

A Stakeholder Approach to the Educational Process: Parental Involvement¹

Eğitim Sürecine Paydaş Yaklaşımı: Ebeveyn Katılımı

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Öz

Eğitim faaliyetlerini ve kalitesini etkileyen farklı paydaşlar bulunmaktadır. Bu paydaşlardan birisi de ebeveynlerdir. Eğitsel niteliğin artırılmasında ebeveynlerin sürece aktif katılımının önemli olduğu belirtilmektedir. Bu araştırmanın amacı, eğitim sürecinde veli ilgisi kavramına yönelik olarak öğretmenlerin görüşlerinin belirlenmesidir. Nitel araştırma yöntemlerinden fenomenoloji deseninde tasarlanmış olan bu araştırmanın verileri araştırmacı tarafından oluşturulan yarı yapılandırılmış görüşme formu aracılığıyla elde edilmiştir. Araştırmanın çalışma grubunu 2020-2021 eğitim-öğretim yılında Kırklareli ilindeki liselerde görev yapmakta olan ve amaçlı örnekleme yöntemi ile belirlenen 26 öğretmen oluşturmaktadır. Görüşmelerden elde edilen veriler içerik analizi ile incelenmiştir. Analiz sonucunda ortaya çıkan kodlar belirli alt temalar altında gruplandırılmıştır. Araştırma bulgularına göre veli ilgisinin öğrencinin akademik ve sosyal gelişimine katkıda bulunduğu, velilerin okul ve öğretmen ile iletişim ve işbirliği kurarak çocuklarının eğitim süreçlerinde aktif rol üstlendiği belirtilmiştir. Araştırma sonucunda, velilerin çocuklarının eğitim süreçlerine ilgi göstermeleri için birtakım önerilerde bulunulmuştur. Bu öneriler, ebeveynlerin ilgilerinin düzeyini ayarlayabilmeleri, işbirliğini sürdürmeleri, öğrencilerin kişilik gelişimine önem vermeleri ve derslerine yardımcı olmaları şeklindedir.

Anahtar Kelimeler: Ebeveyn ilgisi, eğitim süreci, ebeveyn katılımı.

Abstract

Stakeholders can influence educational activities and quality. One of these stakeholders is parents. Active participation of the parents considered important in increasing educational quality. Therefore, the aim of the current study is to determine the views of teachers regarding the concept of parental interest. The data of the qualitative study conducted in phenomenology design were obtained from the interviews with teachers by using the semi-structured interview form. The study group consisted of 26 teachers working in high schools in 2020-2021 academic year. The data were analyzed through content analysis. The codes created through the interviews were grouped under certain themes. According to the results, most of the teachers generally stated that parental interest provides some benefits to the academic and social development of the student, and that parents should make positive contributions to the educational process of their children, especially regarding communication and cooperation with the school and the teacher. Teachers developed some suggestions for parents to show more interest in their children's educational processes. In line with these suggestions, parents are expected to be able to adjust the level of their interests towards children, sustain their collaboration, place emphasis on students' personality development and help on their assignment.

Keywords: Parental interest, educational process, parent involvement.

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Introduction

Education is a multidimensional process at the center of which are teachers, students and parents (Janmaat, McCowan, & Rao, 2016). In order to ensure the effective sustainability of this process and provide the students with quality education, families as well as teachers have great responsibilities (Trianah & Pranitasari, 2019). Numerous studies around the world show that students are the main beneficiaries when schools and families work together (Jeynes, 2017; Miedel & Reynolds, 1999; Wang & Cai, 2017). In this respect, for students to get maximum benefit from the education system, learning should not only be left to the student-teacher relationship but should be expanded to include active parental involvement among other education stakeholders (Mahuro & Hungi, 2016).

It is increasingly recognized in the fields of education and psychology that families, which are seen as a basic unit that handles the care and development of children from infancy onward, have a significant impact on their children's learning and developmental processes (Day & Dotterer, 2018; Fan & Williams, 2010; Mahuro & Hungi, 2016). Therefore, attitudes and behaviors that families will exhibit in both in-school and out-of-school educational activities affect their children's learning profoundly (Al-Mahrooqi, Denman, & Al-Maamari, 2016; Oswald, Zaidi, Cheatham, & Brody, 2018).

The basic behaviors and initial education of the child's personality structure begin in the family and continue at school (Bridge, 2001). All the learning accomplished in the family is a decisive factor in the development of the child's qualifications in the process of education provided at school. However, the support the family gives to the academic life of the child after starting school has a great significance regarding many factors, especially the student's academic success (İlğan, Erdem, Yapar, Aydın, & Aydemir, 2012). This is only possible if the parents show an interest in the education of their child.

1. Theoretical Framework

Many educators state that parental interest is an important factor in the learning and development of children and it is seen that there are many studies conducted on parental interest (Campbell, Povey, Hancock, Mitrou, & Haynes, 2017; Epstein, 2001; Fernández-Alonso, Álvarez-Díaz, Woitschach, Suárez-Álvarez, & Cuesta, 2017; Gonzalez, Doan Holbein, & Quilter, 2002; Olatoye & Ogunkola, 2008; Pavalache-Ilie & Țîrdia, 2015; Reparaz & Sotés-Elizalde, 2019). Sucuoğlu, Özkal, Demirtaş and Güzeller (2015) define parental interest as different behaviors and activities involving the aims, desires, expectations, attitudes and beliefs of families regarding the education of the child at home or at school. Epstein (2001), on the other hand, defines parental interest as families and communities that play an active role in creating a meticulous educational environment and stated that parents who care about their children's education are those who consistently demonstrate good parenting skills, communicate with school staff, voluntarily and lovingly spend time at the school, help their kids continue learning at home, play an active role in making decisions related to the school and consistently collaborate with the school community. Similarly, Pavalache-Ilie and Țîrdia (2015) list the interested parent behaviors as the main educational actions undertaken by parents since the beginning of the educational life of their children as follows; communicating with children, helping children with homework, discussing school activities and the educational process, starting and maintaining communication with the educational institution, controlling the psychological and social environment of the children in order to ensure academic success in line with the expectations of the parents, developing attitude towards the learning process, offering incentives, managing the free time, setting up extra classes (in or out of the school), voluntarily participating in events organized by the school, sharing own professional experiences as a guest in class, being in decision making positions at school, being registered at parents associations/organizations.

Parental interest has a significant impact on the educational process of children (Hill & Taylor, 2004), but it has often been neglected (Rosenberg, 1963). Parental interest in the education of the children is a determinant of children's academic achievement (Epstein, 2001; Olatoye & Ogunkola, 2008), their adaptation to the school environment, high attendance rates (Al-Mahrooqi, Denman, & Al-Maamari, 2016; Day & Dotterer, 2018; Pavalache-Ilie & Țîrdia, 2015;) and positive behaviors (Garcia & Thornton, 2014), because the students whose parents are interested, as Gonzalez, Doan Holbein and Quilter (2002) stated, are responsible for their own education, they tend to excel, persist in spite of difficulties and show their satisfaction towards school tasks.

In a modern family, both parents work outside the home, so in today's fast-paced society, families find it more difficult to stay in touch with the education of their children (Epstein, 2001). Babaoğlu, Çelik and Nalbant (2018), as a result of their research conducted to determine the expectations of teachers from the ideal parents, found that parents showing interest and taking care of their children come first on teachers' list. However, failure in education increases due to lack of parental interest in schooling (Douglas, 1964). Gonzalez-DeHass and Willems (2003) list the barriers in front of parental interest as lack of willingness or trust of some parents to be involved, lack of appreciation regarding parental interest on the part of some teachers, prejudice on the part of teachers regarding parental responsibilities, conflicts at home about school planning, conflicting views regarding the necessity of parental involvement, the uncertainty about the role of parental

participation in adolescent years and the lack of teacher preparation and administrative support. Lack of parental involvement is one of the problems, especially in public schools (Maluleke, 2014). There are many factors that prevent family participation from reaching the expected level. Socio-economic levels, socio-cultural structures and individual characteristics of families are some of those factors which should be taken into consideration by schools and teachers, and necessary arrangements should be made (Keçeli-Kaysılı, 2008).

When the studies related to parental interest were examined, limited studies were found examining the concept of parental interest from the point of view of teachers and what they think about parental interest. Therefore, there seems a need to determine the opinions of teachers on parental interest in children's educational process. Thus, in line with the data to be obtained as a result of the research, advice will be generated for parents to be considered as interested parents and for them to participate more effectively in their children's educational processes. Based on these considerations, the study was carried out to determine teachers' views about the concept of parental interest.

In line with this general objective, the answers were sought for the following questions:

- What are the teachers' views on the level of parental interest in their children's educational processes?
- What are the teachers' views on the contribution of parental interest in the educational processes to the student?
- What are the teachers' views on the behaviors of parents who are interested in their children's educational processes?
- What is the teachers' advice for parents to be more interested in their children's educational processes?

2. Method

2.1. Research Design

The current study was conducted in the qualitative phenomenology design. Phenomenology design is used to examine cases that the researcher is actually aware of but does not have deep knowledge about (Creswell, 2007). The case examined in this study is the parents' interest in their children's educational process.

2.2. Study Group

The study group consisted of 26 teachers working in official high schools in Kırklareli province in 2020-2021 academic year. The teachers who participated in the study were selected using the convenience sampling method. 19 of the participants were female and 7 were male. The seniority of the participants was between 6-23 years, and their age ranged from 27 to 48 years. Demographic information of the participants is shown in Table 1.

Table 1. The Opinions of the Teachers on the Levels of Parental Interest in Children's Educational Processes

Demographic Characteristics	Groups	f	%
Gender	Female	19	73
	Male	7	27
Age	27-34	2	7.7
	35-42	8	30.8
	42-48	16	61.5
Professional Seniority	6-10 Years	3	11.5
	11-15 Years	8	30.8
	16-23 Years	15	57.7
Education Level	Bachelor's Degree	22	84.6
	Master's Degree	4	15.4

2.3. Data Collection

Semi-structured interview technique was used in the study. In qualitative research, interview is the basic practice to understand the phenomenon in the research area (Merriam, 2009). In this respect, a semi-structured interview form was developed and used by the researchers as the data collection tool in the research. In the semi-structured interview method, the questions are prepared by the researcher in advance and it is enabled to edit and discuss the prepared questions during the interview process (Ekiz, 2003). Demographic and open-ended questions are included in the interview form prepared for this purpose. 3 academicians and 2 teachers were consulted for the preliminary evaluation of the questions.

As a result of the pilot implementation, the questions were edited wherever necessary and the interview form was finalized. There are 7 questions in the final version of the interview form.

Data were obtained through face-to-face interviews conducted directly by the researchers with 26 teachers. Prior to the interview, the teachers were provided with brief explanatory information about the study to ensure that they had correct information and gave proper answers. The duration of the interviews with the teachers was between 30 and 60 minutes, and the interviews were recorded with a voice recorder.

2.4. Data Analysis

The data were analyzed by the researchers using NVIVO 11 qualitative data analysis program. Content analysis technique was used to analyze the data. Content analysis is conducted to bring together similar data within the framework of certain concepts and to organize and interpret them in a reader-friendly way (Yıldırım & Şimşek, 2013). Similar codes generated as a result of the content analysis were categorized under the themes created by the researchers. In order to ensure the validity and reliability of the research, the strategies proposed by Lincoln and Guba (1985) that could improve the quality of qualitative research were implemented. Lincoln and Guba (1985) use "credibility" instead of "internal validity," "transferability" instead of "external validity," "consistency" instead of "internal reliability" and "confirmability" instead of "external reliability" in quantitative research. In this context, in order to ensure the credibility of the study, the interviews with the participants were held as long as possible and more interaction was made with them. In order to ensure the transferability of the study, direct quotations were made from the views of the participants. Therefore, each participant was given a code (such as P1, P2). In order to ensure consistency, during the interviews, efforts were made to ask the questions to the participants in a similar way and record everything, keep the conceptualization approach in data coding process consistent and establish relationships between data and results. In order to ensure confirmability, the semi-structured interview form, raw data, coding and notes taken during the reporting of the research were submitted for expert review. In addition, three expert opinions were taken in order to determine whether the codes obtained represented the identified themes, and as a result of the evaluations of the researchers and experts, consensus and disagreement were calculated. Generally, rates of 70% or above are considered "sufficient" and rates of over 90% are considered "good" (Miles & Huberman, 1994). As a result of this calculation, a reliability rate of 83% was obtained.

3. Results

As a result of the content analysis of the data obtained from the interviews with teachers, the opinions of the teachers regarding parental interest were examined under four themes. These themes are named as "levels of parental interest, contributions of parental interest to the student, behaviors of interested parents and advice for parents."

3.1. Levels of Parental Interest

The first theme obtained from the data is the levels of parental interest. The opinions of the teachers on the levels of parental interest in children's educational processes are shown in Table 2.

Table 2. The Opinions of the Teachers on the Levels of Parental Interest in Children's Educational Processes

Theme	Codes	f
Levels of Parental Interest	Interfering with the teacher's work	7
	Moderate level of parental interest	5
	Limited parental interest	4
	Collaboration with teachers	4
	Contribution to the education process	3
	Being conscious of care	1
	Educational excitement of the child	1
	Self-evaluation of child	1

The codes under the theme of levels of parental interest are interfering with the teacher's work, moderate level of parental interest, limited parental interest, collaboration with teachers, contribution to the education process, being conscious of care, educational excitement of the child, self-evaluation of child. As it can be understood from this theme, teachers do not like parents to intervene in their work and they think that, when parents show more or less interest than necessary in the educational process, it might have negative effects on the students. P2 stated his opinion as "Parents sometimes interfere with my practices in the classroom, and even though I don't allow for that to happen, some parents question what I do and try to manipulate me by thinking of their children." while another participant noted that: "Some families do all the work for

their children and do not give the child the chance to try something, which is not good for the child. Of course, it is good to be parents who take care of their children, but I think it's important not to take it too far." (P14)

Although parental involvement considered as important, limitations are also stated by participants. To exemplify, P18 explained that "Some parents could be involved in classroom practices. Such a situation puts a pressure on me and affect negatively what I would like to do.". Regarding parental collaboration, P9 stated that "Parental support is required for success, therefore parents' collaboration with us as teachers is one of the most important determiners of quality in educational process.". Participants agreed on parental limitations can be expanded through teacher's permission, which can be understood by the statement of P6 "Parents are undoubtedly the most important supporter of teacher. However, this support should be with in a frame. For this reason, teacher should decide on when parental support is needed."

3.2. Contributions of Parental Interest to the Student

Another theme emerging from the data is the contributions of parental interest to the student. The opinions of the teachers on the contributions of parental interest in children's educational processes to the student are shown in Table 3.

Table 3. The Opinions of the Teachers on the Contributions of Parental Interest in Children's Educational Processes to the Student

Theme	Codes	f
Contributions of Parental Interest to the Student	Positive contribution to student's academic achievement	7
	Positive contribution to the development of student's social relations	5
	Supporting students' personality development	3
	Contribute to students' adaptation to school	3
	Supporting personality development	2
	Contributing positively to adaptation to school	2
	Reducing discipline problems	1
	Developing a positive attitude towards school	1
	Positive effect on the child's self-esteem and self-efficacy	1
	Does not establish excessive authority	1

The codes under the theme of contributions of parental interest to the student are positive contribution to student's academic achievement, positive contribution to the development of student's social relations, supporting students' personality development, contribute to students' adaptation to school, supporting personality development, contributing positively to adaptation to school, reducing discipline problems, developing a positive attitude towards school, positive effect on the child's self-esteem and self-efficacy, does not establish excessive authority. As it can be understood from this theme, teachers think that parental interest positively affects students' academic achievement and the development of their social relations. P5 stated that "Parents are important role models in a child's life, so children whose parents show interest in them exhibit more positive behaviors in their relationships with friends, teachers and other people in their environment thanks to their positive personality development.". Another participant's opinions on this theme are as follows:

"The interest of the family certainly and positively affects the child's academic achievement in the first place. Children whose parents are interested in their courses and help them with their homework are more successful and they get better grades than the others." (P6)

Participants emphasize the personality development of students through parental support. P13 explained that "Parental involvement into child's educational process will contribute to overcoming difficulties by the child. Thus, child will get rid of experiencing sense of failure and develop a desirable personality." Regarding the effect of parental involvement on students' adaptation to school P15 stated that "Parental interest particularly in those times the child starts school is quiet effective in terms of child's adjustment to school."

3.3. Behaviors of Interested Parents

Another theme that emerged in the data is the behaviors of interested parents. The opinions of the teachers on the behaviors of parents who are interested in their children's educational processes are shown in Table 4.

Table 4. The Opinions of the Teachers on the Behaviors of Parents Who Are Interested in Their Children's Educational Processes

Theme	Codes	f
Behaviors of Interested Parents	Communicating and collaborating with the school and the teacher	5
	Supporting the child's development as a good individual	5
	Providing financial and moral support to the school	3
	Ensuring that the child develops a positive attitude towards education	3
	Participating in school activities	3
	Being a positive role model for the child	2
	Providing for the child's school needs	2
	Behaves respectfully and supportively	1
	Leaving responsibility	1
	Creating plans	1

The codes under the theme of interested parent behaviors are communicating and collaborating with the school and the teacher, supporting the child's development as a good individual, providing financial and moral support to the school, ensuring that the child develops a positive attitude towards education, participating in school activities, being a positive role model for the child, providing for the child's school needs, behaves respectfully and supportively, leaving responsibility. As can be understood from this theme, teachers emphasized that there are certain behaviors exhibited by parents who are considered to be interested parents. Those behaviors range from maintaining communication with the teacher and the school to make sure the children become good individuals; from providing for children's educational needs to being a positive role model for the child. P3 stated his opinion as "An interested parent helps his or her child to develop a positive attitude towards education, because it would not be right to expect success from a child who has negative feelings towards school and education.". P14 noted that "Children are reflections of their families, so one of the important behaviors I observe in parents interested in the educational process of their children is that they are good role models for their children." and P6 added that "In order to participate effectively in the classroom, children should bring the necessary materials to the class and parents should fully provide for their children's needs such as notebooks and pencils.". Another participant's opinions on this theme are as follows:

"Parents who are interested in their child's education are in constant communication with their child's teachers and therefore are aware of all that is going on and provide for any needs of the child. However, parents who are not very interested in their child's education and who have poor communication with their teachers do not have full information about their child's condition in the classroom." (P18)

3.4. Advice For Parents

The last theme that emerged from the data is advice for parents. The teachers' advice for parents to get more involved in their children's educational processes are shown in Table 5.

Table 5. The Teachers' Advice for Parents to Get More Involved in Their Children's Educational Processes

Theme	Codes	f
Advice for Parents	Adjusting the level of interest	3
	Collaborating and maintaining communication with the school and the teacher	3
	Paying attention to the personality development of the child	3
	Helping the child with his/her homework	3
	Contributing to the child's personal and social development	3
	Being role model to the child	2
	Spending effective time with the child till the first years	2
	Being aware of the demands and expectations	2
	Offering unconditional love	1
	Following educational practices	1
	Participating in children's social activities	1
	Developing the child's problem-solving skills	1
	Constantly rewarding	1

In order to qualify as an interested parent, the codes under the theme of advice for parents are adjusting the level of interest, collaborating and maintaining communication with the school and the teacher, paying attention to the personality development of the child, helping the child with his/her homework, contributing to the child's personal and social development, being role model to the child, spending effective time with the child till the first years, being aware of the demands and expectations, offering unconditional love, following educational practices, participating in children's social activities, developing the child's problem-solving skills, constantly rewarding. Therefore, for parents to be considered interested, they should exhibit the behaviors indicated in Table 4. While P1 indicated that "Some families may overwhelm their children with interest, which in fact does more harm than good to the children. In particular, overprotective families do everything for their children, and this turns the child into an antisocial and unsuccessful individual.", other participants stated that:

"Teacher, student and parent are the most basic elements of the educational process, so the parent and teacher must maintain constant communication for the student to be successful in this process. Therefore, my expectation as a teacher is that parents maintain a line of communication with us and exchange information about their children". (P11)

"Education should not only consist of the classes given in school the parents should do some supporting activities at home as well. For example, they should help their child with homework, take the child to museums, science centers, and thus bring education outside the boundaries of the classroom." (P17)

Participants also emphasized the importance of the child's personal and social development, which can be explained by P4 "Families are the first educators of their children because children spend the whole time with their families before starting school. Families take responsibility for spending those times effectively which is important in the child's psychological, social and personal development." Being a role model to children is another advice given by the participants. With this regard P16 noted that "Children are reflections of their families; thus, parents should be a role model to their children, they should pay attention to avoid the behaviors that they do not want their children to perform." Spending effective time with the child is the last advice of the participants. P8 expressed his opinions as follows:

"Today most of the parents are so busy with their work and cannot spend time to their children while others cannot utilize the time that they spend to their children effectively. However, spending quality time with parents is a right of every child. None of the parents can take away this right."

Discussion and Conclusion

The current study was carried out to examine the role of parental interest in the educational process. As a result of the content analysis, the level of parental interest was found to be significant. In this context, the teachers emphasized that more or less than necessary interest may have some negative effects. Similarly, Küçükahmet (2001) stated that issues such as misguided approach, apathy, pressure, harshness, lack of affection or excessive interest pertaining to student families, may put students off studying, induce fear and anxiety. Additionally, it was stated by the teachers that when parents try to get overly involved with teachers' classroom practices, it has a destructive effect on teachers and a negative impact on their work. As a matter of fact, the Department for Education and Skills of the UK stated that parents and teachers are the two main educators in the lives of children. Parents are the main educator and an important factor in the child's learning until the child starts school. However, those roles change when the child starts school and the teacher comes into the picture. Therefore, since there are no clear lines showing where the parents' role ends and where the teachers' begins, the parents have an important responsibility in creating the balance (Department for Education and Skills, 2003).

Another finding obtained from the study was that parental interest contributes positively to the academic achievement and social development of the students. Numerous studies have shown that parental interest positively affect the academic achievement (Argon & Kiyici, 2012; Domina, 2005; Jeynes, 2007; Nunn, 2014; Sheldon & Epstein, 2005; Thomas, De Backer, Peeters, & Lombaerts, 2019; Xu, Kushner Benson, Mudrey-Camino, & Steiner, 2010) and social development of students (Domina, 2005; Henderson & Mapp, 2002; Lau, Li, & Rao, 2011). In fact, Bridge (2001) states that parental interest plays an important role in education-related issues, socializing of the child and finding solutions to problematic situations and affects the child's learning at home.

One of the themes that emerged within the scope of the study was the behaviors of interested parents. Communicating and cooperating with the school and the teacher was one of the behaviors the teachers identify mostly with parental interest. That finding is similar to those mentioned by Epstein (2001) who suggests that some of the most prominent behaviors of parents who are interested in the education of their children are communicating with school staff, taking an active role in making decisions about the school and cooperating regularly with the school community. Another relevant parent behavior that becomes clear under this theme was the support the parents provide for the development of the child

as a good individual. Research has shown that parental interest is positively associated with children's perceived competence (Gonzalez-DeHass, Willems, & Doan-Holbein, 2005), and with the academic, emotional and social self-efficacy of adolescents (Yap & Baharudin, 2016). In addition, students with interested parents actively participate in learning and are aware of their responsibilities as individuals (Sapungan & Sapungan, 2014). Another interested parent behavior emphasized by teachers was to provide financial and moral support to the school. As Çelenk (2003) points out in the research on the factors that increase school success in relation to the learning-teaching process that school-family solidarity has a significant effect on academic success. In this respect, parents' support and contributions to the school are of great importance. Helping the child develop a positive attitude towards education was another interested parent behavior underlined by teachers. The positive attitude of children towards school and the educational process certainly play an important role in their academic success and this point has also been emphasized by Gonzalez-DeHass, Willems, & Doan-Holbein (2005) and Hixson (2006). In addition, Epstein (2001) states that parents' involvement in the education of their children may positively affect their children's attitudes and performances. Parents' participation in school activities was also among the behaviors of interested parents indicated by the teachers. In the literature, the concept of parental interest includes voluntary participation in events organized by the school (Epstein, 2004), because parents' awareness and interest in their children's school activities is important in terms of encouraging children to understand the value of school and thus promoting positive behaviors (Stelmack, 2005). Being a positive role model to the child and providing for the child's school needs were other examples regarding the behaviors of interested parents as mentioned by the teachers. The family is where the child's social life begins for the first time, so it has been emphasized in many studies (Lazarides, Harackiewicz, Canning, Pesu, & Viljaranta, 2015; Maccoby, 1992; Stephens, 2007; Wiese & Freud, 2011;) that family members have a great impact on the child as role models. In addition, as stated by Epstein (2001), parents have parenting roles such as getting the child ready for school as well as providing the child with food, clothing, shelter, health and safety needs. Similarly, Babaoğlu, Çelik and Nalbant (2018) found in their research that one of the expectations of teachers from ideal student parents was to provide for the needs of their children.

The last theme that emerged from the study is the advice from teachers for parents to be considered as interested parents in terms of the behaviors they should exhibit. The teachers advised parents to adjust their children's level of interest in the educational process, maintain cooperation and communication with the school and the teachers, pay attention to the child's personality development and to help the child with his/her homework. Indeed, many of these tips are also discussed under the theme of behaviors of interested parents. However, parents are advised to be sensitive regarding issues such as showing excessive or less than needed interest in children's educational process, lack of communication and collaboration with stakeholders such as schools and teachers, not paying attention to children's personality development and not helping with homework, since these behaviors could lead to certain problems.

As a result of the study examining parental interest, which has great importance in children's educational process, parental interest was found to contribute positively to children's academic achievement and social relations. However, it was revealed that parental interest should neither be overwhelmingly excessive nor less than necessary, and that the parents should not interfere with the teachers' work. Additionally, it has been concluded that there are certain behaviors that parents must exhibit in order to be considered to be interested. The behaviors in question are communicating and collaborating with the school and the teacher, supporting the child's academic and social development, participating in school activities, being a positive role model for the child and providing for the school's needs of the child.

As a result of the study, teachers generated some advice for parents to show interest in their children's educational processes. These pieces of advice include adjusting the level of interest the parents show, maintaining cooperation with the school and the teacher, paying attention to the child's personality development and helping the child with his/her homework.

In addition to these tips from the teachers, the following suggestions can be developed for researchers: This research has been carried out by using the qualitative research method and by conducting interviews with high school teachers. A similar research can be conducted with the participation of both parents and teachers, using a quantitative research method and covering a wide range of educational levels. Thus, different opinions of the stakeholders regarding parental interest in the educational process can be determined. On the other hand, further research can be conducted to examine the effect of different elements such as the leadership approach of the school principal and levels of parent-school communication, which might be relevant to parental interest and has significance in the educational process.

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