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Parent-school collaboration based on the frequency of visits to their child's school

Demirali Yasar Ergin[1] iD
Coskun Dogan[2] iD
Semih Cayak[3] iD

(⊠ *Corresponding Author*)

[1,2]*Trakya University, Faculty of Education, Turkey.*
[1]*Email: demiraliergin@gmail.com*
[2]*Email: coskundogan2002@yahoo.de*
[3]*Marmara University, Atatürk Faculty of Education, Turkey.*
[3]*Email: semihcayak@gmail.com*

Abstract

This study examines parent-school collaboration in primary schools. School administrators, teachers, and parents are the stakeholders of the school, together with the students. Coordinated and harmonious work by all stakeholders increases the success of the school. The family plays an important role in raising a child, and the importance of collaboration between school and family is increasing day by day. Therefore, we expect parents to collaborate with teachers and school administrators in this process. The sample consists of 336 primary school parents randomly selected from 4 schools in Edirne, Turkey. We used the "parent-school collaboration scale" to collect research data. The scale contains 30 items and 5 subscales. ANOVA (Analysis of variance) was used in the analysis of the data, and in cases where the difference between population means was significant, LSD (the least significant difference) test statistical techniques were used to determine the source of the difference. Interdimensional relationships were determined by the Pearson correlation coefficient technique. There is a recursive relationship between the parents' collaborative attitude and their communication with the school. If the level of communication between parents and other stakeholders in the school increases, the attitude towards collaboration with the school will also be more positive. According to the research findings, the importance of parents sharing information about their children is emerging.

Keywords: Collaboration, Cooperation, Parent-school, Participatory management, Stakeholder.

Contents

Contribution of this paper to the literature
The research team created the scale from a unique perspective, considering its dimensions and items. The quantitative data obtained from the scale were examined according to the differentiation of parents according to the frequency of communication with the school, administration, and teacher.

1. Introduction

The school is one of the most basic institutions that has an important function in bringing new members to society. In a well-organized school environment, individuals start to grasp the foundational structure of the society they inhabit, surpassing the influence of the family institution. While children acquire values associated with intimate human relations within the family the primary institution of socialization— they simultaneously gain insight into the demands of social life and universal values within the broader perspective of the school. Starting with basic human relations, the school helps children solve problems that extend to social life.

Students are essential elements for society's survival and the fulfillment of school functions, which play an important role in determining their future. School administrators, teachers, and parents are the stakeholders of the school, together with the students. The coordinated and harmonious efforts of all stakeholders significantly contribute to the overall success of the school.

Studies indicate that the relationship between family and school has a positive effect on student success in school. The family's role in a child's upbringing is pivotal, and the significance of collaboration between the school and the family is gradually increasing. Therefore, we expect parents to collaborate with teachers and school administrators in this process. When a parent perceives that their expectations are not considered, they may be less inclined to actively engage with other stakeholders in the school, including teachers and administrators, regarding their child's educational journey (Ergin & Çayak, 2019b).

Effective collaboration between parents and the school hinges on robust communication with teachers and administrators. Communication, defined as the process of transmitting information from one individual or group to another, holds a crucial position in the education and training process (Tutar, 2003).

1.1. Research Aim

The aim of this study is to investigate the frequency of communication, cooperation, and relationships between the parties related to the parent-teacher association.

2. Parent-School Collaboration

Collaboration between decision-making managers and other organizational elements affected by their decisions increases the probability of making sound decisions. Ensuring that stakeholders participate in the decision-making process on issues that concern them will make it possible to make a healthier decision. This inclusive approach will motivate participants to make a more sincere effort in the implementation of the decision (Köksoy, 2014).

The participation of all stakeholders will increase the success of the school administration, the school, and the students. The deliberate involvement of parents in the school environment will not only increase the success of school management but also create a more democratic, transparent, and administratively beneficial school culture. In this case, parents should be more involved in the school environment.

Parents, often perceived as being outside the school environment, are, in fact, integral to the education process. Parents have a crucial role in a student's educational journey. When school life starts, cooperation between the family and the school should start as the child enters a new environment outside the family. Given that a significant portion of a child's waking hours are spent at school, the involvement of parents as stakeholders, coupled with coordinated cooperation with the school administration, becomes a key determinant in the child's success (Altuntaş, Demirdağ, & Ertem, 2020; Ergin, Doğan, & Taşcı, 2023).

In recent years, rapid developments around the world have caused changes in many areas. All these changes have led to a change in the functioning of the school, and the expectations of parents from the school administration and teachers have changed. According to Başar (1999) creating a consistent, balanced, and mutual understanding and removing all obstacles to continuing relationships and education are very important steps in school-parent cooperation. Parents' and teachers' participation in school management will make a significant contribution to education.

2.1. Parent-School Management Collaboration

The school administration's behavior towards other school stakeholders is critical. Embracing a participatory management approach can not only enhance the motivation of all stakeholders but also contribute to the academic success of students. An effective school administration has duties such as clearly defining education and training objectives, promoting learning, and carrying out collaborative work (Özmen & Batmaz, 2006).

Building trust in school administration is the first step to fostering a positive relationship between the school and the child's family. This trust not only enhances the quality of services provided by the school administration but also plays a pivotal role in fostering positive connections with parents. Meeting parental expectations is not only beneficial for the parents, but also contributes to the overall effectiveness of the school administration. Parents now want to be more involved in the school's administration's evaluations than before. As parents aspire to ensure optimal education for their students, they seek to exert influence on school management decisions and have their opinions acknowledged. As a result, school administrations should strive to improve school effectiveness by considering a variety of factors, including the collaboration with parents and improving decision-making processes (Altuntaş et al., 2020; Ergin et al., 2023).

Contemporary school management anticipates collaboration with parents. Good relations between school and family are thought to be important for the success of the school. Communication between the school and parents offer two main advantages. Firstly, it fosters a trustful atmosphere between parents and the school, thereby

enhancing the motivation of stakeholders within the educational institution. Another important benefit of the school-family relationship is that it helps parents learn about the school culture and become a part of it. Parents, who see themselves as a part of the school culture, contribute more voluntarily to the education process (Ergin & Çayak, 2019b; Hatipoğlu & Kavas, 2016).

2.2. Parent-Teacher Collaboration

The teacher is the most important part of education. We expect the teacher to strive for excellence in his instruction. Communication between teacher and student has an important place in a successful education. First and foremost, it is the responsibility of the school's teacher to ensure the development of students in all aspects. The teacher-parent relationship emerges as a pivotal factor influencing a student's academic success, whether within or beyond the school environment (Çayak & Ergin, 2015). The communication between the school administration and the family not only increases student success, but also ensures that the communication between parents and teachers is strong and possible disciplinary incidents are prevented (Aslanargun, 2007).

Effective collaboration between parents and teachers is based on strong communication between the two. Communication, which is defined as the process of transferring information from one person or group to another person or group, has an important place in the education and training process (Tutar, 2003). In this regard, the teacher should effectively communicate with all parents and ensure that parents participate in the student's learning process. This should be one of the teacher's primary tasks. Communication between teachers and parents should not be considered one-sided. Sometimes communication should also be initiated by parents (Hatipoğlu & Kavas, 2016).

Meetings that take place within the framework of cooperation between teachers and parents should be diversified, taking into account the free time of parents. Various meetings can be held depending on the student's abilities, achievements, place of residence, and disciplinary events.

2.3. Problem Stakeholder

The stakeholders of the school are the school administration, teachers, students, and parents. In addition, institutions, organizations, and other persons dealing with the problems of the school constitute third-party actors. The aim of the schools is to ensure that the curriculum determined by the administration is carried out smoothly, thus achieving higher success. Teachers take an active role in implementing the educational process. The greatest task of teachers is not only to impart knowledge, but also to teach desired behaviors to new members of society. The educational process exposes students to various activities. Parents take on the legal responsibility of students. Identifying problems in the education process and informing other stakeholders about any problems encountered is the first step in cooperation (Demirali Yaşar Ergin & Çayak, 2019a; Yildiz & Balyer, 2019).

2.4. Solution Stakeholder

Any problem encountered in the education process, whether in discipline or in another field, can be solved with the cooperation of all stakeholders. The participation of stakeholders in school management is of great importance in terms of solving problems. The school administration should view teachers, students, and parents—those directly impacted by school decisions—as decision-makers and extend invitations for their participation in the resolution process. Taking decisions about the school by the school's stakeholders increases the chance of a solution. Having a say in the decisions taken at school, taking responsibility in this regard, influencing the school administration, and participating in the school administration in general can be defined as being a solution stakeholder (Can & Nikolayidis, 2020; Ergin & Çayak, 2019b). The involvement of school stakeholders in the decision-making process not only fosters mutual communication, but also encourages interaction among stakeholders. Good communication and collaboration in solving problems will bring success to the school in all areas.

2.5. School Belonging

Teachers, students, and parents, who are stakeholders in decision-making and authority in school management, see themselves as integral members of the school community. Taking decisions together will strengthen the sense of belonging of the actors working together to solve problems in school management. Engaging actors in decision-making processes fosters a deeper awareness of the significance of their roles. Effective delegation of decision-making authority plays a crucial role in this context. On the other hand, commitment will ensure the integration of all the stakeholders in the school. The sense of commitment and belonging to the school will increase the performance of the school in both academic and other areas (Çengel, Totan, & Çöğmen, 2017; Ergin & Çayak, 2019c; Özgök & Sarı, 2016).

3. Research Methodology

3.1. Sample

The sample consists of 336 primary school parents randomly selected from 4 schools in Edirne, Turkey. 50.30% of the participants were 40-49 years old, 81.2% were women, 40.38% were university students, 44.0% were housewives, and 77.68% had 2-3 children (Table 1).

55.4% of parents last visited their child's school within a week. However, about 11.1% had not visited the school in the past month. Within the last week 50.9% of parents have contacted their children's teachers. However, about 15.5% have not communicated with their teachers in the last month. Within the past week, 24.1% of parents have communicated with their children's school administrators. However, about 38.2% have not had contact with school administrators in the last month (Table 2).

Table 1. Sampling frequency distribution.

Variables	Groups	f	%
1) Your age?	• a) 29 and younger	8	2.38
	• b) 30-39	138	41.07
	• c) 40-49	169	50.30
	• d) 50 and above	21	6.25
2) Your gender?	• a) Female	273	81.25
	• b) Male	63	18.75
4) Your level of education?	• a) Primary school	29	8.63
	• b) Secondary school	35	10.42
	• c) High school	102	30.36
	• d) University	136	40.48
	• e) Master's-doctorate	34	10.12
5) Your profession?	• a) Officer	90	26.79
	• b) Worker	48	14.29
	• c) Self-employment	39	11.61
	• d) Retired	11	3.27
	• e) Housewife	148	44.05
7) How many children do you have?	• a) 1	60	17.86
	• b) 2-3	261	77.68
	• c) 4 and more	15	4.46
Total		336	100.00

Table 2. Frequency of communication with the school.

Variables	Groups	f	%
11) When was the last time you went to your children's school?	• a) I don't remember	8	2.4
	• b) Within the last 1 week	186	55.4
	• c) Within the last 1 month	113	33.6
	• d) Within the last semester	18	5.4
	• e) Within the last year	11	3.3
12) When was the last time you communicated with teachers?	• a) I don't remember	22	6.5
	• b) Within the last 1 week	171	50.9
	• c) Within the last 1 month	113	33.6
	• d) Within the last semester	20	6.0
	• e) Within the last year	10	3.0
13) When was the last time you communicated with the director or his assistants?	• a) I don't remember	52	15.5
	• b) Within the last 1 week	81	24.1
	• c) Within the last 1 month	125	37.2
	• d) Within the last semester	48	14.3
	• e) Within the last year	30	8.9
Total		336	100.0

3.2. Instrument and Procedures

In the collation of research data, the "parent-school collaboration scale" developed by Ergin et al. (2023) was used. The scale consists of 30 items, as well as the following 5 subscales: Parent-teacher collaboration, solution partnership, problem partnership, school belonging, parent-school collaboration.

3.3. Data Analysis

ANOVA (Analysis of variance) was used in the analysis of the data, and in cases where the difference between population means was significant, LSD (the least significant difference) test statistical techniques were used to determine the source of the difference. Interdimensional relationships were determined by the Pearson correlation coefficient technique.

4. Research Results

All relationships between the sum of the parent-school collaboration scale and its 5 sub-dimensions were positive and significant (Table 3).

Table 3. Correlation coefficients between parent-school cooperation dimensions.

Subscales	Mean	Std. deviation	N	Parent-school management collaboration	Parent-teacher collaboration	Solution partnership	Problem partnership	School belonging	Parent-School collaboration
Parent-school management collaboration	3.179	0.514	336	1	0.593**	0.680**	0.505**	0.538**	0.829**
Parent-teacher collaboration	3.156	0.495	336	0.593**	1	0.746**	0.565**	0.567**	0.863**
Solution partnership	3.077	0.521	336	0.680**	0.746**	1	0.563**	0.542**	0.883**
Problem partnership	3.248	0.458	336	0.505**	0.565**	0.563**	1	0.314**	0.725**
School belonging	3.176	0.452	336	0.538**	0.567**	0.542**	0.314**	1	0.727**
Parent-school collaboration	3.167	0.395	336	0.829**	0.863**	0.883**	0.725**	0.727**	1

Note: **. Correlation is significant at the 0.01 level (2-tailed).

With the exception of parent-school management cooperation, all other sub-dimensions and, generally, parent-school cooperation views differ according to when parents last visited their child's school (Table 4).

Table 4. ANOVA results for parent-school collaboration by when parents last visited their child's school.

Subscales	F	Sig.
Parent-school management collaboration	1.785	0.131
Parent-teacher collaboration	7.653	0.000
Solution partnership	6.460	0.000
Problem partnership	6.539	0.000
School belonging	3.909	0.004
Parent-school collaboration	7.339	0.000

The parent-teacher cooperation attitudes of parents whose last visit to the school was last week were more positive than those of parents whose last visit to the school was "within the last 1 month, within the last semester, within the last year and cannot remember when they visited. Parents whose last visit to the school was "within the last 1 month" have more positive parent-teacher cooperation attitudes than those who did not remember the last time they visited the school. Parents who visit the school more often have more positive parent-teacher cooperation attitudes (Table 5).

The solution partnership attitudes of parents who do not remember the last time they visited the school are more negative than those of parents whose last visit to the school was "within the last 1 week, within the last 1 month, within the last semester." The solution partnership attitude of the parents whose last visit to the school was last week is more positive than the attitude of the parents whose last visit to the school was "within the last 1 month, within the last year and cannot remember when they visited. Parents, who visit the school more often, have more positive solution partnership attitudes (Table 5).

The problem partnership attitudes of parents who do not remember the last time they visited the school are more negative than the parents whose last visit to the school was "within the last 1 week, within the last 1 month, within the last semester". The problem partnership attitude of the parents whose last visit to the school was last week is more positive than the attitude of the parents whose last visit to the school was "within the last 1 month, within the last semester"and cannot remember when they visited. Parents, who visit the school more often, have more positive problem partnership attitudes (Table 5).

Table 5. LSD results for parent-school collaboration by when parents last visited their child's school.

Subscales	I	J	Mean difference (I-J)	Sig.
Parent-teacher collaboration	• b) Within the last 1 week	• a) I don't remember	0.662	0.000
		• c) Within the last 1 month	0.200	0.000
		• d) Within the last semester	0.275	0.020
		• e) Within the last year	0.388	0.009
	• c) Within the last 1 month	• a) I don't remember	0.462	0.008
		• b) Within the last 1 week	-0.200	0.000
Solution partnership	• a) I don't remember	• b) Within the last 1 week	-0.727	0.000
		• c) Within the last 1 month	-0.548	0.003
		• d) Within the last semester	-0.593	0.006
	• b) Within the last 1 week	• a) I don't remember	0.727	0.000
		• c) Within the last 1 month	0.179	0.003
		• e) Within the last year	0.381	0.016
Problem partnership	• a) I don't remember	• b) Within the last 1 week	-0.594	0.000
		• c) Within the last 1 month	-0.409	0.012
		• d) Within the last semester	-0.372	0.049
	• b) Within the last 1 week	• a) I don't remember	0.594	0.000
		• c) Within the last 1 month	0.185	0.001
		• d) Within the last semester	0.222	0.044
School belonging	• b) Within the last 1 week	• a) I don't remember	0.435	0.007
		• c) Within the last 1 month	0.168	0.002
	• e) Within the last year	• a) I don't remember	0.415	0.045
Parent-school collaboration	• a) I don't remember	• b) Within the last 1 week	-0.540	0.000
		• c) Within the last 1 month	-0.371	0.008
		• d) Within the last semester	-0.370	0.023
	• b) Within the last 1 week	• a) I don't remember	0.540	0.000
		• c) Within the last 1 month	0.169	0.000
		• e) Within the last year	0.256	0.031

Parents whose last visit to the school was last week have more positive attitudes about school belonging than those whose last visit to school was "within the last 1 month" and cannot remember when they contacted. In addition, parents whose last visit to the school was "within the last year" have more positive attitudes about school belonging than those who did not remember the last time they visited the school (Table 5).

The total Parent-School Collaboration attitudes of parents who do not remember the last time they visited the school are more negative than the parents whose last visit to the school was "within the last 1 week, within the last 1 month, within the last semester". The total Parent-School Collaboration attitude of the parents whose last visit to the school was last week is more positive than the attitude of the parents whose last visit to the school was "within the last 1 month, within the last year" and cannot remember when they contacted. Parents, who visit the school more often, have more positive Parent-School Collaboration attitudes (Table 5). The authors of this study consider these relationships to be recursive.

All sub-dimensions and total parent-school Collaboration attitudes differ according to when parents last contacted their children's teachers (Table 6).

Table 6. ANOVA on parent-school collaboration according to when parents last contacted their children's teachers.

Subscales	F	Sig.
Parent-school management collaboration	4.280	0.002
Parent-teacher collaboration	14.327	0.000
Solution partnership	5.415	0.000
Problem partnership	7.381	0.000
School belonging	2.896	0.022
Parent-school collaboration	9.088	0.000

The Parent-School Management Collaboration attitudes of parents who have had contact with their children's teachers in within the last year are more negative than those who have had last contact with their children's teachers "within the last 1 week, within the last 1 month, within the last semester" and cannot remember when they contacted.

Parents who do not remember the last time their child had contact with their teacher have more negative attitudes about parent-teacher collaboration than those who have last had contact with their child's teacher "in the last 1 week, within the last 1 month. "The Parent-Teacher Collaboration attitudes of parents who have had contact with their children's teachers in within the last 1 week are more positive than those who have had last contact with their children's teachers "within the last 1 month, within the last semester, within the last year and cannot remember when they contacted. The Parent-Teacher Collaboration attitudes of parents who have had contact with their children's teachers in within the last year are more negative than those who have had last contact with their children's teachers "within the last 1 week, within the last 1 month, within the last semester".

Parents who do not remember the last time their child had contact with their teacher have more negative attitudes about solution partnership than those who have last had contact with their child's teacher "in the last 1 week, within the last 1 month." The Solution Partnership attitudes of parents who have had contact with their children's teachers in within the last year are more negative than those who have had last contact with their children's teachers "within the last 1 week, within the last 1 month".

Table 7. LSD on parent-school collaboration according to when parents last contacted their children's teachers.

Subscales	I	J	Mean difference (I-J)	Sig.
Parent-school management collaboration	• e) Within the last year	• a) I don't remember	-0.603	0.002
		• b) Within the last 1 week	-0.625	0.000
		• c) Within the last 1 month	-0.532	0.002
		• d) Within the last semester	-0.425	0.030
Parent-teacher collaboration	• a) I don't remember	• b) Within the last 1 week	-0.481	0.000
		• c) Within the last 1 month	-0.269	0.013
	• b) Within the last 1 week	• a) I don't remember	0.481	0.000
		• c) Within the last 1 month	0.213	0.000
		• d) Within the last semester	0.424	0.000
		• e) Within the last year	0.774	0.000
	• e) Within the last year	• b) Within the last 1 week	-0.774	0.000
		• c) Within the last 1 month	-0.561	0.000
		• d) Within the last semester	-0.350	0.050
Solution partnership	• a) I don't remember	• b) Within the last 1 week	-0.340	0.003
		• c) Within the last 1 month	-0.237	0.046
	• e) Within the last year	• b) Within the last 1 week	-0.579	0.001
		• c) Within the last 1 month	-0.476	0.005
Problem partnership	• b) Within the last 1 week	• a) I don't remember	0.363	0.000
		• c) Within the last 1 month	0.167	0.002
	• e) Within the last year	• b) Within the last 1 week	-0.534	0.000
		• c) Within the last 1 month	-0.368	0.012
		• d) Within the last semester	-0.350	0.041
School belonging	• b) Within the last 1 week	• a) I don't remember	0.216	0.033
		• d) Within the last semester	0.213	0.044
Parent-school collaboration	• b) Within the last 1 week	• a) I don't remember	0.285	0.001
		• c) Within the last 1 month	0.136	0.003
		• d) Within the last semester	0.251	0.005
		• e) Within the last year	0.558	0.000
	• e) Within the last year	• b) Within the last 1 week	-0.558	0.000
		• c) Within the last 1 month	-0.422	0.001
		• d) Within the last semester	-0.307	0.036

The Problem Partnership attitudes of parents who have had contact with their children's teachers in within the last year are more positive than those who have had last contact with their children's teachers "within the last 1 week, within the last 1 month, within the last semester ".The Problem Partnership attitudes of parents who have had contact with their children's teachers in within the last 1 week are more negative than those who have had last contact with their children's teachers "within the last 1 month" and cannot remember when they contacted.

The School Belonging attitudes of parents who have had contact with their children's teachers in within the last 1 week are more positive than those who have had last contact with their children's teachers "within the last semester" and cannot remember when they contacted.

The Parent-School Collaboration attitudes of parents who have had contact with their children's teachers in within the last 1 week are more positive than those who have had last contact with their children's teachers "within

the last 1 month, within the last semester, within the last year" and cannot remember when they contacted. The Parent-School Collaboration attitudes of parents who have had contact with their children's teachers in within the last year are more negative than those who have had last contact with their children's teachers "within the last 1 week, within the last 1 month, within the last semester " (Table 7)

With the exception of Problem Partnership, all other sub-dimensions and total parent-school Collaboration attitudes differ according to when parents last contacted their children's school administrators (Table 8).

Table 8. ANOVA for parent-school collaboration according to when parents last contacted school administrators of their children.

Subscales	F	Sig.
Parent-school management collaboration	8.278	0.000
Parent-teacher collaboration	3.345	0.011
Solution partnership	5.474	0.000
Problem partnership	2.211	0.068
School belonging	5.206	0.000
Parent-school collaboration	7.036	0.000

The Parent-School Management Collaboration, Parent-Teacher Collaboration, School Belonging and total Parent-School Collaboration attitudes of parents who have had contact with school administrators in the last 1 week are more positive than those who have had last contact with school administrators "within the last 1 month, within the last semester, within the last year" and cannot remember when they visited.

The Solution Partnership attitudes of parents who have had contact with school administrators in the last 1 week are more positive than those who have had last contact with school administrators "within the last 1 month, within the last year" and cannot remember when they visited.

Parents who have more frequent contact with school administrators have more positive total Parent-School Collaboration attitudes (Table 9).

Table 9. LSD for parent-school collaboration according to when parents last contacted school administrators of their children.

Subscales	I	J	Mean difference (I-J)	Sig.
Parent-school management collaboration	• b) Within the last 1 week	• a) I don't remember last	0.426	0.000
		• c) Within the 1 month	0.293	0.000
		• d) Within the last semester	0.272	0.003
		• e) Within the last year	0.443	0.000
Parent-teacher collaboration	• b) Within the last 1 week	• a) I don't remember	0.280	0.001
		• c) Within the last 1 month	0.184	0.009
		• d) Within the last semester	0.222	0.013
		• e) Within the last year	0.219	0.036
Solution partnership	• b) Within the last 1 week	• a) I don't remember	0.336	0.000
		• c) Within the last 1 month	0.257	0.000
		• e) Within the last year	0.374	0.001
School belonging	• b) Within the last 1 week	• a) I don't remember	0.299	0.000
		• c) Within the last 1 month	0.252	0.000
		• d) Within the last semester	0.176	0.029
		• e) Within the last year	0.216	0.023
Parent-school collaboration	• b) Within the last 1 week	• a) I don't remember	0.309	0.000
		• c) Within the last 1 month	0.225	0.000
		• d) Within the last semester	0.176	0.012
		• e) Within the last year	0.287	0.000

5. Conclusions and Implications

With the exception of parent-school management cooperation, all other sub-dimensions and, generally, parent-school cooperation views differ according to when parents last visited their child's school. As parents' visits to school become more frequent, collaboration with the school increases.

All sub-dimensions and total parent-school collaboration attitudes differ according to when parents last contacted their children's teachers. As parents' communication with the teacher increases, so does school collaboration.

With the exception of Problem Partnership, all other sub-dimensions and total parent-school collaboration attitudes differ according to when parents last contacted their children's school administrators. As parents' communication with the school administration increases, collaboration with the school increases.

Parents' collaborative attitudes and their communication with the school have a reciprocal relationship. If the level of communication between parents and other stakeholders in the school increases, the attitude towards collaboration with the school will also be more positive. According to the research findings, the importance of parents sharing information about their children is emerging.

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