

Barriers Preventing Parents from Receiving Educational Feedbacks about Their Children According to Classroom Teachers: A City Sample of Kutahya

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ABSTRACT In accordance with the continuity principle, education starts in the family and continues with the organic integrity of both family and school. This integrity between family and school is an important factor in a student's education. Neither only school nor only family is enough in a student's academic, social, and personal improvement. The aim of the research is to introduce barriers preventing parents from receiving educational feedbacks on their children according to classroom teachers who are working at the primary stage of education where the family factor is felt the most, therefore, providing the outline of the situation in by the teachers and proposing solutions. The research covers 124 classroom teachers in Kutahya during the 2012-2013 academic years. According to the research, the most common factor preventing parents from obtaining educational feedback is low academic achievement of their children. Again, according to the classroom teachers, another factor is that parents are only interested in their children's success and grades (77.4 %). Parents may not need to meet with the teacher when they learn their student's grade. According to the research, concerns about personal problems of parents to be addressed with the teacher, parents finding the teacher's requests unnecessary and their reluctant to hear negative comments about their student are other factors leading to significant differences. The research is important for the purposes of identifying and eliminating barriers to preventing parents from receiving feedback about their children's education and having evaluation of family involvement in the training process. Moreover, this study is also important in terms of elimination of the gaps seen in school-parent communication. The research is restricted to 124 teachers and questionnaire items.