TEACHERS' VIEWS ABOUT LEVEL OF SCHOOL-PARENT COOPERATION AT STATE AND PRIVATE PRIMARY SCHOOLS

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ABSTRACT

This study is intended to investigate the perception of teachers who work in private and state primary schools about the school-parent relationship according to the criteria of expected school-parent relationship at an effective school. It was used the survey method at this study, and a questionnaire which prepared by researcher by means of a specialist at stage of collect data. The reliability of the scale was found 0,93 according to Cronbach Alpha. The questionnaire was applied 57 state and 38 private school teachers at 2 state and 2 private schools in 2008. In terms of the problems of the study, the data was analized by handling the distributions of the frequencies and the percentiles of the teachers' responses. In addition t-test and one-way ANOVA techniques were also used for the comparision of the groups of public and private school teachers. The results showed that the teachers of state school reported that public schools have effective school features at parental dimension. On the other hand the teachers of the private school reported that contrary to expected private schools have not effective school features at parental dimensions.

Keywords: *State and private primary school, effective school, teacher, school-parent cooperation*

INTRODUCTION

Attempts to define concept of education can vary in historical process. We have seen different definitions for education which are common among community and educators since 1970s (Başaran, 1998). To give an up to date definition in terms of educational sciences; education is a process of changing someone's behavior required by his own life and intentional domestication (Demirel, 2003). Education is primarily performed in schools. School is a very complicated environment which it has local, regional, national and international characteristics as well as social, cultural, political and economical characteristics (Şişman, 2002). When we think schools are educational organizations, it can be stated that "effectiveness" is the degree to reach the aims of these organizations. Concept of effectiveness in terms of organization was first used in 1930s by Barnard in the field of management. According to Barnard, the level for reaching an aim can be accepted as the level of effectiveness (Balcı, 1993). The concept of effectiveness is usually defined executively and it is inaccurate to transfer it on schools directly. As schools give the service of education and training, their characteristics are different from other social organizations. Every process performed in schools about management has an educational side or frame. Each interaction and activity should be thought in terms of student and education because why schools are existent is the student himself (Binbaşıoğlu, 1983). Researchers haven't agreed on subject matter, definition and properties of an effective school yet. Klopf and his friends (1983) gave one of the most significant and comprehensive definition for schools and they defined an effective school as a school that allows every student with different intelligence and ability cognitive, perceptive, psychomotor, social and aesthetic development. According to Brookover (1985), effective school is defined as a school which aims at teaching basic skills to every student with different level and ability. However, Rich and Ben-Air define that effective school is a positive social environment in which academic achievement of all the students are developed,

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especially unsuccessful students are cared privately and all the students study and play together in harmony (Balcı, 2001:100).

First researches on effective school were performed, primarily in the USA, in some developed countries at the end of 1970s. Before this, in some researches on educational sociology in 1960s, it was suggested that schools had less effect on students. According to these researches, it was suggested that social environment and family (out of school) were more effective on students. It is stated that school has no significant effect on students coming from downscale; however students coming from high socio-economic status draw more benefit from schools. Depending on these studies, some critics on schools have been arisen (Celkan, 1989). Especially, the report "Equal Opportunity in Education", written by J.S. Coleman in 1966 and known as Coleman Report, has motivated the researchers on this subject (AASA, 1992). One of the forerunner researches on effective school was performed by Edmans. Later this study has been modeled in many researches on this matter. This research is known as "Five Factors Model". These factors are strong educational leadership, a school region which does not exclude any students, an organized but not strict school region, to bring in basic skills to all students, managers and teachers should be aware of students' developments to determine accrual level of educational objectives by recurrent tests (Edmans, 1979).

In 1970s and 1980s, number of the researches on effective school increased rapidly and some studies were performed to evaluate and make complete the results of these researches. So, by the help of these researches, it has been tried to develop an effective school model. A study has been performed by Purkey and Smith to evaluate the researches about the effective school concept. As a result, the factors concerning on the effective school has been divided into two groups; structural factor(school centered administration, leadership, firmness of the personnel staff, to state and organize the curriculum, to develop the personnel staff, participation and support of families- parents , high level academic achievement in school, to spare maximum time for learning, regional support from centralized administration)and process factor(sense of being community at school, joint planning and occupational relations, jointly shared objectives and high expectations, order and discipline at school) (Purkey & Smith 1983).

The well known researches concerning the concept of effective school in England were performed in the late 1980s. Two of those were performed by Mortimore et al.(1988) and Smith & Tomlinson (1989). The former was performed in primary schools; the latter was in secondary schools. Mortimore and Sammons' research started in 1980 and performed for four years in 50 primary schools which was determined as effective schools. At the end of the research, twelve basic factors that separate effective schools from ineffective ones, have been found. These are purposeful leadership of a school master for personnel staff, participation of assistant directors, participation of teachers, harmony among teachers, a well organized school day, an education which challenges intellectually, a study centered environment, limited concentration for sessions, very good dialogues between teachers and students, a planned recording system relating to student development, participation of families, and a positive region.

In the literature relating to effective school, some characteristics about effective schools are classified under several dimensions. Generally speaking, these dimensions about the characteristics of the effective school are classified as school administrators, teacher, student, school program, school culture and environment and parents (Raynold, et al., 1996; Hopkins, 1996, Harris, 2002). One of the many-sided variables of the effective school is family. Family, which is defined as the smallest social unit in sociology, can be defined as the first and most important unit which shapes the child's outlook on life and people (Aslanargun, 2007:120). To be able to provide an effective teaching and training, schools should collaborate with the family which shapes the general outlook of the child. To achieve the common purpose, it is necessary to provide agreement and unity of action between the school and family (Yılmaz, 2006). To obtain this cooperation, it is quite important to provide direct interest of the family in

education. Family should take part in every case relating to child's educating and in all possible manners. It is generally accepted that there is a direct relationship between full participation of the family and student's achievement. While configuring their education systems, countries have made arrangements on increasing family's participation much. It is stated that one of eleven stages of the comprehensive education reform declared by the Secretaryship of the USA Education is family participation. Moreover, some researchers think that family participation is more important than all other factors. According to Bellfield and Levin (2003), in the field of education in the USA, the sociologist James Coleman presented the Coleman Report to the congress, results of which was argued a lot. In this report to explain the school's success, Coleman suggests that the characteristics resulted from fireside where a student grew up are more determinant than his school's situation and characteristics. This requires the family factor to be considered as a basic variable for school success. According to Crozier, in England and Wales, schools make an agreement with families at the beginning of the school year, expectations of family participation and duties of parents required for their children are assured by a legal contract (Aslanargun, 2007:122). In Turkish National Education System, some decisions have been taken to improve parents – school relations since the foundation of the Turkish Republic. However, despite these decisions, teacher – parents relations could not meet the desired level because of insufficient determination to implement the decisions and lack of democratic comprehension nationwide. In recent years, effective school researches in Turkey have increased rapidly to solve this problem (Şişman & Turan, 2004).

As an important component of education system, parents' views and opinions should be considered in decision making processes in schools. Involving parents in decision making process in schools might provide valuable contributions to enhancing the quality of teaching and learning in schools. In reviewing the related literature, it was seen that there is few studies regarding the relationship between parents and schools. Therefore, the present study and its results would be make important contributions to crate awareness about the involvement of parents in schools' life and provide knowledge about the situation regarding parents and school relationships in private and state schools.

Aim of The Research
The main objective of this research is to determine to what extend schools have strong relationships with parents which is one of the main characteristics of effective schools. School-parent relationship will be investigated in both state and private primary schools.
To reach the objective, the following questions were tried to be answered:
In terms of teachers, in the dimension of parents:
1. What is the level of characteristics of effective school in state primary schools?
2. What is the level of effectiveness of state primary schools against parents?
3. What is the level of effectiveness of parents against state primary schools?
4. What is the level of characteristics of effective school in private schools?
5. What is the level of effectiveness of private primary schools against parents?
6. What is the level of effectiveness of parents against private primary schools?
7. Is there any significant difference between averages of school effectiveness points of state and private primary schools?
8. Is there any significant difference between averages of parent effectiveness points of state and private primary schools?
9. Is there any significant difference between averages of effective school points of state and private primary schools?
10. Is there any significant difference between effective school average points by gender, task differentials, and professional experience?
11. What are the teachers' ideas about relation between parents and school?

METHOD

Research Design
The aim of this research is to determine the thoughts of the teachers about parent-school relations in their own state and private primary schools. For this reason, survey model is used in this research.

Participants
This research has been made in the state and private primary schools in Trabzon. The sampling consists of randomly selected teachers (N=95) in Private Gülbahar Hatun Primary School, Private Fatma Baş Primary School, A.Fazıl Ağanoğlu Primary School and M.Selami Yardım Primary School in Akçaabat county town.

Instruments
Before developing the data collection tool of this research, books and articles about the subject of the research were browsed and data collection tools in those researches were analyzed. As a result, a data collection tool was prepared by the researcher by the help of expert opinions and the researches of Şişman (1996) and Balcı (1992).

Dependent variables of the research are accrual level of behaviors which the school and parents should exhibit in school-parent relations. Independent variables are personal and professional characteristics of the teachers. A reliability test was performed on the results of the questionnaires by Cronbach Alpha and the reliability coefficient was found 0, 93.

The questionnaire in the research is composed of three parts. First part is composed of 4 questions about personal information of the teachers. In the second part, towards parents of the effective school, there are 25 sentences; these sentences include the behaviors which the school and parents both should exhibit. Top eleven sentences express behavior of the school towards parents; the other 14 sentences express behavior of the parents towards the school. Third part is composed of 4 open end questions; these questions are used to receive the opinions of the teachers about school-parent relations.

The sentences of the questionnaire were arranged according to Likert scale. Agreement levels are written and graded as "I never agree", "I mostly disagree", "I mostly agree" and "I entirely agree". These categories are graded in the form of 1, 2, 3, and 4 from the least accepted choice to the most accepted one.

Using the Instruments
The researcher gave out the questionnaires by hand to the primary schools. Teachers were informed to fill in the questionnaire. These questionnaires were collected within 10 days by the researcher. They were assessed one by one and invalid ones were not evaluated. 8 questionnaires were not given back from the private schools and 2 questionnaires were cancelled. 5 questionnaires were not given back from the state schools and 4 questionnaires were cancelled. During the period of the survey, it was noticed that the teachers were reluctant to answer the questions.

Data Analyses
Valid data in the questionnaire were assessed through computer by using SPSS.13 packaged software. One-way variance analysis and t test were used to determine research problems and sub-problems. Significance was sought according to the variables determined in the participants' opinions with F and t values. Level of 0.05 was accepted as significance level. Point values of each article in the questionnaire were summed up and effectiveness level of the relevant questionnaire was determined. Therefore, average values obtained present certain choices in the scale. Point intervals of the grading used in the questionnaire are shown in Table 1.

Table 1. Grading Sample Used in the Questionnaire

GRADING	POINT GIVEN	POINT INTERVAL
I never agree	1	1.00–1.74
I mostly disagree	2	1.75–2.49
I mostly agree	3	2.50–3.24
I completely agree	4	3.25–4.00

Teachers can get minimum 11 maximum 44 points from the first part including 11 questions about school's behaviors. They can get minimum 14 maximum 56 points from the second part including 14 questions about parents' behaviors.

RESULTS AND DISCUSSION

Results and Their Meanings Concerning School Effectiveness, Parent Effectiveness and Characteristics of Effective School at State Schools
Averages of the state school teachers participated in the questionnaire are shown in table 2. Averages for school effectiveness, parent effectiveness and effective school characteristics are shown in Table 2. School effectiveness point is out of 44, parent effectiveness is out of 56 and point of effective school characteristic is out of 100.

Table 2. Findings Concerning School Effectiveness, Parent Effectiveness and Characteristics of Effective School in State Schools

STATE SCHOOL N=57	X	sd	POINT INTERVAL
School effectıveness	35.05	1.72	3.18
Parent effectıveness	38.86	5.69	2.78
Effectıve school	73.91	3.88	2.95

When analyzed the Table 2, it is seen that point average of school effectiveness is 35, 05; point average of parent effectiveness is 38, 86 and point average of effective school is 73, 91. When considered these average values, it is appeared that school effectiveness at state schools is more qualified than parent effectiveness. Teachers at the state schools implied that schools complete their responsibility successfully but parents are not in the expected reluctance level. Questions answered by the teachers in the questionnaire also support this statement. They maintain that participation characteristics of the parents are insufficient and they are rather quizzical.

Moreover, teachers state that some parents make an effort individually but they have organizational issues. According to the teachers working at state schools, parents are not satisfied with operation of the parent-teacher associations and they think parent-teacher associations represent certain groups. In addition, it is accepted by the teachers that teacher-parent meetings are very formal at the state schools. According to the teachers, the reason why the meetings are very formal is that parents visit the school rarely. Similar results were obtained from Aslanargun's research. According to Aslanargun, parent-teacher meetings are bossily and admonishingly made in a formal atmosphere (Aslanargun, 2004). This causes some problems in parent-teacher relations. When analyzed table 2, in fact, teachers do not think schools are mostly effective on parent-teacher relations. They think this is caused by density of the bureaucratic procedures. According to them, schools are busy with unnecessary correspondences, so they digress from the aims of the working at school. It is thought that schools continually neglect parent-teacher dialogues.

Results and Their Meanings Concerning School Effectiveness, Parent Effectiveness and Characteristics of Effective School at Private Schools
Averages of the private school teachers participated in the questionnaire are shown in table 3. Averages for school effectiveness, parent effectiveness and effective school characteristics are shown in Table 3. School effectiveness point is out of 44, parent effectiveness is out of 56 and point of effective school characteristic is out of 100.

Table 3. Findings Concerning School Effectiveness, Parent Effectiveness and Characteristics of Effective School in Private Schools

PRIVATE SCHOOL N=38	X	sd	POINT INTERVAL
School effectıveness	36.68	4.08	3.33
Parent effectıveness	35.52	4.45	2.53
Effectıve school	72.2	6.55	2.88

When assessed Table 3, it is seen that point average of school effectiveness is 36,68; point average of parent effectiveness is 35, 52 and point average of effective school is 72,2. According to these average values, it is appeared that school effectiveness of the private schools is more qualified than parent effectiveness. Teachers think that private schools are liable for providing customer satisfaction. For this reason, effective school characteristics are provided completely at private schools. Open-ended questions answered by the teachers in the questionnaire also support this statement. However, observations made by the researcher do not confirm this idea because, during the research, it was observed that teachers were in the attitude of not reflecting the school problems out because of having job anxiety. This was observed more clearly in the group of teachers having professional inexperience. According to the teachers working at private schools, in contrast to the common idea, parents of the students at private schools do not take a strong interest in their children. Majority of the parents take the burden off, they think the school is responsible for every task and they believe that they work to the full at their task. For this reason, they do not attend to parent-teacher meetings and visit the school very rarely. This situation is accepted to limit the effective school characteristics of the private schools.

Results and Their Meanings Concerning School Effectiveness at State and Private Primary Schools
School effectiveness averages of the teachers working at state and private primary schools are compared in Table 4. Significance among these average values is assessed by t test.

Table 4. Findings Concerning School Effectiveness at State and Private Primary Schools

	N	X	sd	df	t	p
State	57	35.05	1.72	93	2.7	$p < 0.05$
Prıvate	38	36.68	4.08			

From the Table 4 it can be found that there is a significant difference between the school effectiveness averages of the state and private primary schools. It is seen that school effectiveness of the private primary schools is more qualified than state primary schools. According to the researcher's observation, this difference results from the fact that teachers working at private schools do not reflect school problems out because of having job anxiety. Teachers having 0-5 years of experience form the majority of the teaching staff at private schools and especially they have this job anxiety. It is especially observed at private schools that the number of the experienced teachers is decreasing. By the conversations with the headmasters, it is understood that newly graduate teachers are masters of information and communication technology. Therefore private schools owners prefer newly graduate teachers.

Results and Their Meanings Concerning Parent Effectiveness at State and Private Primary Schools
Parent effectiveness averages of the teachers working at state and private primary schools are compared in Table 5. Significance among these average values is assessed by t test.

Table 5. Findings Concerning Parent Effectiveness at State and Private Primary Schools

	N	X	sd	df	t	p
State	57	38.86	5.69	93	3.1	p < 0.05
Prıvate	38	35.52	4.45			

From the Table 5 it can be found that there is a significant difference between the parent effectiveness averages of the state and private primary schools. It is seen that school effectiveness of the state primary schools is more qualified than private primary schools. The reason for this is parents' thoughts about school fees. They think that school fees they paid will solve all the problems. Parents having this thought saddle schools with all the responsibility and they visit the school very rarely.

Results and Their Meanings Concerning Effective School Characteristics at State and Private Primary Schools
Effective school averages of the teachers working at state and private primary schools are compared in Table 6. Significance among these average values is assessed by t test.

Table 6. Findings Concerning Effective School Characteristics at State and Private Primary Schools

	N	X	sd	df	t	p
State	57	73.91	3.88	93	1.6	p > 0.05
Prıvate	38	72.2	6.55			

From the Table 6 it can be found that there is no significant difference between the effective school averages of the state and private primary schools. Although the effective school averages of the state schools are higher, the difference can be negligible. Low effectiveness of the parents at the private schools causes the effective school averages to decrease.

Results and Their Meanings Concerning Gender Variable on Effective School Characteristics at State and Private Primary Schools
Whether gender of the teachers is effective or not on the effective school averages of the state and private primary schools is assessed by t test in Table 7.

Table 7. Findings Concerning Gender Variable on Effective School Characteristics at State and Private Primary Schools

	N	X	sd	df	t	p
Man	45	73.31	7.6	93	0.14	p > 0.05
Woman	50	73.16	0.8			

According to Table 7, t value obtained is not significant. Gender of the teachers is not effective on the averages of effective school. Similar results were obtained from Keleş (2006), Yılmaz (2006) and Oral's (2006) researches.

Results and Their Meanings Concerning Task Variable on Effective School Characteristics at State and Private Primary Schools
Whether task variable of the teachers is effective or not on the effective school averages of the state and private primary schools is assessed by t test in Table 8.

Table 8. Findings Concerning Task Variable on Effective School Characteristics at State and Private Primary Schools

	N	X	sd	df	t	p
Prımary school teacher	37	72.16	6.4	93	1.4	p > 0.05
Branch teacher	58	73.85	5.2			

According to Table 8, t value obtained is not significant. Task variable of the teachers is not effective on the averages of effective school. Similar results were obtained from Keleş (2006), Yılmaz (2006) and Oral's (2006) researches.

Results and Their Meanings Concerning Experience Variable on Effective School Characteristics at State and Private Primary Schools
Whether experience variable of the teachers is effective or not on the effective school averages of the state and private primary schools is assessed by t test in Table 9.

Table 9. Findings Concerning Experience Variable on Effective School Characteristics at State and Private Primary Schools

	Sum of the Squares	sd	Mean Square	F	p
Among the groups	101	3	33.6		
Wıthın the groups	2402	91	26.4	1.27	p > 0.05
Total	2503	94	-		

According to Table 9, F value obtained is not significant. Experience variable of the teachers is not effective on the averages of effective school. Similar results were obtained from Keleş (2006), Yılmaz (2006) and Oral's (2006) researches. In Yaralı's (2002) study, it is observed that experience variables of teachers have effect on the averages of effective school.

Results Concerning Open Ended Questions
62 teachers answered the question "According to you, how should the contribution of parents to the development and improvement of the school?" The answers given are grouped and the following titles are found:

Table 10. Frequency Distribution Table for the Answers to the Question "According to you, how should the contribution of parents to the development and improvement of the school?"

SUGGESTIONS (N=62) Parents should;	f	%
Involve in the activities providing financial and moral support with school and should do something about school.	58	94
Visit the school ever so often and regularly.	55	89
Cooperate with the school.	50	81
Respect and carry out the decisions taken by the school.	41	66
Not be quizzical, should be participative and conciliator.	38	61
Be aware of the school's needs and offer solutions.	36	58
Develop positive relations with the school.	29	47
Be conscious of their responsibilities and tasks.	28	45
Have an active part in teacher – parent associations.	21	34
Focus on success of the school rather than student's success.	20	32
Follow the education process actively.	18	29
Rely on the school administration and the teaching staff.	15	24
Be open to criticism and admit faults.	10	16

68 teachers answered the question "Write three problems you encounter in school-parent cooperation" The answers given are grouped and the following titles are found:

Table 11. Frequency Distribution Table for the Answers to the Question "Write three problems you encounter in school-parent cooperation"

	PROBLEMS (N=68)	f	%
Communication Problems	-Not attending to parent-teacher meetings, -Intervening the education process, -Taking account of a student rather than a teacher. -Rarely visiting the school, -Not contacting parents whenever wanted.	65	96
Support Problems	-Lack of financial and moral support for the school, -Burdening teachers with most responsibilities, -Not doing something about the school, -Being prejudiced against the teachers and school. -Avoiding liabilities etc.	63	93
Student Problems	-Taking account of a student's sayings rather than a teacher's. -Being uninterested in what students' wants and deficiencies, -Not accepting faults of students, -Not following out-of-school activities of the students, -Not trying to find solutions for students' problems immediately -Not having a good communication with students etc.	59	87

57 teachers answered the question "What should be done to promote parent – teacher cooperation?" The answers given are grouped and the following titles are found:

Table 12. Frequency Distribution Table for the Answers to the Question "What should be done to promote parent – teacher cooperation?"

	SUGGESTIONS (N= 57)	f	%
Training Suggestions	-Training seminars should be held regularly for parents. -Guidance services should be provided for parents. -Some educational brochures should be prepared for parents. -Seminars for parents should be held by an educationalist from outside the school.	55	97
Communication Suggestions	-Number of the parent-teacher meetings should be increased. -Parents should be allowed to enter one lesson hour per month. -Parent-teacher meetings should be held in more positive atmospheres. -Students should also be participated in parent-teacher meetings. -Atmosphere of parent-teacher meetings should be so attractive for parents that they should come to school wishfully. -Home visits should be arranged.	51	90
Support Suggestions	-Parent-teacher associations should work more actively. -Parents contributing the school should be rewarded. -Classroom mothers should be chosen and supported. -Number of the activities providing financial and moral support with school should be increased. -Parents should be encouraged in every respect.	48	84

CONCLUSIONS AND SUGGESTIONS

1. Since private schools are trying to get customer satisfaction, effectiveness of private schools on parents is higher than that of state schools. It was determined at private schools that parents had a high level sense of confidence in their private schools, where customer satisfaction was provided.

This effectiveness at private schools should be passed on state schools. To carry on this, state schools need financial support. To solve this financial problem, bureaucracy should eliminate the barriers for schools. State schools parents should stop giving money to schools and schools should be able to make sponsorship agreements. Sources obtained from these agreements should be primarily used for preparing positive school environment and schools should be turned to magnets in the eyes of parents.

2. Parent effectiveness of state schools on the school is higher than that of private schools. Financial supports of parents at private schools cause this higher effectiveness. Since they think their task is only to provide financial support, they limit their relations with the school. However, it is seen that state school parents put intensive pressure on the school because of having fear of academic failure for their children.

To remove this unconcern of private school parents, guidance service should be provided for parents and schools should remind parents of family factor having an important position in student development. It is thought that brochures and educational seminars will be effective for this purpose. It will be more effective if this educational guidance is performed by an educationalist from the outside school.

3. When discussed state and private primary schools, it is seen that state schools have more effective school characteristics in the dimension of parents. According to the conversations with headmasters, parents register their children for private schools because of not being able to spare the time for children, reluctance to take responsibility, shunting children and receiving better education. It was stated that the number of the parents who register their children to receive better education is unsatisfactory. In contrast to private schools, parents at state schools put more intensive pressure on school administrators and teachers because of fear of academic failure. Teachers are both pleased and troubled with this pressure. Parents even mess with teachers in education process.

This issue can only be eliminated by educational seminars for parents. So, parents should be enlightened with educational seminars promoted by an educationalist from the outside school. It should be considered that school is an education center not only for students but also for parents and other members of society. Therefore guidance service should not be restricted to parents and other people. Parents should be evaluated and given a report card at the end of the term.

4. Gender, task and experience variables of teachers do not change effective school characteristics in the dimension of parent.

5. Especially state school teachers expected mostly financial support from parents (Table 10). When private schools are dealt with it can be stated that only financial support is not enough for school development. Therefore, parents can also contribute their jobs and skills for their school.

6. According to teachers, communication problem is the most important problem for teacher-parent cooperation. Nonattendance at parent-teacher meetings is the major communication problem (Table 11). Especially parents whose students have low academic achievement do not attend at these meetings. According to Aslanargun, reasons for nonattendance at the meetings result from some prejudiced opinions. Common prejudiced opinions are; "cooperation with school is not useful to enhance student achievement", "parent-teacher meetings are being hold in crowded environments" and "parent-teacher associations are unsatisfactory" (Aslanargun, 2007:130).

All these prejudiced opinions are originated from negative previous experiences. These prejudiced opinions can be eliminated by parent-teacher meetings where parent-teacher communication is in maximum level. For this reason, these meetings should be held in more positive environments. Parent-teacher meetings, which are being held formally, should be carried into closer environments. So, a suitable room should always be open for teachers and parents to talk to each other easily and thanks to this, parents should be made feel that school always values them. Moreover students, who are helpful to provide parent – teacher contact, should be involved in the meetings when required. Parents, who do not attend to the meetings because of academic failure, should be enlightened that each student has different intelligence ability and he/she can develop his/her own skills.

7. According to the teachers, one of the problems in parent-teacher cooperation is support problem (Table 11).

This problem has two dimensions; financial and moral. Financial support can be found provided that bureaucratic barriers are eliminated and sponsorship agreements are made. Both local and central administrations should support schools on this head by cooperating with school administrations. Moral support however, is possible if the contact between the school and parents is increased and both the school and parents develop a mutual trust.

8. According to the teachers, one of the problems in parent-teacher cooperation is student problems (Table 11). Foremost students' problem is that parents mostly keep count of what students say rather than

what teachers say. In fact, this problem is thought to result from a confidence problem caused by lack of communication between parent and teacher.

Students, who are in the center of education, are the most important indicator of the school development. Both schools and parents have important tasks to solve the student problem. Schools should deal with not only students' academic achievements but also social, cultural and physical evolution. Each student can develop skills with respect to their intelligence ability, so all the students should be embraced and made feel that fundamental purpose of the school is to meet the students' needs. Parents also should take responsibility for solving student's problems and be helpful to the school. To carry out this, schools and parents should be in joint position. Teachers and parents should determine the students' needs and problems by a mutual trust and they should generate resolutions.

9. Teachers made suggestions on three subjects to provide parent-teacher cooperation. These suggestions, in order of priorities are suggestions for education, communication and support (Table 12). For educational suggestions they argued that some educational seminars about the operation of the school and expectations of the school from parents should be held especially for parents. They suggested about communication that the number of the parent-teacher meetings should be increased and students should involve in these meetings, too. They suggested about the support that parent-teacher associations should work more actively and provide both financial and moral supports.

It is thought that implementing all these suggestions will develop the school-parent cooperation. Besides the schools and parents, local and central administrations should take charge in implementation of these suggestions. In addition, universities should support these studies with their qualified personnel. Since family is a part of education, family factor should be included in all actions to be performed.

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