



FAMILY- SCHOOL COOPERATION IN EDUCATIONAL GOVERNANCE

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ABSTRACT

The aim of this study is to emphasize the importance of governance and to determine what needs to be done for governance. The document analysis method, which is one of the qualitative research methods, was used in the research. In the literature, articles, journals, theses and books related to governance were used.

Education is one of the basic elements required for the development of a society. Education ensures that individuals who make up the society have a certain level of knowledge and skills. Three basic elements that make up the education process are: school, student and family.

The purpose of the schools is to provide education and training services to the age groups they are interested in, in line with the determined general and specific purposes. School administrators and teachers take an active role in fulfilling this service. The school not only develops the individual academically and socially, but also gives him a social identity, value and national sense of self. As a social being human meets the need for socialization and acculturation here. This education and training process in schools is not enough on its own.

Since students are not only interacting with the school during the education process, the family is the most decisive factor in this process. Çalık (2007) states that when parents participate in the school administration at a high level, they adopt the school culture and their awareness about the need to help students more at home increases. So in this way, the parent is interested in what the child learns at school and tries to reduce disciplinary problems, if any. According to Çalık, parent involvement is important in developing positive relationships with the teacher and the family's trust in the school. Parent involvement in the school develops a sense of belonging for every member of the school.

Keywords: Governance, Education, Educational Process, Parent.

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1. INTRODUCTION

The main purpose of school-family cooperation is to realize effective and productive learning processes, to change the family's perspective on education positively, to motivate the student's desire to learn, to develop self-esteem, to improve the student's It can be listed as recognizing the environment, realizing an effective integration with the environment, and a meaningful cooperation with the family in protecting the environment from its negative effects. We can gather these processes under the concept of family involvement (Çakmak, 2010: 12).

It is expected that the school, students, teachers, administrators, parents, non-governmental organizations related to education and non-governmental organizations and other stakeholders form a whole and all existing elements interact with each other.

School administrators and teachers take an active role in the education and training services of schools. But this does not mean that only the school and educators are primarily responsible. Today, the classical management approach has changed and has left its place to an understanding in which the individual's educational responsibility is shared by the school, family and society.

Accordingly, a school that wants to switch from management to a governance system should take into account the opinions and suggestions of all stakeholders related to the school and reflect this to the school management. Governance system, which is this new management approach, is a participatory, democratic and contemporary system. It is important when evaluated in the context of participatory democracy that governance claims to strengthen and expand civil society and include all actors of civil society in decision-making processes. The opportunities and opportunities provided by the family to the child in the education process largely shape the development of the child. The level of the child's development can be expressed as a situation that mostly depends on the family meeting the needs of the child and supporting the child.

Çalık (2007) states that parents adopt the school culture when they participate in the school administration at a high level and their awareness about the need to help students more at home increases. Thus, the parent is interested in what the child learns at school and tries to reduce disciplinary problems, if any. According to Çalık, parent involvement is important in developing positive relationships with the teacher and the family's trust in the school. Parent involvement in the school develops a sense of belonging for every member of the school. A student who is aware of the frequent parent-school communication has a greater sense of responsibility compared to other students. Because he is aware that the parents will be aware of what is going on at school. The student, who is aware of communication, directs his

behaviors according to this situation (Çalık et al., 2007: 124). In this context, the aim of our study is to explain the benefits of including the family in the school administration to the student.

The education given in schools is included in the scope of formal and formal education due to its features such as the way the education is given, the time, the target audience, and the planned nature of the education. The purpose of the schools is to provide education and training services to the age groups they are interested in, in line with the determined general and specific purposes. School administrators and teachers take an active role in fulfilling this service. But this does not mean that only the school and educators are primarily responsible. Because today, the understanding of "my flesh is your bone" has changed and has left its place to an understanding in which the responsibility of the individual's education is shared by the school, family and society. Effective communication and cooperation between these stakeholders will contribute to the individual's recognizing their talents and skills, training them in line with their potential, and being successful in academic, social and emotional fields (Çıkar, 2019: 16). From this point of view, it is important to examine the communication and cooperation between the school and the family and to reveal the current situation.

The school tries to provide predetermined knowledge, skills, attitudes and behaviors to students at certain grade levels. Another factor that facilitates success at the end of this study is the cooperation between school and home, and the studies carried out in parallel. Parents have some duties and responsibilities not only at school but also at home (Tezel Şahin, 2003: 468). This study, which tries to determine what these duties and responsibilities are and the roles of parents in the education process, is also important in this respect.

What makes this research important is that it ensures the formation and development of cooperation between the educational institution and its parents, and that information related to the functioning of the school, its layout and education programs is shared with the parents. Most of the studies on school participation focus on the relationship between parent support at home and at school on school success, and the importance of parent support on student school success. It has been determined that there is an effect (Şahin, 2018: 5).

Parents of a school are like passengers traveling on the same ship. Their aims, routes, targets and destinations are the same. For this reason, it is inevitable for families whose students are in the same school to have a certain sharing about school-student. The content, form and frequency of this sharing can give us clues about the quality of the sharing. This study is important in terms of revealing the roles of parents in the education process.

2. METHOD

Model of the Research

This study was carried out with document analysis, which is one of the qualitative research methods. The concept of qualitative research is a type of research that tries to reach a conclusion by bringing together different disciplines. Qualitative research is a research model in which qualitative data collection methods such as observation, interview and document analysis are used and events are tried to be observed in their natural environment ((Sak, Sak, Şendil & Nas. 2021).

Document analysis, which is one of the data collection methods in qualitative research, includes the analysis of written materials containing information about the event or events aimed to be investigated (Yıldırım & Şimşek, 2016). Document analysis is a scientific research method that can be defined as the collection, review, inquiry and analysis of various documents as the primary source of research data (Sak et al. 2021). Therefore, in this study, articles, journals, thesis studies and published books on governance between 1998 and 2020 were examined.

Written and unwritten documents are important sources of data collection in scientific research. In scientific research, books, letters, journals, diaries, maps, charts, statistics, constitution and regulations, legal texts, newspapers, photographs, memoirs, interviews, school records, health and public records, pictures, videos, messages can be shown among data sources. (Kiral,2020). In addition, in-school student and teacher studies, records and minutes of non-governmental organizations are among the important document analysis sources. In recent years, it has been observed that there has been an increase in the number of studies conducted with the document analysis method, which is used as an auxiliary scanning method in research. In this study, the stages of the document analysis method were applied as follows:

- (1) Finding suitable documents
- (2) Checking the authenticity of documents
- (3) Creating a systematic in the analysis of information and documents
- (4) Doing data analysis

The data obtained as a result of these stages were analyzed in accordance with the plan, articles, journals, thesis studies and published books related to governance between 1998 and 2020, and scientific inferences were tried to be obtained.

3. FINDINGS

Management and School Management Concept

Management, in short, means the work of managing or the act of managing. In short, it means directing and coordinating employees in line with the determined goals of the organization.

The word management in the Turkish Language Institution, the job of managing, managing and administering, executing the works related to an enterprise with a certain understanding. It is the process of ensuring that the objectives of the organization are achieved by effectively and efficiently planning, organizing, coordinating and controlling resources. It is defined differently as (TDK Dictionaries). Common aspects of definitions made with different expressions for management can be listed as follows: (Çalık, 1997: 277. Act. Bayrak, 2009: 13)

- a. Reaching the targeted goals of the organization and keeping it alive in accordance with its goals,
- b. Effective and efficient use of personnel and raw material resources,
- c. Implementing the policies and decisions determined to achieve the desired goals of the organization, doing the work,
- d. It is monitoring, controlling and developing the work of the organization.

We can define the concept of school management as the execution of all educational activities of the School. Among these works, there are works such as preparing a budget, using the incoming appropriations in place and economically, maintenance and repair, and the need for personnel. School management is the application of the education system to a limited area determined by its goals and structure. The duty of the school administration is to keep the school alive in accordance with its aims by using all human and material resources in the school in the most efficient way. In order for the school principal to fulfill these duties, he has to be in constant communication with all the stakeholders of the school and consider their expectations and recommendations (Karataş, 2013: 19).

In terms of school-society relations, the society expects the following three functions from schools where education and training processes are carried out in a formal or widely planned manner:

- Cultural transfer,
- Vocational acquisition,

- Ensuring individual development

The state keeps the schools under its own supervision and control in order to fulfill these expectations of the society. Thus, it provides a public service to its citizens. The fact that schools, which are public institutions, can fulfill these expectations only depends on their close relationship with all stakeholders. When the school is managed in close relationship with its environment, it can easily achieve its goals (Demirbulak, 2000: 25).

The school-environment relationship can be grouped under four headings (Karataş, 2013: 18):

- a) Contribution of the school to environmental development,
- b) Ensuring school-family cooperation and family participation,
- c) Relationships with pressure groups, volunteers or groups,
- d) Ensuring the environment's support for education and public relations.

Another dimension of school-environment relations is to ensure social participation in school management processes. Let's focus on the concept of ensuring social participation in management, which is also expressed as "governance".

Governance and School Governance Concept

The concept of governance was first mentioned in the report "Sub-Saharan Africa: From Crisis to Sustainable Growth" prepared by the World Bank in 1989. While this concept was used primarily for economic development, it later turned into a new understanding system where innovations would occur and this system could be used in all organizations (Yüner, 2019: 374).

In today's world where technology is developing rapidly, there is a versatile change and transformation in almost every field in the world. We can classify this process of change and transformation as follows: We are faced with a picture of transitions from industrial society to information society, from production to flexible production, from the world of nation states to the globalized world, from modernist thought to post-modernist thought. It is pregnant with new quests in management approach as well. Because the old management system is no longer able to meet the needs (Özer, 2006: 62).

The New School Management approach in democratic countries, especially after the second world war (after the 1950s), moving away from a central management approach in education management, expanding the powers of local governments, education authorities, schools and parents in the decision-making process, in short, improving school systems with the effectiveness of all stakeholders. Efforts to ensure a large-scale participation in the process of

restructuring and restructuring were observed intensively. In fact, in recent years, these studies have started to come to the fore as school-centered management, education and restructuring in school management.

The Governance

The word “governance” is derived from the Latin word “guberno”, which means to rule, decide and manage together. The original version of the word means “acting together of stakeholders to reach the goal”. In the 13th century, "gouvernance", which was used to mean "the art of management", was translated into English as "governance" (Şahin, 2019: 4). Governance is a multifaceted concept with many different uses.

Governance is defined in the dictionary of the Turkish Language Institution: “It is defined as the common use of administrative, economic and political authority in public and private institutions”. In another definition, Governance, unlike the management approach where authority and responsibility are gathered in one person; towards a common goal, “a transition to a multi-actor, local, relations-based understanding that makes it possible for other stakeholders to be able to do it, rather than doing it himself/herself”.

School Governance

School governance is the name of sharing decision-making authority among the stakeholders of the school, the student, teachers, parents and other institutions. In general, school governance works to develop rules and policies for the school and its staff in collaboration with its stakeholders. In other words, school governance is more about making decisions about how the school will be run, while school administration (government) is related to the daily work of the school such as personnel affairs and the preparation of the school curriculum. How can we create the most appropriate or ideal learning environments for students in Western societies in the last 30 years? They thought a lot about the question. This question has caused radical changes in the education systems in Western societies. It was emphasized that the management systems of the schools should be changed, that the schools should be managed independently, and that there should be fundamental changes in the management approach in particular.

Considered in the context of participatory democracy, school governance promises that all stakeholders connected with the school have a say. Therefore, if the school administration really wants to switch to the governance system, it should take into account the opinions and suggestions of its stakeholders about the school and reflect the positive ones of these opinions and suggestions to the administration.

We can say that governance shows itself more in public administration and why schools should adopt governance (Şahin, 2019: 10)

- Ethical and Political reasons,
- Rapid change of society,
- The old management understandings do not meet the needs.
- Developing disciplined learning,
- Making the school more participatory and competitive.
- Most importantly, we can count it as developing democracy in society.

FAMILY AND SCHOOL-FAMILY COLLABORATION

The smallest unit of the society, the family, is also affected by historical, cultural and economic changes. In the changing world, the role of the parent has also had to change. Today, as a parent, it is not enough to meet the basic physical needs of their children (such as nutrition, shelter, safety, love) It has gained importance to train people according to their equipment. In this context, one of the duties of families is to determine the role they will present to their children in the education process.

Family Concept

According to Yenilmez (2012), the family is the smallest social unit in the history of humanity, which consists of individuals connected to each other with feelings such as love, loyalty and compassion, where human beings can maintain their existence and lineage, and meet their social and biological needs.

If we express the definitions made about family in general;

“The family is the smallest social structure formed by the wife, husband, children and siblings connected by marriage and blood ties.”

“The formation of a family by individuals of the same lineage and with kinship ties.”

“It is a whole made up of people who agree and work for the same purpose.”

“Being the smallest social unit formed by mothers, fathers and children” (Yazıcıoğlu, 2013: 132).

Oral and Author (2017) expressed the definition of education as the process of bringing about desired behavioral changes in the individual. This situation; defined as the process of changing behavior that begins in the family environment after birth and continues until the death of the individual through his own life. They stated that this process can take place sometimes by planning, sometimes unplanned, sometimes willingly and sometimes undesirably.

In this direction, the individual needs many elements in development, education and personality acquisition. The family also constitutes an important point among these elements. The contribution of the family is an undeniable reality, especially in the socialization of the individual and in gaining a social status through education.

The concept of family is included in the research area of many disciplines. A biologist defines the family as a "genetically related group", a sociologist defines a family as "the smallest unit of society, people who share life, have their own roles, and are bound together by the bond of marriage and loyalty", while a lawyer defines the family as "lawful rights and obligations against each other". the members of the lineage who have legal responsibilities, legally formed as a result of marriage or adopted (Ertürk Kara, 2017: 7).

The Turkish Language Institution explains the concept of family as follows (TDK, 2020).

- The smallest unit formed by the relations between husband, wife, children and siblings, depending on marriage and blood ties,
- All of the people belonging to the same lineage and having a kinship relationship between them,
- All relatives and relatives living together,
- Spouse, wife,
- All of the people who agree and work together for the same purpose,
- The concept of family is used when talking about basic features such as animals, language or plant community, other living things such as family, and classified concepts such as language.

Many different definitions of the family, which has a wide range as a concept, have been made. When the features that are emphasized as common in these definitions are combined, the following definition can be made: Established by family, marriage and family bonds, kinship and social ties connected to each other, Those who live in the same house, share the same income, communicate and interact with the society with the roles they play, their values,

traditions and customs, their beliefs, in short It is the smallest social unit and a social institution that reflects the culture of the first and transfers it to the next generation (Adem, 2019: 9).

School-Family Cooperation Based on Governance

The activities of the School-Family Cooperation have been established in parallel with the objectives aimed with the education process. They will work in cooperation with the schools in the realization of the purpose of Turkish national education. It will act as a bridge between the students' parents and their school within the System. It will be ensured that their families acquire behaviors in line with their different purposes and become harmonious (Anlı, 2016: 56).

Working together with the family and the school ensures the exchange of ideas and information. In addition, by supporting and reinforcing the education given at the school, at home, the education gains a permanent quality. (Vural, 2005: 156) believes in the necessity of providing effective school-family cooperation in overcoming student problems and increasing the success rate, and points out the following points in this regard:

- In order to connect the families with the school, they must be allowed to visit the school whenever they want, to meet with the teachers and administrators, and to allow in-class visits when necessary.
- Educators are required to inform their families and their children about their educational status. Knowing what the family should do increases their support for their child and facilitates the responsibilities of teachers.
- It is necessary to develop the trust between the school and the family so that the family's support for the school can be felt.
- It is necessary to inform their families about how they should behave with their children in the home environment and to get to know their children's home lives closely. Sharing their children's successes and situations by writing letters to families or visiting families has important results in solving their problems and increasing their success.

Çelenk (2003) offers the following suggestions within the scope of school-family cooperation in order to increase students' school success:

- Within the framework of parent education, parents should be informed about students' adaptation, developmental problems, interests, needs and abilities.

school-parent cooperation; It provides benefits to administrators in terms of ensuring the continuity of education, contributing to the development of the child in a multi-faceted way, reaching the goals easily, providing equal opportunities in education, increasing the quality of education and sharing responsibilities. The benefits of school-parent cooperation for teachers are expressed as being able to carry out the program easily, reaching a healthy result, sharing responsibilities, reaching goals and increasing job satisfaction. Cooperation between school and family; It creates the opportunity to get to know each other by informing teachers about what is done in the family and parents about what is done at school (Cömert and Güleç, 2004: 135).

BENEFITS OF SCHOOL-FAMILY COOPERATION

School-family cooperation established as unincorporated unions within the schools in order to realize the integration between the school and the family, to ensure communication and cooperation between the parents and the school, to support the education and training activities, to meet the compulsory education and training needs of the students who lack financial means, to the students, It has benefits for families, school, teachers and society. These benefits can be explained as follows.

Benefits to the Student

Participation of parents in their children's education has some benefits for students regardless of their socio-economic status, ethnicity and education level. These:

- Increasing students' exam grades
- Reduction in the rate of students' negative behaviors such as absenteeism, drop-out, alcohol and drug use.

In addition to positively affecting learning and providing higher grades, parent participation also benefits the social and emotional development of students in terms of behavior, motivation, social competence, and relationships with teachers and friends. In addition, it is seen that productive relations between parents and school reduce student absenteeism. As a result of the joint work of the school and the parents, such as explaining the importance of the student's regular attendance to the school, keeping an officer at the school to notify the parents when the students are absent, giving seminars on the subject and making home visits, a decrease is observed in the chronic absenteeism of the students.

Benefits to School

School is the field where the state provides formal service in order to realize the education of the individual. The child will participate in the society with the knowledge and equipment he has acquired here and will live as a citizen, while the environment he lives in is affected, he will affect the environment with his attitude and behavior. It is not possible for an individual who is affected by the elements of the educational process to scrape the information he has acquired. In other words, it is impossible for you to include someone who has passed the age of seventeen in the education process by bringing them to the age of seven again. As a result, the effectiveness of the school is extremely important since it concerns a field where some mistakes can no longer be corrected, and in this sense, it has permanence (Anlı, 2016: 87).

As Çelenk (2003) stated; "It is understood that the school success of the children of the parents who are in regular communication with the school on the joint program and who provide educational support to their children in this common understanding are even higher."

Parents' involvement in their children's education benefits students as well as schools. These benefits are listed as: an increase in the workforce of teachers and an increase in the value that parents give to teachers, a more respected place of the school in the society, and an increase in the performance of the school program. With the participation of parents in education, there are changes in the school climate. When parents actively participate in the school, they can positively affect the school climate and even create a more open school culture. In addition, when the school and parents cooperate, there is a decrease in the disciplinary problems seen in the school and the trust of the parents in the school also increases (Kocabaş, 2006: 145).

Benefits to the Teacher

It is inevitable that teachers will also benefit from this cooperation, since teachers are the people with whom parents collaborate most frequently in the process of participation in their children's education. When parents cooperate with the school, teachers feel less alone in the education process of students. Strong parent involvement raises teachers' morale and teachers are more appreciated by parents. As parents can get information about their children from teachers, teachers can also get information about students from parents (Dönmez and Yıldırım, 2008: 99).

Everyone who wants the foundation of education to be solid should support the teacher. For example: It is thought that it is not possible for the teacher to give the characteristics such as being responsible, being organized, developing a positive attitude towards school, getting along well with friends and obeying the rules, which are thought to contribute to the success

of the child. For this reason, a family that asks a child from school what he is doing at school, checks the child's notebook daily, checks its order, looks at the topics covered, values his child and listens to him, explains to his child that he should get on well with his friends, to comply with school and classroom rules, and values the teacher. Is thought to affect success (Gül, 2007: 34).

Parent Benefits

School-family cooperation has benefits for students, schools and teachers as well as for parents. In addition, parents who cooperate with the school can get support from educators in raising children. In addition, parents can come together with other parents to share their experiences in raising children. The family, who sees that their child's success increases as a result of school-family cooperation, becomes happy, becomes aware of their child's situation at school, can guide their child better as a result of the information obtained from the school, and experiences the happiness of being able to do something for their child (Dönmez and Yıldırım, 2008: 106).

- They should assist the teacher in determining student needs.
- It should assist the teacher in the learning process.
- Student progress should be followed by filling in the observation forms of the students.
- Parents should provide opportunities for students to implement their learning experiences.
- Parents should arrange certain reading hours with their child.
- It should provide a working environment in which the student, to whom it is a parent, can be productive.
- Parents should encourage the child to share with them what he/she has learned and read.
- The parent should assist the teacher in the preparation of the activities to be implemented by the teacher.
- It should be in cooperation with the teacher and the school.
- Participate in parent seminars held at the school.
- It should ensure that the periodicals for the student are followed and draw the attention of the students to the important points of these publications.
- Participate in activities to be held inside and outside the school.

As a result, the participation of parents in the education process directly contributes to the formation and continuity of the social capital of the school. Teachers are at the most important point of this contribution; because they are the social group that knows the parents and students best, and has a one-to-one relationship. At the same time, school administrators need to ensure that parents trust the school and teachers, keep all communication channels open, and try to embed school-specific values in their institutions in order for parents to participate in the education process. Teachers' trust in the institutions they belong to, knowing that communication channels are always open in their organizations and feeling the existence of norms that keep the sense of justice high form the basis for their contribution to the social capital of the school (Kocabaş, 2006: 146).

Benefits to Society

In addition to the official personnel, the sharing of the duty of the civil members of the society as well as the official personnel at the school brings the awareness of the individual who receives education from the primary school level, to take the social responsibility and to grow up. Since the positivity created by the functioning of the school-parent union in the student will have a permanent value, this type of volunteering will cause the perception of necessity and this will emerge over time (Anlı, 2016: 90).).

The main purpose of education, which is the socialization of the individual and the awareness of his own characteristics in social harmony, the main contribution to creating a vision for the future is given by the teachers. From this point of view, the school is the main source of all kinds of investments made to the society and the individual. Thanks to the basic human achievements that the individual will gain at school, features such as trust, cooperation, respect, compliance with social rules, being solution-oriented and questioning also contribute to the social capital of the school. The social capital of the individual directly provides the enrichment of the social capital of the school.

Another contribution of the school-parent unions to the awareness of the society is the realization of the fact of choosing a student, which is important in terms of political gain, in the school environment. Parents experience the atmosphere of election while determining the body of the board of directors. They fulfill their responsibility of participation by applying.

4.CONCLUSION AND RECOMMENDATIONS

Unlike the traditional understanding of education, school administrators carry out their duties not as the boss of the school, but as a stakeholder. Administrators should have a productive and harmonious management approach in cooperation with parents, teachers and students and institutions outside the school in order for the management to continue in a healthy way

and to avoid conflicts and problems in schools where students equipped with 21st century skills are present. The concept that best describes this cooperation is the concept of governance. With the development of democracy culture, managers now include all stakeholders in the decision-making process. This understanding of governance makes educational work easier and has serious effects on the development of the student.

The administrator is the most authoritative person of the school, that is, the leader of the school. It is also responsible for the conduct of the school in accordance with its aims. For this reason, the administrator should have a positive communication with the teacher, the parent, the student, and the environment. In order to ensure a healthy communication, all employees at the school must be in cooperation, understand and trust each other. Managers should display a behavior that is supportive, avoiding judgment, supporting cooperation, and making objective evaluations.

A good education is a long process that starts with the birth of the child and continues with the participation of the parents in the education abroad. Since it is an important issue to reinforce what is learned at school, at home, in order for families to become a part of their education and to make learning permanent and to create a behavioral change, They can be successful if their parents can be enabled to play an active role in the education of their children. For this, if attention is paid to the hours and days of the parent meeting, the agenda of the meeting, and the participation of the parents in the educational activities, the participation of the parents in the school-family cooperation studies can be increased. It can be made a part of and parent education. They should be aware that it is the duty of both their families and educators to meet their children's needs, improve their living conditions, and provide opportunities for their children's development. More if their teachers make frequent home visits to determine the on-site situation, and if teachers and parents are given seminars on the subject by experts. parent involvement can be achieved.

School management should make maximum efforts to involve parents in education and to create appropriate education and activities for them. The interaction of families with the school is mostly in the form of the requirements for the functioning of the school and the responsibilities of the parents. This situation, which alienates the family from the school and puts it in a more passive role in education, pushes the family out of the process.

Parents can only enter the education process related to their students at school through one-to-one communication with their classroom teachers. Classroom teachers have applied many methods from past to present in order to control this situation and to include parents in the education process. Sharing the activities held at school and in the classroom with the parents, inviting them to the activities to be held, informing the parents about the school rules, order

and other information needed by the parents, keeping personal reports for the students, teacher-parent telephone calls, parent meetings, one-on-one meetings with the student Home visits are among the methods that will provide interaction in school-family relations in order to have information about the child's close environment.

In order to increase parent participation, the school can send invitations to the parents or they can be invited by calling them. Attention should be paid to the content of the invitations made. It will be more effective to make a presentation with a slide in the meetings held. Most importantly, in order to increase participation, seminars and conferences can be organized by inviting experts to the meetings.

It is important and necessary for schools to give priority to family education in order to improve parent-school cooperation. Accurate understanding of the news presented in the media, communication, mass media, In addition to the conscious use of mobile devices, parental attitudes, healthy family characteristics, etc. It is thought that it is useful and necessary to organize family trainings to improve practice and skills in these subjects. Carrying out these trainings is also important in terms of social health.

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