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.

INTRODUCTION

Family and school are the most linked variables throughout a student's educational life. Studies show that student success is closely related to the family and school (Gungormus 1990; Kagitcibasi et al. 1993; Epstein 1995; Lamb 2000; Gursimsek 2002; Hoover-Dempsey et al. 2002; Brooks 2004; Jeynes 2005).

Before starting school a child lives in a family and environment which has its own characteristics. Family is the most special unit of human as a social creature. The family is an important institution in shaping a child's pre-knowledge, experience, attitudes, habits, and preparation for school, because students spend most of their time outside of school with their families and in near surroundings. Therefore, students need their families' and acquaintances' helps as well as the education in school for their educational success (Oktay 1993; Aksoy and Turla 1999; Xitao and Chen 2001; Hoover-Dempsey et al. 2002; Celenk 2003; Kimmet 2003; Onder 2004).

However, in our education system the effect of the parents is not taken into account sufficiently, and a student's success is thought to take shape with only the effect of the school and the teacher. Studies show that family involvement in a student's educational experiences is closely related to the student's success in school. In our country, many believe that our schools could not succeed sufficiently to ensure family involvement in terms of family support to the school, school-family communication, voluntary participation in school programs, learning activities at home, decision-making in education, and development of co-operation with society (Yaylaci 1999; Demirbulak 2000; Albayrak 2004; Akbasli and Kavak 2008).

The main reasons for this failure caused by the family-school interaction are not having regular parent-teacher meetings, generally having

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problem-oriented meetings, not having enough interests and participation to school councils, parents with low socio-cultural and economic status who may not understand family-school interaction, teachers with the lack of sufficient information about adult-education and family-child relations, not delivering student's information to the parent on time, money which is thought to be main factor of school-family-teacher communication, parents do not want hear about problems with their children, parents do not want to share their children's problems to third parties, failure to have parents' views on school and classroom decisions, marginalization of school council's functions other than money, lack of confidence to school, not having the concept of privacy and gaps in teacher-parent communication (Satir 1996; Yaylaci 1999; Demirbulak 2000; Celik 2005; Akbasli and Kavak 2008; Can 2009; Gokce 2009).

Especially, in the first grades of primary school, which is the beginning of a formal education, it is far more important for parents to have information about children's educational outcomes, because students drive the most educational infrastructure and learning experiences in these years. Parents should provide necessary feedback to the teacher and fulfill the role of the complement to strengthen a student's gains at school, and with that information from the class they could do preliminary preparation. In this respect, the academic communication between a teacher and parents is of great importance. Parents, who obtain feedback about their children periodically, fulfill their duty. This feedback should be made systematically and consciously either by personal meetings, or by class meetings or by instruments like letters, brochures, home visits, classroom activity monitoring days, reports, calls, emails, students files, messages, e-school student tracking module, conferences, educational panels, books, etc. (Aksoy and Turla 1999; Torun 2000; Simsek and Tanaydin 2001; Temel 2001; Cagdas and Secer 2004).

With this participation, the family and the student will be taken into consideration with his or her environment; therefore his or her success at school will be supported by his or her family and environment. In Turkey, the form of family interaction with education is stated by regulations (Regulation PTA, Article 5) and with the 15th National Education Meeting; decisions "Family-Involvement Programs," "Spread of Parental Schools".

If parents are expected to participate in their children's education, schools, especially teachers should encourage families and ensure school-family communication. The purpose of this study is to establish the barriers preventing parents from acquiring feedbacks about their children's educational experiences according to the classroom teachers to use family factor efficiently in basic education which is very important for student. It is very important that classroom teachers who undertake training in professional could establish these barriers, because, perception and expectation of the teacher is a factor that will closely affect parent-teacher communication and student's academic life in the educational process.

METHODOLOGY

In the study, the researcher used survey method to describe teachers' views on the factors preventing families from receiving their children's educational feedback. The sample of the research covers classroom teachers of primary schools in the city center of Kutahya. Taking into account the difficulty for access to all teachers, we selected 124 classroom teachers in easily accessible public elementary schools in the sample.

The "Parent-Involvement Barriers" questionnaire developed by the researchers was used as a data collection tool in the study. First, the current literature on the subject was searched for the survey, then a question pool was created through the original items by making use of similar studies. A draft was prepared by selecting 40 questions from the pool. Question selection was made by the consultation of a group of parents, teachers, and faculty members. The final form of the survey's (39 questions) total reliability coefficient (Cronbach's Alpha) was calculated as 0.90. The research is limited with the number of teachers who did the survey, survey questions and statistical applications.

FINDINGS

The most effective factor prevents parenting from receiving their children's educational feedback according to the 33, 9% of classroom teachers who surveyed are their children's low academic success. The other one is economic difficulties with 21, 8% (Table 1).One of the factors preventing parents from receiving their children's

Table 1: The most effective factor prevents parents from aquiring their children's educational feedbacks according to the classroom teachers

	Frequency	Percentage	Average	Standard deviation
Low academic success	42	33.9	2.66	1.50
Teacher factor	23	18.5		
Principle factor	13	10.5		
Economic difficulties	27	21.8		
Self-imposed	19	15.3		
Total	124	100		

educational feedback according to the classroom teachers is talking only about grades and asking for money in meetings 77.4%. Then, 66.9% parents' jobs, 63.7% lack of information about the events in the school, 62.9% worry of talking personal problems, 60.5% communication only with some parents and 58.6% lack of understanding academic talks (Table 2).

According to the variance analysis and Scheffe test, there is a meaningful difference exists between the factors preventing parents from receiving their children's educational feedback *unnecessary requests of teacher according to the parents,* low academic success in favor of financial difficulties factor with significant difference level p<0.01 (Table 3). Accordingly, families with financial difficulties deem some of the demands of the teacher unnecessary, compared to families of students with low academic success. Therefore, except for a variable resistance such as financial difficulties, parents are trying to fulfill the demands of teacher even if their children's academic success is low.

A meaningful difference appears between the factors preventing parents from receiving their children's educational feedback *parents do not want to hear negative comments about their children,* teacher factor in favor of low academic success with significant difference level p<0.01. Accordingly, parents of students with low academic success do not want to hear negative comments about their children compared to teacher factor.

There is a meaningful difference between the factors preventing parents from receiving their children's educational feedback *talking only about students' grades in meetings* and low academic success in favor of teacher factor and low academic success with significant difference

level p<0.01. Accordingly, as parents of students with low academic success are only interested in the grades of their children in meetings, they don't want to get any educational feedbacks.

A meaningful difference exists between the factors preventing parents from receiving their children's educational feedbacks *parents' concern about conversations of their personal problems in the meetings* with parents' self imposed private reasons in favor of low academic success, teacher and principle factor, financial difficulties with significant difference level p<0.01. Accordingly, due to parents' self imposed private reasons, they do not want receive any educational feedback because of their concern about personal conversations in the meetings.

DISCUSSION

The aim of the research is to determine introduce barriers preventing parents from receiving educational feedbacks on their children according to classroom teachers. According to the research the most effective factors that preventing parents from receiving their children's educational feedback are low academic success, economic difficulties, parents job, lack of information and the classroom teachers is talking only about grades. Additionally, schools for requesting money from parents is also among the factors preventing parents from receiving their children's educational feedbacks. The study of Ceylan and Akar (2010) financial and transportation problems of parents, student's ignorance on transferring information between the school authorities and the parents, unplanned parental visits, parents' lack of knowledge on the assist that they could possibly provide for the school have been suggested as the main factors that hinder the school- parent cooperation. In the same studies was indicated parent's associations participate to school administration in only economic concerns (Bayrakci and Dizbay 2013). Similar results like almost all subjects stated high degree agreement with the need of providing permanent interaction and cooperation were observed by Gokce (1998) in their research findings as well. The research findings consistent with the findings of other similar studies. 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.

Table 2: Factors preventing parents from receiving their children's educational feedback according to the classroom teachers

S. No.	Factors preventing parents from receiving their children's educational	Level						Standard feedback
		Always	Mostly	Partially	Slightly	None	Average	
1	To find the teacher's requests unnecessary	41.9	34.7	17.7	4	1.6	1.89	0.94
2	Failure to have parents' views on school and classroom decisions	39.5	20.2	24.2	16.1	-	2.17	1.12
3	Presence of the addressee in school communication	62.1	29	8.9	-	-	1.47	0.65
4	Lack of easy communication with teachers	28.2	19.4	33.1	8.9	10.5	2.54	1.27
5	Thinking that school councils could not represent parents	60.5	26.6	10.5	1.6	0.8	1.56	0.81
6	Questions asked of teachers are being solved	44.4	29	21.8	3.2	1.6	1.89	0.96
7	Parent who is just interested in student's academic success	57.3	32.3	9.7	0.8	-	1.54	0.70
8	Parent who thinks going to child's school is important	41.9	20.2	21	4.8	12.1	2.25	1.36
9	Parent who has good communication with the child's teacher	29.0	9.7	22.6	20.2	17.7	3.30	4.90
10	Parent who could not go to child's school because of his or her job	54.8	36.3	7.3	1.6	-	1.56	0.70
11	Parent who could not be interested in child's school because of personal problems	45.2	37.1	12.1	3.2	2.4	1.81	0.94
12	Academic information that parent should know is explained on time	17.7	19.4	35.5	18.5	8.9	2.81	1.19
13	Teachers who always give advice	43.5	18.5	33.1	4	0.8	2	1
14	Parent who could not go to school because of his or her small children	53.2	28.2	12.9	4.8	0.8	1.72	0.92
15	Parent who has communication problems	44.4	33.1	16.9	5.6	-	1.84	0.90
16	Teacher with negative attitude	21	9.7	35.5	16.1	17.7	3	1.34
17	Teacher who is open to each suggestion of parents	58.9	27.4	6.5	6.5	0.8	1.63	0.92
18	Parent who does not want to hear negative comments about students	56.5	32.5	8.1	3.2	-	1.58	0.77
19	Parent who does not feel comfortable	47.6	39.5	11.3	0.8	0.8	1.68	0.77
20	Not being an official place as a school	42.7	25.8	22.6	4.8	4	2.01	1.10
21	Lack of time for parents in meetings	50.8	17.7	29	0.8	1.6	1.85	0.98
22	Long distance from school	41.9	9.7	8.1	9.7	30.6	2.77	1.75
23	Lack of education	44.4	25.8	22.6	5.6	1.6	1.94	1.02
24	Parent who is angry with school asking for money from parents	77.4	16.1	5.6	0.8	-	1.30	0.61
25	Parent with lack of academic education	46	40.3	8.1	5.6	-	1.73	0.83
26	Teacher who does not let the parent talk much in the meeting.	45.2	30.6	18.5	4	1.6	1.86	0.96
27	communication only with some particular parents in meetings	60.5	28.2	8.1	0.8	2.4	1.56	0.86
28	Parent's lack of information about the events in the school	63.7	25.8	7.3	1.6	1.6	1.52	0.83
29	Prejudices	55.6	29	10.5	2.4	2.4	1.67	0.93
30	Parent's jobs	66.9	18.5	10.5	1.6	2.4	1.54	0.92
31	Talking only about grades in meeting	77.4	12.1	6.5	2.4	1.6	1.32	0.89
32	Parent's lack of giving importance to children's education	34.7	14.5	46.8	1.6	2.4	1.51	0.77
33	Appreciation by parents by teachers and principals	60.5	24.2	12.9	2.4	-	1.57	0.80
34	Lack of friendliness expected by parents	37.1	12.9	12.9	21	16.1	2.66	1.54
35	Parent's lack of appropriate attire	56.5	26.6	10.5	4.8	1.6	1.69	0.95
36	Not knowing each others: parent-teacher-principal	50	29.8	14.5	5.6	-	1.76	0.90
37	Parent's concerns of conversations about personal problems in meetings	62.9	26.6	7.3	3.2	-	2.23	1.02
38	Lack of understanding academic terminology	58.6	29	8.1	4	-	1.57	0.80
39	Parents following information	20.2	20.2	28.2	15.3	16.1	0.87	0.34

Table 3: Meaningful differences between the factors preventing parents to take educatioanl feedbacks according to the teachers

Items	Level	N	Mean	Std. deviation	Lev. statisti	Df	Sig.
Parents who finds some of the teacher's requests unnecessary	Low academic success	42	2.40	1.03	6.95	4.11	0.00**
	Teacher factor	23	2.65	0.57			
	Principal factor	13	3	1.29			
	Economic difficulties	27	3.67	1.20			
	Self-imposed	19	2.58	1.42			
	Total	124	2.81	1.19			
Parent who does not want to hear negative comments about his or her children	Low academic success	42	3.65	1.14	7.43	4.11	0.00**
	Teacher factor	23	2.40	1.79			
	Principal factor	13	3.15	1.51			
	Economic difficulties	27	3.26	0.85			
	Self-imposed	19	3.05	1.17			
	Total	124	3	1.34			
Talking only about grades in meetings	Low academic success	42	2.05	1.01	1.82	4.11	0.07**
	Teacher factor	23	1.30	0.47			
	Principal factor	13	1.77	0.92			
	Economic difficulties	27	1.59	0.69			
	Self-imposed	19	1.74	0.65			
	Total	124	1.73	0.83			
Concerns of conversations about personal problems in meetings	Low academic success	42	2.02	0.92	17.1	4.11	0.00**
	Teacher factor	23	2.09	1.44			
	Principal factor	13	2.08	0.95			
	Economic difficulties	27	2.19	0.96			
	Self-imposed	19	3	0.00			
	Total	124	2.23	1.02			

	Self-imposed	Sum of squares	Df	Mean square	F	Sig.
Parent who finds teacher's requests unnecessary	Total	28.76	4	7.19	5.86	.000 *
	Within groups	145.9	119	1.22		
	Total	174.7	123			
Parent does not want to hear negative comments about their children	Between groups	26.83	4	6.71	4.05	.004*
	Within groups	197.1	119	1.65		
	Total	224	123			
Talking only about student's grades in meetings	Between groups	8.93	4	2.23	3.43	.011*
	Within groups	77.28	119	0.64		
	Total	86.21	123			
Concerns of conversations about personal problems in meetings	Between groups	13.87	4	3.46	3.56	0.00
	Within groups	115.7	119	0.97		
	Total	129.6	123			

*<0,01

CONCLUSION

Effective communication, which is the basic element of the social dilemmas and deadlocks, is manifested in school-family collaboration. The family part of this flow of information is monitoring a child's educational feedback closely. With this study, teachers are aware of the factors preventing parents from receiving their children's educational feedback and thus helping the parents. According to the research results, classroom teachers think the factor preventing parents from acquiring their children's educational feedback is their children's low academic success. It is followed by financial difficulties; in other words, if their children's academic success is low, parents do not want all other feedback about the student.

Moreover, according to the research results, being angry with a school for requesting money from parents is also among the factors preventing parents from receiving their children's educational feedbacks. Macro-level ministry must put forward a clear stance about it such as not

just parents with financial difficulties, all parents become annoyed with it. Also, parents who cannot leave work, ends up with lack of information about the activities in the school, concerns about having personal conversations, establishing dialogs only with particular parents, lack of understanding academic speeches are other factors. To ensure the full participation of parents, meetings should be organized out of business hours. Printed-visual announcement systems and social media should be recommended to inform parents about school activities. According to the results, one can see that parents with financial difficulties find some of the requests of the teacher unnecessary, do not want to hear negative comments about their children with low academic success, due to self-imposed reasons they are talking only about student's grades and these factors prevents them receiving their children's educational feedback.

RECOMMENDATIONS

The family and school should always have a continuous flow of information to increase students' success and keep track of their adequate information. Teachers should give information to parents that are not only related to a student's grades, but also students can be praised for their success. They should inform parents, also, that school meetings are more attractive, and families will learn what they can do for their children's education. Each parent should be seen as a value by teachers and school principals and for having that organic integrity parents' contributions –not only financial- should be expected. School administrations and teachers should not make concessions on privacy policy to reduce parents' concerns about personal private issues, private conversations should not be discussed in public, and speeches should be given to all parents and with the participation of all of them. Teachers should use an easily understandable language for the continuation of a good communication between them and to prevent parents from becoming uninterested. Teachers should make a cost depending on the parent and the environment, help them with the time and be easy accessible. Presenting a perception that each student is valuable for teachers and talking about the situation more than student are possible ways to overcome concerns of parents about their children grades and fear of hearing bad

things about them. It is suggested that effective school-family cooperation can be maintained with an awareness of responsible and participatory citizenship, and this task can be coordinated with classroom teachers who are connecting with parents most closely.

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