

# Types and Dimensions of Parent Involvement in Mass Media: An Analysis of Series Child Magazine

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## INTRO

### Introduction

Parents, teachers, children, and other ecological system components can create an environment at home and school to support children's development (Demircan, 2018). Bronfenbrenner defined and organized these system components based on their impacts on children and named them as microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Bronfenbrenner, 1979). These are interrelated with each other, and the system components in the children's social environment have varying importance for their education and development (Berger, 2014; Bronfenbrenner, 1979).

### Research Questions

Parents take part at home to support their children's development and learning. This study focuses on analyzing and exploring dimensions and types of parent involvement in the child magazine series. Consistent with the goals, the following research questions were investigated:

- (1) What are the descriptive human and non-human parent-related characters (place of characters; indoor or outdoor, quantitative information, etc.) of the magazine series?
- (2) What are the types of parent involvement which are mentioned in the magazine series?
- (3) Is there a statistical difference in the mean scores of dimensions (EI, II, and MAI) for human and non-human parent-related characters?



### Methodology

A total of 66 child magazine series were analyzed in the study. For the sample selection process, researchers used a systematic sampling method. In the systematic sampling method, every nth magazine in the population list can be selected (Fraenkel et al., 2015). In this research, researchers choose odd numbers of magazine series (e.g., 1st, 3rd, 5th, and so on). After selecting the sample, researchers analyzed the magazine series independently by considering the coding instrument. This instrument is designed to form by researchers based on the conceptual and theoretical framework.



### Expected Outcomes

The proposed research represents the analysis of child magazine series as a mass media tool in the light of ecological theory, Epstein's types of parent involvement, and Finley and Schwartz's dimensions of involvement. Overall, the study can be broadening our understanding related to mass media's roles on parent involvement.

In this context, preliminary findings demonstrate that child magazine series involved mother characters more than father ones, and there is a significant difference in the EI mean scores for father and mother characters in child magazine series. Other preliminary and descriptive analyses are continued to be analyzed. Parent involvement types and dimensions are exemplified. In this way, the research contributes to the role of mass media in parental involvement in education. The need to reflect parent involvement in the child magazine series is highlighted in the paper. Data analysis process continues.



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