be involved in their children's education. Parents with high educational attinment aspirations for their children are more likely to involve themselves in their children's education than parents with low aspirations for their children's educational attainment (Lopez & Moreno, 1999).

Other personal or psychological factor that influence parental involvement in their children schooling; is parental efficacy means people's expectations they can successfully cope in specific situations. When parents perceive themselves as

competents for involvement in their children's schooling, this means they have high parental efficacy (Hoover-Dempsey & Sandler, 1997).

Parents' knowledge of school activities is another personal or psychological factor that affects the level of parental involvement in schooling of children. It's found by Klimes-Dougan et al (1990); parents with high level knowledge about involvement activities and opportunities shows greater levels of involvement than parents with lower level of knowledge of these activities.

Contextual Factors

Beside personal or psychological factors, contextual factors that influence parental involvement in their children's schooling are classified as school climate, social support, and barriers. Many researchers advocate that schools have "unique personalities" that constrain or facilitate some certain behaviors (Moreno & Lopez, 1999). It is important for parents to perceive that schools are comfortable, warm and safe places for their children and their children learn many things in these schools. If a parent perceieves schools like this, they will be more willing to be involved in their children's schooling.

Addition to school climate of contextual factors, social support systems also enable parents to involve in their children education. Parents' socioeconomic and acculturation level has an impact on the social support, since if a parent with high socioeconomic and acculturation level will have more socail support networks and more frequent contacts with these networks to be involved in the schooling process of their children (Moreno & Lopez, 1999).

There are also some barriers as contextual factors influencing parental involvement categorized as personal, impersonal and instutional factors. There might

be lack of interest on the parents' and teachers' perception of their roles or lack of requisite skills of parents and teachers. This barrier is classified as personal. Transportation, conflict between work hours of parents and teachers to contact each others, childcare might be another barriers classified as impersonal one. Inadequate resources to support teachers' efforts to increase parent involvement, lack of bilingual staff or inadequate training of teachers are another barriers classified as instutional factors. All of them might be combined and become a strong barrier for parents to be involved in their children's schooling (Wherry, 2009)

Sociocultural Factors

Third element of factors that influence parental involvement in children schooling process is sociocultural factors referred as "demographic variables" such as ethnicity or race, education level, etc. "Parents from middle- and high- socioeconomic backgrounds are more likely to participate in their children's schooling process than parents from low-socioeconomic backgrounds." (Epstein,1990; Hoover-Dempsey et al.1987; Lareau, 1989; Stevenson, Chen & Uttal,1990). "Maternal education level has been a particularly important variable for understanding teaching interactions in the home among Mexican African mothers. Maternal education is often a better indicator of educational related activities than broder measures like socioeconomic status" (Laosa, 1982; Moreno, 1997).

Acculturation is also another aspect among sociocultural factors that influence parental involvement. It's related to migration of people to a new place and then living in this new place by trying to accommodate living conditions. According to Rueschenberg and Buriel (1987), there is a positive relationship between the acculturation level of parents and their involvement in their children schooling.

Acculturation level might be influential on this involvement especially in the area that receives lots of immigrants.

According to the study of Moreno and Lopez (1999), education level of mothers is relevant to understand how mother perceive her role in her child's education. Educated mothers generally perceive their participation in their children's education as "a part of their job" more than less educated mothers. Mothers with at least a high school education, have the greatest level of self efficacy. In this study, more educated mothers participated in school activities more frequently than less-educated mothers. Parents with higher education level have more familiarity with the school system and so they are more aware of their role in their children schooling. In educated mother cases, mothers feel having more "power" and "resources" to be involved in the participation in the education. Also, less acculturated mothers feel having less knowledge about school activities and more barriers to involvement; however they use their cultural attitudes and beliefs from their country of origin as "resource".

The Impact of Mother Education on School Involvement

According to the study of Magnuson and McGroder (2002), incrases in maternal education make direct proportion effect on children's academic school readiness and inverse proportion effect on children's academic problems. That is, there is a direct proportion with the level of mother education and children academic school readiness and negative proportion between the level of mother education and academic problems of children. If a mother recieves basic skills education, this creates positive effect on the mother-child interaction and the child's academic performance. However, if a mother recieves vocational education, this might not

create a positive effect on the child-mother intearction and academic performance of the child.

Study of Magnuson and Mcgroder (2002) shows positive correlations between mother's educational attinment and children's well being, particularly school outcomes and cognitive development. Maternal education may affect children's development directly and indirectly. Mother-child interactions, high quality home environments for learning, maternal participation in children's schooling might be direct effects of maternal education attainment. Increase in family income and maternal earnings might be indirect effects of maternal education attainment. Higher level of mother education is related to mother's greater use of modeling strategies, inquiry, verbal reinforcement and reading activities to the child (Richman, Miller & Levine,1992; Stevenson & Baker,1987). As it seen, maternal education effect is emphasized in the pre-school years of the children in which children show big develoments in physical, psychomotor, emotional, cognitive domains.

Maternal education has an impact of children outcomes as quantity and quality investments. More educated women might make more informed chocies related to the life, health and education. While educated mothers make choice, they can use their conditions, resourses for their children education. They are more likely to live in richer households and have a spouse with high levels of education. They might help family income by working and present better conditions for their children education (Carneiro, Meghir & Parey, 2006).

In the Study of Khaliq (2007), it's studied the impact of introducing literacy to mothers in literacy programs on academic achivement and well being of the childen. The study shows how being literate of mothers affect children's education and their well being. Positive relationship is found between being literate of mothers and

academic achivement of children. According to the analysis of the results of this study, mother literacy course changed the attitudes and ways of interaction of mothers with their children. Mothers who participate mother literacy program start directly support their children in their academic activities such as reading, co-reading, solving basic arithmetic problems, any educational engagement. These mothers who got basic literate skills started to encourage their childen's learning so that they do not remain illiterate. They send their children more regularly to schools. They started to provide time for their children to study at home when compared they used not to do in the past.

According to Magnuson (2003), being educated of mothers is positively associated with children's academic school readiness, their academic performance. Mothers, who have basic education skills like being literate, are actively involved in their children's education and this enhances academic achivement of the children.

In addition to this, some programmes are developed to encourage mother improvement about child development and education. The mother-child education programme in Turkey has aimed to empower mothers to educate their children by having the knowledge of cognitive and parenting roles since 1993. The focus group of the programme is social and economically disadvantaged families and mothers of six years olds. The programme provides children to promote school readiness with the creation of an environment in which children get psychosocial health and nutritional development (AÇEV, 2010).

The mother support programme is one the components of the mother-child education programme. The mother support programme aims mothers to show sensitivity for the cognitive development of their children. The programme targets mothers whose children participate in preschool education programme. Mother

support ptogramme is complementary of the mother child education programme. In this programme, mothers are not required to be literate or talk their language fluently. Mothers are informed about how they can make creative activities with their children for the cognitive development of their children. They learn telling stories to their children as home learning support. They learn to contol self care skills of their children and create opportunities for their children to take some responsibilities. (Bekman, Özdemir & Sucuka, 2003) That is, mothers can learn to be involved in the learning process of their children even if mothers are illiterate.

As a result of mother support programme and mother child education programme, mothers get increased confidence and self satisfaction. With the incrase in the confidence of mothers, they are more involved in their children's schooling and show more effort for success in school. They are also more involved in decision-makind at home. They start to show fewer disciplinary methods and they learn how to use services in community. These mothers are not required to become literate, they might be illiterate mothers to encourage their children's learning at home (Bekman, Koc & Taylan, 2004)

Influence of Mother Employment on Children's Education

According to the study of Talib (2010), there is a relationship between parental work conditions; especially, dual-earner families; parenting styles, child's task engagement behavior and school achievement. This study shows that mother's and father's working conditions such as work hours work tempo,etc., socioeconomic status, such as parental education, parent salary,etc. parental involvement in children schooling process, parental authoritarianisim, parental authoeitativeness, etc. has a strong effect on children educational outcomes.

Research made in Malaysia where a massive migration of rural people occurs to the great demand of labour from an industrial sector in 1980s. In this case, many mothers leave their children for employment because of high cost of living conditions in urbanized areas of Malaysia. Shift to full time employment of mothers creates some tensions, since small children need child-care or supervision when their mothers are away from them (Talib, 2010).

In the literature, maternal employment is examined in two areas such as effects of maternal employment on family well-being like that marital satisfaction, family happiness, family conflicts and effects of maternal employment on emotional and personality development. Employment of mothers may support family financial condition, good opportunities for their children to take special tutoring outside for school achievement. On the other hand, it may cause some family conflicts or less time spent with husband and children (Meneghan & Parcel, 1990) .

Mother's pivotal role is deniable in the child development. This is the main reason that the litearature emphasizes maternal education employment that affects children development and educational outcomes. Some studies make a direct comparison between employed mothers and non-employed mothers, lower and middle income families with respect to the working conditions. However, some of them neglect other variables that affect children educational outcomes with repect to employed mother and non-employed mother case. There is no direct relationship between maternal employment and children development. There are factors that affect children development and educational outcomes concerning the child, the families, parental involvement, child-care, parenting, early child experiences. That is, children development and educational outcomes and maternal employment is

examined in multidimensional perspectives taking into consideration some underlying factors (Talib, 2010).

Women participate working life and this brings special concern for the importance of father's role in child development. While women are working, fathers' particitipation becomes important to manage family (Foster & Kalil, 2005; Greenberger & Golberg, 1989; Lamb 2000).

In dual-earner families, fathers take some responsibilities such as taking care of their children, cleaning up the house, monitoring children school activities and guiding their school work, doing shopping, etc. like mothers (Talib, 2010). Educated mothers are more likely to have a spouse who has high level of education and will share some responsibilities in parenting. In addition to this, educated mothers will tend to direct household members or father to help or monitor their children schooling or school work.

According to the theory of human cultural ecology; social and cultural worlds, home enviroment and family interact each other at the various levels that has an impact on the child and family (Bronfenbrenner, 1979; 1986; Bronfenbrenner & Crouter, 1983).

Child development is affected by four environmental systems such as microsystem, mesosystem, exosystem and macrosystem. Study of Talib (2010) examines the relationship between parental work conditions, parenting style and children education outcomes in two directions. One is direct direction between educational outcomes and some variables such as SES, parental work conditions, parenting styles, parenting monitoring, parental beliefs on their self-efficacy, children social skills, children task engagement behavior in the model and another is

indirect relationships between parenting styles, parental work conditions, children task engagement behavior and children's school achievement (Talib, 2010).

In the model of the study of Talib (2010), there are two variables as family structure background and parents' work conditions in the first level of the model. These variables represent basic input characterictics of children, parents and parental work conditions. These variables are related to the family structure background, child sex, and help hours. In the second level, parenting styles such as authoritarian, permissive, authoritative and parental involvement like monitoring, parents' beliefs on the importance of childrens' social skills and self-management skills and parental self efficacy (Hoover-Dempsey & Sandler, 1997; Bogenschneider, 1997). First and second levels represent inputs and third and fourth ones represent outputs that focus on the children's behavior in the classroom and their school achievement (Finn & Cox, 1992; Fin, Pannozzo & Voelkl, 1995).

Result of the study in Malaysia shows that mothers and fathers play and important role in their children educational outcomes based on some most significance variables such as parental work conditions, parenting styles, parental involvement, and children's task engagement behavior (Talib, 2010).

In the literature; there are many studies some of them advocate maternal employment positively affect children schooling or do not. Stafford (2001) advocates negative affect of maternal employment on the children educational process. On the other hand; Ruhm (2005) suggests that maternal employment is positively related to the higher educational outcomes of children. Beside this; Ermisch (2002) shows that educational outcomes of children whose mother work part-time is positively higher than the educational outcomes of children whose mothers work full time. However, Woods (1972) reveals that educational outcomes of children whose mothers work

full time is positively higher than the schooling of children whose mother work part-time.

Baum (2003) shows that maternal employment during the early months of children's life negatively affects the child's life and cognition. Baum constructed this relationship with respect to some measures of cognitive tests, vocabulary test, mathematic tests, reading recognition tests. However, maternal employment also affects the education outcome of the child with the total family income. Children can benefit some special courses, or tutoring with the increased family income

Time and income effects of mother's work are seen as two determinant factors that affect the children schooling in benefical or detrimental way. Investments in education are positively affected from the income effects of maternal employment (Behrman & Knowles, 1999). Added income in the household resulting from the mother's participation in labor work is positively related to the education outcomes of children who are enrolled in schools (Glick 2002). Benefits from mother's income to the schooling outcomes of children is positively larger than incomesof other household members. This means that mothers have more control on their income and other household resources and this increases the possiblity that mothers are more likely to invest their children schooling. The literature suggests the same associations for nutrition and health status of childen (Glick & Sahn 1998; Haddad & Hoddinott, 1994).

Thomas (1993) implies that when family income is controlled by mother in a house, human capital investments in children like nutrition, health and education will show an a rise. In addition to this, sex of children becomes important to make household decisions for investments in schooling. Glick and Sahn (2000) find that mothers' education benefitted only girls in schooling and fathers' education

benefitted both of girls and boys in Guinea. Glick (2002) suggests that educated mothers generally prefer to invest for the girls' schooling when compared with uneducated mothers. However, some uneducated women have a strong desire for girls so that they go to school and become educated women in future.

Mother's participation in labor market is resulted in the human capital investment in the child. This dimension of maternal employment positively affects children educational outcomes (Bajracharya, 2010).

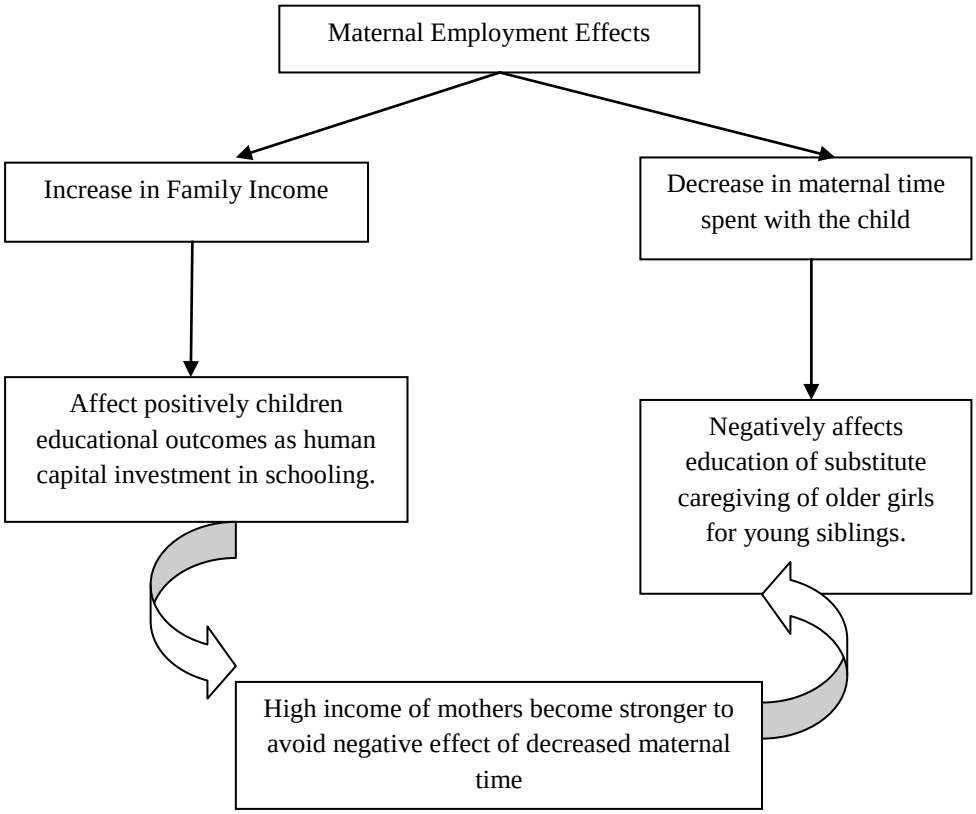


Fig. 1 Relationship between maternal employment and maternal time

Influence of Maternal Time on Children's Education

Maternal time means that number of hours each child spends with his/her mother. Psychology, neuropsychology and other sciences suggest that the time the child

spends with the mother is very important for cognitive, social and emotional development of the child. Mother is the primary care-giver for the child and interaction between the child and primary caregiver stimulates brain development of the child (Shore, 1997).

Carneiro (2009) made a research about how maternal time spent affect children cognitive and non-cognitive outcomes. Many reserchers relate maternal time to the maternal employment and maternal employment is related to the child outcomes. Many researchers assume that mother's out of working time is completely spent for children. However, in this study two cases are examined. One case is mothers who do not work or work few hours and spend their their few time for their children. Another case is mothers who work fully and long hours however spend qualified time for their children.

According to the results of the study made by Carneiro (2009); maternal time stimulate children to perform better in coginitive test scores. However, when ethnicity is taken into account, the different picture was seen. When African American young children spend more than 5 hours with their mothers, they perform worse in coginitive tests. On the other hand; when white young children spend more than 5 hours with their mother, they perform better in the cognitive tests. In older African American children, no relationship is found between maternal time and cognitive development. In older white children, positive effect of maternal time on cognitive development remains the same as young white children.

It's a common reality that mothers who are primary caregivers for their children development and their education, participate labor market for additional income and invest material resources to raise their children and for their schooling. With the mothers' participation to labor work outside the home, the time spent with

the child decrases and fathers come to be analyzed to spend their time with their children. As a whole, parental time become important for the rasing of the child and education of the child. This is another dimension of maternal employment that highlighted mothers and fathers as a whole to be responsible for their children development and educational outcomes.

Literature show that mothers spend more time than fathers for their children. This spent time shows some differences like that mothers spend more time for the child care than fathers and fathers spend more time for teaching and playing activities than mothers (Bryant & Zick, 1993; Pleck, 1997).

When the relationship is examined between the working parents and their children education, it is considered that school age children will be studying at school in the working hours of their parents. Therefore, working parents can regulate their working hours with respect to their children schooling time and they can spend time for their children learning and development outside the school hours at home (Bianchi, 2000; Gauthier, Smeeding, and Furstenberg, 2004; Sayer, Bianchi, and Robinson, 2004; Zick and Bryant, 1996).

Hill and Stafford (1974) used the data from 1965 *Productive Americans Survey* conducted by the Survey Research Center of the University of Michigan that show that high socio-economic status mothers or mothers with high education level spend more time for their child care and their educational development when compared with the low socio-economic status mothers or mothers with low education level. In this senario, women's wage is positively corralated to the maternal time for the children.

Women have dual roles such as income generators and primary caregivers to their children in the developing countries (Glick, 2002; Glick & Sahn, 1998; Leslie

& Paolisso,1989). Women's role is changing in social, parental and economic area of life. Bajracharya (2010) made a study in Nepal where is one of the poorest areas of the world having the highest rates of female labor force participation. This research identifies how women play a role in market economy and how working outside home creates an impact on the children outcomes. Women's employment has a significant impact on children well-being and on homan capital investment in children and on their schooling. In developing countries, women's working is not a choice; it is a necessity for family survivor.

According to the theroretical model of Becker's (1965) "new houesehold economics" concerning mother's employment, the time of household members is assumed as a major input in the household production function. In this model; if the time of mother spent with childcare or domestic work increases, the household production function also increases. This is an interesting and logical function that formulates the relationship between maternal time and household productivity.

However, many researchers and economists also argue that there is no or weak effect of mother schooling on the academic life of the children. There some reasons for this such as little maternal time for the child, strong assertative mating, heterogeneity of the effects of the mother schooling. Educated mothers work more and might have to depreive their children from valuable maternal time that is very important for the child development. There is strong assertative mating and father's education is accounted. Educated woman has many responsibilities for the work, home, spouse and children. In this situation, woman might not spend most of her time for the child and even if she spends, this time might not be influential and efficient for transmission maternal education to the child because of being tired of mother (Carneiro, Meghir & Parey, 2007).

Andrabi, Das and Khwaja (2009) made a research from rural Pakistan where public schools are segragated by gender and used availability of girls' schools in the mothers' birth village as an instrument for mother's education. This is an advantage to the the direct effect of education only on mothers not fathers or both of mothers and fathers. The study shows maternal time use, child time use and child learning for causal impact of maternal education on child educational outcomes. Mothers with some education spend most of their time in learning activities for their children ouside the school hours. In this study, mothers spend an extra 75 minutes per day for their children school work. Mothers are primary care-giver for their children and so they spend more direct time with their children on their school work. Beside mother care –giver for the child, educated mothers facilitate greater contribution from other household members in reading and helping their children with school work. As a result of maternal care of children, test scores significantly get higher.

According to some researches, work outside the home is biggest obstacle that limits maternal time of educated mother with her child in developed countries. Study applied in Pakistan advotes that educated mother knows how to control making sure that their children study more and create a nurturing learning environment which has a positive effect on their children's learning (Andrabi, Das & Khwaja, 2009) .

Relationship among maternal education, employment, and children's education is very complex based on the living conditions in the country. Bianchi (2000) shows that maternal time with children remained unchanged during a period of dramatic increases in the woman labor force participation and between 1965 and 1995 years. Working woman might spend less time for her children. However; Guryan and others (2008) reveals that more educated mothers spend more time with their children and

work more, since they might cut down leisure activities such as sport, shopping, hobbies, etc. and housework.

Educated mother made an effort for her children education and school work and control and direct her children and other household members for this effort. Since, she knows that learning of a child is the result of the efforts of mother, child and other household members. In this case, maternal productivity becomes important for the children educational outcomes. Mothers are the first care-giver for their children even if mother is educated or noneducated or worked outside the house. It is possible to spend maternal time for the children's education or school work. Study in Pakistan emphasizes that child effort in studying, the role of parental-child interaction, direct care of mother for the study of the child is an important channel for improving learning (Andrabi, Das & Khwaja, 2009).

Women are assumed to make their choices to participate in market work or nonagricultural sector of economy based on which activity is more valuable to them and for their families (Vial & Muchnik, 1989). However; Bajracharya (2010) reveals that women's agency and automy is limited in developing countries and decisions are made altogether based on the caregiving work or market work. If the decision is made for women to work at the household or at the individual level, maternal work have opposing time and income affects children's well-being. If the choice is done for mother to work in nonagricultural sector, income affects positively the children's schooling. That is, maternal employment has two main effects on the children outcomes. First one is that family income increases with the maternal employment and this positively affects children's well-being, nutrition, health and schooling. When family income increases, parents are likely to create an influential and efficient home learning environment and make decisions encouraging financially increasing

the quality of their children education. This is one dimension of maternal employment. Another dimension is that maternal time decreases and mothers live some challenges about caregiving role for their children. In this sense, the burden of care falls on substitute caregivers who are genarrally older daughters (Joekes, 1989). If the older daughter is responsible for her younger sibling, the result becomes detrimental for both older daughter and younger sibling. Since, older daughter's schooling opportunities are impeded because of the role of caregiving for younger sibling at home. In this case, older daughter might become a school dropout. Being caregiver for younger sibling at home because of maternal employment is one the most common reasons of school dropouts or being out of schooling. On the one another hand, this case also negatively affects younger sibling's development. Quality of care for younger sibling become lowered and this has a negative impact on the cognitive, social, emotional development of the child (Owen, 1998)

In the study of Bajracharya (2010), women's work decision is related to the nature and level of their husbands. Women having high earning and high status husbands tend to give more value to household based work rather than market work outside home. However; women with low earning husbands prefer market work to provide more family income. In some cases, both parents prefer market work to generate higher income to present high level standards for this children and welfare of their households. When work reasons or choices of women are examined, it's seen that there is a complexity among factors that affect maternal employment. That is, the participation of mothers in the labor force is related to many complex factors.

Although maternal income positively affect children educational outcomes, time effects of maternal employment has an impact of children development in the opposite direction. Girls are more negatively affected from the time effects of

maternal employment. Since, girls are substitute caregivers for younger siblings while their mothers are working outside the home. When girls take caregiving responsibility, their educational attainment becomes lower and a decrease might see in the enrolment of girls to the schooling. Girls' substitute caregiving activities are big obstacles for school enrollments in developing countries (Glick &Sahn,2000; Engle et al. 1985; Deolalikar 1998; Nieves, 1981). According to the literature, girls who are substitute caregivers become deprive of education and this is resulted in school dropouts. Since, subsititute caregiver girls are more likely to be out of schooling.

Paparts (1990) asserts that time allocation and substitute caregiving negatively affect girls' schooling and women with high income avoid these negative effects and find alternative care for their children like nursemaid. Mothers' income becomes essential to eliminate negative time allocation effects of maternal employment. That is, income effect is more likely become stronger than time allocation effects of maternal employment.

CHAPTER III

METHODOLOGY

In this section, methodology of the study is presented. The methodology includes research design, research settings, research participants, pilot study, data collection procedures and data analysis.

Research Design

This is a descriptive study which states the views of illiterate mothers about to what extent they are involved in their children's education and factors influence involvement of them. The participants were interviewed with a semi-structured interview form developed by the researcher. The reason for this design used in this study is that it's aimed to draw portraits and views of illiterate mothers about their involvement and document their voices and needs to be involved in the education process of their children. Collection of stories and report of individual experiences of illiterate mothers are central issue to examine the role of mothers on their children's education.

Conceptual Framework

The framework for this study is composed of parental involvement types developed By Epstein (1995) and three sets of factors such as personal, contextual and sociocultural. Two figures below demonstrate the model of parental involvement and factors have some impacts on it.

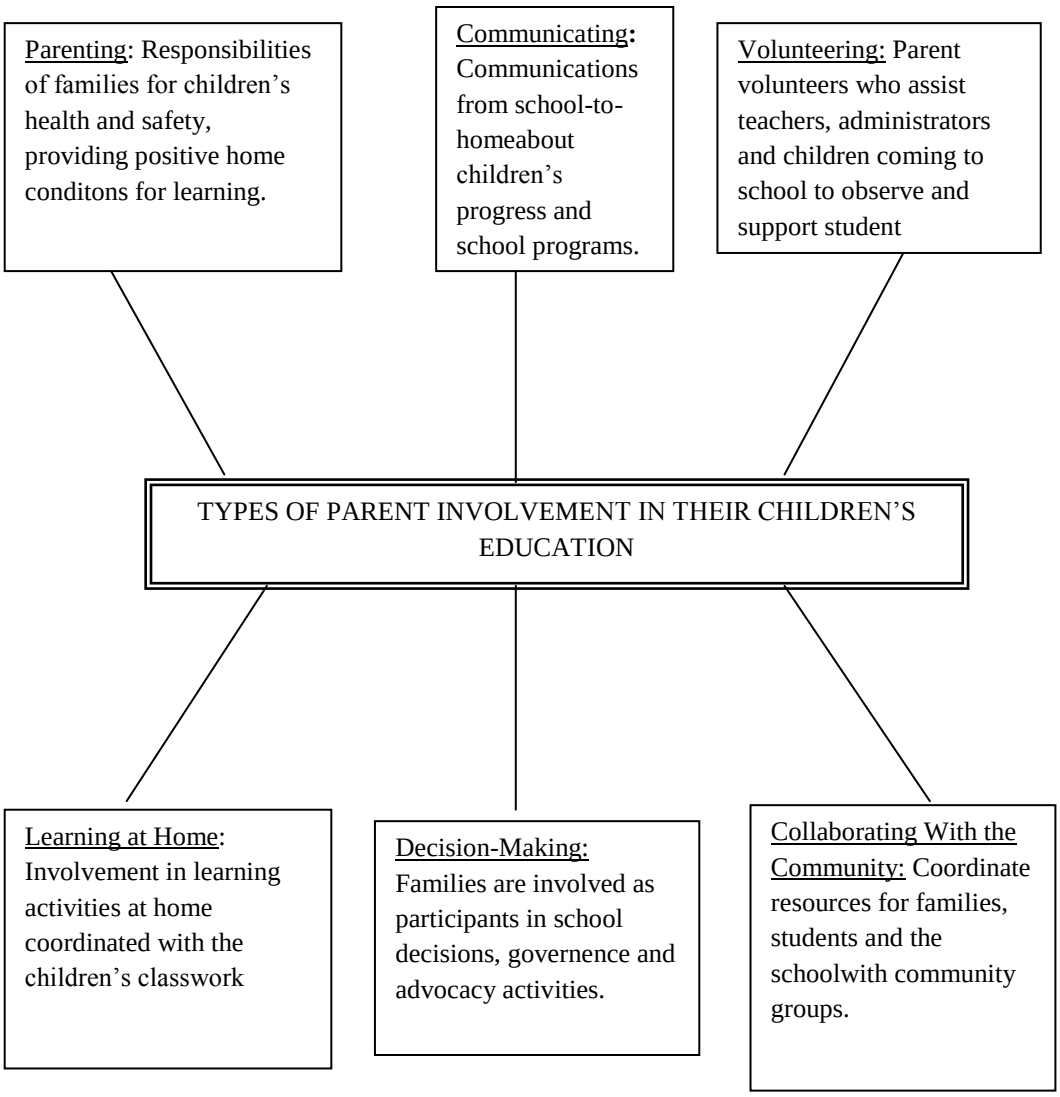


Fig. 2 Types of parent involvement

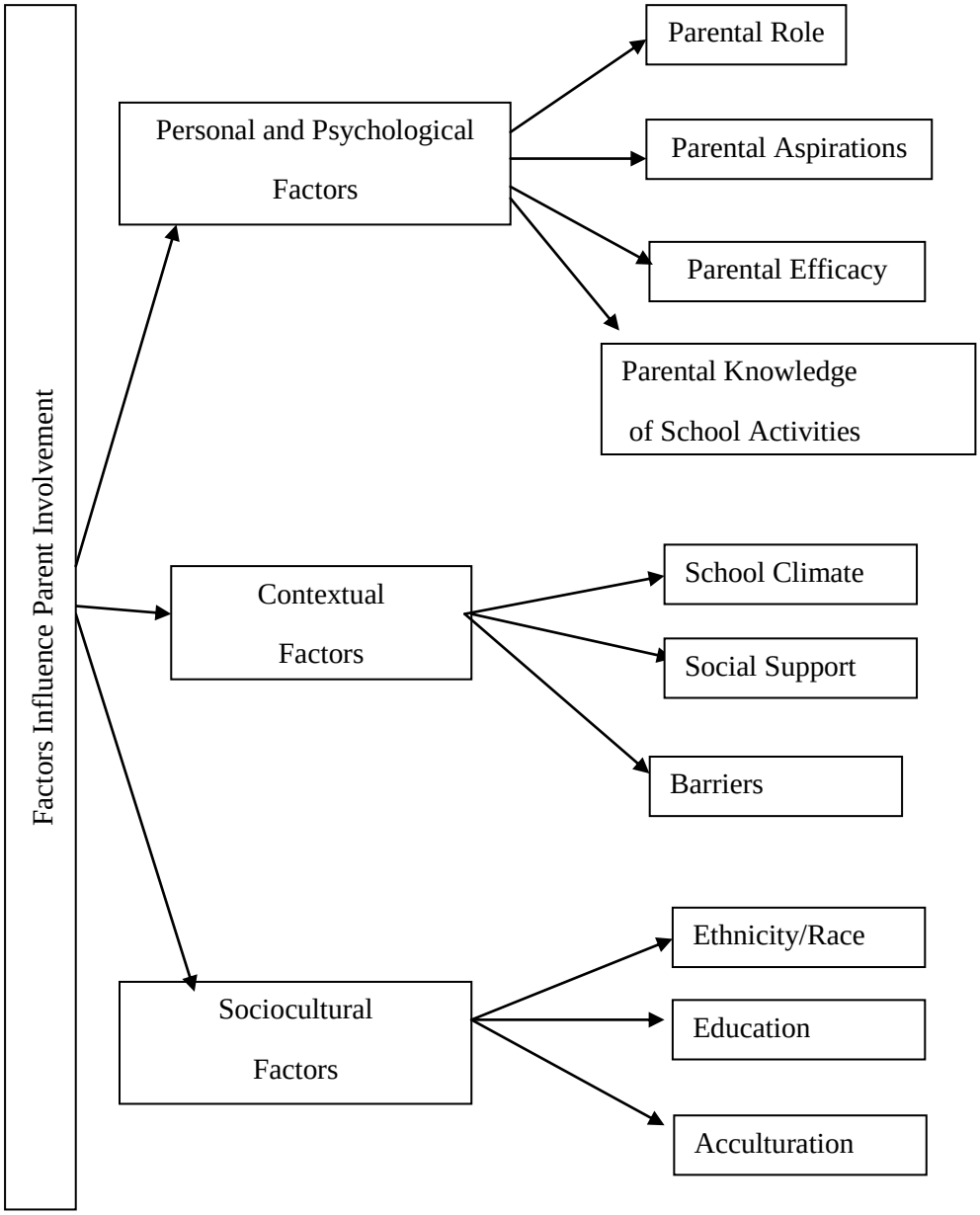


Fig. 3 Summary of factors that influence parental involvement in children's education.

It's main concern to explain the views of illiterate mothers about their involvement in their children's education. In order to reveal to what extent illiterate mothers are involved in the education process of their children, Epstein's (1995) parental involvement model is used with factors influencing this participation period. Epstein

has developed six types of parental involvement such as parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. In this study, involvement of illiterate mothers are revealed in terms of these types. However; decision making and collaborating with the community types are not examined for the involvement of illiterate mothers. Since; centralized education system exists in Turkey and it's not a common case for parents to get involved in decision making process of school and collaborate with the community for school. Because of this, those two types of parental involvement is not examined for the involvement of illiterate mothers.

Research Settings

On the basis of purposeful sampling, public education centers are chosen to have an access to illiterate mothers. Public education centers are places offer a number of courses for adults and literacy course for people who had attend no formal education system. Participants are interviewed to get their views about their involvement in their children's education and they are referred with fictitious names for the purpose of confidentiality.

When the demographic profile of the public education center is presented, it is constructed in a rich place with historical and cultural possessions. It has the minimum number of slum houses between the disticts of İstanbul. It has many main roads like "Londra Asfaltı".There are many important institutions like wedding world AVM, Metroport AVM, Gold Computer etc. that economically encourage the district's socio-economic conditions. District of the public education center has generally good socio-economic conditions and so it's improving day by day. It also

takes some migration from other towns to some regions like Bağcılar that has poor socio-economic conditions.

Research Participants

Purposeful sampling method is used while determining participants. Participants of this research is selected from illiterate mothers who participated in literacy course of a public education center. In determining participants; it's not interested in generalizing findings to a population of mothers, it's aimed to describe a small group of participants who are illiterate mothers. The most important criteria in the selection of sample is that whether the mothers have a child who goes to elementary school. Ten participants are chosen as a sample size and they are interviewed at the begining of the course.

When demographic properties of participants are examined, it's seen that target population of literacy course is individuals who are deprived of basic education and do not know how to read and write. Women from different age groups attend in this course. Some of them are working and some of them are housewifes. Housewifes who want to improve themselves in social and cultural dimension. Target population of this study is illiterate mothers and sampling in this study is illiterate mothers who participate in the literacy course of the public education center.

Demographic information of the participants are stated below in detail to have a better understanding for mother involvement of mothers in the academic life of their children. This information also represents the sociocultural factor of mother involvement in academic life of their children. Names written below are not the exact names of the participants, since it was important to respect for family life of

participants. That is, the names of the participants mentioned in the interviews will be changed into pseudonyms.

Ayşe: She is 30 years old and she has one daughter who is an eight year-old student in the second grade. There are three people in their household lived in the district of public education center. She is working from home and sewing beads on pieces of wedding dresses. Therefore, she is able to adjust her working hours by herself. Her husband is working as gatekeeper. He drops out from school in the last year of high school. Mother is from a city in the east part of Turkey. She grows up in a place where girls are not sent to schools because the school was very far from her houses. Winter conditions are heavy there, roads are closed for about 15 or 20 days because of snow during winter time. Altough a school is constructed in their town later, she is not able to attend the school.

Fatma: She is 41 years old and she has four children whose ages are 24, 22, 19 and seven. Her oldest daughter is a student in a university and one of her children is a student in the 12 th grade students in Open Education High School because he drops out regular school. Her little daughter is a student in the second grade of primary school. They, mother father and four children, are altogether living in the home. She is not working regularly however she sometimes go to supermarket to help her husband whenever she wants to help. Therefore, working hours are flexible for her. Her husband has a five year schooling and he has his own supermarket business. They are living in a neigborhood in Bahcelievler. The family has their own car. Fatma could not go to school because, her mother and father divorced when she was a little girl and she stayed with her grandmother. Since her grandmother was afaid

that her mother could take her away, her grandmother did not send Fatma to school. Moreoever, they believed that “girls should not go to school.”.

Feriha: She is 30 year-old mother who has two children. She is from a city from the nothern part of Turkey. Her children are six and seven years old. One of her child is a student in the first grade and another is in the second grade of primary school. She had worked from home for a while but then she left the work since she wanted to take care her children. Her husband did not continue his education after primary school. He is working as a driver. They live in in the public education center district. Their house belongs to themselves. Feriha went to school with her older brother for one year. However; she had to leave the school since her older brother graduated from primary school. Then, her parent did not send her to school. Her father said that “ A girl can not go to school by herself”. Although her mother wanted her to go to school Feriha was not able to complete her education., .

Gül: She is 29 year old mother who had two children. She is from a city from the nothern part of Turkey. Her children are ten and five years old. Her son is a student in the fifth grade of primary school but her daughter is not at the school age. They have an extended family and there are seven people in the household. Her husband’s mother and two sisters are also living in their house. Mother is not working. Her husband has a five year schooling and is working as taxi driver. They are living in the district of public education center. Their home belogs to themselves. Mother did not go to school, since girls did not go to school in her town and school was far away from her house. Because of this, her father did not send her to school. Instead her father made her help her mother in house-works. Although her mother wanted her to go to school father did not.

Hatice: She is 33 year-old mother who has two children. She is from a city from the middle part of Turkey. Her daughter is 10 years old and her son is five years old. Her daughter is a student in the fifth grade of primary school and her son do not go to school, since he is little for the school age. There are four people in their household lived in the district of public education center. Mother is a worker in the textile company. She is working from 8 AM to 6 PM on weekdays. She is also working until noon on Saturdays. Her husband has a five year schooling and he is working as a shoemaker. They are living as tenants in the district of public education center. She could not go to school, since it was an extraordinary case in her town if girls went to school. Also, she had to work in the plantation. Her father did not let her go to school. Her mother wanted her to go to school but her family's finanacial condition was very low. Therefore, her mother prefered her to work in plantation rather than go to school.

Emine: She is 30 year-old mother who has two childrens. She is from a city in the east part of Turkey. Her children are nine and six years old. Her son is a student in the fourth grade and her daughter would become a student in the first grade of primary school. There are four people in their household lived in the district of public education center. She is woking as a cleaning lady. She does not work for everyday. She goes to work for some days of the week. Her husband completed only his primary education and is working as a worker in a factory. They are living as tenants. While she was a little girl, she was from a city from the east part of Turkey and families did not send girls to school in their town. Because of this, she was not able go to school.

Zeynep: She is 29 year-old mother who has two children. She is from a city from the east part of Turkey. Her children are eight and five years old. Her son is a student in the second grade of primary school and her another son do not go to school since he is little from the school age. The mother is not working. Her husband had a five year schooling and now is working in textile. They are living in their own house in the district of public education center. She could not go to school since, her father said that only boys could go to school not girls. Altough her mother wanted her to go to school, her father did not give permission.

Rukiye: She is 36 year ol mother who has three children. She is from Erzurum. Her children are 20,18 and eight years old. Her older daughter and son do not go to school after primary school. Her little daughter is a student in the second grade of primary school. There are five people in their household lived in the district of public education center. She is not working outside home. Her husband had a five year schooling. She could not go to school since girls were not sent to school in her town while she was living in a city of the east part of Turkey. School was far away from her house, this was other reason for her not to go to school. Her father did not give permission for her to go to school. Her mother wanted her to go to school but she was unable to spare her to go to school since the school was very far away from their home.

İlknur: She is 31 year-old mother who has four children. She is from a city from the nothern part of Turkey. Her children are ten, seven, six and four years old. Her daughter is a student in the fourth grade and other daughter is a student in the first grade of primary school. There are five people in their household lived in the district of public education center. She is not working now but she had worked in

textile before. Her husband had a five year schooling and now is working in a furniture shop. They were living as tenants. She could not go to school since her father wanted her to work. Her mother wanted her to go to school but her parent's financial condition was low, therefore she had to work and did not go to school.

Kübra: She is 26 year-old mother who has only one child. She is from a city from the southern part of Turkey. Her child is 8 years old and she is a student in the second grade of primary school. Mother is not working outside the home. Her husband is a high school graduate and working as sales account in a shop. They are living in their own house in the district of public education center. She could not go to school since her father sent her elder brothers but he did not send her to school. Her mother wanted her to go to school but her father did not give permussion for this.

Table 1 Summary of Demographic Properties of Mothers

Name	Age	Number of Children	Number of School Aged Children	Grade Level of Children	Working Life	Working Hours	Education Level of Husband	Husband's Job
Ayşe	30	1	1	P.E: 2nd grade	Work at home	Flexible	Out of High School	Gatekeeper
Fatma	41	4	4	Univ. H.S P.E: 2nd	İn a textile	Flexible	P.E	Supermarket owner
Feriha	30	2	2	P. E: 1st and 2 nd	-	-	P.E.	Taxi Driver
Gül	29	2	1	P.E: 5th	-	-	P.E.	Taxi Driver
Hatice	33	2	1	P.E: 5th	Worker	Heavy	P.E	Shoe maker
Emine	33	2	1	P.E: 4th and 1st	Worker	Heavy	P.E.	Worker
Zeynep	29	2	1	P.E: 4th	-	-	P.E	Textile
Rukiye	36	3	1	P.E: 2nd	-	-	P.E.	Taxi driver
İlknur	31	4	2	P.E: 4th and 1st	-	-	P.E.	Worker in furniture
Kübra	26	1	1	P.E: 2nd	-	-	H.S	Sales Account

P.E: Primary Education
H.S: High School
Univ.: University

Pilot Study

Before the actual interviews were conducted, a pilot study was carried out in one of the public education centers. Actual interviews were conducted in different public education center, since the number of illiterate mothers in literacy course where pilot study was conducted was only four. This number is very inadequate to get views of illiterate mothers about their involvement in their children's education. The interview form was tested at the begining of the course with two illiterate mothers who had school aged children. In the pilot study process; the concern was to increase the validity of the interview form and to check whether questions are open, clear and understandable for the participants, the squence of the questions are appropriate and the questions are comprehensive.

At the first place; for gaining access to illiterate mothers in public education center who participated in the pilot study, assistant administrator of public education center was called to explain the purpose of the study. However, the coadministrator stated the requirement of permission document from district training manager. Without the permission document from the district education manager, pilot study could not be conducted. After permission paper was presented to coadministrator of the public education center; it was allowed to conduct pilot study.

In addition to this; assistant administrator of public education center was asked about which illiterate women would be convenient for the interview. Two illitearete mothers' names were given for the pilot study together with the permission to conduct actual interviews also. Two illiterate mothers were called within the same day to explain the purpose of the study and to receive approval to participate in the

pilot study. Both of illiterate mothers accepted to participate in the pilot study. Interviews were conducted at the begining period of literacy course.

The first interviewed illiterate woman was a 32 year old mother having one school aged child. She had never gone to school, since her father did not give permission by defending " girls do not go to school." in her town. After this sentence; it was required to ask where she came from and she was from Konya. This question was not considered at the begining, however it was understood it was important to ask in order to understand background of mothers during the interview. She was not working in a job. Her child was a student in the second grade of primary school. The reason for coming to literacy program was to help her child's education at home. She aimed to assist her child's education at home, bacause of this, she answer her child's questions and help the homework at home. Another illiterate woman was a 28 year old mother having two children. She was from a city of the southern part of Turkey and she had naver gone to school because her father did not allow for this. It was a shame to send girls to school in her town. She was not working in any job. Her first child was student in the first grade of primary school. The reason for coming to literacy course was the same with the first participant of the pilot study.

During the interviews, a meeting room was provided and interviews were recorded with a tape recorder by taking the permission of the participants. This made the interview more practice to apply and got answers from mothers easier and more clear. The questions were meaningful for mothers since they gave a logical and understandable answers to the questions. The only thing was that it was understood the necessity to ask where mothers came from in order to understand their background and the reason for not going to school.

Data Collection Procedures

The design of the study can be identified as a descriptive qualitative research. The necessary permission is obtained from the principal of the "Bahçelievler Public Education Center" in order to interview mothers who have school aged children in the "Literacy Program" in the institution.

Interview was used as a data collection method to identify the views of illiterate mothers about their involvement in their children's education in a public education center. Interview was conducted at the begining of the literacy course and the data was collected during July 2011. The interviews lasted about one hour in average. Semi-structured interview was used and open- ended questions were asked so that the participants could best voice their experiences. Open ended response to a question creates an opportunity for the participant to create options for responding. Face to face interview that requires asking question and recording answers from only one participant, is applied in this study.

Data Analysis

The data gathered in this study were analyzed using the content analysis method. The responses of the participants regarding factors that affect parental involvement of illiterate mothers in their children's education, their academic achivement aspirations hold for their children and ideas about how participating in literacy courses affect their involvement were analyzed.

All the interviews were transcribed and transcribed data was reviewed several times by the researcher. In the first phase of analysis; according to research questions

some interview questions were categorized. That is, it was determined which interview questions explain which research questions and categorizations could have constructed by this was. Then, interview data was coded under each dimension in order to construct a framework for categorization.

In the second phase of data analysis, all transcribed data were read and analyzed according to the emerged categorization. The relationship between categories was constructed by combining to the main research questions. Then, constructed relationship between categories created a meaning for each research questions that are aimed to answer.

That is, resulting data from the interviews were analyzed contaning some processes such as examining the raw data, identifiying elements of each story, squencing the story elements. All variables such as parental involvement of illiterate mothers and personal, contextual and sociocultural factors that affect their involvement in the education process of their children were drawn from each story of illiterate mothers. All the results reorganized in a logical squence and then they were interpreted according to the literature that described the involvement of illiterate mothers in their children's education.

CHAPTER IV

FINDINGS

This part of the thesis presents data analysis results. Each reply of interview question is categorized under research question in order to reveal the views of illiterate mothers who participated literacy program of public education center about their involvement and factors influencing them in their children's education.

The responses of the mother participants are quoted in English. To provide basic personal data of the participant quoted, "pseudonym" is used that is the fictious names of the participants are provided with English
translation. Original statements in Turkish are also presented in Appendix C.

In this chapter, parental involvement responsibilities of illiterate mothers are examined from four level of Epstein (1990). General academic achievement aspirations of illiterate mothers hold for their children are revealed and to what extent they are involved in helping their children reach their aspirations is also examined. Ideas of illiterate mothers about how participating in literacy course influences their parental involvement in their children's education are stated. Factors influencing parental involvement of illiterate mothers in the education life of their children are also other crucial subjects examined through the study.

As a result of interview, two group of mother have found based on their belief about their own effectiveness on their chidlren education. The first group of mothers believes they are partially influential in their children's education and the other group believes they are uninfluential. According to the all responses, there is a common view that being illiterate is the most significant reason for mothers being partially influential and uninfluential in their children's education. There are five mothers who are partially influencial in the academic life of their children and five mothers who say they are uninfluential.

Gül, Feriha, Hatice, Emine, İlknur state that they are not influential in the educational life of their children at all. The first main reason for this is being illiterate. Feriha, Gül ve İlknur say that when their children's grade level increase, they can not be influential in children's academic life, since they believe they would not understand anything and so mothers' motivation about their involvement in their children's education starts to decrease. Another reason comes from Hatice; she says that she can not be influential because she works and no time left to spend for child's education at home.

Ayşe, Fatma, Zeynep, Rukiye and Kübra say that they are interested in their children's education by asking them what they learn in the school, how is the school day and lessons, after their children come to home from school. They monitor their children's homework whether they do or not. Although mothers can not answer children's questions about their homework, they try to create an environment in which their children can study. They provide a disciplined environment in which their children do their homework and mothers monitor and control whether they do

their homework or not. Mothers are believed to be partially influential since they can not understand the lessons of their children and help them.

According to the responses of mothers, seven mothers (Ayşe, Fatma, Hatice, Emine, Zeynep, Rukiye, Kübra) also indicate that they are actively act in their children's education, however; three of them say that they are not active in their children's education. Mothers who believe they are not active in the education their child says that they do not know reading and writing and so they can not do anything. This is the general answer that three mothers give from ten mothers.

On the other hand; when the other answers are examined, five mothers who believe they are partially influential in their children's education generally say that they take care for their children, they monitor and control whatever their children do at home, they communicate with the teachers of their children, participate school meetings, obtain learning materials for their children and provide suitable study environment. Ayşe explains this as below:

> After my child come to home from the school, I always ask what they do at school and what they learn, how the lessons are. My child talks to me about whatever they do and learn at school and also she shows her notebook. I do not understand what is written in it but I control and monitor my child's learning process. I try to help my child in this way; her father sometimes helps her as well. If I learn reading and writing, I believe that I will help my child more and more (Appendix C.1).

İlknur also provides another answer that show that she can not actively involved at the begining and now she tries to be involved in the education process of the child with the warning of the teacher as below:

> Now, more often I go to school in order to meet with the teacher. The teacher says that I should interest my child's lessons such a way my child knows she is monitored. The teacher emphasizes the importance of home encouragement for the academic success. Because of this, now I frequently talk with the teacher about the academic performance of my child. Before that, I had not gone to

> school to meet with the teacher or talked about the performance of my child. Now, teacher made me aware of and I try to participate in every parent-teacher meeting and learn the performance of my child (Appendix C.2).

According to the given responses, all of mothers are generally hopeful since they believe that if they learn reading and writing, they can help their children in doing their homework and they can answer their children's questions. By this way, they can be influential in the education life of their children. Seven mothers (Ayşe, Fatma, Hatice, Emine, Zeynep, Rukiye, Kübra) are more hopeful since their children's grade level is lower than other three mothers'(Feriha, İlknur, Gül) children's grade level. Kübra says:

> If I learn reading and writing, I can read and write and then understand many things. As much as I read, I will learn more things and then I can help my child in her lessons. Eventully that is I will be influential in her education life, I believe this with all my heart (Appendix C.3).

One of the mothers who is hopeful to be influential believes the importance of motivation that the mother give to her child. She encourages her child to contuniue her education by comparing her life with an educated woman's life. She tries to motivate her child verbally so that the child likes the school and becomes successful in education life. Ayşe explaines this as below:

> I compare my life with another life that belongs to educated person and I try to motivate my child verbally. Since I want her to like school and become successful in her lesssons (Appendix C.4).

On the other hand, there are also three mothers who are partially unhopefull to be influential in the education of their children. İlknur, Feriha and Gül are partially unhopeful since they explain that as their children come to the next grade, their lessons become harder and they can not understand anything to help their children. For example, if the child passes from 3^{rd} to the 4^{th} grade, his/her lessons become

harder and the mother becomes more insuffucient. This is a question mark in the minds of some mothers.

What is more, all of mothers believes that if they learns reading and writing, they will become more informed and they can help their children's homework or answer any question related to the their homework. They have a strong desire to help their children's lessons. Mothers say that they want to guide their children for their education or they want their children to direct correctly for good qualified education.

What is more; Fatma has a different opinion than other mothers as shown below:

> I can not realise tmy child's strengths and weakness in her lessons. If I learn reading and writing, in the first place I become aware of problems that my child faces or successes that he achieves. After I become aware of them, I am able to help my child (Appendix C. 5).

In addition to this, İlknur states the benefit of learning reading and writing for the education life of her child as "If a mother knows/learns something, she is able to teaches her child at home." (Appendix C.6)

Creating Home Conditions

Home environment for learning is examined with some questions in the interview with mothers. Study room that is quite and appropriate for motivation of children, providing learning materials, having computer for homework or research are general answers mothers give for learning environment. Many of mothers except İlknur provide learning materials for the education of their children. However, İlknur is not able to provide learning materials like test books, etc. because of financial problems.

Ayşe, Fatma, Feriha, Zeynep, Rukiye and Kübra explain that their children has a study room in which they study in a quite environment and their mothers bring water, food or anything else for their children so that their children study carefully or spend time only for study. They say that mothers do not go out of home while their children are studying at home, since mothers control whether they do their homework or not. They try to create positive home conditions for their children's learning. In addition to this, Kübra say that her child has a computer so that the child does her homework by searching on the Internet or prepares homework on computer.

According to the given responses of mothers; home conditions of children are studied under some headings as out of school activities at home and home environment for learning.

At the first place; when out of school activities of children were examined, studying homework, playing, painting a picture, helping mother, caring with siblings or grandmother are seen as the most commonly reported activities by mothers.

Seven out of ten mothers (Ayşe, Fatma, Feriha, Gül, Zeynep, Rukiye, and Kübra) say that their children study their lessons and do their homework after they come from the school. Their children also play games but they state that their children play after they finish their homework. According to mothers' responses, these children sometimes also help their mothers in housework but homework is done first and then other things are done. One example is given below, Rukiye says "Firstly, my child does her homework. I want her to complete her homework first. She does her study and then she starts to play with her toys." (Appendix C.7)

On the other hand; two of ten mothers (Hatice and Emine) who are working out of home explain that their children help their mothers, take care with their little siblings. İlknur also says the same thing since her family is large and her child takes care of the grandmother at home. There are some examples below from the responses when out of school activites are asked. Hatice is a working mother and says "When I 'm not at home, my child cares with her sibling who is five year younger from her and play with her sibling and then she does her homework." (Appendix C. 8)

İlknur who has grand family member in the household is in a similar situation. İlknur explains "My elder child takes care of her grandmother. Her grandmother is very old so she is supposed to help her grandmother." (Appendix C.9)

Communication Level of Parental Involvement of Illiterate Mothers

Communication between mothers and school staff (teacher, school counselor administrator) and other students' parents is another dimension of mother involvement in the education of the children. After analyzed responses related to communication, some subcategories are emerged as being aware of academic and behavioral condition of their children, meeting with teacher and other students' parents, being in a communication with classroom mother, being aware of their children's school attendance condition. Class mother is a mother who is selected from the mothers of a class at the beginning of education and training year in the first school meeting. She cares with the students' problems occurred in the class and communicates with the other mothers of the students, teacher and the school administrator (Avanoğlu, Çankaya & Töremen; 2008).

According to the responses given by mothers; Ayşe, Fatma, Feriha, Zeynep, Rukiye, Kübra state that they often go to school to meet with the teacher, they talk

with the teacher about their children's academic performance and behavioral condition and they also bring their children to school every day themselves. They are aware of their children's academic performance and their children's skills and abilities. Their children's academic performance is generally high. Based on this topic, Fatma says:

> I took my child to school everyday and I talk with the teacher about academic performance of my girl very often. Because of this, I know academic performance and attendance of my girl to school. I often talk with other students' parents on the phone or at school garden (Apppendix C. 10).

Fatma also knows her daughter's skills and abilities. She explains that

> One day, when I took my daughter to hospital, she saw much money in the cash office and she said that "I want to have lots of money. If I earn much money, can I buy a horse?"I said that "If you study your lesson and become an astronaut, you can earn a lot of money and buy a horse." After that conversation, she wants to be an astronaut (Appendix C. 11).
>
> Now, my girl is in the first grade, so she is good at all lessons. Once she gets to higher grade, then I can more exactly talk about her abilities. . But now, I notice that she is good at painting, she draws object very well. She draws pictures of the objects on the books as real objects on the paper. She is talented at painting (Appendix C. 12).

Gül, Hatice, Emine and İlknur state that they sometimes go to school talk with the teacher and their children's academic performance is low. Gül expresses that

> I go to school when the teacher asked me to go or at exam dates. The academic performance of my child is low in general. Specifically he is not good at maths, science and social lessons. He always wants to play football and he is interested in football (Appendix C. 13).
>
> I see other students' parents at teacher-parent meetings. I feel intimidated by them them because I do not know reading and writing. Because of this, I am ashamed. But now, after I learn reading and writing, I can talk with other parents. I do not want to be seen as uncultured (Appendix C. 14).

According to the responses mothers give; four of them state that they cannot take an active part in the decision process of their children education. Six of them state that they take an action based on the teacher instruction about their children educational process. One of mothers, Kübra explains that she declares her opinions, ideas and

emotions about her child's education process in the school meetings and coordinates with the teacher. "In order to evaluate the achivement level of my child, I explain my ideas, opinions and emotions in the school meetings."(Kübra, Appendix C. 15)

In addition to this; Ayşe, Fatma, Feriha, Gül, Zeynep, Rukiye state that they take an active role based on the teacher instructions. "Teacher's decisions and opinions are important for me. Whatever she says, I try to apply and take an action according to the teacher instructions."(Feriha, Appendix C.16)

Communication with a class mother, who cares with the students' problems in the class and communicates with other mothers of the class, teacher and the school administrator (Töremen, Çankaya & Avanoğlu; 2008), is another means that can be used to understand whether mothers take an active role in communication with the school environment. All of mothers state that they do not participate in the class mother election in the classroom of their children. They assert some reasons for this situation. Two of them are the working mothers and they do not have any time to go to school often. One of them state that she do not consider that the role of class mother is important.

> I do not consider that class mother is not effective as much as it used to be. Now, every mother can communicate with the teacher easily. In old times, we were shy to talk with the teacher, but now our teachers are very good and we can communicate with the teachers easily (Fatma, Appendix C. 17).

Seven of mothers state that since they are illeterate they do not believe to fulfill the responsility of being class mother. They have low self confidence about getting a role of class mother. In addition, they do not know what the role of class mother is.

> I have not known what a class mother does because this year is the first year of my child in the school. Moreover, I do not know how to read and write so I cannot be a class mother (Ayşe, Appendix C. 18).

Being Volunteer to Assist Children's Education

Becoming a volunteer to assist children's education is other dimension of mother involvement in their children's education that is analyzed by asking questions to mothers in the interview. According to Epstein (1990); this dimension is the third one from the six types of parental involvement. Type 3 involvement is based on being volunteers who assist teachers, administrators, children in classrooms or in other areas. In this parental involvement type, parents came to school to observe and support student performances, sports or any other events. According to the responses of participant mothers, six of them generally became volunteers to assist their children's education and actively and regularly participate in school activities that were children's education oriented. However, four of them rarely participate in school activities.

Kübra, Rukiye, Zeynep, Feriha, Fatma, Ayşe generally state that they regularly participate school meetings, school trips for museums, national holiday celebrations, reading competition of their children, picnics, school bazaar and school activities at the end of the year. They explain that they try to monitor their children's education by participating school activities. In addition, they also state that they learn many things by participating school activities to assist their children's education.

> I participated, National Children's Day ceremony. My girl also paricipated reading competition and got the first degree in this competition. I contributedcelebration of teacher's day by preparing some food. I also participate in a school picnic (Fatma, Appendix C. 19).

> There are some school trips and they take us to museums. School send to parent a letter in advance and I accept to participate a museum trip with my girl. I also go to museums with my girl. She and me learn many things during this trips and I became very happy (Ayşe, Appendix C. 20).

On the other hand; İlknur, Emine, Hatice and Gül state that they rarely participate school activities and they never participate voluntarily in a school activity. When their reponses are examined, they only participate in parent-teacher meetings. Furthermore; Hatice and Emine state that they have a problem with participating in a teacher-parent meeting because of their job. These mothers have diffuculty to participate in school activities in order to monitor and encourage their children's learning."I want to participate teacher-parnet meetings but I cannot participate since I work and it's not appropriate for working hours. I can not take a permission from work." (Hatice, Appendix C. 21)

İlknur give an interesting response as a reason so that she rarely participates in school activites or becomes a volunteer to assist her child's learning."I want to participate school meetings but I was afraid that everyone understood I did not know reading and writing and because of this I was not able to go to meetings often." (Appendix C. 22)

This is a psychological factor that influence parental involvement in their children's education. This shows low parental efficacy. Parental efficacy means people's expectations they can successfully cope in specific situations (Moreno & Lopez, 1999).

In addition to this example from the response of İlknur; parents' knowledge of school activities is other personal or psychological factor that affects mother involvement in their children's education. It's found by Klimes-Dougan et al. (1990); parents with high level knowledge about involvement activities and opportunities shows greater levels of involvement than parents with lower level of knowledge of these activities.

Involvement of Illiterate Mothers in Learning Activities at Home

Mothers' involvement in learning activities at home is one of the types of parental involvement that Epstein (1990) advocates. According to the responses of mothers; they stated that mothers generally could not be involved in learning activities at home. They indicated being illiterate is the biggest barrier in their involment. They believed that they did not know how to read and write and so they could not understand what their children do about their homework or what the homework is about and what it says. Because of this, they could not hep their children and be involved in learning activities.

On the other hand, some reponses shows that some mothers are hopeful to become involved in learning activities. Two of mothers clearly state that they can not help their children's homework but while their children are doing their homework at home; they stay with their children, control and monitor them.

> I can not help my son about his homework since I do not know reading and writing. But, I can make a plan for my son so that he studies his lesson and does his homework. That is, I determine a time when he studies for my son at home. After he comes from the school, he studies his lessons or does his homework for two hours. I can only help about planning (İlknur, Appendix C. 23).

In addition to this, many of mothers state that they direct their children to one of the household member or neighbour so that the child can ask questions regarding the homework. That is, when mothers feel inadequate for their children's learning at home, they make their children get help from father, any member of a household or neighbour. However, only one mother states that there is no one to help her girl about her homework.

> I can not help my son about his homework because I do not know reading and writing. There is no one who will help my son's homework, since they are working all the day and they come back to home late. Until they come to home from work, my child has already slept so he cannot get help (Gül, Appendix C. 24).

General Academic Aspirations of Illiterate Mothers for Their Children

Moreno & Lopez (1999) advocates that parents' educational aspirations are important key predictors that can be seen as personal or psychological factors in involment. Parents' educational aspirations generally affect parental involvement in the academic life of children. Parents with high educational aspirations are seen as more likely to be involved in their children's education. Because of this, educational aspirations of mothers are analyzed in the interview to get knowledge about the mother involvement in the academic life of their children.

According to the results of interview; mothers give similar responses. They want their children to carry on their education life until they get a profession. They want their children to go to university and pursue a career. They state that they also want their children to become a well-educated or a well-informed person. They give examples from their own lives and encourage their children not to become their mothers but become more intellectual.

> I want my daughter to continue her education and have a profession. I do not want her to become like me and have difficulties that I have had. Because of this, I want her to become intellectual and informed woman and I do not want her to become uneducated (Ayşe, Appendix C. 25).

> I want my daughter to go to university. Especially, going to school is very important for girls and I explain this to my daughter now. I always give examples from the difficulties that I went through. I want her to become intellectual and have a profession in future (Feriha, Appendix C. 26).

After mothers were interviewed about their educational aspirations for their children, reasons of sending their children to school are asked them. All of mothers give similar responses. They commonly want their childen to have a profession in future and they send their children to school because of this. This is the most common response.

> I send my daughter to school so that she learns many things and becomes intellectual. Sending girls to schools is very important. I send her so that she stands on one's own feet and have a good profession in future (Ayşe, Appendix C.27).

In addition to this, many of mothers state that many of them send their children so that they become more intellectual and educated. They do not want their children to become unenlightened."I do not want my child to become unenlightened. I want her to know many things, make criticize and to become knowledgeable and have a career." (Fatma, Appendix C. 28)

What is more; mothers are asked which level they want their children continue their education and they give also similar responses except for three mothers. Many of mothers state that they want their children to continue education until they get a good profession. That is, many mothers have profession oriented aspirations for their children's education. However; Ayşe, Fatma and Zeynep say that they make their children free about which level they want to continue their education. These mothers desire their children to carry on their education life to the end. "I want him to go to school until he has a decent profession. I support him whatever he decides to do about his education. "(Zeynep, Appendix C. 29)

Moreover; career choice is another analyzed point to get the educational aspirations of mothers for their children. According to the responses; seven of

mothers state professions for their children. Three of them want their children to become doctor and four of them want their children to become a teacher.

> I want my daughter to become a teacher. Since, teacher is the best job for a woman. Her elder sister did not continue her education and now she works in textile sector in difficult conditions. If my younger daughter continues her education, she gets a good job and she does not live difficulties like her elder sister and me (Rukiye, Appendix C. 30).

On the other hand; three of mothers (Zeynep, Ayşe and Fatma) state that they make their children prefered their professions. That is; they say that they make their children free about whatever their children want to become in the future.

After mothers' educational aspirations for their children's education are analyzed, now it is the time to examine how mothers are involved in helping their children reaches their aspirations. Mothers are asked about what children and mothers must do and how mothers motivate their children so that their children reach their educational aspirations.

Parental involvement in helping their children reach their aspirations is related to knowing parental role of mothers. Understanding of parents' own role in a crucial link between their individual behaviors and a particular social situation like children's education. Feeling responsible for the children' academic life is a key parent role to be involved in their children education. This is the role definition of a parent (Meighan, 1989; Schaefer and Edgerton, 1985; Sigel, 1985).

All of mothers believe that their children had to study their lessons. Mothers state that they have many roles for the education of their children. They explain that they must encourage their children for their education. According to their responses; they help their children's lessons and also they believe the importance of verbal motivation for their children. They give some examples from the life of educated and

uneducated people. They reveal to their children about the diffuculties that uneducated people live.

> I give some examples from my life and I explain the diffuculties that I had . I also talk the difficulties that her elder sister lived bacause she did not continue her education after primary school. I tell my little daughter to consider her teacher as a role model, I always tell this to my daughter (Rukiye, Appendix C. 31).

In addition to this, some mothers say that caring, monitoring and controlling with children about their homework is very important in order to be involved in helping children reach their aspirations. They also strongly believe the necessity of knowing reading and writing. According to the responses, if a mother knows reading and writing, she can understand her child's homework and help ther child, and she can become a good role model for their children.

> Firstly, I should know reading and writing so that my child sees me as a model. If I know reading and writing, my child will not oppose when I say "please study your homework". My child should study his homework and I should be able to help him. My son must know that I care, monitor and contol him. Now, my son does not obey my rules about lessons since I do not know reading and writing. Maybe, he does not believe the significancy of school since I am illeterate. When I learn reading and writing and become informed person, my son also will have a desire for school (Gül, Appendix C. 32).

What is more, Ayşe and Zeynep state that they want their children to participate an extracurrucilar activity that their children need. Rukiye also explaines that she wants her child to send to the tutoring this year. The most different answer comes from Fatma.

> My child does not want to do any extracurrucilar activity now. But, I want to send her swimming course that municipality organizes. I want to send her to basketball, swimming courses (Fatma, Appendix C. 33).

This mother states that she wants to coordinate any other organizations for her child so that her child gets extracurricular activites as basketball and swimming courses.

Ideas of Illiterate Mothers about Participating in Literacy Course

How mothers are involved in the education life of their children and factors that affect mother involvement in the education process of their children are analyzed; it is found that being illiterate of mothers is the most important barrier that affects mother involvement in the academic life of their children. This is the reason to examine the ideas of mothers about how participating "literacy course" influence their parental involvement in their children's education. Reasons of mothers for participation to literacy courses, opinions of mothers about what the literacy program provides them and how they decides to participate this program are also asked in the interview.

Reasons of Mothers for Participation in Literacy Programs

All of the mothers give the same response as they participate in literacy course to support the academic life of their children. This is the first and main focused reason for all of the mothers. Mothers explain that they can not answer questions of their children's homework and they can not assist their children's learning at home. Because of this, they participate in literacy program. When they learn reading and writing, they can answer their children's questions relating to their homework and they can assist and help their children's learning at home. In addition, they reveal the importance of home encouragement for the academic achievement of their children according to the direction of their children's teacher. When mothers communicate with teachers about academic achievement of their children; they get the knowledge that learning at home and home encouragement is necessary for the academic achievement of the children. This becomes the activation point of mothers in order to

participate in literacy programs so that mothers can ensure home encouragement for the academic achievement of their children.

In addition to this, mothers believe that they can become a good role model for their children by learning reading and writing right along with providing home encouragement for the academic achievement of their children. They state that mother firstly should know reading and writing and direct their children in correct way by becoming intellectual and then children is waited to increase their academic achievement.

> My little daughter's education life is the most important reason for me to participate in this literacy program. I want to help, direct and encourage my child when she cannot do her homework. If I learn reading and writing, I believe that I can make more correct and logical decisions by being literate mother. I was very young when I had my first daughter and son were going to school and I could not encourage and involve their education since I did not know reading and writing, I was unaware ofthe education process of my children. However; now I have a daughter who is going to primary school, I feel as I become mother for the first time and I want to help and encourage her about her education process. I want to help my daughter while she is doing her homework at home. This is the reason why I come to this literacy program (Fatma, Appendix C.35).

Other reason for participation to literacy program is that mothers want to improve themselves and not to become illiterate person. They also state that they always wanted to go to school when they were a child and this is a strong desire coming from their past.

> The first reason to participate this literacy program is to involve my child's education and the second reason is that I want to improve myself. I always wanted to go to school and learn reading and writing and many things, however I could not go to school and this stayed a strong desire in my mind to learn reading and writing (Fatma, Appendix C. 36).

Benefits of Participation in Literacy Programs for Mothers

Mothers are asked whether they could satisfy their needs for the education of their children or what are the benefits of the literacy program for mothers. Many benefits of literacy program are gained from the responses of mothers. According to their responses; they believed that they can learn many things and become more informed people. They do not stay as an illiterate person.When they learn reading and writing, they can read many books, newspapers and they can become more intellectual people by this way. When they become more intellectual people, they might have also a high self-confidence. They might improve themselves by becoming more intellectual people with the help of reading many books and with increased self-confidence. One mother also considers that they might work in a job that has better working conditions or working hours for mothers.

According to the opinions of mothers in the interview; after personal development of mothers by participating literacy programs, they will help their children in doing their homework. Mothers will answer their children's questions related to their academic life and by this way; they might correctly direct their children during the academic process of their children. They also do not want to become an illiterate mother in the view of their children. They need look as more informed mothers in the view of their children, since they want to become a role model for their children to correctly direct them in their education of their children.

> After I learn reading and writing in this literacy course, my self confidence will increase and I can help my child in their homework or education. I will understand how my child does his homework or study lessons and I will correctly direct my child since I will have known reading and writing (İlknur, Appendix C.37).

> I will improve myself by participating in this literacy course and I will become educated mother. My children will never feel shame because of his illiterate mother. I could answer when he asks questions related to his lessons (Zeynep, Appendix C. 38).

How Mothers were Decided to Participate in Litearcy Course

Mothers are asked how they decided to participate in literacy program or how they got become aware of this literacy program. Five of mothers reveal that their children's teacher make made them aware of this literacy course. The teacher explains the importance of knowing reading and writing as mothers for the education of their children and the necessity of home encouragement for the academic achievement of their children. Three of mothers state that they decided to participate in literacy course with their friends' encouragement. Two of mothers reveal that they participated in literacy program with their husbands' encouragement.

Involvement Factors of Illiterate Mothers

According to Moreno & Lopez (1999), there are some factors or needs can be classified into three areas as personal/psychological, contextual, and sociocultural that affect mother involvement in the eduction process of their children. Personal and psychological factors; that influence parent involvement in children school life; include parental role, aspirations for their children, self efficacy, and knowledge of being involved in academic life of their children. Contextual factors are classified as school climate, social support, and barriers. Third element of factors that influence

parental involvement in children schooling process is sociocultural factors referred as "demographic variables" such as ethnicity or race, education level, etc.

In the analysis of mothers' responses in the interview; some personal or psychological factors are provided. Mothers consider that being illiterate is the most important factor that influences mother involvement in the academic life of their children. They explain that an illiterate mother cannot know about the school activities or lessons; because of this, she has low self confidence about involvement in the education process of their children. Mothers state that they feel ashamed many times and so they can not step for the mother involvement and they are also afraid of looking as illiterate mother.

> The most important factor that affects mother involvement in the education process of her children is being illiterate. Since; if a mother does not know reading and writing, she will have a low self-confidence and so she cannot care with the education of her child, she cannot help for her child's education and she feels herself deficient. Also; if her husband does not encourage her, she becomes passive and she cannot encourage the education process of her child (Fatma, Appendix C. 39).

On the other hand, they feel more powered wih the encouragement of their husbands that encourage them to learn reading and writing by participating literacy course. Mothers explain that they want to help their children for their academic achivement. They consider them as responsible for the academic life of their children. In this situation, it is understood that mothers who participate literacy course are aware of their parental role as a personal factor.

> For the mother involvement in the education process of children; a mother firstly should know reading and writing, improve herself and have a high self-confidence. Mother should have knowledge school system and school activities and the most importance is that she should feel responsible for the education of her child. Husband encouragement is also necessary for the encouragement of mother improvement (Fatma, Appendix C.40).

As contextual factors; school climate and communication with the teacher, school administrator and other parents in the class are analyzed as contextual factors that mothers respond. Mothers state the importance of teacher who is interested in parents to share ideas and direct mothers about what they should do for the education of their children. Mothers state that communication with teacher and teacher efforts and desire to help mothers and make aware of what mothers must do for the education of their children, how they can encourage their children's education process, how mothers can get help to be involved in the education process.

> In old times; it was difficult to communicate with the teachers. However; now teahers are more approachable and they are cheerful or have a willing to help mothers be involved in the education process of their children. So, now it's easy to communicate with teachers to get help (Fatma, Appendix C.41).

As sociocultural factors; maternal time spent with the child, work life of mothers and financial condition of mothers are examined during the interview. There are two mothers who were working outside home and these mothers said that they can not spend time with their children and so they can not help so much their chidren in the educational process. All of mothers believe that time spend with the child is very important in order to be aware of what the child do,whether s/he do homework, which points the child understand and in which points the child lives problem. If a mother cannot understand these points, she cannot help or encourage her child. Mothers consider that actively spend time with the child at home for the academic achivement of the child is crucial for the achivement of the child. Financial status is also important for mothers, since they state that if they have good economic conditions, they want to send their children to a course that can encourage the child's academic achievement.

For the mother involvement in the educational process of the child; being literate, working life, maternal time spent with the child for academic achivement of child and financial status is very important. Since; if I have a good financial status, I can send my child to tutorials that will increase academic achivement of my child (Hatice, Appendix C. 42).

Education is the most important factor that affects mothers' involvement. Working condition is also important. If I worked outside the home, maybe I would not make my daughter study, since my girl does not want to study much these days. Caring with the child and communication with the teacher is very important. Teacher also must be cheerful, warm and ready to help parents and children. If a mother does not feel the good intentation of a teacher, she might live difficulty in communicating with a teacher and getting help from a teacher (Feriha, Appendix C. 43).

CHAPTER V

DISCUSSION AND CONCLUSION

In this chapter, findings are summarized and discussed together with concluding remarks on the study. Recommendations for further research are also provided.

Summary of the Findings and Discussion

The purpose of the study was to investigate the views of illiterate mothers who attended litearcy programs of public education centers about their own role in their children's education. More specifically, illiterate mothers' role in the academic life of their children were investigated under subtitles as mother involvement from the perspectives of parenting, communicating, volunteering, learning at home, illiterate mothers' general academic aspirations and their involvement to help their children reach these aspirations, their ideas to participate literacy course for the involvement in the academic life of their children and factors affecting involvement of illiterate mothers in this process.

As a data collection method, participants were interviewed by using semi-structured interview form developed by the researcher. The data analysis was carried out through content analysis method.

This study was carried out with ten illiterate women who have school aged children. Interviewed mothers were illiterate and participated in literacy course in the public education center. Demographic information indicated that the socio-economic conditions for these mothers were not so low and there were no so much differences between demographic variables of mothers that will affect parental involvement of them in their children's education. Mothers were not able to go to school when they

were at school age because of tradional values; generally their fathers did not send them to school because they had the idea of " Girls do not go to school. It's a shame to send girls to school." This was the common story of mothers in this study. Since they were deprived of their rigt to education without their own will, they generally and strongly wanted their children to go to school, learn many things and continue their education by going to the university. They could not do themselves but they wanted to achieve this in their children's education.

The analysis of the data indicated that most of the interviewed mothers had children who are in the early grade of primary school. They generally decided to participate in literacy course when their children started to primary school. This shows that mothers became aware of disadvantage of being literate for their children's education when their children start to primary school.

According to the given responses of participants; it was found that there were three types of mothers with respect to being aware of the importance of the literacy in the academic life of their children. In one type, there were mothers whose child was going to first or second grade. These mothers became aware of that they should have known reading and writing to help their children in their children's education. These mothers came to this conscious in the first year of their children's education. In the second type, there were mothers whose elder children did not continue their education since mothers were not able to help or encourage their education enough or take care of their education life. However, these mothers became aware of the importance of mother involvoment for later children and mother literacy in the education life of their younger children. That is, after they gained experinces from the education life and mother involvement from the first child; they understood that they should be more involved in their younger children's education. For this, they

should know how to read and write and care with the education of their children. They did not want to do the same mistakes that they had made when they were rasising their older child. Moreover, there were mothers whose children's grade level became higher and their lessons became harder. Their children's achivement started to decrease when class grade level increased. Because of this, they needed to know reading and writing to assist or encourage their children's learning with the mother involvement.

Findings indicated that mothers accepted themselves partially influential and partially uninfluential in their children's education. When "learning activities at home" type of mother involvement was examined; it was found that mothers generally explained they could not be involved in learning activities at home. According to the responses, being iliterate was the the biggest reason for this senario. Since, they did not how to read and write and so they did not understand, answer or help their children in their homework or learning at home. They could only stay with them while their children were doing their homework. They controlled and monitored their learning by creating positive home learning environment. They were generally uninfluential; since they did not know how to read and write so they could not answer their children's questions related to their homework or learning. On the other hand; mothers, who believed they partially involved in their children's education, suggested that they cared with their children; they monitored and controlled their children's learning at home. Even if they did not understand their children's homework, they encouraged their children to study and learn by creating positive home learning environment. This type of involvement referred to the first type (parenting) and fourth type (Learning at home) of mother involvement according to the Epstein's model. Epstein (1990) advocated that in type 1 mother

involvement, there are some obligations of parents that refer to responsibilities of parents for children's health and safety, discipline, guidance at each age level, creating positive home conditions that support learning, child-rearing skills to prepare children for school. Type 4 involvement requires being involved in learning activities at home to monitor and assist their own children's learning at home coordinated with the children's classwork. Parents are involved in learning activities at home including homework, other curriculum related activities, goal setting, etc. That is there is a strong relationship between the mother involvement theoretically stated and mother involvement that mothers experinenced.

In addition to this, there were some mothers who often communicated with the teacher about their children's academic perfomance. They accepted this as a mother involvement in their children's education. According to the Epstein (1990), communication referred to the second type of mother involvement. Type 2 involvement reveals the communications from school-to-home about children's progress and school program. This communication includes report cards, conferences, memos, etc. to inform parents about the children's progress and school program.

According to the responses of mothers, six of them (Ayşe, Fatma, Feriha, Zeynep, Rukiye, Kübra) generally became volunteer to assist their children's education and actively and regularly participated school activities that were children's education oriented. However, four of them rarely participated school activities and never became a volunteer to assist their children's education life. Epstein (1990) asserted that type 3 involvement is based on being volunteers who assist teachers, administrators, children in classrooms or in other areas. In this parental involvement type, parents come to school to observe and support student

performances, sports or any other events. Mothers generally tried to monitor their children's learning and education by participating school activities such as school meetings, school trips for museums, national holidays, reading competition of their children, picnics, school bazaar, etc. Some mothers became volunteers to take part in the school bazaar. However, some of them only stated that they did not become a volunteer in school activity but if there were they could have become a volunteer to take part in this school activity. A main reason for illiterate mothers who rarely participated in school activities or did not, was that they afraided that everyone could understand their illiteracy and those mothers did not want this case. This is a psychological factor that influences parental involvement in their children's education. This shows a low parental efficacy. Parental efficacy means people's expectations they can successfully cope in specific situations (Moreno & Lopez, 1999). In addition to this, parents' knowledge of school activities is other personal or psychological factor that influences mother involvement in their children's education. It's found by Klimes-Dougan et al.(1990); parents with high level knowledge about involvement activities and opportunities shows greater levels of involvement than parents with lower level of knowledge of these activities.

What is more, illiterate mothers did not want to become a class mother, since they had low self confidence because of being illiterate. A class mother cares with the students's problems in a classroom and communicates with the teacher, administrator and other parents of the students in the class (Töremen, Çankaya & Avanoğlu; 2008).They believed that they could not fulfill the roles of class mother since they did not know reading and writing. This low self-confidence is seen as personal or psychological factor that influences parental involvement in their children's schooling. This personal factor is stated as parental efficacy means

people's expectations they can successfully cope in specific situations. When parents perceive themselves as competents for involvement in their children's schooling, this means they have high parental efficacy (Meighan, 1989; Schaefer and Edgerton, 1985; Sigel,1985).

However, the last two types of parental involvement that were collaborating with the community and decision making were not studied in this research. Since, there is a centralized education system in Turkey where parents generally can not coordinate resources for families, students and the school community groups or actively involved in decision making process of schools. Because of this, the last two types of parental involvement could not be studied to analyze in this research.

According to the findings about the general academic achievement aspirations of mothers hold for their children; they wanted their children to carry on their education life until they got a profession. They stated that they also wanted their children to become informed people. When mothers were asked what they and their children could do so that their children could reach academic aspirations, all of them believed that mothers were responsible for their children's learning and should have verbally motivated their children for their education. Helping to children's lessons and creating a positive home learning environment was the role of mothers for the academic life of the child. Mothers also believed the power of caring, monitoring and controlling children while they were studying at home. That is, they generally felt responsible for the education of their children. Understanding of parents' own role is an crucial link between their individual behaviors and a children's education. In this role, if a parent has low educational aspirations for their children and low efficacy beliefs about their skills however they do not feel responsible for their children schooling; they will be less likely to be involved in their children's education. That

is, feeling responsible for the childrens' education is a key parent role to be involved in their children's education. This is the role definition of a parent(Meighan,1989; Schaefer & Edgerton, 1985; Sigel,1985).As is seen, there is a connection between theorethical and experiencial dimension of parental role of mothers in their children's academic life so that the children reach academic aspirations hold for them.

When the influence of mothers' participation in literacy course on the academic achievement of their children was examined; it was found that the main reason to participate in this course was to help their children's learning, encourage or assist their learning. When their children asked a question related to their homework, mothers wanted to answer these questions by learning how to read and write. If they learned reading and writing, they could understand which points their children achieved and in which points their chidren lived difficulty of their homework. After that, they could assist their children's learning at home. Literature also encouraged the relationship between education of mothers, involvement of them in their children's education and academic achievement of their children. According to the study of Magnuson and McGroder (2002), incrases in maternal education makes a direct proportion influence on children's academic school readiness and an inverse proportion influence on children's academic problems. If a mother recieves basic skills education, this creates positive effect on the mother-child interaction and the child's academic performance.

In addition to this, mothers believed the importance of maternal time spent with the child. They could not help their children's learning however they always emphasized that they cared, controlled and monitored their children's learning at home. Therefore, maternal time spent with the child at home was very crucial according to them. Andrabi, Das and Khwaja (2009) made a research from rural

Pakistan where public schools are segragated by gender and used availability of girls' schools in the mothers' birth village as an instrument for mother's education. This is an advantage to the the direct effect of education only on mothers not fathers or both of mothers and fathers. The study shows maternal time use, child time use and child learning for causal impact of maternal education on child educational outcomes. Mothers with some education spend most of their time in learning activities for their children ouside the school hours. In this study, mothers spend an extra 75 minutes per day for their children school work. Mothers are primary care-giver for their children and so they spend more direct time with their children on their school work. Beside mother care –giver for the child, educated mothers facilitate greater contribution from other household members in reading and helping their children with school work. As a result of maternal care of children, test scores significantly get higher. This study show that maternal time spent with the child and mother's basic education has a good effect on the academic achivement of the child.

What is more, there were working mothers in this research and they believed that they could not spend extra time for their children's learning at home and they could not care with their children so they could not encourage academic achivement of their children. However, the biggest barrier for working mothers was being illiterate rather than working outside home.When the relationship between maternal employment and materal time and mother involvement in the academic life of their children was examined; it was seen that time effects of maternal employment has an impact of children development in the opposite direction. Girls are more negatively affected from the time effects of maternal employment. Since, girls are substitute caregivers for younger siblings while their mothers are working outside the home. When girls take caregiving responsibility, their educational attainment becomes

lower and a decrease might see in the enrolment of girls to the schooling. Girls' substitute caregiving activities are big obstacles for school enrollments in developing countries (Deolalikar,1998; Engle et al. 1985; Glick & Sahn, 2000; Nieves,1981). In this study, there were 2 examples for this situation. Because the mother was working full time, the school aged girl cared with her little sibling after the school time rather than studying her homework at home. This situation affected this child's academic achievement negatively.

Conclusion and Recommendations

The main purpose of this study is to identify the views of illiterate mothers about their involvement in their children's education and factors influencing their involvement. The views of illiterate mothers are identified by analyzing the extent of mothers involvement from four types of involvement such as parenting, communicating, volunteering, learning at home. There are a number of factors that influence involvement of illiterate mothers. These factors are stated as personal or psychological factors such as parental role, educational aspirations, self-efficacy, knowledge of being involved in the academic life of their children; contextual factors such as school climate, social support and barriers; socicultural factors as demographic variables of illiterate mothers. Maternal time spent with the child and mother employment are another additional factors accepted as sociocultural factors that influence the involvement of illiterate mothers.

In the light of the findings from this research; it implies that illiterate mothers are aware of the importance of mother involvement in their children's education. Even if they do not know how to read and write, they are aware of the necessity of controlling and monitoring their children's education process at home and school by

participating in teacher-parent meetings. They hold high academic aspirations for their children and they want to take an active part in the education process so that children reach these academic aspirations. They need to learn how to read and write by participating in literacy course in a public education center. Since they believe if they learn reading and writing, they may tutor their children at home or provide home encouragement for the learning process. Beside literacy course; illiterate mothers need a program, which empowers mothers to be actively involved in their children's education, like "Mother Support Program" which AÇEV is conducted in many areas of Turkey.

Suggestions for Further Research

This study examined the views of illiterate mothers who participated in literacy course about their own role in their school aged children's education. A quantitative research would be complimentary to the findings of this study for increasing the generalizability.

A research would be useful to compare the views of mothers about their own roles in their children's education at the begining of the literacy program and the views of them at the end of the program. By this way, it will be a chance to see whether there is a change in the views of mothers about their own role in their children's education during the literacy program. This way provides to understand whether participating literacy program affects mother's role in their children's education and their children's academic achievement or how participating literacy program has an effect on the parental involvement of mothers in their children's education and academic achivement.

Additional research seems to be needed to interview with the children of the illiterate mothers who participate in litearcy program. It's another dimension to understand the role of mothers in their children's education by examining the views of children about their mothers' involvement in their own education. By this way, many other important results could be provided.

What is more, illiterate mothers need to be involved in the education process of their children in order to increase their achivement and a programme rather than litearcy course that empower mothers for the involvement in education of their children might be more effective. Illiterate mothers might learn how to become an educator for their children at home even if they do not know reading and writing in this program like "mother support programme" is conducted in Turkey by AÇEV.

APPENDICES

APPENDIX A

THE INTERVIEW FORM IN TURKISH

Görüşme Soruları

Demografik Bilgiler
1. Kaç yaşındasınız? 2. Nerelisiniz? 3. Kaç çocuğa sahipsiniz? 4. Çocuk(larınızın) yaşları nelerdir? 5. Çocuk(larınız) kaçıncı sınıfta okuyorlar? 6. Evde kaç kişi yaşıyorsunuz? 7. Çalışıyor musunuz?Çalışıyorsanız hangi işle uğraşıyorsunuz? 8. Maddi destek sağlaması açısından evde herhangi bir iş yapıyor musunuz? 9. Çalışma saatleriniz nasıl? 10. Eşinizle birlikte mi yoksa ayrı mı yaşıyorsunuz? 11. Eşinizin eğitim durumu nedir? 12.Eşiniz hangi işle uğraşmaktadır? 13.Nerede oturuyorsunuz? 14. Eviniz kendinize mi ait? 15. Arabanız var mı?(Duruma uygun olarak sorulacak.) 16. Okula devam edememenizle ilgili ne gibi sebeplerin olduğunu düşünüyorsunuz?

1. Okumaz yazmaz annenin çocuğunun eğitimine katılımındaki sorumlulukları nelerdir?
17. Çocuğunuzun eğitim hayatında ne kadar etkili olduğunuzu düşünüyorsunuz?Neden? 18. Çocuğunuzun eğitim hayatında etkili olabileceğinize inanıyor musunuz? Nasıl? 19. Okuma yazma bilmenizin çocuğunuzun eğitim hayatına nasıl bir fayda sağlayabileceğini düşünüyorsunuz? 20. Çocuğunuzun eğitim hayatı için ne gibi faaliyetlerde bulunuyorsunuz?

1.a.Anneler çocuğunun öğrenmesi için nasıl ev koşulları sağlamaktadır?
21. Çocuğunuz okulun dışında kalan saatlerde neler yapıyor? 22. Çocuğunuz okul saatleri dışında herhangi bir işte çalışıyormu ? 23. Ev işlerinizde çocuğunuz size evde yardım ediyor mu? Ne derece yardım ediyor?(Kardeşlerine bakıyor mu?) 24. Çocuğunuzun ayrı bir çalışma odası var mı? 25. Çocuğunuzun eğitim hayatına yönelik nasıl bir öğrenme ortamı hazırlıyorsunuz? 26. Hazırlayamıyorsanız sebepleri nelerdir? 27. Çocuğunuza evde nasıl bir öğrenme ortamı sağlarsınız?

1.b.Anneler, veliler ve okul personeli (öğretmen,rehberlik birimi ve idare) arasında ne derece bir iletişim vardır?
28. Çocuğunuzun okuldaki durumunu/not durumunu biliyor musunuz? 29. Çocuğunuzun okuldaki başarısının ne durumda olduğu ile ilgili neler söyleyebilirsiniz? 30. Çocuğunuzun okuluna çocuğunuzun eğitim durumunu öğrenmek için öğretmen ile görüşmeye gidiyormusunuz? 31. Gidiyorsanız bu ne gibi sıklıkta oluyor? 32. Gidemiyorsanız sebep ya da sebepler nedir? Gidemediğinizde çocuğun akademik ve davranışsal başarı durumunu öğrenmek için aile bireylerinden birini okula gitmesi için yönlendiriyor musunuz? 33. Akademik yönden ve davranışsal yönden çocuğunuzun okuldaki durumu nasıl? 34. Evde internetiniz var mı? Internetten-eOKul'dan çocugunuzun devam durumunu ve notlarını takip ediyormusunuz? 35. Çocuğunun hangi dersten eksiklikleri olduğunu, hangi derste başarılı olduğunu, hangi derse daha yatkın olduğunu ve hangi alanlarda yeteneği olduğunu biliyor musunuz?Bu ilgi ve yetenekleri söyleyebilir misiniz? a. Biliyorsanız çocuğunuzun ilgi ve yeteneklerinin farkına nasıl vardınız? b. Bilmiyorsanız bunun sebepleri neler olabilir? 36. Çocuğunuzun devam-devamsızlık durumu hakkında bilginiz var mı? 37. Varsa bu bilgiye nasıl ulaşıyorsunuz? 38. Sınıf annesini tanıyor musunuz? 39. Diğer velilerle iletişim kurabiliyor musunuz? Kurabiliyorsanız nasıl bir iletişim kuruyorsunuz, kuramıyorsanız bunun sebepleri neler olabilir? 40. Çocuğunuzun öğretmeni ev ziyaretlerinde bulunuyor mu? • Bu ziyaretler ne sıklıkta oluyor? • Bu ziyaretlerde neler görüşüyorsunuz? 41. Çocuğunuzun eğitim durumuyla ilgili okulda alınan kararlarda siz ne derece etkili olabiliyorsunuz? 42. Veli temsilciliği hakkında bilginiz var mı? 43. Bu kişinin nasıl temsilci olduğunu biliyor musunuz? 44. Veli temsilcisinin görevlerini biliyor musunuz?Sizce yeterli mi? 45. Sınıf annesini nasıl belirlediniz? 46. Sınıf annesi seçimine siz katıldınız mı? 47. Neden katılmadınız?

1.c. Anneler çocuğunun eğitimine katkıda bulunmak için ne derece gönüllü olurlar?
48. Okulda çocuğunuzun eğitimine yönelik ne gibi etkinlikler hazırlanıyor? 49. Okulda düzenlenen herhangi bir etkinliğe katılıyor musunuz? 50. Okulda katılmış olduğunuz etkinlikler nelerdir? 51. (Katılamıyorsa)Neden katılmıyorsunuz? 52. Okulda herhangi bir görevde gönüllü olarak yer aldınız mı? Bu nasıl bir görevdi?

1.d. Anneler çocuklarının evdeki öğrenme aktivitelerine ne derece katkıda bulunurlar?
53. Çocuğunuzun ödevlerine ya da evde yapılması gereken aktivitelere yardımcı olabiliyor musunuz? 54. Çocuğunuzun ödevi ile ilgili yapamadığı ya da anlamadığı herhangi bir yer olduğunda siz yardımcı olabiliyor musunuz?Olamıyorsanız neden? 55. Çocuğunuzun eğitimi konusunda yetersiz kaldığınızı hissettiğinizde bunu nasıl kapatmaya çalışıyorsunuz?

2. Okumaz yazmaz annelerin çocukları için sahip olduğu genel akademik başarı beklentileri nelerdir ve çocuklarının bu beklentilere ulaşmasındaki katılımları nelerdir?
56. Çocuğunuzun eğitimi için beklentileriniz nelerdir? 57. Çocuğunuzu niye okula gönderiyor sunuz? 58. Çocuğunuzun hangi seviyeye kadar okumasını istiyorsunuz? Neden? 59. Çocuğunuzun gelecekte hangi meslekte çalışmasını istiyorsunuz? Neden? 60. Genel eğitim beklentilerine ulaşması için sizin ve çocuğunuzun ne yapması gerektiğini düşünüyorsunuz? 61. Çocuğunuzun okuması ve hedeflerine ulaşması için onu nasıl motive ediyorsunuz? 62. Çocuğunuzun eğitimi için burs ya da herhangi bir dernekten, kurumdan yardım alıyor musunuz? 63. (Alıyorsa) bu yardımı alabileceğinizden nasıl haber oldu? 64. Bu burs ya da yardımı almak için nerelere başvurdunuz ya da bu yardıma nasıl ulaştınız? 65. Çocuğunuz dersane ya da benzeri yerlere gidiyor mu? Nereye gidiyor?

3.Annelerin okuma yazma kursuna katılımlarının çocuklarının eğitimini etkilemesi konusundaki fikirleri nelerdir?
66. Okuma yazma kursuna katılma sebep ya da sebepleriniz nelerdir? 67. Okuma yazma kursuna katılma sebeplerinizin arasında çocuğunuzun eğitim hayatının rolü var mı? Varsa nasıl? 68. Okuma yazma kursuna katılma sebebi çocuklarınızın eğitim hayatı ise bu kursun size neler sağlayacağına inanıyorsunuz? 69. Bu ihtiyaçları okuma yazma kursuna katılarak sağlayabileceğinize inanıyor musunuz? Nasıl? 70. Bu kursa katılmaya nasıl karar verdiniz?

4. Okumaz yazmaz annelerin çocuklarının eğitimine katılımını etkileyen faktörler nelerdir?
71. Çocuğunuzun eğitim hayatına katkı sağlamanız için nelere ihtiyacınız olduğunu düşünüyorsunuz? 72. Size göre,bir annenin çocuğunun eğitim hayatına katkıda bulunabilmesi için nelere ihtiyacı vardır? 73. Çocuğunuzun eğitim hayatına etkin bir şekilde katılmanızı ya da katılamamanızı etkileyen faktörler neler olabilir? 74. Bu kurstan sonra çocuğunuzun eğitimini desteklemek adına herhangi bir kurs almak istermiydiniz?

APPENDIX B

THE INTERVIEW FORM IN ENGLISH

Interview Questions

Demographic Information
1) How old are you? 2) Where are you from? 3) How many children do you have? 4) What are the ages of your children? 5) What is your children's class grade? 6) How many people live at home? 7) Do you working? If you are working what about your job? 8) Are you interested in a home-work to provide financial support? 9) How are your working hours? 10) Do you live with your a husband or not? 11) What is the education level of your husband? 12) Which your parter is engaged in business? 13) Where do you live? 14) Do you have your own home or not? 15) Do you have a car? (It will be asked according to the condition.) 16) What are the reasons of you not to be go to school?

1.What are the parental involvement responsibilities of illiterate mothers in their children's education?
17) How influential do you think that you are in your children's education life? Why? 18) Do you believe that you may be influential in your children's education life? How? 19) What do you think about how knowing reading and writing can encourage your children's education? 20) What do you do for your children's education life?

1-a. How do illiterate mothers create home conditions that are conducive to learning?
21) What does your child do in out of school hours? 22) Does your child work in a job outside school hours? 23) Does your child help you with housework? How much help it is? (Does she look at her siblings?) 24) Does your child have a separate study room? 25) How do you prepare a learning environment for your child's education life? 26) What are the reasons if you can not prepare a learning environment? 27) How do you provide a learning environment for your child at home?

1-b. To what extent there is a communication between illiterate mothers and school staff(teacher, school counselor, administrator) and other students' parents?
28) Do you know your child's school grades? 29) What can you say about your child's school success? 30) Do you go to school to talk about your child's school success with the teacher? 31) If you are going to school to meet the teacher how often is this happening? 32) What are the cause or causes of not to go to school to talk with the teacher? Do you give responsibility to one the family members to talk with the teacher and learn the academic and behavioral condition of your child? 33) What about the academic aspects and behavioral aspects of your child at school? 34) Dou you have internet access at home?Dou you monitor your school performance and attendence of your child from the e-school system on the net? 35) Dou you know about which course was your child missing, in which course your child is successful and what are the abilities of your child?Can you say interest and abilities of your child? a) If you know how did you come to realize your child's interests and abilities? b) If you dont know what could be the reasons? 36) Do you know anything about the status of your child's attendence to school? 37) If you know how this information leads? 38) Do you know the class mother? 39) Are you able to communicate with other parents? If you are able how you comminicate, If you can not what could be the reasons? 40) Does your child's teacher visit parents' home? a) How often these visits are? b) What have you been seeing during these visits? 41) To what extent do you become influential in school decisions about your child's education? 42) Do you know anything about the parents'council? 43) Do you know how that person become "parent representative" in school? 44) Do you know the duties of parents' representative? Do you think enough? 45) How did you choose the class mother? 46) Did you attend class mother election ? c) why did not you participate?

1-c. To what extent illiterate mothers volunteer to assist their children's education?
47) What are the school activities are prepared for your child's education? 48) Do you participate in any activity organized at the school? 49) What are the activities that you participated in school? 50) (is unable to attend) why not? 51) Did you participate in any activity at the school voluntarily? How was this a challenge?

1-d. To what extent illiterate mothers are involved in learning activities at home?
52) Are you able to help your child with homework or activities to be done at home? 53) Are you able to help when your child can not can not understand in homework ? 54) What do you do for your child when you feel that you have been inadequate in your child's education?

2.What are the general academic achievement aspirations that illiterate mothers hold for their children and what do they do in helping their children to reach their aspirations?
55) What are your expectations for your child's education? 56) Why do you send your child to school? 57) To what level do you want your child to continue his/her education?Why? 58) What profession would you want your child to work in future? Why? 59) What do you think you and your child should do to reach the general education expectations? 60) How do you motivate your child to reach educational expectations and goals? 61) Do you receive any scholarship or help from any association or institution for your child's education? 62) If you take how did you learn that you can get help? 63) How did you apply to get help or scholarship for your child's education or where did you apply for this? 64) Does your child go to courses or similar places? Where does he go?

3.What are the ideas of illiterate mothers about how participating in "literacy course" influences their parental involvement in their children's education?
65) What are your reasons for attending literacy course? 66) Is your child's education's life one the reasons for attending literacy course? 67) If the reason to participate litearcy course is the education of your child, What this course will provide you? 68) Do you believe that participating this course will supply your needs? How? 69) How did you decide to participate in this course?

4.What are the factors that influence parental involvement of illiterate mothers in their children's education?
70) What do you think that you need to provide a contribution to your child's education? 71) According to you,what does a mother need to provide a contribution to the child's education? 72) What are the factors that affect your participation to your child's education? 73) After this course would you like to take a course to support your child's education?

APPENDIX C

INTERVIEW QUOTES IN TURKISH

1. Kızım okuldan eve geldiğinde okulda ne yaptıklarını, neler öğrendiklerini soruyorum. Ayrıca günü nasıl geçti, dersler nasıldı diye kızıma soruyorum. Kızım da bana okulda neler oldu, nasıl geçti, neler öğrendi bana anlatıyor, hatta defterini açıp gösteriyor. Ben anlamıyorum ama takip ediyorum. Elimden geldiği kadarıyla ona yardımcı olmaya çalışıyorum, babası da destek oluyor. Babası da yardım ediyor. Şimdilik yardımcı oluyorum elimden geldiği kadar ama inşallah ben öğrendikçe, işte okuma yazma kursuna o yüzden geliyorum, öğrendikçe inşallah ileride de kızıma yardımcı olacağıma inanıyorum.

2. Şuan öğretmenle çok sık görüşüyoruz ve bana evde çocuklarımın ödev yapıp yapmadığımla ilgilenmem gerektiğini, okul kadar evde desteğin de önemli olduğunu söylüyor. Bu nedenle sık sık öğretmenle kızımın durumu hakkında ve ne yapabileceğimiz hakkında görüşüyoruz. Eskiden gitmezdim ama kızımın notlarının düştüğünü görünce öğretmen beni bilinçlendirdi. Toplantılara katılıyorum.

3. Eğer okuma yazma öğrenirsem, okuduğumu anlayıp yazabileceğim, okudukça öğreneceğim ve kızıma ödevlerinde derslerinde yardım edip, okul hayatında ona fayda sağlayacağım, buna inanıyorum.

4. Okumuş birinin hayatı ile kendi hayatımdan karşılaştırmalar yaparak örnek veriyorum. Ona her zaman anlatıyorum, söylüyorum, derslerinde başarılı olmasını istiyorum.

5. Şuan anlayamıyorum nerelerde eksik .Eğer okuma yazma öğrenirsem kızımın ödevlerde nereleri yaptığını, nereleri yapamadığını göreceğim ve yapamadığı noktalarda ona yardımcı olacağım inşallah.

6. Eğer anne bir şey öğrenirse çocuğuna da öğretir.

7. Çocuğum Öncelikle ödevini yapar. Önce ödevini yapmasını söylerim. Ödevini yaptıktan sonra oyun oynayabilir.

8. Kendinden 5 yaş küçük kardeşi var. Ben evde yokken onunla ilgilenir ve sonra da dersini yapar.

9. Kızım babannesiyle ilgilenir. Babannesi çok yaşlı ona yardım eder , oyun oynar.

10. Evet, sürekli gidiyorum. Hatta kızımı okula ben götürüyorum, ben alıyorum okuldan. O sırada öğretmenle konuşuyorum sıkı sık, çocuğumun durumu hakkında.

11. Bir gün kızımı iğneciye götürdüm ve onda çok bozuk para görünce. “Anne çok para kazanıyor, eğer ben de çok para kazanırsam at alabilir miyiz?” dedi. Ben de dedim “evet ama bunun için okuyup astronot, bilim adamı gibi büyük biri olursan çok para kazanırsın ve o zaman at da alabiliriz” dedim. Kızım hayvanları atları çok sever ve ben öyle dedikten sonra o günden beri “ben astronot olcam” diyor.

12. Kızım şuan birinci sınıf olduğu için tüm dersleri eşit görüyorum, bana göre tüm derslerde aynı başarıya sahip şuan, tabi sınıfı yükseldikçe o zaman daha kesin bir şey söyleyebiliriz. Ama şu son birkaç ayda kızımın çok güzel resimler çizdiğini fark ediyorum, kitapta gördüğü resimlerin hemen hemen aynısı gibi çizim yapıyor. Karagözle Hacivat resimlerini birebir aynısı gibi yapmış ve onu dolaba asmış. Onu fark ettim. Bir de kızım astronot olmak istiyor. Ablası üniversiteyi bitirince pilot olacak, sanırım Tuana da ondan etkilendi ve astronot olmak istiyor.

13. Sınav zamanları gidiyorum ya da öğretmen okula görüşme yapmak için çağırdığında gidiyorum.

14. Toplantılarda görüyorum, ama bir samimiyetimiz yok. Ben okuma yazma bilmiyorum bu nedenle de onlarla konuşmaya çekiniyorum. Ama şimdi okuma yazma öğrendikten sonra onlarla konuşabilirim.en azından cahil görünmek istemiyorum.

15. Çocuğumun başarı durumunu değerlendirmek için toplantılarda fikrimi söylüyorum.

16. Öğretmenin kararı benim için önemli, o neyi uygun görürse ben onu uygularım.

17. Sınıf annesi eskisi gibi etkili olduğunu düşünmüyorum. Şimdi herkes öğretmenle iletişim kurabiliyor. Eskiden öğretmenlerin yanlarına yaklaşmaya çekinirdik, ama şimdi öğretmenlerimiz de çok iyi zaten rahat iletişim kurabiliyoruz diye düşündüm.

18. Kızımın ilk senesi olduğu için sınıf annesi ne yapar bilmiyordum, okuma yazmam olmadığı için de sınıf annesi olmaya cesaret edemiyordum.

19. 23 nisan etkinliğine katıldım. Okuma yarışması olmuştu ona katıldım, hatta kızım orda birinci olmuştu. Öğretmenler günü için yemekler hazırlamıştık.o zaman katılmıştım. Pikniğe gidilmişti ona katıldım.

20. Mesela dışarı geziler oluyor, müzelere falan çocukları götürüyorlar. Eve yazı gönderiyorlar çocuğunuzla birlikte katılmak istiyor musunuz diye.Ben de Kabul ediyorum ve ben de çocuğumla birlikte hazırlanan gezilere

katılıyorum. Orda çocuğum çok şey öğreniyor aynı zaman da ben de görmüş ve öğrenmiş oluyorum.Bundan da çok mutlu oluyorum

21. Çalışma saatlerine denk geldiği için sık sık gidemiyorum. Öğretmen çağırdığında ya da yapılan genel toplantılara katılmaya çalışıyorum.

22. Eskiden gitmiyordum hem okumam yazmam yok ya çekiniyordum, utanıyordum gitmeye .

23. Okuma yazma bilmediğim için yardımcı olamıyorum.Ona ancak plan yapabiliyorum. Okuldan eve geldikten sonra nasıl çalışması gerktiğiyle ilgili program yapıyorum, 2 saat falan çalışıyor. Ben ancak bu şekilde yapabiliyorum.

24. Okuma yazma bilmediğim için çocuğuma yardım edemiyorum. Evde çalışan olduğu için kimse yardım edemiyor. Akşam ise işten geldiklerinde çocuğum uyuyor oluyor.

25. Kızımın okumasını ve meslek sahibi olmasını çok istiyorum.Benim gibi olmasını,okuyamadığım için yaşadığım sıkıntıları çekmesini istemiyorum. Onun için okusun ve bilinçli olsun istiyorum, cahil olsun istemiyorum.

26. Kızımın okumasını istiyorum, özellikle kız çocuğu olduğu için okumasının çok önemli olduğunu hep ona şimdiden söylüyorum.hep örnekler veriyorum, kendimin yaşadığı sıkıntılardan örnekler veriyorum, okumasını ve bir meslek sahibi olmasını çok istiyorum**.**

27. Cahil olmasın, herşeyi bilsin, öğrensin diye gönderiyorum. Çünkü kız çocuklarının okuması çok önemli, yarın öbürgün kendi ayakları üstünde durabilsin, güzel bir meslek sahibi olsun,bilinçli olsun diye okula gönderiyorum.

28. Okusun, bilinçli bir insan olsun, cahil olmasın ve ilerde bir meslek sahibi olsun diye.

29. Oğlum güzel bir meslek sahibi oluncaya kadar okusun, nereye kadar devam etmek istiyorsa ben onu destekliyorum.

30. Ben öğretmen olmasını çok istiyorum, kadın için en güzel meslek bence öğretmenlik, hanım hanım işini yapar, evine gelir sonra, bir de öğretmenlik iş garantili.Ablası okumadı, konfeksiyonda zor şartlarda çalışıyor şimdi.ama o okursa güzel bir meslek edinirse ablası gibi olmaz.

31. Ona hep örnek olarak benim yaşantımı, yaşadığım zorlukları ve ablasının ilkokulu bitirdikten devam etmediğinden dolayı yaşadığı zor hayattan bahsediyorum,anlatıyorum. Öğretmenini örnek almasını söylüyorum, kızımla hep konuşuyorum bu şekilde.

32. Öncekle ben okuma yazma öğrenmeliyim ki çocuğum benim sözümü dinlesin beni örnek alsın, ben çalış oğlum dediğimde bana itiraz etmesin. Oğlum düzenli çalışması lazım, ödevlerini yapması lazım, yapamadığı yerlerde benim ona yardımcı olmam lazım. Oğlum onu tekip ettiğimi, onunla ilgilendiğimi bilmeli. Ama okuma yazma bilmezken ben anlamıyorum diye yapmıyor ve ben okumadığım için okumanın gerekli olduğunu düşünmüyor. Ben öğrendikten sonra bilinçli olduğumda o da isteyecek .

33. Hayır gitmiyor.ama belediyenin yüzme kursuna katılmasını istiyorum. Basketbol ,futbol ya da yüzme gibi sporları yapmasını isterim.

34. Kesinlikle var. Ödevlerinde yapamadığı herhangi bir şey olduğunda ona yol göstermek,destek olmak istiyorum, okuma yazma öğrenirsem kızım hakkında daha bilinçli kararlar verebileceğime inanıyorum.

35. Ben ilk çocuklarım olduğunda çocuk yaştaydım ve okuma yazmam olmadığı için onlara derslerinde hiç yardımcı olamıyordum.Şimdi küçük bir kızım var ve ben sanki ilk defa anne oluyormuş gibi hissediyorum,onun derslerine yardımcı olmak istiyorum. Diğer çocuklarımla kıyasladığımda daha bilinçli bir anne olmak istiyorum. Kızım evde ödevlerini yaparken ben ona yardımcı olabilmek istiyorum. Bu nedenle de okuma yazma kursuna katılmam da küçük kızımın okulunun çok büyük rolü var.

36. Öncelikle kızıma destek olmak,ödevlerinde ona yol göstermek için katıldım. Bunun yanı sıra kendimi de geliştirmek istiyorum, okuma isteğim içimde hep ukte olarak kalmıştır,bu nedenle okumaya da çok istekliyim. Ama en büyük sebebim kızımın derslerinde ona yardımcı olmak.

37. Okuma yazma öğrenirsem kendime olan güvenim artacak ve kızıma derslerinde yardımcı olacağım.Ödevlerinden anlıyor ve onu doğru yönlendiriyor olacağım.

38. Evet. Okuma yazma öğrenince kızıma ödevlerinde yardımcı olacağım, bilinçleneceğim, ve biliçli bir anne olarak kızımı okuması için destekleyeceğim. Çocuklarım benden utanmayacaklar.

39. Okuma yazma bilmemek çocuğumun eğitim hayatına katılamamaktaki en büyük faktör bana göre. Çünkü bu durumda insanın özgüveni düşük oluyor ve bu durumda anne çocuğuyla ilgilenemiyor, yardımcı olamıyor,kendini cahil hissediyor.Aynı zamanda insanın eşi eğer onu desteklemiyorsa kadın iyice pasif kalıyor, çocuğunun eğitim durumuyla ilgilenemiyor

40. Öncelikle okuma yazma bilmesi gerekmektedir. Kendini geliştirmesi gerekir,kendine özgüveni yüksek olmalıdır, annenin okul hakkında okuma hakkında bilgili ve ilgili olması gerekir, en önemlisi de çocuğunun eğitiminde kendisini sorumlu görmesi gerekir.Ayrıca eş desteği de önemli.

41. Şimdi herkes öğretmenle iletişim kurabiliyor. Eskiden öğretmenlerin yanlarına yaklaşmaya çekinirdik, ama şimdi öğretmenlerimiz de çok iyi zaten rahat iletişim kurabiliyoruz diye düşündüm.

42. Okuma yazma biliyor olma,iş hayatı, annenin çocuğuna okul derslerine yardımcı olması için zaman ayıralabilmesi,ekonomik durum. Çünkü ekonomik durum iyi olsa kızımı kursa gönderirim.

43. Eğitim en büyük etken, çalışıyor olma duruma da önemli. Çünkü eğer ben çalışıyor olsaydım, şuan zaman zaman ders çalışmak istemeyen kızım o zaman belki de hiç ders çalışmak istemeyecekti, çocukla ilgilenmek, öğretmenin de velilere ve çocuklara karşı sıcak olması ve yardım etme isteğinin hisssettirmesi de önemli, yoksa okuma yazma bilmeyen bir anne öğretmenle iletişim kurmakta zorluk yaşayabilir.

APPENDIX D

CONSENT PAPER OF THE STUDY

T.C.
İSTANBUL VALİLİĞİ
İl Milli Eğitim Müdürlüğü

Sayı :B.08.4.MEM.0.34.06.00-94947 28..../07/2011

Konu :Alev NURKAN'ın
Tez Çalışması

BOĞAZİÇİ ÜNİVERSİTESİ
EĞİTİM FAKÜLTESİ
Eğitim Bilimleri Bölümüne

İlgi : T.C. Boğaziçi Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Bölümünün 14/07/2011 tarih ve bila sayılı yazısı.

Boğaziçi Üniversitesi Eğitim Fakültesi Yetişkin Eğitimi Master öğrencisi Alev NURKAN'ın, İlimiz Halk Eğitimi Merkezlerinde, "Okuma-Yazma Kursuna Katılan Annelerin Çocuklarının Eğitim Hayatındaki Rolleri" isimli tez çalışmalı yapması talebi ile ilgili, ilgi yazı gereğince Müdürlüğümüz Eğitim Müfettişlerince yapılan incelemede;

Danışman onaylı "Okuma-Yazma Kursuna Katılan Annelerin Çocuklarının Eğitim Hayatındaki Rolleri" adlı görüşmeyi uygulama izni isteği araştırmasının amacı ve önemi, problem ve alt problemler, sayıltılar, sınırlılıklar, tanımlar, araştırmanın yöntemi, evren ve örneklem, çalışma takvimi ve kaynakçanın başvuruya eklenmesi ve araştırmacının iletişim için yazışma adresleri, e-posta ile telefon numaralarını bildirilmesi halinde uygun olacağı belirtilmektedir.

Buna göre, yukarıda belirtilen hususların Müdürlüğümüze gönderilmesi halinde görüşme yapılması için izin verilebileceğini bilgilerinize arz ederim.

Necati ÖZÇOLAK
Müdür a.
Müdür Yardımcısı v.

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
EĞİTİM FAKÜLTESİ
Eğitim Bilimleri Bölümü

14.Temmuz.2011

Halk Eğitim Merkezi Genel Müdürlüğü'ne,

Boğaziçi Üniversitesi, Eğitim Fakültesi, Yetişkin Eğitimi Master öğrencisi Alev Nurkan'ın "Okuma-Yazma Kursuna Katılan Annelerin Çocuklarının Eğitim Hayatlarındaki Rolleri" isimli tez çalışması için Halk Eğitim Merkezlerinde (Kadıköy HEM, Kağıthane HEM, Bahçelievler HEM, Beşiktaş HEM, Beyoğlu HEM, Şişli HEM, Sarıyer HEM, Eyüp HEM, Gaziosmanpaşa HEM, Eminönü HEM, Ümraniye HEM) okuma yazma kursuna katılan kadınlarla görüşmeye ihtiyacı vardır. İzin için gereğinin yapılmasını arz ederim.

Bu tezin yürütülmesi için yaptığınız katkılardan ötürü şimdiden teşekkürlerimi sunarım.

Saygılarımla,

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Kullanılacak Formlar:
EK1: Görüşme Formu

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