

PARENTS' EXPECTATIONS FROM TEACHERS AND SCHOOL ADMINISTRATORS REGARDING SCHOOL-FAMILY COOPERATION DEVELOPMENT

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ABSTRACT

The aim of the study is to improve the school-family cooperation, which may improve students' achievement, by obtaining parents' expectations from teachers and school administrators.

A non-probability sample has been used. The participants of the research consist of 25 parents and 2nd grade 25 students from two low-socio-economic state schools. Qualitative approach was selected for his study. Semi-structured interviews were used. Data were collected from October, 2013 through October, 2014. This included a 60-120 minutes recorded interviews with the informants with initial interview questions and documents.

The results of the study suggest that parents should cooperate with teachers and students in the education process actively, to make cooperation effective, to plan school activities together with parents and then adjust the activities according to the environment. In addition, the study put forward the idea that parents' involvement in the education process as a member of school improves the students' achievement.

Key Words: School-family cooperation, parent involvement, development, school administrator.

INTRODUCTION

School-family and student are the fundamentals of education systems and their close communication and cooperation is vital to gain the required results. Therefore, the school management that wants to reach success in education-instruction must give importance to interrelations between parents and teachers in order to involve parents as well as teachers in the programme applied (Akbaşı and Kavak, 2008).

School-family and student are the fundamentals of education systems and their close communication and cooperation is vital to gain the required results. While family involvement increases academic achievement in children and teenagers, it also encourages students to achieve and their attendance at school. Besides, family involvement improves school-family relationships, positive sides of a class and students' tendency to study. Finally, it improves school-family cooperation, enables students have self-control and supports them to acquire noticeable educational goals (Eccles and Harold, 1993, Grolnick and Slowiaczek, 1994, Dempset et all, 2001; In Akbaşı and Kavak, 2008).

Effective collaboration between schools and families is a significant factor for improving the children success and the effectiveness of schools (Mortimore, Sammons, Stoll, Lewis, & Ecob, 1988). Both the teachers and the administrators who participated in the research agree each other in that parents must involve in the education process. As a reason for this common idea, it has been stated that education must also continue in the family environment and the family and the school must form a whole. The researches regarding this issue have also

put forward the positive effects of family involvement in the education processes (Epstein & Sheldon, 2002a,b ; Jeynes, 2007; Shaw, 2008).

Within educational research, there has been a growing interest in the impact that families and schools have on student performance. Spurred by the seminal work of Bronfenbrenner (1977, 1986), ecological systems theory has become a commonly used lens through which to view and explore students and their development over time (e.g., Tudge & Hogan, 2005). This theory details children and adolescents' development within a set of interrelated, interacting environmental systems (e.g., home, school, community). However, although much of the educational research rooted in systems theory has focused on protective factors embedded within *either* the home or school environments (e.g., Bates, 2005; Fan & Chen, 2001; Ginsburg-Block, Manz, & McWayne, 2010; Guli, 2005; Reynolds & Clements, 2005; Valdez, Carlson, & Zanger, 2005), recent literature suggests that this approach is flawed; that is, in lieu of simply aiming to improve family involvement in students' education, researchers are increasingly highlighting the need for development of *collaborative* school-family partnerships, which are believed to be essential to promoting positive outcomes for students (Bempechat, 1998; Christenson & Reschly, 2010; Christenson & Sheridan, 2001).

The importance of family involvement in education has been well established in the literature. Furthermore, emphasis on family inclusion and outreach by schools has also been evidenced by calls for reform to assessment and intervention practices (Gutkin, 2009; Reschly, Coolong-Chaffin, Christenson, & Gutkin, 2007) as well as federal legislation that has reinforced the rights and need for family presence and participation in schools (i.e., No Child Left Behind; Epstein, 2005). However, rather than focusing on families and schools as separate contributors with separate responsibilities, scholars are increasingly emphasizing the consideration of school-family partnership components as integral parts of the learning environment (e.g., Christenson, 2004; Henderson & Mapp, 2002), while also claiming their particular significance as protective factors for children at risk of academic failure (Christenson & Sheridan, 2001).

Before proceeding with a review of literature in this area, it is imperative to clearly define the terminology involved. Most importantly, there must be a clear understanding of the difference between school-family relationships and school-family partnerships. Relationships between schools and families refer to the connection between these two learning contexts and the reciprocal interactions among them over time, which represent a separate social system that plays an important role in optimizing student achievement. Although relationships always exist, simply as a function of the connection between families and schools partnerships refer to a specific type of relationship that researchers urge all schools and families to strive for (e.g., Christenson, 2004) one characterized by collaboration and joint ownership of responsibilities and accountability for outcomes (Reschly & Christenson, 2012).

Within the extensive theoretical literature base that promotes partnerships between schools and families, several characteristics have consistently been posited as being inherent to creating these successful partnerships. Reschly and Christenson (2009) argued that partnerships imply *engaged* relationships between families and schools, that is, relationships consisting of two-way communication about children's academic needs, collaborative problem solving, and shared decision making, all with the focus of supporting students and families to optimize educational outcomes. Other researchers have highlighted the need for shared goals, contributions, and accountability within these partnerships. In addition to agreeing with the need for a student-focused philosophy and shared responsibility for outcomes, Christenson and Sheridan (2001) also suggest an emphasis on the *quality* of interactions between families and schools, as well as a preventative, solution-focused approach in which families and educators work to create conditions that facilitate student learning, engagement and development. Throughout the literature, authors have also discussed the specific influence of school-family partnerships in reducing the level of academic, behavioral, and emotional risk for students throughout their development. Risk is typically defined as particular conditions (i.e., risk factors) that increase the likelihood that an individual will experience certain adverse consequences, and rather than being viewed as a property of children themselves, risk is more contemporarily thought to exist in interactions among the multiple systems surrounding children (Finn & Rock, 1997; Pianta & Walsh, 1996, 1998). Furthermore,

conceptualizing risk from an ecological systems theory perspective, researchers have cited the quality of school–family partnerships as a primary contributing factor to the level of child risk (Pianta & Walsh, 1996).

As Reschly and Christenson (2009) stated: For students and families who are at higher risk for poor outcomes (e.g., those living in poverty, students with disabilities), the mesosystem of home and school takes on greater importance as a factor that either exacerbates these risk conditions or ameliorates them by promoting additional learning opportunities aimed at enhancing positive outcomes for youth. (p. 9) Although it seems that most authors agree on the *theoretical* necessity and importance of collaboration, interaction, and continuity in creating and maintaining effective school–family partnerships and improving student outcomes (Christenson, 2004), little empirical research has been done to explore the impact these or other characteristics actually have on student success.

The shift in focus from microsystemic influences (e.g., home *or* school) to the mesosystemic influences of a successful school–family partnership has led to consensus that additional research is needed. Whereas numerous investigations exist reporting significant correlations between parent involvement indicators (e.g., home–school communication, parental aspirations, participation in school activities) and student success (e.g., Fan & Chen, 2001; Ginsburg-Block, Manz, & McWayne, 2010; Reynolds & Clements, 2005), and demonstrating the positive influence of parent/family components in interventions aimed at changing student learning and behavior (Bates, 2005; Guli, 2005; Valdez, Carlson, & Zanger, 2005), less research has been done investigating the mesosystemic, reciprocal interactions that characterize school–family relationships or partnerships. Many of the empirical studies that have been done specifically investigating these variables were reviewed by the Parent and Family Intervention domain of the Evidence-Based Interventions in School Psychology Task Force (formerly called the Task Force on Empirically-Supported Interventions in School Psychology) and presented in a special issue of *School Psychology Quarterly* (Carlson & Christenson, 2005a). The purpose of the Task Force was to examine the degree to which scientifically based research has found that parent and family interventions were effective in changing children’s school learning and behavior (Carlson & Christenson, 2005b). Within the investigations presented, a number of interventions with a family–school collaborative component were found to be promising. In his commentary, Ollendick (2005) noted that more support was found for interventions that were highly focused in scope, were part of a multi-component program, and involved *active collaboration* among parents, students, and schools. For example, in a review of 18 empirical studies conducted by Cox (2005), home–school collaboration interventions were found to be effective in helping achieve desired outcomes for students (e.g., improved academic performance and school-related behavior), specifically when parents and school personnel worked together to implement the intervention with regular two-way exchange of information.

Cox noted that a key feature found in the most successful interventions among those reviewed was that schools and families not only collaborated with one another, but treated each other *as equals*, causing families to feel “more empowered to help their children and more comfortable participating in their child’s education” (Cox, 2005, p. 491). Additional studies have reported similar findings with regard to school–family partnerships and positive student outcomes. For example, in a study investigating eight Texas schools in which Hispanic students consistently achieved beyond state averages, Scribner, Young, and Pedroza (1999) found that a focus on building collaborative relationships (e.g., learning about and incorporating Hispanic cultural values, stressing personal contact with parents, fostering communication, and creating a welcoming environment) was the key factor differentiating these schools from surrounding schools that were lower achieving. In addition, Simon (2000; as cited in Henderson & Mapp, 2002) found that partnerships between families and schools, which included involvement in parenting, learning at home, and decision making, were related to several indicators of achievement (i.e., higher grades in English and math, more completed course credits, better attendance and behavior, and increased preparedness for class).

Furthermore, research examining consultation approaches and their effect on student outcomes has found evidence for the utility of involving parents *and* teachers in the consultation process. For example, among the various parent consultation strategies investigated in Guli’s (2005) review of the literature, the Conjoint Behavioral Consultation (CBC) model (Sheridan & Kratochwill, 2007), involving consultation with parents *and*

teachers, provided the strongest evidence for producing significant school-related outcomes. This finding is consistent with other published studies showing that consultation services involving families, educators, and school psychologists in joint problem solving are effective in improving students' academic, social, and behavioral functioning and are viewed as favourable by participants in the process (Sheridan, Eagle, & Doll, 2006). Additionally, experimental studies have reported positive effects of CBC as an intervention for increasing positive social behaviors of withdrawn or disruptive children, increasing homework completion and accuracy, and decreasing noncompliance and tantrum behaviors (Colton & Sheridan, 1998).

Gökçe (2000) has determined that parents must involve in school-family union studies in order to strengthen teacher-school-family cooperation, and parents must be informed about child development issue. Besides, it has been proposed that parents must be interested in the child's problems more closely and a convenient meeting environment must be arranged at schools.

National Education Fundamental Legislation's 16th item has stated that "To contribute to realize educational institutions' aims, cooperation between the school and the family is provided" and the 5th item of MEB School-Family Union Regulations has stated the aims of the foundation of school-family unions and related rules by explaining that " The union must realize the consolidation of the school and the family, provide the communication and cooperation between the parents and the school, support the activities developing education-instruction, fulfill low-economic-status students' requisite needs and contribute to the schools' economic situation. (Resmi Gazete, MEB Okul Aile Birliđi Yönetmeliđi, 2005).

According to Arslan and Nural (2004), in order to create an effective and successful school-family cooperation, the school can arrange activities like arranging house visits, planning trips, observations, conferences, special occasions which parents, teachers and children join, benefiting from parents as the in-class source person, benefiting from parents in profession counselling, programming and announcing family meetings, giving parents opportunities to use school sources, applying questionnaires to have parents' views about the school, giving duties to parents at special event celebrations, enabling parents to write in school bulletins, arranging some shows in their class regularly, making the parents know about their children's performance through this way and presenting a sample lesson to the parents, etc...

According to Redding (1991), a successful family involvement is realized if; Families see themselves as real associates, families' involvement is started by the family who interacts with the involvement programme most and other families' involvement is generalized by providing their involvement via the family (This situation also saves the school, the families and the student's time, education programmes which are appropriate to the school's main purpose are given, the family involvements is assessed according to standard quality criteria, the primary focus is on the student's learning and the communication among families for other school activities. On the other hand, Pehlivan (1997) has listed the obstacles which hinder families' participating in school activities in our country.

- 1- Parents' past negative school experiences hinder their cooperation with schools and their participation in school activities. Their negative attitudes towards the school are reinforced especially when they are invited to school for their children's negative issues.
- 2- The family's poor economic condition also leads them not to participate in school activities. The school's economic expectation from the family also distracts the family participate in the school activities.
- 3- The family's low education level also makes the family unreluctant about what kind of a duty they will have. Compared to low-education-level families, it is seen that high-education-level families are more reluctant about participating in the school activities.
- 4- Teachers' negative attitudes towards families' participation also hinders families' involvement.

According to Funkhouser, Gonzales & Moles (1998), it may not be always easy to reach active school-family cooperation. Obstacles about family involvement may result from various reasons, such as problems that teachers and other staff face, language, culture and socio-economic differences between families and school staff. However, different studies applied in most schools show and propose that schools and families can work

together to overcome the obstacles. For example regarding obstacles, a research held by Finders and Lewis (1994) concluded the reasons of families' not involving in their children's education process as follows: Parents' negative experiences about their old school years, parents' various economic problems, short time period that they can spend for the school, their insufficient education level, teachers' negative attitudes towards families, language and culture differences between home and school. For successful school-family cooperation and activities, which directly affect the student's successful learning at school and at home, a continuous mutual understanding, support and involvement is required. In line with this, various studies in the literature indicate that students are more successful when their parents are involved in the school more and it enables teachers to share their students' educational needs and responsibilities (Akkök, 2000).

In this regard, the study held has aimed to improve the school-family cooperation through focusing on the research questions, which have been addressed to the parents, listed below:

1. What do you expect from teachers about improving school-family relationship?
2. What do you expect from school administrations regarding to increase school-family cooperation?
3. What are your suggestions to improve school-family cooperation?

METHOD

Participants

A non-probability sample has been used, because 'the sample derives from the researcher's targeting a particular group, in the full knowledge that it does not represent the wider population, it simply represents itself. The participants of the research consist of 25 (24 female, 1 male) parents and 2nd grade 25 students from two low-socio-economic state schools. Parents have been informed that their involvement is relied on their consent, and their names will not appear in any documents.

Table 1: Participants' Status and Accompanying Data Collection

Code	Title	Gender	Age	Graduated School
1	Housewife	Female	37	Primary school
2	Housewife	Female	26	Secondary school
3	Housewife	Female	48	Primary school
4	Housewife	Female	29	Primary school
5	Housewife	Female	31	Secondary school
6	Housewife	Female	38	Primary school
7	Housewife	Female	29	Primary school
8	Housewife	Female	28	Primary school
9	Housewife	Female	31	Secondary school
10	Housewife	Female	30	Primary school
11	Housewife	Female	30	Primary school
12	Housewife	Female	33	Primary school
13	Housewife	Female	40	Primary school
14	Housewife	Female	35	Primary school
15	Housewife	Female	34	Secondary school
16	Housewife	Female	33	Primary school
17	Housewife	Female	38	Primary school
18	Housewife	Female	34	Primary school
19	Housewife	Female	30	Secondary school
20	Housewife	Female	29	Primary school
21	Housewife	Female	29	Primary school
22	Housewife	Female	32	Secondary school
23	Housewife	Female	28	Primary school
24	Housewife	Female	30	Secondary school
25	Housewife	Female	35	Primary school

Research Design

A qualitative approach has been selected for this study, because this research has been more concerned with understanding individuals' perceptions of the world and seeking insights rather than statistical analysis (Silverman, 2005). In addition, screening model has been used. Thus, the focus of this study was on to improve the students' achievement through the parents, teachers and students cooperation.

Data Collection and Analysis

Data were collected from October, 2013 through October, 2014. This included a 60-120 minutes recorded interviews with the informants with initial interview questions and documents. Semi-structured interview was used. In this study, data was analysed via qualitative data analysis methods.

The findings from interviews with parents were reported. Rich text records were edited, coded and linked with multimedia. In addition, data analysis process was aided by the use of a qualitative data analysis computer program called NVIVO.

FINDINGS AND DISCUSSION

1. Parents' Expectations from Teachers about Improving School and Family Relationship

To find an answer to this problem, the model, frequency analysis, and the percentage distributions for the opinions of parents are identified. Main theme and the sub themes of the first sub-problem are given in Table 2, the data obtained and the percentage distributions are given.

Table2. Parents' Expectations From Teachers About Improving School and Family Relationship

Expectations from Teachers	PARTICIPANTS																										f*	%*
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Ö	P	R	S	T	U	Ü	V	Y	Z			
Teachers' active communicating with parents	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	24	96
Teachers' arranging activities which attract parents to school	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√		√	√	23	92	
Teachers' guiding students active and constructive in their studies		√	√	√	√	√	√	√	√	√	√	√			√	√		√	√		√	√	√	√	√	20	80	
Teachers must consider students' individual differences			√	√	√		√		√	√		√	√		√	√		√	√	√	√	√	√	√	√	18	72	
Teachers must be role models with their attitudes and behaviours			√	√	√	√	√	√			√	√		√		√		√		√		√		√	√	15	60	

Teachers must visit the students and observe them in their house environments	√	√	√	√		√	√	√	√	√	√	√	√	13	52
Teachers' avoiding discrimination among students	√	√		√	√	√	√			√	√		√	11	44

√ shows the participants mentioned on the theme..

* f shows the frequency of how many of the participants mentioned on the theme..

** % shows the percentage of the participants mentioned on the theme based on the frequency.

As seen in Table 2, if interpreted the opinions of the parents' on expectations from teachers:

It is obvious that teachers' active communicating with parents takes the first place with the percentage of 96%, teachers' arranging activities which attract parents to school is the second theme that has the highest percentage with the value of 92%, sub-themes titled teachers' guiding students effective and constructive in their studies take the third place with the percentage of 80%, teachers must consider students' individual differences have the fourth value in the distribution of the percentage with the value of 72%. Teachers must be role models with their attitudes and behaviours take the fifth place with the percentage of 60%. Sub-themes titled teachers must visit the students and observe them in their house environments take the sixth place with the percentage of 52%. Teachers' avoiding discrimination among students take the least value in the distribution of the percentage with the value of 44%.

Some opinions of the participants are given below:

If the teachers arrange activities to attract parents to school, parents would come to school more (A 1,1, 2).

The teacher can arrange activities for parents come to school more. Also, when the teacher leads the students to the activities positively, it will increase the parents involvement and success (B1,2,3).

Teachers should arrange activities to make parents come to school more. While arranging these activities, the teacher must consider each parent's demands and expectations (T1,2,4).

Teachers should always be role models with their behaviours. In addition, teachers must not discriminate between students (P1,1,2,5,7).

Teachers must know that every student has different features and they must lead their students depending on the students' features and differences. In addition, the teachers can visit the students and observe the students' individual differences better (V1,3,4,6).

Teachers must meet parents more often. If the communication between teachers and parents, students are affected positively, and so students' school success is affected positively. Teachers must behave equally towards all parents and students, must not make discrimination between them(K1,1,2,3,7).

In general, the findings of the study have indicated that teachers should build effective communication with parents and also teachers should arrange activities to attract parents to school at a high rate. In addition, teachers should lead students through effective and constructive activities, consider individual differences and be role models. Teachers should also visit their students at their homes and observe them. Parents have mentioned at low rate that teachers should not make any discrimination between students.

Table3. Parents' Expectations From School Administrations Regarding to Increase School-Family Cooperation

Expectations from school administrations	PARTICIPANTS																										f*	%*
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Ö	P	R	S	T	U	Ü	V	Y	Z			
Involving parents to school administration actively	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	23	92
Conducting studies to improve the quality of the education at school	√	√	√	√		√	√	√	√	√	√	√	√		√	√	√		√	√	√	√		√	√	21	84	
Giving more place to social, cultural and sport activities		√		√	√	√	√	√	√		√	√	√		√	√		√	√		√	√	√	√	√	19	76	
Preparing weekly-programmes for parents' negotiations with teachers	√	√	√		√		√	√	√	√		√	√	√	√			√	√	√	√		√	√	18	72		
Caring about hygiene and cleanness of the school environment		√	√	√	√	√		√		√	√			√		√			√	√		√	√		√	15	60	
Supporting low-economic conditioned students	√	√	√				√		√	√		√		√		√	√		√	√		√	√		√	14	56	
Arranging suitable places for parent teacher negotiations	√	√			√		√	√	√		√					√						√			√	11	44	

√ shows the participants mentioned on the theme..

* f shows the frequency of how many of the participants mentioned on the theme..

** % shows the percentage of the participants mentioned on the theme based on the frequency.

As seen in Table 3, if the opinions of the parents' on expectations from administrations are interpreted; it is obvious that involving parents to school administration actively takes the first place with the percentage of 92%, conducting studies to improve the quality of the education at school is the second theme that has the highest percentage with the value of 84%, sub-themes titled giving more place to social, cultural, and sport activities take the third place with the percentage of 76%, preparing weekly-programmes for parents' negotiations with teacher have the fourth value in the distribution of the percentage with the value of 72%. Caring about hygiene and cleanness of the school environment, take the fifth place with the percentage of 60%. Sub-themes titled supporting low-economic conditioned students take the sixth place with the

percentage of 56%. Arranging suitable places for parent teacher negotiations take the least value in the distribution of the percentage with the value of 44%.

Some opinions of the participations are given below:

The school administrator must listen to parents and involve them in the school administration. They must do activities to increase the school quality and enrich this issue with social and cultural activities. The school administrator must also pay attention to the hygiene of the school (D2,1,2,3,5).

School administrators must get parents' opinions about the school management decisions to increase the school-family cooperation. In addition, he/she must prepare suitable places for teacher- parent meetings. For these meetings, he/she must arrange weekly programmes(H2,1,2,3,4,7).

School administrators must arrange weekly programmes for teacher-parent meetings (N2,1,4).

School administrators must support the students who are in low-economic conditions. He/she must support social activities more. He/she must enable parents to meet with teachers more. While managing the school, school administrators must consider parents' opinions more (R2,1,3,4,6).

School administrators must pay attention to the hygiene of the school more. School administrators must conduct common programmes with parents. They must help parents for meetings with teachers and in any subject. They must pay special attention to the poor students (V2,3,4,5,6).

School administrators must arrange suitable places for teacher-family meetings and must do common programmes with parents and teachers. They must involve parents in making decisions about the management of the school. They must conduct additional activities to increase the education quality (Z2,1,2,3,7).

Table4: Parents' Suggestions to Improve School-Family Cooperation

Parents' Suggestions	PARTICIPANTS																										f*	%*
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Ö	P	R	S	T	U	Ü	V	Y	Z			
Taking parents' views and suggestions into account by the teachers and the school administration	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	23	92
Teachers' forming interaction and cooperation by doing home visits	√		√	√	√	√	√	√	√		√	√	√		√		√	√	√	√	√	√	√	√	√	√	21	84
Informing parents about child development and education	√		√	√	√	√		√	√	√	√		√	√	√		√		√	√	√	√	√		√	√	19	76
Creating parent-teacher cooperation for solving student problems		√		√	√	√			√	√	√	√			√	√	√	√			√	√	√	√	√	√	17	68

Encouraging parents' coming to school by increasing the number of social activities	√		√	√	√	√	√	√	√	√	√	√	√	√	√	1	5	60
Organizing suitable places for parent-teacher negotiations	√	√		√		√	√		√	√		√		√	√	1	1	44
Informing parents about their children on time			√		√			√			√	√				6		24

√ shows the participants mentioned on the theme..

* f shows the frequency of how many of the participants mentioned on the theme..

** % shows the percentage of the participants mentioned on the theme based on the frequency.

As seen in Table 4, the parents' suggestions about improving the school-family cooperation are ; taking parents' views and suggestions into account by the teachers and the school administration takes the first place with the percentage of 92%, teachers' forming interaction and cooperation by doing home visits is the second theme that has the highest percentage with the value of 84%, sub-themes titled informing parents about child development and education take the third place with the percentage of 76%, creating parent-teacher cooperation for solving student problems have the fourth value in the distribution of the percentage with the value of 68 %.

Encouraging parents' coming to school by increasing the number of social activities takes the fifth place with the percentage of 60%. Sub-themes titled organizing suitable places for parent-teacher negotiations students take the sixth place with the percentage of 44%. Informing parents about their children on time take the least value in the distribution of the percentage with the value of 24%.

Some opinions of the participations are given below:

Teachers and school administrators must consider parents' opinions about the school issues. Teachers must visit students at their homes. Through house visits, they must provide effective communication and cooperation with parents. They must inform parents about the students' development and education frequently. Parent-teacher cooperation must be built to solve the students' problems. Finally, the number of social events must be increased to make parents come to the school more (D3,1,2,3,4,5).

The school management and teachers must inform parents about their children. In addition, house visits must be held. A meeting room or place must be arranged for teacher-parent negotiations. Different social and cultural activities can be arranged to increase the cooperation between the school and the families. Parents' opinions must be got in any issue and they should be involved in the management of the school (M3,1,2,3,5,6). Meetings with parents should be held on time regarding their children. Through house visits, teacher- parent cooperation must be built. Teachers and school administrators should see the parents as a part of education (S3, 1,2,3,5,7).

Student problems should be solved through teacher-parent cooperation. Teachers must inform parents about their children's general states. If it is needed, house visits should be realized. If the school management consider parents' opinions and suggestions, the school-family cooperation exactly increases(Ü3,2,3,4,5,6).

RESULTS AND DISCUSSION

The results of this study indicate that parents expect teachers to communicate actively with them and arrange attractive activities to provide parent involvement. The parents in the study also expect teachers to guide students effectively by considering students' individual differences. In addition, parents want the teachers to be role models with their attitudes and behaviours and to avoid discrimination among students. Finally, parents expect teachers to visit the students and observe them in their house environments.

The second part of the study has focused on parents' expectations from school administrators. In this respect, parents expect the school administrators to involve them in the school administration actively. Parents also want the school administrators to improve the quality of the education at school and give more places to social, cultural, and sport activities. Besides, the school administrators are expected to prepare weekly-programmes for parent-teacher meetings by arranging suitable places. In addition, caring about hygiene and cleanness of the school environment is also demanded by the parents. Lastly, parents expect the school administrators to support low-economic conditioned students.

The third part of the study has included the parents' suggestions regarding how to improve the school-family cooperation. The parents suggested that their views and suggestions should be taken by the teachers and the school administration. They also expect the teachers to make house visits to form interaction and cooperation. In addition, the parents want to be informed about their children's development and education through parent-teacher cooperation for solving student problems.

The school administration is asked to increase the number of social activities which may encourage parents' coming to school. The parents also added that suitable places for parent-teacher meetings should be organized. As a last suggestion, the parents want to be informed about their children on time.

In this regard, it is assumed that the findings of the study may be beneficial in the improvement of school-family cooperation, contribute to teachers and educators and finally be beneficial in the detection and solution of the problems.

Lack of communication as a reason for most of the problems in public life also appears in school-family cooperation. When effective school-family cooperation is assumed necessary for increasing student school success and preparing them to life, some basic steps can be acted. For example, all of the parents must be considered merit and they must be behaved equally without considering their contributions to school. Instead of behaving towards families in authoritative and suggestive mood, cooperation must be built with them to increase student success and develop the school.

Schools can send written forms to obtain parents' expectations about the issues regarding their students' success and their own developments. In this part, informative programs can be arranged for parents. Those type of activities can be done at counselling times and those counselling times can be spent more effectively. Finally, it should be considered that parents can also contribute to school through their jobs and talents. Money should not be regarded as the only contribution source to school (Aslanargun 2007).

Schools should be considered as places not only for students, but also for parents and other members of the society; through this understanding counselling and social activities must be held.

School-family union meetings must be done in a large environment so that all the parents can join actively and have a word; in case there are a lot of people, separate meetings can be held for different classes. Also, the content of the school-family union meetings can be enriched by short informative presentations so that parents can be aware of the issues, such as child development and education etc., that they do not have so much knowledge.

The formality nature of schools should not be reflected to the school-family meetings; an appropriate school-family union room should be prepared for a comfortable meeting and thus families can feel that they are merited. School-family meeting issues must be mentioned to parents at advance and they must be asked what they can do. Sub-commissions must be formed with teachers and parents in order to cover the decisions taken in the meetings; school-family cooperation should be realized effectively via mentoring and application commissions. At regular intervals, journals can be sent to parents to inform them about the actions held and through this way the development of school-family cooperation can be provided by keeping this communication channel open.

Finally, in order to remove prejudices, such as not believing in the benefits of school, not considering the issues at meetings important, not believing that their students will succeed, a sincere school-family meeting atmosphere should be provided by the help of counsellors and educators.

Regarding students, it must be considered that every student can be successful in a different intelligence area and he/she can develop his/her own skills. Thus, humiliating behaviours towards students should be avoided.

In conclusion, effective school-family cooperation enables families have the awareness of a responsible and participant citizen as well as the mother-father role. For this reason, school-family cooperation be realized, school administrators and teachers must work thoughtful and devoted.

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