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An Adaptation of Parent Involvement Scale to the Kosovo Culture: Validity and Reliability Studies

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Abstract

The present study aimed to adapt the Parent Involvement Scale developed by Şaban (2011) to Kosovo culture to measure parental involvement in schools in Kosovo. The original scale is graded on a 4-point scale where 4 = Always, 3 = Mostly, 2 = Rarely, and 1 = Never. There are 48 items on the scale. There are six factors in the scale. These factors and the number of items in each comprise 10 Parenting items, 11 Communicating items, 9 Learning at Home items, 5 Volunteering items, 9 Decision Making items, and 4 Cooperating with Society items. For the validity and reliability of the scale, a sample of parents of Turkish and Albanian ethnic students was collected. Multi Group Confirmatory Factor Analysis (Brown, 2006) was implemented for the participants in the sample. In the multi-group analysis, the model was analyzed in each group. Then the equal form (unconstrained model) was analyzed. Equality of factor loading and equality of structural covariances and measurement errors were tested subsequently. The Convergent and discriminant convergent validity of the scale was also examined. In terms of reliability, Cronbach's Alpha, item-total correlations, and item discriminations of the scale were examined. In the study, the factor structures of the scale, which has 6-factor structures consisting of 38 items, were found to have very high fit indices for the data obtained from the Turkish and Albanian samples in the Kosovo Turkish and Albanian samples. It can be said that the 6-factor structure of the scale developed in the Turkish sample produced acceptable results in Kosovo, Turkish and Albanian samples. As a result, it can be argued that the structures of the scales are preserved as in the original and are applicable in determining parental involvement.

Keywords: parent ınvolvement, culture, adaptation.

1. Introduction

Involving families or parents in education is recognized as an essential strategy to improve education quality. It is a systematic approach that includes parental involvement, supporting

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families, enhancing children's educational and academic experiences, and enriching educational programs with the participation and contribution of families is one of the main goals. Parent involvement is a process designed to enable parents to play a more effective role in the education of their students through collaboration between school management, teachers, and parents. This process is carried out in various ways to involve parents in their children's school life and actively participate in their educational journey. Joyce Epstein's model of engagement, known for their extensive research on the school, family, and community partnership, focuses on how schools and teachers can work to engage parents, the challenges they may face, and how to improve teachers' and schools' understanding of parent engagement. Also, the model provides a comprehensive structure that describes the outcomes of any involvement of students and the consequences for teachers and parents (Epstein, 1995; Epstein, 2001).

Scale adaptation/development studies in Kosovo based on Epstein's parental involvement model are limited. The present study examined the factor structures of the Parent Involvement Scale developed by Şaban (2011), considering Epstein's six types of parental involvement in Turkish and Albanian in the context of adaptation to Kosovo culture. As stated by Epstein (2001), the purpose of adapting this scale is to make parents, students, and schools aware of the sharing of responsibility to support student achievement. The purpose of parent involvement is to enable students to succeed in school. Research has revealed that parent involvement is essential in improving students' school achievement. Parents can contribute to students' educational journey in various ways, such as keeping track of students' homework, participating in activities outside the classroom, and communicating regularly with teachers at school (Epstein et al., 1993).

Studies on the impact of family involvement on children's success in school date back to the 1960s. Buchanan, Hansen, and Quilling (1969) conducted one of the first studies to examine the relationship between family involvement and student achievement in the late 1960s. Quantitative research on the effects of family involvement on student achievement generally began in the late 1960s. Buchanan, Hansen, and Quilling (1969) examined the relationship between the frequency of communication between students' home and school environments and their mathematics performance. Using an experimental group design, their study was the first to examine the relationship between family involvement and academic performance. These studies have been followed by many others examining family factors. The factors and benefits of family involvement have been researched for over sixty years, and multiple meta-analyses have been conducted to synthesize the data (Fan, Chen, 2001; Jeynes, 2005; Jeynes, 2007; Jeynes, 2012; Mattingly et al., 2002). These studies provide a solid basis for concluding that family involvement can have a positive impact on school children's achievement, including grades, school adjustment, social-emotional functioning, standardized test scores, school attendance, and high school graduation rates (Fan, Chen, 2001; Hill, Taylor, 2004; Jeynes, 2005; Barger et al., 2019; Kim, 2020; Smith et al., 2020).

Parent involvement plays a vital role in children's education. Research revealed that parental involvement increases students' academic achievement, reduces school absenteeism rates, and positively affects students' behavior. When parents are actively involved in their children's education, children's motivation increases, they receive more support in their learning process, develop a more positive attitude towards learning, and gain better self-confidence (Epstein, 2001; Epstein et al., 2002; Epstein, 2018). Parent involvement also enables parents to collaborate with the school and teachers as part of the school community. This collaboration helps to support students' academic, social, and emotional development. Parents can contribute to the school's curriculum, participate in school activities, and participate in decision-making processes by collaborating with school administration (Epstein, 1995; Fan, Chen, 2001; Epstein, 2011). Many studies suggest that parental involvement is particularly important in the early years when children recognize their role as learners and adapt to the educational system (Hill, Taylor, 2004; Li et al., 2008). A relationship was found between parental involvement in providing a learning environment at home and preschool children's cognitive development (Sylva, Evans, 1999). A strong positive relationship exists between socioeconomic status variables and parental involvement in later schooling (Ice, Hoover-Dempsey, 2011; Tan et al., 2020).

When developing or adapting a scale to assess parental involvement, it is necessary to define the conceptual framework clearly. There is a clear and agreed definition of parental involvement. It has been defined and measured differently in different studies, depending on the research objectives. Nevertheless, researchers generally agree that parental involvement is multifaceted and encompasses many parenting practices (Lau et al., 2011). Epstein (1995, 2001) conceptualizes

parental involvement in terms of the collaborative relationship between home and school. Epstein's model has been widely used in the field and comprises six dimensions: (1) Parenting: schools provide resources to help create a positive home environment to promote children's development; (2) Home-school communication: communication between home and school concerning children's development; (3) Learning at Home: parental involvement in the various learning activities that take place at home; (4) Volunteering: parents assisting in facilitating the functioning of the school; (5) Decision-making: parents' cooperation with the school in school management decisions; and (6) Cooperation with the community: parents identify and use available community resources to support children's learning and development (Epstein, 1995; Epstein, 2001). This model emphasizes how schools and teachers can engage parents, the challenges they may face in doing so, and the development of teachers' and schools' understanding of family involvement. The model is also a comprehensive structure that considers the possible consequences of the type of involvement for students, teachers, and parents (Ahioğlu et al., 2016).

Purpose

Many studies have indicated that parental involvement is a critical factor. Since there is no parental involvement scale to measure parental involvement in Kosovo, it was aimed to adapt the parental involvement scale developed by Şaban (2011) to Kosovo culture. It is thought that the scale will be a source for studies conducted in Kosovo on parental involvement. Remarkably, because parental involvement decreases as the school level increases, studies on parental involvement will be increased thanks to this scale. In this context, it will contribute to eliminating this deficiency in the literature. Within the scope of the validity and reliability studies of the Parent Involvement scale, data will be collected, and statistical analyzes will be conducted to determine the reliability and validity of the tool. The scale's internal consistency will be tested, and it will be measured whether the current factor structure is compatible with Kosovo culture.

2. Method

Participants

The present study developed adapted the scale developed in Turkey to Kosovo. Considering the multicultural structure of Kosovo, it is possible to observe that different languages are used together in daily life. Since this study aimed to determine whether the scale developed in Turkey in Turkish has similar factor structures in Turkish and Albanian languages in Kosovo, the study was applied to parents in Turkish and Albanian mother tongues. Parents whose children were attending primary education were included in the study. The data were collected from parents of Turkish and Albanian ethnic students who volunteered to participate in the study and were in the same grade school. To ensure the representativeness of the sample, parents of both Turkish and Albanian students were contacted from each city and school. In one school, both Turkish and Albanian student parents were sampled. In this way, representation of Turkish and Albanian parents whose children are studying in each school was ensured. Accordingly, 365 parents participated in the study, 165 (44.1 %) of Turkish ethnicity and 200 (53.5 %) of Albanian ethnicity. Of the parents of Turkish ethnicity, 132 (80 %) were female, and 33 (20 %) were male. Among the parents of Albanian ethnicity, 162 (76 %) were female, and 48 (24 %) were male. The age of the parents ranged between 20 and 60 years. The average age of the participants is 36 years. Of the parents, 46 (12.2 %), 178 (47.6 %) were high school graduates, and 150 (40.2 %) were university graduates. Among the university graduates, 25 (6.7 %) stated they had graduate-level education. Among the parents, 29 (7.8 %) had one child, 196 (52.4 %) had 2 children, and 114 (30.5 %) had 3 children. The rest stated that they had four or more children. Those in the middle age group (31-40 years old) had more children (f=235).

2.2. Measurement Tool

The scale adapted to Kosovo culture in this study was developed by Şaban (2011). The scale is graded on a 4-point scale where 4 = Always, 3 = Mostly, 2 = Rarely, and 1 = Never. There are 48 items on the scale. There are six factors in the scale. These factors and the number of items in each comprise 10 Parenting items, 11 Communicating items, 9 Learning at Home items, 5 Volunteering items, 9 Decision Making items, and 4 Cooperating with Society items. All items on the scale are positive. The scale Şaban (2011) developed is based on Epstein's (2001) parent-parent involvement model theory. In theory, the parent involvement model has the same name as the factors in this scale. Şaban (2011) first examined the factor structures (multidimensionality) with

Exploratory Factor Analysis in the scale development process. Then, Confirmatory Factor Analysis was used to test the accuracy of the model based on the 6-factor structure determined in the exploratory factor analysis. It was determined that the scale explained 43.64 % of the variance with 6-factor structures, and the highest and lowest factor loadings ranged between 0.791 and 0.317. It was determined that excellent fit indices were obtained in the CFA analysis. It was observed that the scale's lowest Cronbach Alpha reliability coefficient was 0.602 in the Cooperation with the Community dimension, and the highest was 0.812 in the Decision Making dimension. The overall reliability of the scale was 0.925. In the correlation analysis of the 6-factor structure of the scale, the lowest correlation was between Parenting and Volunteering, with 0.398, and the highest correlation was between Volunteering and Decision Making, with 0.716.

2.3. Data Collection and Analysis

The researcher implemented the scale for parents whose children were studying at the school. The data was collected through face-to-face home visits or by contacting the family. The student and the scale were sent to the family, and the scales were collected the next day by visiting the schools. It was specifically stated that volunteer parents could fill in the scales. In the face-to-face application, it was similarly applied to volunteers. The scale was originally developed in Turkish. It has been used in Turkey to determine parental involvement in schools. Therefore, it was used in its original form for the application to Turkish teachers. For Albanian native speakers, the scale was translated into Albanian. The translation was carried out from the source to the target language and back again.

Although the study was conducted in Kosovo, since the participants in the sample had different mother tongues, Multi Group Confirmatory Factor Analysis (Brown, 2006) was applied. Accordingly, the separate group, combined group, and multilevel CFA analysis were applied (Harrigton, 2009). In the multi-group analysis, the model was analyzed in each group. Then the equal form (unconstrained model) was analyzed. Equality of factor loading, and fourth, equality of structural covariances and measurement errors were tested (Brown, 2006; Kline, 2005). Also, the convergent and discriminant validity of the scale were examined. In terms of reliability, Cronbach's Alpha, item-total correlations, and item discriminations of the scale were examined. SPSS 26.0 and Lisrel 8.7 programs were used to analyze the data.

3. Results

3.1. Results of the Translation Process

The scale was developed in Turkish. Kosovo is a country where different mother tongues are used together. Therefore, to apply the Albanian translation of the scale to the parents whose mother tongue is Albanian, an expert in the Turkish Language whose mother tongue is Albanian was utilized for the translation from Turkish to Albanian. To re-check the translated scale linguistically, three experts in the field of the Turkish Language who are native Albanian speakers checked the translation. No editing or changes were made during this control process. Secondly, the scale translated into Albanian was compared with the scale translated into Turkish one month later using the same expert translators. In the comparison made at the end of the reverse translation process, it was observed that the scale items translated from Albanian to Turkish were the same as the original. Thirdly, the scales in both languages were administered face-to-face to a total of 13 parents (6 parents whose mother tongue is Turkish but who also speak and write in Albanian, and seven parents whose mother tongue is Albanian but who also speak and write in Turkish) at 20-day intervals. As a result of the application, the correlation between both versions was found to be 0.96. During the face-to-face application, the scale items were read aloud and checked whether the parents understood them. The feedback from the translation process led to the conclusion that the expressions of the scale in both languages were the same in terms of meaning and content.

3.2. Descriptive Analysis

The answers of Turkish and Albanian parents regarding the scale of participation in education were analyzed descriptively separately. The results of the analysis are presented in Table 1.

	Turkish Parents				Albanian Parents				Overall			
	M	SD	Skewness	Kurtosis	M	SD	Skewness	Kurtosis	M	SD	Skewness	Kurtosis
GO1	2.64	1.17	-.188	-1453	2.56	1.16	-.079	-1464	2.59	1.16	-.127	-1460

GO2	2.74	1.08	-.346	-1166	2.69	1.12	-.250	-1248	2.71	1.10	-.292	-1213
GO3	2.69	1.08	-.169	-1281	2.92	1.09	-.449	-1143	2.81	1.09	-.314	-1237
GO4	2.63	1.10	-.170	-1289	2.67	1.06	-.151	-1137	2.65	1.07	-.161	-1205
GO5	2.48	1.07	.010	-1249	2.48	1.13	.009	-1331	2.48	1.10	.009	-1292
EO1	2.68	1.05	-.090	-1263	3.61	.70	-1623	1826	3.19	.99	-.817	-.631
EO2	2.73	.94	-.207	-.883	2.90	.93	-.060	-1056	2.82	.94	-.127	-.940
EO3	2.71	1.01	-.191	-1082	3.25	.83	-.563	-.448	3.01	.95	-.456	-.742
EO4	2.54	1.01	-.019	-1095	2.87	.99	-.238	-.955	2.72	1.01	-.139	-1036
EO5	2.60	1.06	-.022	-1264	3.55	.71	-1265	1078	3.12	1.00	-.711	-.689
EO6	2.69	1.09	-.173	-1293	3.52	.74	-1278	1046	3.15	1.00	-.777	-.587
EO7	2.72	1.10	-.234	-1306	3.56	.74	-1428	1390	3.18	1.01	-.855	-.506
EO8	2.78	1.08	-.261	-1283	3.54	.73	-1402	1731	3.20	.98	-.862	-.403
EO9	2.87	1.06	-.385	-1172	3.61	.74	-1782	1764	3.27	.97	-1011	-.180
KV1	2.68	1.00	-.099	-1113	2.73	.98	-.276	-.943	2.71	.99	-.194	-1032
KV2	3.43	1.08	.137	-1254	3.24	.90	-.834	-.491	3.34	1.06	-.398	-1167
KV3	2.26	1.05	.350	-1089	2.46	1.08	.032	-1275	2.37	1.07	.173	-1229
KV4	2.76	1.01	-.230	-1110	2.85	1.07	-.415	-1141	2.81	1.04	-.330	-1139
KV5	2.41	1.04	.139	-1145	2.57	1.03	-.024	-1158	2.50	1.03	.048	-1164
KV6	2.43	1.02	.087	-1113	2.47	1.04	.080	-1172	2.45	1.03	.084	-1146
KV7	2.56	1.03	-.055	-1138	2.78	1.03	-.279	-1116	2.68	1.03	-.174	-1149
KV8	3.50	1.14	-.139	-1408	2.43	1.12	.037	-1376	2.97	1.13	-.041	-1399
KV9	2.70	1.09	-.250	-1251	3.15	.95	-.768	-.582	2.95	1.04	-.534	-.981
EB1	2.55	1.10	-.091	-1308	3.53	.74	-1144	1120	3.08	1.04	-.718	-.601
EB2	2.63	1.03	-.171	-1125	3.34	.87	-.813	.364	3.01	1.01	-.534	-.620
EB3	3.47	1.01	-.012	-1096	3.51	.77	-1254	1434	3.49	1.03	-.624	-.683
EB4	2.85	1.07	.012	-1274	3.65	.73	-1620	1090	3.25	1.05	-.747	-.621
EB5	2.59	1.11	-.106	-1342	3.47	.80	-1055	.594	3.07	1.04	-.664	-.723
EB6	3.52	1.10	-.027	-1331	3.55	.76	-1307	1851	3.54	1.06	-.706	-.653
EB7	2.44	1.10	.118	-1302	3.59	.76	-1533	1985	3.07	1.09	-.671	-.850
EB8	2.48	1.10	.108	-1313	3.66	.70	-1783	1459	3.13	1.07	-.752	-.745
EB9	2.58	1.09	-.114	-1285	3.40	.87	-1011	.465	3.03	1.06	-.593	-.782
EB10	2.58	1.07	-.067	-1259	3.51	.80	-1184	1114	3.09	1.04	-.657	-.695
IK1	3.00	1.03	-.473	-.961	3.40	.98	-1186	.351	3.20	1.03	-.799	-.541
IK2	2.40	.98	.068	-1001	2.45	1.15	.276	-1002	2.43	1.08	.221	-.935
IK3	2.83	.97	-.256	-1029	3.16	1.02	-.609	-.562	3.01	1.01	-.420	-.843
IK4	3.60	1.07	-.581	-1056	3.56	.89	-1735	1248	3.58	1.01	-1092	-.048
IK5	2.91	1.07	-.479	-1118	3.57	.89	-1736	1102	3.27	1.03	-1020	-.246
IK6	2.98	1.06	-.542	-1075	3.45	.98	-1372	.883	3.24	1.04	-.929	-.392
IK7	3.40	1.04	-.399	-1051	3.20	1.03	-.728	-.630	3.30	1.05	-.555	-.884
IK8	2.70	1.07	-.164	-1259	3.22	1.05	-.817	-.331	2.98	1.09	-.484	-.964
IK9	2.61	1.06	-.113	-1215	3.44	.94	-1165	.519	3.06	1.07	-.599	-.853
IK10	2.31	1.01	.179	-1087	2.48	1.22	.201	-1243	2.40	1.13	.234	-1110
IK11	2.36	1.12	.254	-1312	2.54	1.23	.173	-1361	2.46	1.18	.222	-1317
TIY1	2.49	1.03	.159	-1141	2.54	.98	.129	-.758	2.52	1.00	.140	-.950
TIY2	2.58	1.05	-.013	-1216	2.64	1.12	-.035	-1269	2.61	1.09	-.020	-1240
TIY3	2.68	1.04	-.290	-1072	2.96	1.00	-.465	-.745	2.83	1.02	-.385	-.908
TIY4	2.61	1.09	-.236	-1246	2.71	1.09	-.081	-1118	2.66	1.09	-.151	-1159

As a result of the descriptive analysis, the lowest mean (M=2.26, SD=1.05) in the Turkish sample was observed in item KV3 in the Decide dimension. The highest mean (M=3.60, SD=1.07) was observed in the IK4 item in the Communicating dimension. In the Albanian sample, the lowest mean (M=2.43, SD=1.12) was observed in item KV3 in the Decide dimension. The highest mean (M=3.66, SD=.70) was observed in item EB8. In all items, kurtosis and skewness values were between ±2.

Separate Group Analysis

The Turkish version of the scale developed in Turkey was applied to Turkish and Albanian parents in Kosovo. Firstly, CFA analysis was applied separately for each group. The fit indices obtained as a result of CFA are given in Table 2.

Table 2. CFA Fit Indices for Kosovo Turkish and Albanian Samples

	X^2	SD	X^2/sd	NFI	NNFI	CFI	IFI	RFI	SRMR	AGFI	RMSEA
Turkish	1764.59	1057	1.66	.90	.95	.95	.95	.95	.07	.85	.064
Albanian	1505.94	1054	1.42	.91	.97	.97	.97	.90	.06	.86	.048

As a result of the analysis of the Turkish sample in Kosovo, it was observed that X^2/sd=1.66 (p<.05). Other fit indices NFI=0.90. NNFI=0.95. CFI=0.95. IFI=.95. IFI=0.95 at good level AGFI=0.85. SRMR=0.07 and RMSEA=0.064 were at acceptable levels. NNFI=0.97 obtained from Bosniak sample X^2/sd=1.42 (p<.05). CFI=0.97. IFI=0.97. Excellent NFI=0.91 with RMSEA=0.48 indices. RFI=0.90. SRMR=0.06 and AGFI=0.86 indices were found to have acceptable fit values (Bagozzi and Yi. 1988; Tabachnick and Fidell. 2007). The lowest factor loading value belongs to item 3 in the Volunteering dimension. (λ=.72. t=10.31). The lowest factor loading value belongs to item 9 in the Learning at Home sub-dimension (λ=.49 . t=6.46). The lowest factors were Item 2 in the decision-making dimension (λ=.35 . t=4.34), Item 5 in the parenting dimension (λ=.66 . t=9.33), Item 11 in the communication dimension (λ=.48. T=6.33), and Item 2 in Cooperation with Society dimension (λ=.69. t=9.46). The highest factor loadings belong to item 4 in the Volunteering dimension (λ=.88. t=14.05), Item 8 in the Learning at Home sub-dimension (λ=.89. t=14.61), Item 6 in the decision-making dimension (λ=.74. t=10.52) Item 8 in the parenting dimension (λ=.86. t=13.75), Item 9 in the communication dimension, (λ=.79. T=11.76), and Item 1 in the Cooperation with Society dimension (λ=.81. t=11.84). The correlations between the independent variables in the Turkish sample are given in Table 2.

As a result of the analysis of the Albanian sample in Kosovo, it was observed that X^2/sd=1.42 (p<.05). Other fit indices were found to be close to perfect (Bagozzi and Yi. 1988). The lowest factor loading in the Volunteering dimension belonged to item 5 (λ=.57. t=7.13). In the Learning at Home sub-dimension, the lowest factor loadings belonged to item 4 (λ=.49. t=8.84), Item 8 in the decision-making dimension (λ=.46. t=5.92), Item 5 in the parenting dimension (λ=.72. t=11.59), Item 10 in the communication dimension, (λ=.44. T=5.83), and Item 1 in the Cooperation with Society dimension (λ=.56. t=6.86). The highest factor loads belonged to item 4 in the Volunteering dimension (λ=.71. t=9.40). Item 7 in the Learning at Home sub-dimension (λ=.90. t=12.86), Item 1 in the decision-making dimension (λ=.77. t=11.34), Item 8 in the parenting dimension (λ=.86. t=12.34), Item 7 in the communication dimension, (λ=.86. t=13.74) and 4. (λ=.74. t=9.54). The correlations between the independent variables of the Turkish Albanian and both samples are given in Table 3.

Table 3. Correlation of Latent Variables for Turkish and Albanian Parents

Latent Variables	Volunteering	Learning at Home	Decide	Parenthood	Communicating
	Turkish; Albanian	Turkish; Albanian	Turkish; Albanian	Turkish; Albanian	Turkish; Albanian
Learning at Home	0.20[a]; 0.30[a] (.08)[b] (.08)[b] 2.53[c]; 3.53[c]	1.00			
Decide	0.48; 0.53 (.07) (.07) 6.70; 7.33	0.43; 0.19 (.07) (.08) 5.93; 2.36	1.00		
Parenthood	0.21; 0.18 (.08) (.09) 2.71; 2.07	0.43; 0.17 (.07) (.08) 6.33; 2.17	0.36; 0.34 (.08) (.08) 4.62; 4.42	1.00	
Communicating	0.40; 0.37 (.07) (.08)	0.39; 0.43 (.07) (.07)	0.36; 0.45 (.08) (.07)	0.29; 0.42 (.08) (.07)	1.00

	5.46; 4.53	5.31; 6.28	4.63; 6.55	3.79; 6.13	
Collaborating With the Community	0.30; 0.47 (.08) (.09)	0.34; 0.30 (.08) (.09)	0.72; 0.56 (.06) (.07)	0.47; 0.33 (.07) (.08)	0.44; 0.38 (.07) (.08)
	3.70; 5.50	4.28; 3.44	13.00; 7.76	6.72; 3.85	5.99; 4.68

Notes: a= correlation, b= Standard Error, c= t value

As a result of the CFA analysis for the Turkish and Albanian samples, the correlations between the latent variables were significant at the 0.05 level. In the Turkish sample, the highest correlation is between Decide and Collaborating With the Community latent variables with 0.72, and the lowest correlation is between Volunteering and Learning at Home latent variables with 0.20. In the Albanian Sample, the highest correlation among the latent variables is between Decide and Collaborating With the Community, with 0.56, and the lowest is between Parenthood and Learning at Home, with 0.17.

Combined (Single) CFA

CFA analysis was applied to all the data obtained from Turkish and Albanian teachers. The fit indices obtained from the analysis are given in Table 4.

Table 4. Combined Group (Single) DFA Uyum İndeksleri

	X^2	SD	X^2/sd	NFI	NNFI	CFI	IFI	RFI	SRMR	GFI	RMSEA
Combined	3308.68	1041	3.17	.92	.95	.94	.94	.93	.07	.78	.071
Combined 4 Modification	2738.06	1038	2.64	.94	.96	.96	.96	.94	.06	.80	.067
Cross Validation	4634.39	2193	2.11	.89	.93	.93	.93	.90	.09	76	.078

Although satisfactory fit indices were obtained in the first analysis of the combined group (Turkish and Albanian samples) data, the modification based on error variances between EO4 and EO2 in the Learning at Home dimension, between EB3 and EB10 in the Parenthood dimension, between IK2 and IK11 in the Communicating dimension and between KV3 and KV4 in the Decide dimension resulted in X2/sd= 3.17. RMSEA decreased from 0.071 to 0.067, the SRMR index decreased from 0.07 to 0.06, and a relative improvement was achieved in the indices. In addition, the NNFI index increased from 92 to 94. The RFI index increased from 0.93 to 0.94, and the AGFI index increased from 0.76 to 0.78, and a relative improvement was observed in these indices. As with other indices, NFI = 0.92 to 0.94, and CFI = 0.94 to 0.96. IFI=0.94 to 0.96. Both modification and post-modification indices were acceptable (Tabachnick, Fidell, 2007: 607). As a result of the Cross Validation analysis, although the fit indices were not as high as the Combined group, they were at an acceptable level. The values X^2/sd= 2.11, NNFI=.93, CFI=.93, IFI=.93 ve RMSEA= .078 were at acceptable levels. However, NFI=.89 GFI= relatively low and SRMR=.09 values are relatively high. The path analysis diagram for the combined data is given in Figure 1.

Convergence and Discriminant Validity

Although CFA is used to determine the construct validity of a measurement tool, Campbell and Fiske (1959) also suggested examining convergent and discriminant validity. Convergence validity is the degree of confidence of a trait well measured by its indicators, whereas discriminant validity is the degree to which different unrelated traits are measured. The Fornell-Larcker (1981) criterion is widely used in CFA to assess the degree of common variance shared among the latent variables of the model. According to this criterion, the convergent validity of the measurement model. The convergent validity of the measurement model can be evaluated with Average Variance Extracted (AVE) and Composite Reliability (CR). Construct validity, regarding whether the scale measures the construct it is intended to measure, was tried to be determined by using a) convergent validity and b) discriminant validity, which is another version of divergent validity. AVE and CR values are presented in Table 5.

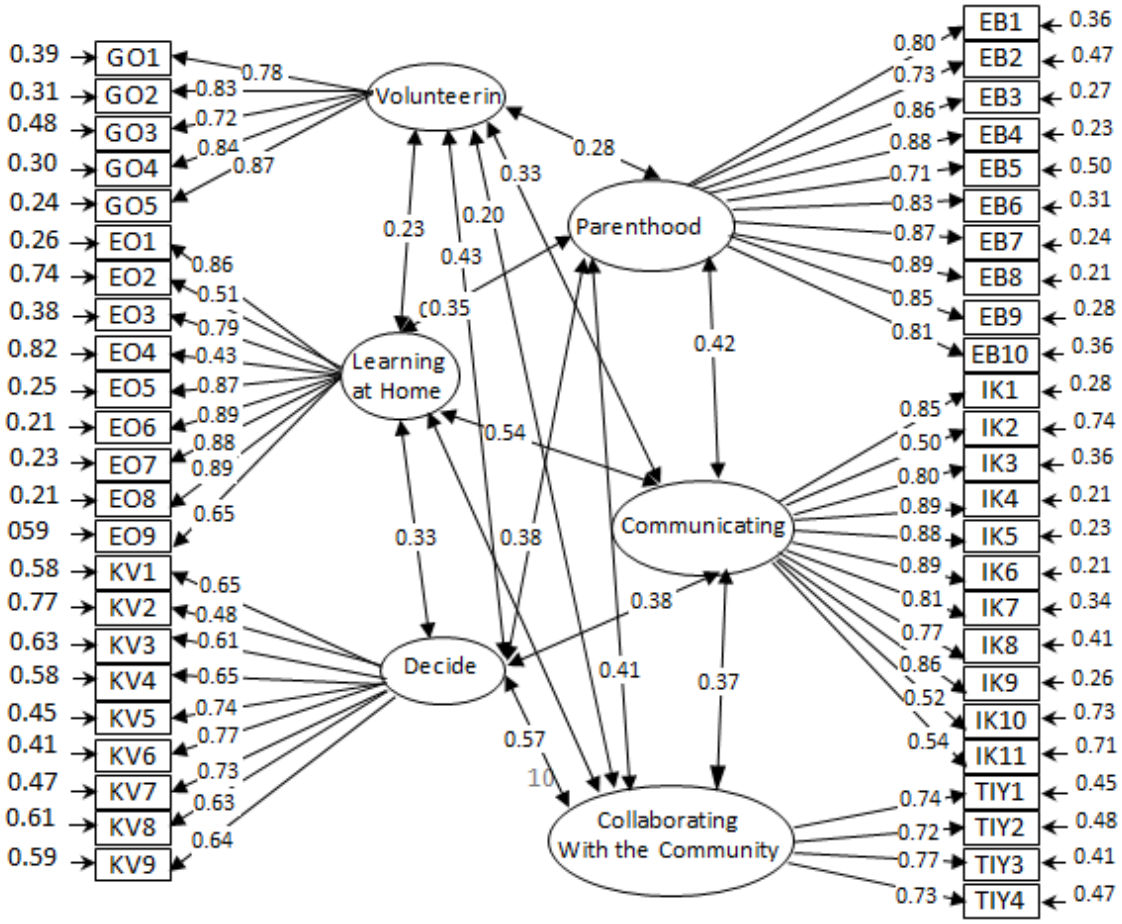

Fig. 1. Combined group path diagram

Table 5. CR. AVE and Correlations between Dimensions

	CR	AVE	1	2	3	4	5	6
1- Volunteering	.905	.656	**(.80)**					
2- Learning at Home	.926	.594	.19	**(.77)**				
3- Decide	.873	.437	.44	.42	**(.66)**			
4- Parenthood	.955	.681	.21	.43	.36	**(.82)**		
5- Communicating	.939	.593	.38	.42	.35	.27	**(.77)**	
6- Collaborating With the Community	.829	.548	.29	.32	.70	.46	.44	**(.74)**

Notes: Square roots of average variances extracted are shown on a diagonal.

Hair et al. (1997) suggested that the Composite Reliability value should be 0.70 and above. It has been stated that AVE (Average Variance Extracted) should be .50 and above when the composite reliability value is above 0.70. As a result of the analysis, the Composite reliability of each dimension was above .80. The highest was 0.955 for Parenthood and the lowest was 0.827 for Collaborating With the Community. The AVE value was below 0.50 in the Communicating dimension with 0.477. It was above 0.50 in other dimensions. It has been stated that when the composite reliability is above 0.70, the AVE value can be at 0.40 and below (Hair et al., 1997; Peterson. 2000). The results can be said to support the convergent validity of the scale. Discriminant validity is ensured by the square root of the AVE value of each dimension (expressed by the latent variable) being above the correlation coefficients between the dimensions in each row-column (Chin, 1998; Fornell, Larcker, 1981). Accordingly, the correlation coefficients between each

latent variable (construct) are below the square root of the AVE value. Therefore, each construct supports discriminant validity and measures a separate characteristic (Hair et al., 1997).

Item and Reliability Analysis

In addition to determining the reliability of the scale and item-total correlations, the discriminations of the items were examined. Item total correlations and Cronbach's Alpha values are given in Table 6.

Table 6. Item Total Correlation and Reliability Analysis

		Turkish Sample		Bosnak Sample		Combined Group	
		Corrected Item-Total Correlation	Cronbach's Alpha	Corrected Item-Total Correlation	Cronbach's Alpha	Corrected Item-Total Correlation	Cronbach's Alpha
Volunteering	GO1	.300	.67	.540	.80	.632	.86
	GO2	.472		.589		.693	
	GO3	.401		.659		.655	
	GO4	.525		.614		.717	
	GO5	.442		.575		.693	
Learning at Home	EO1	.562	.81	.814	.95	.841	.94
	EO2	.371		.805		.607	
	EO3	.600		.838		.824	
	EO4	.292		.629		.561	
	EO5	.611		.868		.876	
	EO6	.639		.851		.866	
	EO7	.704		.853		.872	
	EO8	.642		.843		.870	
	EO9	.540		.749		.754	
Decide	KV1	.542	.84	.748	.91	.659	.97
	KV2	.403		.654		.552	
	KV3	.520		.708		.608	
	KV4	.557		.763		.664	
	KV5	.654		.728		.681	
	KV6	.624		.672		.653	
	KV7	.640		.746		.704	
	KV8	.511		.593		.519	
	KV9	.523		.707		.642	
Parenthood	EB1	.682	.91	.873	96	.879	.97
	EB2	.617		.787		.785	
	EB3	.733		.876		.892	
	EB4	.700		.865		.891	
	EB5	.524		.851		.823	
	EB6	.716		.857		.880	
	EB7	.793		.829		.875	
	EB8	.746		.853		.890	
	EB9	.729		.828		.843	
	EB10	.605		.865		.866	
Collaborating With the Community	IK1	.572	.83	.756	.93	.753	.92
	IK2	.361		.618		.506	
	IK3	.529		.776		.764	
	IK4	.490		.852		.827	
	IK5	.543		.815		.797	

	IK6	.479		.828		.808	
	IK7	.625		.822		.791	
	IK8	.570		.735		.744	
	IK9	.491		.645		.706	
	IK10	.416		.513		.484	
	IK11	.394		.597		.527	
Communicating	TIY1	.518	.65	.524	.77	.601	.72
	TIY2	.455		.566		.594	
	TIY3	.406		.560		.595	
	TIY4	.346		.642		.616	

According to the reliability analysis results, the highest Cronbach's Alpha in the Turkish sample was observed in the Parenthood dimension with 0.91 and the lowest in the Communicating dimension with 0.65. In the Albanian sample, the highest reliability coefficient was observed in the Parenthood dimension at 0.96 and the lowest in the Communicating dimension at 0.77. The reliability of the overall scale was highest in Decide and Parenthood dimensions with 0.97 and lowest in Communicating dimension. Examining the item-total correlations, the lowest was 0.300 in the GO1 item in the Volunteering dimension in the Turkish sample. The highest was 0.876 in item EB3 in the Parenthood dimension in the Albanian sample. In the overall scale data, the lowest item-total correlation was 0.519, the highest was 0.892, and the item-total correlations of the other items were also between these values. Determining the discrimination of the scale items, it was observed that all items were discriminative ($p<.05$) as a result of the analysis performed with the upper group lower group 27 % technique: the lowest $t=6.125$ and the highest $t=22.129$.

4. Discussion

In this study, a scale developed in Turkey and used to determine the participation of families in education and training processes was adapted to Kosovo culture. Kosovo is rich and diverse in terms of Language, religion, ethnicity, and social and cultural structure. Besides Turkish, languages such as Albanian, Bosnian, and Serbian are also used in Kosovo. The present study aimed to examine the adaptation of the scale developed to determine the educational participation tendencies of Turkish and Albanian families to Kosovo Turkish and Albanian families. In this concept, since the original scale was in Turkish, it was first translated into Albanian. In the translation process, cultural elements were considered in the linguistic context.

In the second step of the study, Confirmatory Factor Analysis was applied to each group separately based on the Maximum Likelihood method to determine whether the factor structures of the scale, which has 6-factor structures consisting of 38 items, are supported in the Kosovo Turkish and Albanian samples. As a result of the analysis, the data obtained from the Turkish and Albanian samples in the Kosovo sample had fit indices that can be regarded as very high. Good results were also observed in the Confirmatory Factor Analysis applied by combining the data obtained from the Turkish and Albanian samples in the second step. However, four modifications provided better results. Cross Validation was examined since adaptation to linguistically different samples was examined in the study. In this examination, lower fit indices were obtained. However, the 6-factor structure of the scale developed in the Turkish sample produced acceptable results in the Kosovo Turkish and Albanian samples.

The results of the study's divergence and discriminant validity analyses showed that each factor measured a separate feature. It was evaluated that each factor measured an independent character, and the scale indicators had a good level of measurement. Reliability and item-total correlation analyses also showed that the scale was reliable. It was shown that the scale developed to determine the involvement of families in the educational process in the Turkish sample can also be used to determine the involvement of families with Kosovo Turkish and Albanian mother tongues and ethnicity in the educational process.

Scale adaptation or adaptation contributes to the universality of the scale (Dilekli, Tezci, 2019). When developed in different environments, languages, and cultures at different times, its direct use leads to developing prejudices about the research (Herdman et al., 1998). Also, scales adapted to different cultures have the potential to contribute to time-saving (Çapık et al., 2018), cross-cultural comparison (Borsa et al., 2012), and generalization of data (Nilsson et al., 2016). However, in cross-cultural comparisons, the translation process of the scale items and the

reflection of the characteristics of the target language's culture when translating from the source language to the target language are also critical. Beaton et al. (2000) pointed out the translation process and its problems in scale adaptation studies. The researchers pointed out that a successful translation process will contribute to the validity and reliability of the scale and that many adaptation problems arise from linguistic and cultural differences. Van Widenfelt et al. (2005) also emphasized the importance of the translation process in scale adaptation studies. The researchers emphasized the importance of translation and retranslation. Therefore, in the present study, the target and source languages were mastered and retranslated from the target language to the source language to reflect linguistic and cultural understanding. This translation process was done with experts living in the culture in question. The translation process was completed with experts who received academic education and training in both languages.

The involvement of families in the educational process can be shaped according to their expectations, backgrounds, cultures, family structure, and economic status (Davis-Kean, 2005; Kourea, Owens, 2016; Li, Xie, 2020; Phillipson, Phillipson, 2006). Therefore, since there are differences in the participation of families in educational processes in studies to be conducted in different cultural structures, adapting the scales to the culture in which the research is conducted is an essential factor instead of direct use. Geisinger (1994) pointed out the problems in scale adaptation and adaptation processes due to cultural and linguistic differences. Some studies (Chen, Stevenson, 1995; Dandy, Nettelbeck, 2002; Salili et al., 2001) show that cultural differences are essential to family behaviors, perceptions, attitudes, and expectations. Hong and Ho (2005) pointed out that ethnic diversity is essential in families' education and training. Salend and Taylor (1993) discussed the factors in the participation of students and families' behaviors in education and training processes, pointing out the importance of several cultural factors. Therefore, it can be argued that it is crucial to consider this situation, which is influential on the behaviors of the individual, in studies involving societies, individuals, and countries with cultural, ethnic, linguistic, etc. differences. In some scale studies conducted in different cultures (Gjersing et al., 2010; Kornor et al., 2007; Meyer, Eley, 2006; Sandhu et al., 1996; Schellhase, 2009), it was observed that different results were determined due to cultural differences. However, as in the present study, some studies conducted in different cultures (Lopez-Fernandez, 2017; Kervan, Tezci, 2018; Kervan et al., 2021; Uysal-Bozkir et al., 2013) also produced results showing that similar factor structures were supported.

5. Conclusion

Scale adaptation studies for different cultures may produce different results depending on the linguistic, cultural, and environmental factors of scale adaptation. In particular, factors such as when the scale to be adapted was developed, the structure of the scale items, and whether the scale is well structured may cause the scale to produce different results in different cultures. The present study showed that the scale developed to determine the family's tendency to participate in education could be used to determine the tendencies of families of different ethnic origins in Kosovo culture. However, there are different ethnic groups other than Turkish and Albanian in Kosovo. The fact that not all families could take part in this study is an important limitation. Therefore, it is helpful to examine the adaptation of the scale by doing translations that include all ethnic and linguistic differences in Kosovo.

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