Research Article

Evaluation of the levels of readability of information texts on the internet regarding family participation

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The main purpose of this research study is to determine the readability levels of Internet-based informative texts on "family involvement". Content analysis of the documents was carried out in the study, which is in qualitative design. Initially, a search was made on the Google search engine using the keywords "family involment." Next, the readability levels of the first 100 web pages accessed were assessed within the scope of the study. It was decided to include 42 web pages in assessment as a result of reviewing the first 100 web pages accessed applying the inclusion and exclusion criteria defined by the researchers. Later, the readability values of the texts were calculated manually through Office programs using both the Ateşman and Çetinkaya-Uzun formulas. The average readability levels of the 42 web pages examined within the scope of this study were found to be "difficult" according to the Ateşman formula. On the other hand, the readability levels were found to be at "frustration level" and appropriate for grade levels 10, 11 and 12 according to the Çetinkaya-Uzun formula. As a result, it was determined that the readability levels of the informative texts on 42 web pages about family involvement were "difficult" and at "frustration level" according to the formulas used in the analysis. The web pages in assessment were observed to belong to private kindergartens, publishing houses, academic journals, and private educational institutions. The titles mainly included in the content of the web pages were related to the definition, significance, impacts, benefits and examples of family involvement. Although studies on family involvement in the literature are mostly associated with the preschool education processes of individuals, it was seen that this concept is also associated with the education processes of individuals with special needs and dependent individuals on the web pages.

Keywords: Family involvement, internet, readability

1. Introduction

The phenomenon of the Internet, which has started to exist in every field of life and is almost a necessity now, has changed individuals' life conditions and ways of accessing information. This emerging informatics-oriented culture has had various reflections on our lives and has brought new concepts to our lives. Internet technology, which always renews itself, has maintained to be active in all areas of information. Family education is one of those areas.

Family education as a concept encompasses communication between spouses, family planning, parents' self-development, childcare and communication with the child, child development and family involvement. In other words, it is a phenomenon that incorporates educational and supportive precautions intended for parents' understanding of their own needs and the needs of their children. Besides, this phenomenon equips parents with awareness of the developmental processes of their children (Hamamcı, 2005; Karaboğa, 2019; Tönbül, 2019; Yuen, 2017). Another topic that is asked to raise awareness of parents is family involvement.

Given that the concept of family involvement is a multi-dimentional and dynamic process, it is hard to mention the existence of a commonly-held definition. However, this concept is considered as an indispensable part of children's development and educational process. Educating and supporting parents about children's development is the first dimension of this systematic approach. The second one is supporting families about the sustainability of communication

between school and home. And the third one is the added value they provide to children's education through the involvement of families in the process and the developmental benefit proven by studies (de Araújo Sedda et al., 2021; Ergüden et al., 2020; Haines et al., 2022; Formosinho & Passos, 2019; Morrison, 2003; Pereira et al., 2022; Sands et al., 2023; Sarışık & Sarışık, 2021).

Methods of information transfer related to parenting have changed in the historical process. This change has necessitated the use of digital media-individual information transfer methods instead of the previously used individual-to-individual information transfer methods. In line with this, the contribution of digital elements used actively today to family education activities is an undeniable fact. Parents of different cultural backgrounds and environments have different levels of consciousness about child-rearing. Today these differences among parents can be eliminated with the information provided by digital media elements. For that purpose, digital elements should guide parents providing them with accurate and practical information. They should also offer parents the necessary information about family relationships and the child-rearing process. In this regard, it is important that parents, who are in the first step of the children's educational process, take an active role in the process and have sufficient knowledge and consciousness about the process. Therefore, it is necessary to reach as many parents as possible, to provide accurate and credible information and to express information in the way parents of all education levels can understand (Dedkova et al., 2022; Glatz et al., 2023; Habibi et al., 2017; Na & Chia, 2008; Tomczyk & Potyrała, 2021).

It is important that internet-based and accessible information is accurate and comprehensible by society. The comprehensibility of such texts is explained by the concept of readability. Readability is an objective criterion intended for determining the reading competencies individuals must have to understand a written document (Aksoy et al., 2019; Çoban, 2014; Eryılmaz & Külahçı, 2019; Kozanhan & Tutar, 2017). Parents' reading and understanding levels are not taken into consideration while designing the web pages that are intended for informing families. It is of significance that internet content is prepared in the way that all parents in the society can understand in Turkey, where average education duration is 9,2 years according to Turkish Statistical Institute (2022) data. Moving from this fact, the aim of the study is to assess the readability levels of internet-based informative texts on family involvement.

1.1. Present Study

Nowadays, when digital technologies and tools are integrated into every aspect of our lives, it has become almost impossible not to use these tools. Technologies that affect and transform our lives cause individuals' daily routines to change day by day. One of the routines mentioned is individuals' preferences in accessing information. While human-human interactions were frequently preferred in the past to acquire and transfer information, today machine-human interactions are seen to be intense. For this reason, parents often get the information they need in their daily lives from digital platforms, technologies and tools. One of the topics that parents need is the family's participation in the child's education process due to the child-raising process. Parents can obtain information about the definition, dynamics, processes and examples of family involvement on web pages based on the Internet. In this way, they focus on the high benefit they can provide to their children by gaining knowledge as a result of their own efforts. Because the information provided through schools and teachers may be limited due to the lack of time of families and teachers and the narrow evaluation of family participation activities in our programs. Nowadays, families who are aware of their children's education want to overcome these limitations with the information they obtain from internet sources. In this sense, it is important that the contents of web pages prepared to inform individuals are prepared by experts in the relevant field. In addition to the content, web pages should be designed to appeal to individuals of all educational levels. In other words, it is valuable to present understandable information and thus benefit the development of society. Understandability is explained by the concept of readability. Readability is a criterion that indicates the reading proficiency that individuals should

have. This value can be calculated with various formulas. In this sense, the current study is important because it covers 21st century skills and there is no research with similar topics in the relevant literature. In the study, suggestions will be made by estimating the readability levels of internet-based information texts regarding family participation.

2. Materials and Method

2.1. Research Design

Permission by the ethical council is not necessary in this study as the assessment is carried out using information accessible by everyone. The documents in this study, which is in qualitative design, underwent content analysis.

2.2. Process

The search engine preferred in this study for obtaining documents is Google [Google LLC, Mountain View, California, ABD], which has the highest market share and rate of use compared to other search engines in Türkiye (Özduran et al., 2022). The mentioned searches were first carried out by two researchers independently of each other. Then, the inconsistencies between them were reviewed by the researchers together. The search was carried out after search history and cookies were deleted in order to minimize the possible faults in the assessment of the study data. Besides, the study was conducted in the incognito mode exiting from the Google accounts on the devices where the search was carried out. The data such as title, author, website address and contact information of the web pages were not saved in order to obtain accurate results in the readability assessment.

The assessment included 100 web pages accessed as a result of the search made using the keywords "family involvement" on Google search engine on 8th August 2022. Because the findings of similarly designed studies indicate that the inclusion of fifty or more web pages reduces the quality of the research (Akbulut, 2022; Leira et al., 2019; Patel & Cobourne, 2011). When a search is made for a search criterion, the search engine makes a ranking according to its relevance. Therefore, as the included web page increases, the representativeness of the subject decreases. For this reason, the web pages were reviewed again according to the exclusion criteria (pages with non-Turkish spelling, text/chat/forum/commercial blog sites containing less than ten sentences of information, images). After the elimination of duplicate web pages containing the exclusion criteria, 42 web pages were assessed and analyses were carried out. Accordingly, the extensions of the relevant web pages were saved. The texts on the web pages matching the inclusion criteria were copied and transferred to Microsoft® Word [Microsoft Corporation, Redmond, Washington, ABD] Office program. Later, the readability values of informative texts were calculated manually using both the Ateşman (1997) and Çetinkaya-Uzun (2010) formulas due to the fact that they are frequently preferred in similar studies.

2.3. Readability Calculations

2.3.1. Ateşman readability formula

The formula which was developed by Flesch and adapted into Turkish by Ateşman in 1997 takes into consideration the average length of words and sentences. Ateşman stated in his study that the average sentence length in Turkish is 9 to 10 words, and the average word length is 2.6 phonemes (Ateşman, 1997). According to Ateşman's formula the readability scores of texts range from 0 to 100. As the scores get closer to 100, the text is considered easy and as it approaches 0, it is considered difficult. According to the readability chart described by Ateşman with reference to the readability criteria, a text is defined as very easy if the score is 90-100, easy if the score is 70-89, fairly difficult if the score is 50-69, difficult if the score is 30-49 and very difficult if the score is 1-29. This is formulated as follows:

$$\text{Readability value} = 198,825 - 40,175.x_1 - 2,610.x_2$$

$$x_1 = \text{Average word length per phoneme}$$
$$x_2 = \text{Average sentence length per word}$$

2.3.2. Çetinkaya-Uzun Readability Formula

Another formula used in assessing readability in Turkish texts is the one developed by Çetinkaya-Uzun in 2010 (Çetinkaya, 2010). As the scores go up, a text is considered easy and as they go down, it is considered difficult. According to the readability chart described by Çetinkaya-Uzun with reference to the readability criteria, the readability level is defined as frustration reading level if the score is 0-34, instructional reading level if the score is 35-50, independent reading level if it is 51 and above. This is formulated as follows:

$$\text{Readability value} = 118{,}823 - 25{,}987.x_1 - 0{,}971.x_2$$

x_1 = Average sentence length

x_2 = Average word length

3. Findings

A search was made using the search engine "http://www.google.com.tr/" on 8th August 2022. The keywords "family involvement" were used for the search. According to the search results, 100 web pages were accessed and they were reviewed in accordance with the inclusion and exclusion criteria. After the elimination of the web pages that contain exclusion criteria and are duplicate, 42 web pages were assessed and analyses were conducted (Table 1). The remaining 58 web pages were not included in the study due to reasons such as content and design incompatibility (pages contain only images).

Only half of the web pages were found to contain information about family involvement and examples of activities with explanations. It was found that the internet sites included in the assessment belonged to private kindergartens, publishing houses, academic journals and private education institutions. It was observed that the titles that were mainly included in the contents of web pages were the definition of family involvement, the importance of family involvement, the effects and benefits of family involvement on the child. Besides, it was seen that web pages contained family involvement activities. Although studies on family involvement in the literature are generally linked to individuals' preschool education processes, it was found that this concept is also linked to the education processes of individuals with special needs and dependent individuals on the web pages.

Table 1

Web pages studied within the scope of research

www.sosyal-anne.com	www.sosyalarastirmalar.com	www.yedam.org.tr
cije.cumhuriyet.edu.tr	www.efdergi.hacettepe.edu.tr	www.gulanaokulu.com
vizeyayincilik.com	www.researchgate.net	kuzeyozelegitim.com
www.mentalup.net	www.tatlicocuklar.com	sobider.com
ailekatilimi.weebly.com	birartibircocukkulubu.com	gelisim.edu.tr
www.turkiyemaarif.org	www.ekin.k12.tr	www.kimpsikoloji.com
ilkogretim-online.org	minikmeleklercorumeah.saglik.gov.tr	ozelegitim.medeniyet.edu.tr
www.kolaykampus.com	www.istek.k12.tr	acikerisim.aku.edu.tr
dergipark.org.tr	www.acevokuloncesi.org	www.alanyazin.com
smkanaokulu.meb.k12.tr	minikokul.com	aniyayincilik.com.tr
acikerisim.pau.edu.tr	bambugep.org	www.turcademy.com
www.umutyildizi.com	www.milenyumegitimkurumlari.com	dergipark.org.tr
www.nesnedergisi.com	acikders.ankara.edu.tr	rize.meb.gov.tr
www.milliyet.com.tr	ozlemmylmazz.wordpress.com	atif.sobiad.com

Table 2
Readability levels of the web pages according to the Ateşman formula

Readability level	f	%	Min.	Max.	Mean
Very easy (90-100)	0	0	20.3	85.1	49.66
Easy (70-89)	3	7.14			
Fairly difficult (50-69)	18	42.86			
Difficult (30-49)	18	42.86			
Very difficult (1-29)	3	7.14			

Descriptive statistics regarding the readability levels of the web pages analyzed in the study according to the Ateşman formula are presented in Table 2. The average readability scores of the web pages according to the Ateşman formula were found as (min-max= 20.3-85.1; Mean = 49.66). As a result of the analyses, it was determined that 7,14% of the web pages were at easy level, 42.86% was at fairly difficult level, 42.86% was at difficult level and 7.14% was at very difficult level. According to this formula, it was seen that the easiest website to read was "www.sosyal-anne.com" and the web page with the lowest readability level was "atif.sobiad.com".

Table 3
Readability levels of the web pages according to the Çetinkaya-Uzun formula

Readability level	Education level	f	%	Min.	Max.	Mean
Frustration level (0-34)	Grade 10, 11 and 12	28	66.67	17.4	49.5	30.98
Instructional reading (35-50)	Grade 8 and 9	14	33.33			
Independent reading (51 and above)	Grade 5, 6 and 7	0	0			

Descriptive statistics regarding the readability levels of the web pages analyzed in the study according to the Çetinkaya-Uzun formula are presented in Table 3. The average readability scores of the web pages according to the Çetinkaya-Uzun formula were found as (min-max=17.4 - 49.5; Mean = 30.98). As a result of the analyses, it was determined that 66.67% of the web pages were at frustration reading level and 33.33% was at instructional reading level. According to this formula, it was observed that the easiest web page to read was "www.sosyal-anne.com" and the web page with the lowest readability level was "atif.sobiad.com".

4. Discussion and Conclusion

Today we often use the Internet to access information. Therefore, it is essential for digital content to be designed in such a way that individuals from every walk of life can understand it. In other words, online platforms should contain texts and visual content that are appealing to individuals from all education levels and age groups. Internet-based informative texts, which we usually encounter in text format, should be suitable for a wide readership, be easy to understand, be functional, guiding, reliable and should be prepared for a purpose. The comprehensibility of such texts is explained by the readability formulas. While Flesh's readability formula is used to calculate the readability values of English texts, different formulas are used to calculate the readability values of Turkish texts (Akbulut, 2022).

This research study aims to explore the readability levels of the internet-based informative texts prepared about "family involvement". It is observed that studies regarding the readability of web pages (Akbulut, 2022; Aksoy et al., 2019; Çoban, 2014; Eryılmaz & Külahçı, 2019; Kozanhan & Tutar, 2017) focus on the area of health in the literature. There are also studies intended for assessing printed texts in social sciences (Kemiksiz, 2021; Özçetin & Karakuş, 2020). In this regard, this research study is important as it is the first study known to analyze the readability of digital-sourced informative texts on family involvement. Google [Google LLC, Mountain View, California, ABD], which has the highest market share and rate of use compared to other search engines in Turkey, was used as a search engine to obtain the documents. Ateşman's and Çetinkaya-Uzun's formulas, which are the most preferred in similar studies, were used to assess

the readability values in the study. As a result of the study, it was determined that the readability levels of the 42 web pages that contain informative texts about family involvement were "difficult" and at "frustration reading level".

As is known, activities done by families in underdeveloped and developing countries are internet based (Valcke et al., 2010). Valcke et al. (2007) stated in their studies that this situation was evidence of insecure use of the Internet. As Turkey is a developing country, individuals frequently use Internet technologies in home activities. Therefore, parents who will be a model for their children about the use of digital technologies and virtual environments have a lot of responsibility. Because parents need to be conscious of digital literacy and gain awareness for online opportunities and risks (Yurdakul et al., 2013). However, since the digital technologies do not have a long history in Turkey, there are obvious differences between parents' and children's knowledge and skills of using technology. The emergence of digital culture has brought a number of new concepts to the literature. Digital parenting is one of those. When the concept of digital parenting is considered as a phenomenon, the responsibilities of parents to protect and ensure online safety come to the fore (Rode, 2009). Yet, digital parenting makes senses beyond these responsibilities. In other words, digital parenting means to become a parent who can act according to the necessities of the time, use digital technologies, be aware of opportunities and risks and adapt to changing and advancing technologies (Yurdakul et al., 2013). Accordingly, the ways today's parents acquire information have also changed. Instead of the methods of acquiring information where printed sources, social circle and family were once functional, the case of obtaining information from digital sources has come to the fore. With the advent of the Internet, it is easier to access information. The Internet enables us to evaluate different perspectives on a subject at the same time, it does not bring any additional cost in terms of economy, it allows us to benefit from the experiences of individuals from different cultures, and most importantly, it is possible to follow up-to-date information and approaches, which makes it valuable. The number of studies conducted in Turkey about digital parenting is limited (İnan-Kaya, 2018; Yaman et al., 2019). There are mostly review articles (Kaya & Mutlu-Bayraktar, 2021; Yay, 2019; Yurdakul et al., 2013) or studies that examine parents' awareness levels (Manap & Durmuş, 2020), attitudes (Bostancı & Çakır, 2022; Kopuz et al., 2022), and their relationship with their children's various behaviors (Manap & Durmuş, 2021). It was observed that there are few studies (Gül-Ünlü, 2019; Pekyürek, 2022) that focus on the fundamental competencies that digital parents must have or how internet-based informational content should be. The absence of such a questioning in the context of the literature causes internet-based information sources to present poor-quality content to parents.

Family involvement is a concept that has never lost its popularity in children's development and academic success. As a matter of fact, the more parents integrate into their children's educational life, the more successful their children can be in preparing for life (de Araújo Sedda et al., 2021; Ergüden et al., 2020; Haines et al., 2022; Formosinho & Passos, 2019; Morrison, 2003; Pereira et al., 2022; Sands et al., 2023; Sarışık & Sarışık, 2021). Parents who have that awareness make efforts to provide their children with the best family and education experience. Therefore, parents try to benefit from information sources to be able to raise individuals matching today's changing conditions. The Internet, which is the most popular of all sources, should give information in the simplest way everyone can comprehend taking into account individuals' sociocultural differences. Besides, the security and provability of this data provided to individuals matter. For this reason, it is an important criterion for the people who inform parents about their most precious entities to be experts in their fields and to be equipped enough about necessary matters. Only half of the web pages examined in this study were found to contain information about family involvement and examples of activities with explanations. The internet sites included in the assessment were seen to belong to private kindergartens, publishing houses, academic journals and private educational institutions. The titles mostly included in the contents of web pages were found to relate to the definition of family involvement, the importance of family involvement, the effects and benefits of family involvement on the child. Besides, the web pages were observed to contain family involvement activities. Although studies on family involvement

in the literature are mostly associated with the preschool education processes of individuals, it was seen that this concept is also associated with the education processes of individuals with special needs and dependent individuals on the web pages.

In this regard, the web pages that contain informative texts about family involvement in the digital media should be prepared or revised by relevant public institutions and associations. They should be re-edited in terms of both information content and readability values by considering individuals with basic literacy skills. Otherwise, this information will be inaccessible for parents whose literacy levels are not high enough and those parents' contribution to their children's education life will be very limited.

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