Realization of The Use of Primary School Branch Teachers' Ways of Communicating With Parents

Sınıf Öğretmeni Adaylarının Velilerle İletişim Kurma Yöntemlerinin Kullanımının Gerçekleştirilmesi

Azmiye Yinal[*]

Figen Yaman Lesinger[**]

Gamze Peler Şahoğlu[***]

Abstract

The purpose of this research; to determine the level of care and realization of the use of the means of communication with the parents of the branch teachers working in primary schools. The universe of work consists of 6 primary schools in Nicosia in 2018 academic year and 68 branches (permanent and contracted) working in these schools. Since all of the study universe in the study has been reached, no sample has been taken. 67 people were evaluated. The survey model was used in the study. "Elementary School Teachers' Ways to Communicate with Parents Scale Form" which is five point likert scale and developed by Coşkun in 2010 was used as data collection tool. In this study, the scale consists of two parts. In the first part, personal information form consisting of variables of "age, gender, branch, type of duty, education status, vocational seniority and communication course" and in the second part there are 47 behaviors aiming to measure the degree of importance and realization of the way teachers use to communicate with the parents.

Keywords: *Subject teachers, Parents, Communication ways*

[*] *Faculty of Communication Science, European University of Lefke, Mersin, 10 Turkey. azmiye.ynl@gmail.com*

[**] *Ataturk Faculty of Education, Near East University, Mersin, 10 Turkey. figenyaman.lesinger@neu.edu.tr*

[***] *Ataturk Faculty of Education, Near East University, Mersin,10,Turkey. gamze.peler@neu.edu.tr*

Öz

Bu araştırmanın amacı; İlköğretim okullarında görev yapan branş öğretmenlerinin velileri ile iletişim araçlarının kullanım düzeyinin ve bakım düzeyinin belirlenmesidir. Çalışmanın evreni, 2018 öğretim yılında Lefkoşa'daki 6 ilkokul ve bu okullarda çalışan 68 şube (kalıcı ve sözleşmeli) oluşturmaktadır. Çalışmadaki tüm çalışma evrenine ulaşılmıştır.Toplamda 67 kişi değerlendirilmiştir. Yapılan bu araştırmada anket modeli kullanılmıştır. "İlköğretim Okulu Öğretmenlerinin Ebeveynler ile İletişim Kurma Yolları" ölçeği veri toplama aracı olarak kullanılmıştır ve ölçek 5'li Likert tipi olup 2010 yılında Coşkun tarafından geliştirilmişitr.. Bu çalışmada ölçek iki bölümden oluşmaktadır. Birinci bölümde, "yaş, cinsiyet, branş, görev türü, eğitim durumu, mesleki kıdem ve iletişim kursu" değişkenlerinden oluşan kişisel bilgi formu ve ikinci bölümde önem derecesini ve gerçekleşmeyi ölçmeyi amaçlayan 47 davranış bulunmaktadır.

Anahtar sözcükler: *Öğretmen adayları, Veli, İletişim yolları*

Introduction

The most reliable form of relationship between the teacher and the parent is the interview. Because the interview is conducted face-to-face, it makes it easier for the parties to understand each other both emotionally and intellectually. The response between the parent and the teacher is also useful for the assessment of the personal needs of the students and for revealing the causes and consequences of the problems (Aydın, 2010).

Individual interviews can be planned by the teacher or can be arranged upon request from parents. Parents often choose the right time to meet with the teacher. These unilateral negotiations are usually carried out for the purpose of transferring a problem or situation that parents feel about their children to the teacher or requesting information about an unclear situation. So it takes place unplanned. It may not be possible for the teacher to discuss in detail the parents who are unaware of the school and to convey their thoughts (Başar, 2006).

In terms of communication; It is the name given to the type of communication that is realized by using linguistic elements according to the levels used in the communication process (Can, 2009).

The aim of the training is to gain behavioural change in individuals. In order to realize this aim, the schools established are carried out as a result of the educational objectives and the teaching and learning processes. The learning-teaching process is the responsibility of the teacher and

teachers communicate with the students and realize learning-teaching processes (Gümüşeli, 2008).

Quality in education is not a phenomenon that can only be realized by making physical arrangement of school and class, using financial and human resources effectively, and ensuring the participation of students in teaching activities. In order to ensure quality and continuity in educational institutions, the communication process between school administration, students, teachers and parents should be taken care of (Eroğlu, 2008).

Communication in school

The school is a social organization. In the education system, the actual production process is done in schools. It has a culture like all organizations. In order for the school to reach its goals, it is necessary to share this organizational culture with all people. School culture is the duty of the school administrator. The irregular information provided by the manager and the conflicts of teacher-manager communication in the teaching environment negatively affect classroom communication. Communication has a great importance in establishing a positive culture in school (Kolay, 2004).

The effective communication of managers and teachers with each other in educational institutions helps them to take part in the organization as a successful one and to inform others and to learn the subject they want to express fully and meaningfully (Okkali, 2008).
Teacher-teacher communication is also very important in educational institutions. Teachers' sharing their knowledge with their colleagues, guiding their colleagues based on their own experiences and getting along with them have a positive effect on the success of the school and shows us that the school is not a stationary organization and is a continuous learning organization (Okkali, 2008).

Teachers and students are the most important people in communication with educational institutions. Teachers and students are the two most important elements of the teaching process at school. Teachers and students are the people who have the most intensive communication in the school. In order to obtain the desired efficiency from the training activities, an effective classroom communication should be provided. Teachers and students come to the fore in communication within the classroom. The student communicating with the teacher in the

classroom also communicates with his / her peers. There is a communication network between students in the classroom. The students in the classroom form sub-groups that are suitable for their communication. The teacher facilitates classroom management if these groups are under control (Oğuz, 2008). The communication processes within all staff in the school need to be effective because otherwise the conflict is the source of the conflict, and conflicts are an important factor in reducing the efficiency of the organization in most cases. In order to prevent the occurrence of the conflict, formal communication must be carried out continuously and regularly so that it can prevent the negative consequences of informal communication (Kıransal, 2007).

School - family cooperation

According to Aydın (2010), the two most important institutions of the society are school and family. These two institutions have mutual expectations in the education of children. Education begins in the family and continues at school. The development of a healthy self-perception of the child depends on the attitude of the family towards the child. Before the child began school, many features were shaped. When the child starts school, he enters a new world. Thus, school-family interaction begins (Aydın, 2010).

Today, education is no longer a one-sided process. Therefore, it is important and obligatory to establish strong relations between the school and parents. The school management and teachers should inform parents of all kinds of educational activities in the school. This allows parents to feel like part of the training.

Benefits of school-family cooperation

School-family collaboration is geared to helping students understand all aspects and help to clarify their abilities. Thanks to the school-family collaboration, the teacher recognizes the student in a versatile manner by taking advantage of the knowledge of the parent. All the positive consequences of school-family cooperation affect the student. In other words, the school will benefit most from family cooperation. The cooperation between the teacher and the parent creates a strong motivation for the student. This cooperation helps the student develop a healthy personality. School-family cooperation has two important benefits to the family. The interest in the school and the student increases the student motivation. On the other hand, it better directs

the child's parents who know the structure, values, standards and expectations of the school (Karaman, 2007).

The results of the research conducted over the last 30 years prove the significant impact of family participation programs on school success of children. It was found that children whose parents were enrolled in the education process received higher grades than others, attend school more regularly, do their homework more regularly, behave more positively in the classroom, and be more successful in later education (Ögetürk, 1999).

Communication in the classroom

There are several factors that affect communication in the classroom. The teacher needs to regulate these factors in the most effective way with their own qualifications. Teachers, students, physical conditions of class, school environment are the factors. School environment is the environment where the students have the most communication outside the classroom environment. Parents are the most important people in the school environment where students and teachers are in most communication and affect the communication within the classroom. The communication of the teachers with the parents affects the success of the students. The positive relationships between teachers and parents affect the communication between students and teachers positively. In this case, it directly affects communication within the classroom. There are many ways in which teachers can use various techniques and methods to communicate with students and to communicate with parents. In the context of this article below, we will talk about the teacher-parent communication and the ways in which this communication is realized.

Problem

What are the opinions of the elementary school branch teachers regarding the level of care and communication with parents?

The school is a social organization. The task of the school organization is to enable future generations to grow up to meet the needs of society. Since schools are open system organizations, they must be in communication with the environment. In order to create an effective school, an effective teaching learning environment, school environmental relations need to be developed (Karasar, 2007). Because quality in education can only be achieved by the continuity of communication. Today, school is one of the most important factors in

environmental communication communication with the family (Engin, 2007). Educational activities carried out in schools are also a process of communication. In order to increase the effectiveness and efficiency of education, only teacher and student communication is not enough. School-parent solidarity also has a significant impact on school success.

Persons communicating with parents at schools are primary teachers. The school teachers are the teachers in the best way to ensure the communication of parents and increase the support of the parent to the school. The correct communication between the teachers and the parents directly affects the communication between the school-parent and the teacher-student. A positive communication between parents and teachers contributes to the adaptation of the students to the school and positively affects the school success and personality development. Teachers communicate with parents in various ways. This research is important in terms of determining the ways in which teachers communicate with parents and how they use them.

Purpose of the research

The purpose of this research; to determine the importance of the level of primary school branch teachers' ways of communicating with parents.

The following questions will be asked to achieve the sub-problems of this purpose:

1. What are the opinions of the elementary school branch teachers about the level of care for parents?

2. What are the opinions of the elementary school branch teachers about the way they communicate with parents?

3. Is there a difference between the opinions of the elementary school branch teachers regarding the level of care and communication with parents?

4. Is there a meaningful difference between the opinions of the elementary school branch teachers regarding the level of communication with parents regarding their age, gender, branch, type of duty (permanent and contracted), education level, seniority and communication?

5. Is there a meaningful difference between the opinions of age, gender, branch, type of duty (permanent and contracted), education level, vocational seniority and communication related to course variables?

The importance of research

This research is important to be an example in this field. Today, education is not only limited for communication between teachers and students. Teachers are in communication with the parents of the students as well as the students. The more healthy communication established with the parents, the more successful the student is in the school. For this reason, parents' participation in education in educational institutions and acting together with the teacher in the education of the child are of great importance in terms of increasing the effectiveness of education.

This research;

• is important to determine the ways in which teachers working in primary education institutions are able to communicate with the parents, and to determine the current status of how these communication means are realized,

• It is also important to know the ways of communication between teachers and the parents in terms of research, communication and classroom management and to determine the level of use.

Assumptions of research

1. The branch teachers who participated in the research answered the questions in the questionnaire in a realistic and sincere manner.

2. The scale form used in the study is at a level that will determine the ways to establish communication between branch teachers and parents.

Method

In this chapter; model of research, population and sample, data collection methods and techniques, data collection tool and statistical analysis techniques used to analyze the collected data take place.

The model of the study

The scanning model will be used in the research. Scanning models are research approaches that aim to describe a situation that exists in the past or existing (Karasar, 2007). The subject, the individual or the object of the research, will be tried to be defined in its own conditions and as it is.

Population and sampling

In this research, since this study was conducted on the population, sampling was not made. The study population of the study consists of the branch (permanent and contracted) teachers working in the second stage of the primary school in the Nicosia District National Education Directorate in the 2018 academic year. 418 branch teachers work in 6 primary schools. All of the schools and teachers determined in the study population were delivered scales. However, these schools are not included in Table 1 since there is no return of the scales from some schools. According to this, 67 primary teachers working in 6 primary schools in second level constitute the study population of the study.

Data collection method and tool

In this study, Primary School Classroom Teachers' Communication with Parents Scale Form which was developed by Coskun (2010) was used as data collection tool.

Application of data collection tool

In order to collect the necessary data in the study, the data collection tool was applied and collected immediately by the researcher in some schools, while in some schools the scales were left to be taken for a few days later. In many primary schools where scales were dropped, filling of the scales took longer than the given time. In some primary schools, it was stated that the scales that were left to fill the teachers were missing, incomplete and the teachers did not want to fill the scales. These scales were excluded from the scope of the study and were not evaluated.

Analysis of data

The data obtained in the study were analyzed by using SPSS for Windows package program.

In the first and second sub-problems of the study; frequency, percentage, arithmetic mean and standard deviation analysis were conducted in order to determine the opinions of elementary school teachers about the ways to communicate with parents.

In the third sub-problem of the study; t-test analysis was conducted to determine the difference between primary school teachers' ways of communicating with parents.

In the fourth and fifth sub-problem of the study; to determine whether there is a meaningful difference between the opinions of primary school teachers according to the independent variables (age, gender, branch, type of duty (permanent and contracted), education level, vocational seniority and communication) t - test, one - way ANOVA and the Tukey test and LSD test were applied to determine where the difference was caused.

Findings

This section presents the findings and the findings of the analysis of the data obtained through "the scale of the way primary school teachers communicate with the parents".

Findings related to personal information

In this section, personal information about whether the scale is applied is about the age, gender, type of duty, education level, vocational seniority and communication. The collected data are tabulated in frequency and percentage.

Table 1. Distribution of Primary School Teachers by Age Variables

Age	Branch Teacher	
	f	%
21 – 30	12	55,2
31 – 40	28	32,8
41 – 50	22	9,7
51 and above	5	2,0
Total	67	100,0

When Table 1 is examined; it is seen that the majority of primary school teachers are between 21-30 years old (55.2%) and between 31-40 years old (32.8%).

Table 2. Distribution of Primary School Branch Teachers by Gender Variable

Gender	Branch Teacher	
	f	%
Woman	47	66,7
Male	20	33,3
Total	67	100,0

When Table 2 is examined; it is seen that 66.7% of primary school teachers who participated in the study were women and 33.3% were men.

Table 3. Distribution of Primary Branch Teachers by Branch Types

Branch type	Branch Teacher	
	f	%
Turkish	21	17,4
Math	5	12,5
English	8	17,1
Social studies	7	10,1
Science and technology	11	14,3
Visual Arts	7	10,4
Music	2	2,7
Physical education	4	8,1
Religious Culture and Moral Knowledge	2	6,9
Total	67	100,0

When table 3 is examined in the branch types; 17.4% of Turkish teachers, 12.5% of Mathematics teachers, 17.1% of English teachers, 10.1 of Social Studies teachers, 14.3% of

Science and Technology teachers, 10.4% of Visual Arts teachers, 2,7% of Music teachers, 8,1% of Physical Education teachers and 6,9% of teachers of Religious Culture and Ethics.

Table 4. Distribution of Primary Branch Teachers by Task Types

Task Type	Branch Teacher	
	f	%
Regular	58	87,4
Contractual	9	12,6
Total	67	100,0

When Table 4 is examined, 87.4% of the primary education branch teachers consist of permanent and 12.6% contracted teachers. This situation can be expressed as the reflections of permanent teachers' opinions on research.

Table 5 below gives the branch teachers' branch and contractual distribution according to the branch areas.

Table 5. Regular and Contractual Distributions of Elementary School Branch Teachers

Branch type	Branch Teacher			
	Regular		Contractual	
	f	%	f	%
Turkish	15	17,2	7	19,4
Math	3	12,8	2	11,1
English	4	17,2	3	16.6
Social studies	5	9,6	2	13,8
Science and technology	5	14,0	6	16,6
Visual Arts	6	10,4	1	11,1
Music	2	3,2	-	-
Physical education	3	7,6	1	11,1
Religious Culture and Moral Knowledge	2	8,0	-	-
Total	45		22	

Findings related to the first sub-problem

The first sub-problem of the research was expressed as "What are the opinions of the teachers of primary education about the level of care of the parents?"

The first sub-problem of the research was expressed as "What are the opinions on the level of primary school teachers to consider ways of communicating with the parents?" The findings of this sub-problem are shown in Table 6.

Table 6. Level of Primary School Teachers' Caring Level of Communication with Parents

Dimensions	N	$\bar{X}$	Sd
1. Face to Face Interview	67	4,10	,45827
2. Telephone Internet	67	4,02	,52103
3. Correspondence	67	3,73	,56250
4. Parent Visits	67	4,45	,54276
5. Home Visits	67	4,22	,60314
6. Parent Meetings	67	3,74	,68383
7. Information Disclosure	67	3,90	,83695
8. Socio-Cultural Activities	67	3,97	,61598
Total	67	4,03	

According to Table 6; Communication with the parents of the primary school branch teachers stated that they care about important with a total average of all dimensions of $\bar{X}$ = 4.03. in the total average of all dimensions. When evaluated in terms of dimensions; In Face to Face conversation ($\bar{X}$ = 4.10) "important", in the Phone - Internet size ($\bar{X}$ = 4.02) "important", in Correspondence ($\bar{X}$ = 3,73), "very important", in the size of Parent Visits ($\bar{X}$ = 4,45); 74) "very important", in the dimension of Home Visits ($\bar{X}$ = 3.90), "Important", Information Disclosure ($\bar{X}$ = 3.90) and "Socio - Cultural Activities" ($\bar{X}$ = 3.97).

Findings related to the second sub-problem

The second sub-problem of the study was expressed as "What are the opinions on the level of primary school teachers to realize ways of communicating with the parents?" The findings for this sub-problem are shown in Table 7.

Table 7. Level of Implementation of the Ways of Communication by Branch Teachers of the Primary School

Dimensions	N	X̄	Sd
1. Face to Face Interview	67	2,99	,70072
2. Telephone Internet	67	2,80	,83018
3. Correspondence	67	2,41	,72000
4. Parent Visits	67	3,86	,85898
5. Home Visits	67	3,54	,86606
6. Parent Meetings	67	2,57	,89182
7.Information Disclosure	67	2,57	1,10709
8. Socio-Cultural Activities	67	2,86	,88547
Total	67	2,95	

According to Table 7, Communication with the parents of the primary school branch teachers stated that they have carried out partly level with X̄ = 2.95 in the total average of all dimensions. When evaluated in terms of dimensions; Face to Face Interview (X̄ = 2,99) "partially", in the telephone - Internet dimension (X̄ = 2,80) "very often", in the correspondence size (X̄ = 2,41), in the size of the parent visits (X̄ = 3,86) "mostly ", in the size of Home Visits (X̄ = 3.54) "mostly", in the Parent Meetings dimension (X̄ = 2.57) "very little", in the Information Disclosure dimension (X̄ = 2.57), They stated that they perform at the "partial" level of activities (X̄ = 2.86).

Findings related to the third sub-problem

The third sub-problem of the research was expressed as "Is there a difference between the opinions of primary school branch teachers about the importance of how to communicate with the parents and how to achieve them?" The findings for this sub-problem are shown in Table 8.

Table 8. Level of care and views of teachers on the implementation of ways of communicating with parents

Dimensions	X̄	SS	sf	T	P
C dimensions 1	4,10	,45			
R dimensions 1	2,99	,70	67	25,098	,000*
C dimensions 2	4,02	,52	67		
R dimensions 2	2,80	,83		24,780	,000*
C dimensions 3	3,73	,56	67		
R dimensions 3	2,41	,72		27,419	,000*
C dimensions 4	4,45	,54	67		
R dimensions 4	3,86	,85		12,944	,000*
C dimensions 5	4,22	,60	67		
R dimensions 5	3,54	,86		15,082	,000*

C dimensions 6	3,74	,68	67		
R dimensions 6	2,57	,89		21,209	,000*
C dimensions 7	3,90	,83	67		
R dimensions 7	2,57	1,10		20,216	,000*
C dimensions 8	3,97	,61	67		
R dimensions 8	2,86	,88		21,412	,000*

(C=Care, R=Realiztion))

According to Table 8; There is a significant difference in p <.05 level in all dimensions between the levels of primary school branch teachers' taking care to realize and ways of communicating with parents. When evaluated in terms of dimensions; In the first dimension, there was a meaningful difference in p <.05 level between the level of consideration and fulfillment in the face-to-face interview. When the arithmetic averages of the neglect ($\bar{X}$ = 4,10) and realization ($\bar{X}$ = 2,99) levels are examined, it is seen that the opinions of the teachers about the level of respect in the face-to-face dimension are higher than their opinions about the level of realization. In this situation; they find the size of face-to-face interviews as important by the teachers; however, they can be expressed in part as they perform at the level.

In the second dimension, there is a meaningful difference between p <.05 levels between the levels of care and realization in Phone-Internet dimension. When the arithmetic averages of the caring ($\bar{X}$ = 4.02) and performing ($\bar{X}$ = 2.80) levels are examined, it is seen that the opinions of the teachers about the level of respect for the level of respect for the phone - internet dimension are higher than their opinions. This situation can be interpreted that the primary school branch teachers are more concerned with the way they communicate with parents than the level of realization of the phone - internet dimension.

In the third dimension, there is a significant difference at the level of p <.05 between the level of respect and fulfillment in the correspondence dimension. When the arithmetic averages of the caring ($\bar{X}$= 3.73) and realization ($\bar{X}$= 2.41) levels are examined, it is seen that the opinions of the teachers about the level of respect in the correspondence dimension are higher than their opinions about the level of realization. In this situation; teachers found the correspondence dimension "important" with the ways of communicating with parents; however, they can be expressed as "very low" level.

In the fourth dimension, there is a meaningful difference in the size of the Parent Visits between the care and the realization levels at the level of p <.05. When the arithmetic averages of the levels of care ($\bar{X}$= 4.45) and realization ($\bar{X}$ = 3.86) are considered, it is seen that the teachers 'opinions about the level of parents' opinions about the level of care are higher. In this situation; it can be stated that teachers find the dimension of parent visits "very important" and "mostly" at the level of communication with parents. According to this; that the arithmetic averages of care and fulfillment levels are close to each other; it can also be said that the primary school branch teachers' way of communicating with parents is that they perform the size of parental visits as much as they care.

In the fifth dimension, there is a meaningful difference at p <.05 level between the level of care and fulfillment in the size of Home Visits. When the arithmetic averages of the level of care ($\bar{X}$ = 4.22) and realization ($\bar{X}$ = 3.54) are examined, it is seen that teachers' opinions about the level of care about the level of care in the level of home visits are higher than their opinions. According to this; it is seen that the teachers make "important" at the level of face-to-face interview and "mostly" at the level of communication with parents. However, the arithmetic averages of attention and realization levels are similar; it can also be explained that the primary school branch teachers realize the size of their home visits as much as they care about the way they communicate with parents.

In the sixth dimension, there is a significant difference at the level of P <.05 between the level of care and fulfilment of the Parent Meetings. Looking at the arithmetic averages of the care ($\bar{X}$ = 3.74) and realization ($\bar{X}$ = 2.57) levels, it is seen that the teachers have higher opinions on the level of parents' opinions about the level of respect for the level of parents. According to this; While the teachers' face-to-face interview size is considered "important", it is seen that "very little" at the level of communicating with the parents.

In the seventh dimension, there is a significant difference at the level of p <.05 between the level of attention and realization in the Information and Information dimension. Considering the arithmetic averages of the care ($\bar{X}$= 3,90) and realization ($\bar{X}$= 2,57) levels, it is seen that teachers are higher than their opinions on the level of information about the level of attention in the level of informing and informing. In this situation; the teachers' knowledge of the ways of

communicating with parents and the informational dimension they find "important"; however, they can be expressed as "very low" level.

In the eighth dimension, there is a significant difference in the level of p <.05 between the level of care and realization in the Socio - Cultural Activities dimension. When the arithmetic averages of the level of care ($\bar{X}$ = 3.97) and realization ($\bar{X}$ = 2.86) are examined, it is seen that the teachers' opinions about the level of respect for the level of respect for the level of socio - cultural activities are higher than their opinions. In this situation; teachers found the dimension of socio - cultural activities to communicate with parents "important"; but they can be expressed as "partially".

Findings related the fourth sub-problem

The fourth sub-problem of the study was expressed as "Is there a significant difference between the opinions of the branch school teachers on the level of importance of communication with parents compared to the variables of age, gender, type of job, education status, seniority, communication?" The findings of this sub-problem are shown below.

Table 9. One-Way ANOVA for Age Variables among Primary School Branch Teachers' opinions regarding the level of communication with parents

Communication of primary school branch teachers with parents

One-Way ANOVA on Age Variance Between Their Views on the Level of Do not Care

Age	χ^2 Total	sd	χ^2 Average	F	P	Signifixat Difference
C dimension1 Between Groups	,503	3	,168	,796	,497	------
In-group	59,350		,210			
Total	59,853					
C dimension2 Between Groups	1,591	3	,530	1,973	,118	------
In-group	75,778		,269			
Total	77,369					
C dimension3 Between Groups	1,651	3	,550	1,753	,156	------
In-group	88,526		,314			
Total	90,177					

C dimension4 Between Groups	2,497	3	,832	2,881	,036*	1 – 3
In-group	81,461		,289			2 – 3
Total	83,958					(LSD)
C dimension5 Between Groups	3,591	3	1,197 ,355	3,373	,019*	1 – 3
In-group	100,087					
Total	103,678					
C dimension6 Between Groups	1,677	3	,559	1,198	,311	------
In-group	131,595		,467			
Total	133,272					
C dimension7 Between Groups	3,660	3	1,220 ,695	1,755	,156	------
In-group	195,977					
Total	199,636					
C dimension8 Between Groups	1,231	3	,410	1,082	,357	------
In-group	106,907		,379			
Total	108,138					

* P <.05 Tukey test: 4th dimension 1st group: $\bar{X}$ = 4.50; Group 2: $\bar{X}$ = 4.46; Group 3: $\bar{X}$ = 4.22 Tukey test: fifth dimension group 1: $\bar{X}$ = 4.27; Group 3 $\bar{X}$ = 3.92 (C=Care)

According to Table 9; there is a significant difference between the views of the primary school branch teachers regarding the ways of communication with parents with respect to age variable and the fourth (Parent Visits) and fifth (Home Visits) dimensions at p <.05 level. There is no significant difference in other dimensions.

Fourth dimension; teachers ($\bar{X}$ = 4,50) in the age group of 21 - 30 and teachers in 31 - 40 age group ($\bar{X}$ = 4,46) were found more important than teachers in 41 - 50 age group ($\bar{X}$ = 4,22). .

The fifth dimension; it was determined that the teachers in the 21 - 30 age group ($\bar{X}$ = 4.27) cared more than the teachers in the 41 - 50 age group ($\bar{X}$ = 3.92).

Table 10. T - Test Analysis of Gender Variables Among Primary School Branch Teachers' Opinions Regarding the Level of Communication with Parents

Gender	N	$\bar{X}$	S	Sd	t	P
C dimension1 Female	47	4,11	,43	67	,606	,115
Male	20	4,08	,50			
C dimension2 Female	47	4,03	,52	67	,345	,913
Male	20	4,01	,52			
C dimension3 Female	47	3,76	,56	67	1,511	,754
Male	20	366	,54			

C dimension3 Female	47	4,53	,48	67	3,529	,037*
Male	20	4,29	,61			
C dimension4 Female	47	4,28	,58	67	2,291	,711
Male	20	4,10	,62			
C dimension4 Female	47	3,82	,65	67	2,701	,560
Male	20	3,59	,72			
C dimension5 Female	47	3,97	,79	67	2,015	,088
Male	20	3,76	,89			
C dimension5 Female	47	4,01	,59	67	1,775	,146
Male	20	3,88	,64			

*p<.05   (C=Care)

According to Table 10; there is a significant meaningful difference between the views of the primary school branch teachers regarding the level of communication with the parents according to the gender variable and the fourth (Parent Visits) dimension at the level of p <.05. There is no significant difference in other dimensions.

The fourth dimension (Parents Visits) in terms of gender variable was observed by women teachers ($\bar{X}$ = 4.53) "very important" and male branch teachers ($\bar{X}$ = 4.29) considered very important; it is observed that women's branch teachers have higher level of care compared to male branch teachers.

Table 11. One-Way ANOVA Regarding of Branch Variables of Primary School Branch Teachers' Opinions Regarding the Level of Communication with Parents

Age	χ^2 Total	sd	χ^2 Average	F	P	Significant Difference
C dimension1 Between Groups	,437 59,416	8	,055 ,214	,255	,979	------
In-group Total	59,853					
C dimension2 Between Groups	1,501 75,868	8	,188 ,274	,685	,705	------
In-group Total	77,369					
C dimension3 Between Groups	2,338 88,839	8	,292 ,317	,922	,499	------
In-group Total	90,177					

C dimension4 Between Groups	1,566	8	,196	,658	,728	------
In-group	82,392		,297			
Total	83,958					
C dimension5 Between Groups	4,880	8	,610	1,710	,096	------
In-group	98,799		,357			
Total	103,678					
C dimension6 Between Groups	2,396	8	,299	,634	,749	------
In-group	130,877		,472			
Total	133,272					
C dimension7 Between Groups	7,785	8	,973	1,405	,194	------
In-group	191,851		,693			
Total	199,636					
C dimension8 Between Groups	3,057	8	,382	1,007	,431	------
In-group	105,080		,379			
Total	108,138					

(C=Care)

According to Table 11, there is no significant difference in the level of p <.05 according to the branch variable among the opinions of the elementary school branch teachers regarding the level of communication with parents. This situation can be interpreted that the branch variable does not affect the views of the teachers about the level of care for the parents. In other words; teachers can be explained as having a consensus in terms of the way they communicate with parents in terms of the branch variable.

Table 12. T - Test Analysis of the Task Type Variables Among Primary School Branch Teachers' Views on the Level of Care for Communicating with Parents

Task Type	N	$\bar{X}$	S	Sd	t	P
C dimension1 Staff	58	4,09	,46	284	-,670	,515
Contractual	9	4,15	,41			
C dimension2 Staff	58	4,02	,52	284	-,403	,233
Contractual	9	4,06	,46			
C dimension3 Staff	58	3,71	,58	284	-1,022	,003*
Contractual	9	3,82	,39			
C dimension4 Staff	58	4,44	,55	284	-,783	,035*
Contractual	9	4,51	,43			

274

C dimension5 Staff	58	4,20	,61	284	-1,464	,107
Contractual	9	4,36	,52			
C dimension6 Staff	58	3,73	,69	284	-,968	,080
Contractual	9	3,85	,57			
C dimension7 Staff	58	3,88	,84	284	-1,231	,328
Contractual	9	4,06	,73			
C dimension8 Staff	58	3,96	,62	284	-,521	,488
Contractual	9	4,02	,57			

(C=Care)

According to Table 12; there is a significant difference between the opinions of the primary school branch teachers regarding the level of communication with the parents regarding the level of duty in the third (correspondence) dimension and the fourth (Parent Visits) dimension at the level of $p < .05$. There is no significant difference between the opinions of other dimensions regarding the level of care. The third dimension; it is determined that permanent branch teachers ($\bar{X} = 3.71$) have less importance than contracted teachers ($\bar{X} = 3.82$). This dimension (correspondence), permanent and contracted teachers of the "important" level of care; it is observed that permanent branch teachers care less about contracted teachers.

Fourth dimension; it was determined that the permanent branch teachers ($\bar{X} = 4.44$) paid less attention to the contracted teachers ($\bar{X} = 4.51$). Although this dimension (parent visits) emphasizes the teachers of the permanent and contracted branches at the "very important" level; it is seen that the staff teachers of the professional fields are less important than the teachers of the contracted branches.

Table 13. One-way ANOVA on Seniority Variable Among Primary School Branch Teachers' Opinions on the Level of Care for Parents

Seniority	χ^2 Total	sd	χ^2 Average	F	P	Significant Difference
C dimension1 Between Groups	,732	5	,146	,694	,629	------
In-group	59,121		,211			
Total	59,853					
C dimension2 Between Groups	2,053	5	,411	1,526	,182	------
In-group	75,316		,269			
Total	77,369					

C dimension3 Between Groups	2,944	5	,589	1,890	,096	------
In-group	87,233		,312			
Total	90,177					
C dimension4 Between Groups	5,133	5	1,027	3,646	,003*	2 – 6
In-group	78,825		,282			3 – 6
Total	83,958					
C dimension5 Between Groups	4,906	5	,981	2,782	,018*	3 – 6
In-group	98,772		,353			
Total	103,678					
C dimension6 Between Groups	3,005	5	,601	1,292	,268	------
In-group	130,267		,465			
Total	133,272					
C dimension7 Between Groups	4,159	5	,832	1,192	,313	------
In-group	195,477		,698			
Total	199,636					
C dimension8 Between Groups	2,520	5	,504	1,336	,249	------
In-group	105,618		,377			
Total	108,138					

* P <.05 Tukey test: 4th dimension 2nd group: $\bar{X}$ = 4.51; Group 3: $\bar{X}$ = 4.64; 6th group: $\bar{X}$ = 4,16 Tukey test: 5th dimension 3rd group: $\bar{X}$ = 4.64; Group 6: $\bar{X}$ = 4,16 (C=Care)

According to Table 13; there is a significant difference between the views of the elementary school branch teachers regarding the level of communication with parents according to the seniority variable (Parent Visits) and the fifth (Home Visits) dimension at p <.05 level.

Fourth dimension; according to teachers ($\bar{X}$ = 4,16) who have 16 or more years of professional experience, teachers with 4 to 6 years professional seniority ($\bar{X}$= 4,51) and teachers with professional experience of 7 - 9 years ($\bar{X}$ = 4,64) it was found that they care less.

The fifth dimension; It was determined that the teachers who have 16 years and above occupational seniority ($\bar{X}$ = 4.16) paid less attention to the teachers who have 7 to 9 years of professional experience ($\bar{X}$ = 4.64).

Table 14. One-way ANOVA for the Communication Course Variable Between Primary School Branch Teachers' Opinions About the Level of Communication with Parents

Contact Course	χ^2 Total	sd	χ^2 Average	F	P	Significant Difference

	Sum of Squares	df	Mean Square	F	Sig.	
C dimension1 Between Groups	1,337	5	,267	1,280	,273	------
In-group	58,516		,209			
Total	59,853					
C dimension2 Between Groups	1,358	5	,272	1,001	,418	------
In-group	76,011		,271			
Total	77,369					
C dimension3 Between Groups	1,380	5	,276	,871	,501	------
In-group	88,797		,317			
Total	90,177					
C dimension4 Between Groups	1,474	5	,295	1,001	,418	------
In-group	82,484		,295			
Total	83,958					
C dimension5 Between Groups	1,128	5	,226	,616	,688	------
In-group	102,550		,336			
Total	103,678					
C dimension6 Between Groups	,628	5	,126	,265	,932	------
In-group	132,644		,474			
Total	133,272					
C dimension7 Between Groups	4,100	5	,820	1,174	,322	------
In-group	195,536		,698			
Total	199,636					
C dimension8 Between Groups	2,962	5	,592	1,577	,167	------
In-group	105,176		,376			
Total	108,138					

(C=Care)

According to Table 14; There is no significant difference in the level of $p < .05$ according to the communication course variable between the opinions of the elementary school branch teachers about the level of communication with parents. This situation may be interpreted as the communication course variable does not affect the views of the teachers on the level of care for parents. In other words; teachers can be explained as having a consensus in terms of the way of communication with parents in terms of communication course variable.

Findings related to fifth sub-problem

The fifth sub-problem of the research was expressed as "Is there a significant difference between the views of the primary school branch teachers about the way of communication with parents according to age, gender, type of job, education status, seniority, communication?" The findings of this sub-problem are shown below.

Table 15. One-Way ANOVA of Age Variables Between Primary School Branch Teachers' Opinions on Level of Communication with Parents

Age	χ^2 Total	sd	χ^2 Average	F	P	Significant Difference
R dimension1 Between Groups	2,604	3	,868	1,782	,151	------
In-group	137,332		,487			
Total	139,936					
R dimension2 Between Groups	3,582	3	1,194 ,648	1,746	,158	------
In-group	192,842					
Total	196,424					
R dimension3 Between Groups	4,361	3	1,454 ,508	2,859	,037*	$1-4$
In-group	143,382					$2-4$
Total	147,743					
R dimension4 Between Groups	,949	3	,316	,426	,734	------
In-group	209,335		,742			
Total	210,284					
R dimension5 Between Groups	1,181	3	,394	,522	,667	------
In-group	212,587		,754			
Total	213,767					
R dimension6 Between Groups	1,462	3	,487	,610	,609	------
In-group	225,212		,799			
Total	226,674					
R dimension7 Between Groups	,665	3	,222	,179	,910	------
In-group	348,643		1,236			
Total	349,308					
R dimension8 Between Groups	2,191	3	,730	,931	,426	------
In-group	221,266		,785			
Total	223,457					

(R=Realization)

* P <.05 Tukey test: 3rd dimension 1st group: $\bar{X}$ = 2.38; Group 2: X = 2.39; Group 4: $\bar{X}$ = 3.19

According to Table 15; there is a significant difference between the opinions of the branch school teachers of primary school about the level of realizing the ways of communicating with the parents at the third dimension (Correspondence) p <.05 according to the age variable. There is no significant difference in other dimensions. The third dimension was lower in the age group of 21 - 30 years ($\bar{X}$ = 2,38) and 31 - 40 - year - old teachers ($\bar{X}$= 2,39), compared to the teachers in the age group of 51 and above ($\bar{X}$ = 3,19).

Table 16. T - Test Analysis of Gender Variables Between Primary School Branch Teachers' Opinions Regarding Level of Communication with Parents

Gender	N	X̄	S	Sd	t	P
R dimension1 Female	47	3,00	,65	284	,134	,024*
Male	20	2,98	,78			
R dimension2 Female	47	2,78	,84	284	-,519	,279
Male	20	2,84	,79			
R dimension,3 Female	47	2,42	,64	284	,168	,005*
Male	20	2,40	,85			
R dimension4 Female	47	3,99	,81	284	3,639	,121
Male	20	3,61	,89			
R dimension5 Female	47	3,60	,86	284	1,686	,935
Male	20	3,42	,85			
R dimension6 Female	47	2,56	,88	284	-,364	,914
Male	20	2,60	,91			
R dimension7 Female	47	2,56	1,12	284	-,305	,312
Male	20	2,60	1,06			
R dimension8 Female	47	2,88	,88	284	,703	,937
Male	20	2,81	,88			

(R=Realization)

According to Table 18; There is a significant difference between the views of the elementary school branch teachers on the way to communicate with parents according to the gender variable in the first (face to face interview) and in the third (correspondence) $p < .05$ level. There is no significant difference in other dimensions. It has been determined that the level of realization of female teachers is higher than the male teachers. According to this; first dimension (face to face interview); female teachers ($\bar{X} = 3.00$), according to male branch teachers ($\bar{X} = 2.98$) were found to perform more than. Third dimension (Correspondence); It is seen that female branch teachers ($\bar{X} = 2,42$) performed more than male teachers ($\bar{X} = 2,40$).

Results and discussions

In this section, firstly the results and discussion about the personal findings and then the sub-problems are given based on the findings of the research.

Conclusions and Discussion on Personal Characteristics

1. Age

55.2% of the teachers participating in the study were in the "21-30 age group", 32.8% in the "31-40 age group", 9.7% in the "41-50 age group", 2.0% was found to be "51 years old and over in". It is seen that the majority of the teachers are in the 21 - 30 and 31 - 40 age group.

2. Gender

66.7% of the branch teachers participating in the study were female and 33.3% were male.

3. Branch

The types of branches of teachers participating in the research; 17,1% Turkish, 12,5% Mathematics, 17,4% English, 10,1% Social Studies, 14,3% Science and Technology, 10,4% Visual Arts, 2.7% Music, 8.1% Physical Education, 6.9% Religion Culture and Moral Knowledge is seen.

4. Task type

87.4% of the teachers participated in the research, 12.6% of them worked as contractual.

5. Education status

0.6% of the teachers participating in the study, the Institute of Education, 1.04% 2-3 Years College, 91.2% 4-year faculty, 6.9% were determined to be graduate.

6. Seniority

27.2% of the teachers who participated in the study were 3 years and less, 27.2% between 4-6 years, 15.7% between 7-9 years, 13.6% between 10-12 years It was determined that 6.6% were between 13-15 years and 9.4% were 16 years and above.

7. Communication Course

34.8% of the teachers who participated in the study stated that they did not attend any courses and seminars related to communication. 40.9% of the teachers participated 1-2 times, 12.9% participated 3-4 times, 2.7% participated 5-6 times, 1.7% participated 7-8 times,% 3.1 stated that they attended 10 or more courses and seminars. It was determined that the majority of the teachers did not attend any courses and seminars about communication and participated one to two times.

Results and discussion on the first sub-problem

In the first sub-problem, the opinions of the elementary school branch teachers regarding the level of caring about the ways to communicate with parents were determined.

According to this;

1. Size, Face to Face Interview ($\bar{X}$ = 4,10), "Important"

2. Size, Phone - Internet ($\bar{X}$ = 4.02), "Important"

3. Size, Correspondence ($\bar{X}$ = 3.73), "Important"

4. Dimension, Parent Visits ($\bar{X}$ = 4.45), "Very Important"

5. Dimension, Home Visits ($\bar{X}$= 4.22), "Very Important"

6. Dimension, Parent meetings ($\bar{X}$ = 3.74), "Important"

7. Dimension, Information Disclosure ($\bar{X}$ = 3.90), "Important"

8. Dimension, Socio-Cultural Activities ($\bar{X}$ = 3.97), "Important"

It was determined that primary school branch teachers' communication with parents was important in all dimensions with a total average of $\bar{X}$ = 4.03. Parents' visits and home visits were emphasized in terms of "very important" levels.

It has been revealed that they consider the dimensions of parent visits and home visits as "very important".Parent visits dimension; It is important to make the parents a part of the education and to open the doors of the classroom to the parents and to provide the students with the opportunity to see the reasons of the difficulties they face. The meaningful, satisfying and mutual benefits of class visits are largely dependent on the teacher's willingness and sensitivity (Çelik, 2005). In this respect, it can be explained that the importance of parents' visits to parents is very important for parents to communicate with parents.

Home visits in terms of size; It is important to increase the cooperation and communication with parents, to observe the student in the home environment where they live continuously, to guide the family (Doğan, 2004). Also home visits; it is a good way for parents to understand their attitudes and expectations of their children, to know the parents, to observe the child's family environment and lifestyle, and the conditions of study. On the other hand; home visits allow the teacher to get to know the child and the family better (Doğan, 2004).

According to Doğru (2005) 's "Home Visits in School Family Communication", all participants (teachers, administrators) have the opportunity to get information from the first hand through the

interviews and observations in their home visits and the opportunities they cannot obtain in the school environment.

The research conducted by Coşkun (2010) with the aim of establishing ways to communicate with the parents is similar to these research results. According to the results of the research, they stated that parental visits and home visits are very important in the opinion of the class teachers regarding the importance of how to communicate with the parents.

Results and discussion on the second sub-problem

In the second sub-problem, the opinions of the primary school branch teachers about the level of realizing the ways of communicating with the parents were determined. According to this;

1. Size, Face to Face Interview ($\bar{X}$ = 2.99), "Partially"

2. Size, Phone - Internet ($\bar{X}$ = 2.80), "Partially"

3. Dimension, Correspondence ($\bar{X}$ = 2.41), "Very Low"

4. Dimension, Parent Visits ($\bar{X}$ = 3.86), "Mostly"

5. Dimension, Home Visits ($\bar{X}$ = 3,54), "Mostly"

6. Dimension, Parent meetings ($\bar{X}$ = 2,57), "Very Low"

7. Dimension, Information Disclosure ($\bar{X}$ = 2,57), "Very Low"

8. Dimension, Socio-Cultural Activities ($\bar{X}$ = 2.86), "Partially"

It was determined that elementary school branch teachers conducted "partially le level of communication with parents with the total average of all dimensions ($\bar{X}$ = 2.95). According to the research results; at the realization level, parents' visits and home visits were observed to be "mostly" at the level of realization. This situation can be interpreted as the fact that the teachers are trying to realize their parents' visits and home visits as much as they care. On the other hand, it is seen that the branch teachers performed the ways of verbal communication in a higher level according to the ways of written communication.

In the research conducted by Kıranşal (2007) to determine the level of interaction between school and family, they have reached the conclusion that parents rarely participate in extracurricular activities and that they rarely fulfil the frequency of primary school teachers

visiting their parents at home and that teachers are making efforts to ensure that parents acquire the habit of visiting the school. It differs from research in this respect.

According to the research results made by Coskun (2010); have reached the conclusion that classroom teachers often perform parental visits, home visits and face-to-face interviews in ways that communicate with the parents. This is in parallel with research in this regard.

In the study conducted by Işık (2007) for the purpose of examining the studies carried out in educational institutions according to the views of parents; teachers' phone conferences, conferences and seminars, family dating meetings were never given, face-to-face meetings and parent meetings were frequently held.

Results and discussion on the third sub-problem

In the third sub-problem, it was determined whether there is a significant difference between the opinions of primary school branch teachers about the importance of communication with the parents and their implementation levels. According to this;

Table 17: Arithmetic Mean of Primary School Branch Teachers' Opinions Regarding the Leveling and Implementation of Communication with Parents

Dimensions	$\bar{X}$	SS
C dimensions 1	4,10	,45
R dimensions1	2,99	,70
C dimensions 2	4,02	,52
R dimensions2	2,80	,83
C dimensions 3	3,73	,56
R dimensions 3	2,41	,72
C dimensions 4	4,45	,54
R dimensions 4	3,86	,85
C dimensions 5	4,22	,60
R dimensions 5	3,54	,86

C dimensions 6	3,74	,68
R dimensions 6	2,57	,89
C dimensions 7	3,90	,83
R dimensions 7	2,57	1,10
C dimensions 8	3,97	,61
R dimensions 8	2,86	,88

(C=Care, R=Realization)

There is a significant difference in all dimensions in terms of the level of care and realization of the ways in which elementary school branch teachers communicate with the parents.

In terms of the average of all dimensions, the teachers of elementary school($\bar{X} = 4,03$) and "important" levels of communication with the parents,($\bar{X} = 2.95$), respectively.

Although teachers find the ways of communication, correspondence (third dimension), parent meetings (sixth dimension) and information - information (seventh dimension) important, their implementation at very low level; because the conditions are not appropriate, the communication established by the parents in this way may not be very serious.

In the research conducted by Coşkun (2010), it was found that class teachers, ($\bar{X} = 3,34$) and "partly" at the "important" level ($\bar{X} = 3,34$).

Results and discussion on the fourth sub-problem

In the fourth sub-problem, it was determined whether there was a significant difference in terms of age, gender, branch, type of duty, education level, seniority and communication in terms of course variables.

According to this;

1. In terms of age change, there is a significant difference between the fourth dimension (Parent visits) and the fifth dimension (Home visits) from the ways of communicating. There is no significant difference in other dimensions.

2. In terms of gender change, there is a significant difference in the fourth dimension (Parent Visits), in terms of communication. There is no significant difference in other dimensions.

3. There is no significant difference in terms of branch variables in terms of teacher opinions in all dimensions.

4. There is a significant difference in size in terms of type of duty, third dimension (Correspondence) and fourth dimension (parent visits). There is no significant difference in other dimensions.

5. There is a significant difference in the first dimension (face-to-face interview) in terms of educational status change. There is no significant difference in other dimensions.

6. There is a significant difference in terms of seniority change from the fourth dimension (parent visits) to the fifth dimension (home visits) from the ways of communicating. There is no significant difference in other dimensions.

7. There is no significant difference in terms of teacher opinions in all dimensions in terms of communication course change.

Results and discussion on the fifth sub-problem

In the fifth sub-problem, it was determined whether there was a significant difference between the views of the branch teachers of the primary school on the level of communication with parents.

According to this;

1. In terms of age change, there is a meaningful difference in the third dimension (Correspondence) from the ways of communicating. There is no significant difference in other dimensions.

2. In terms of gender change, there is a meaningful difference between first (Face to face interview) and third (correspondence) dimensions of communication. There is no significant difference in other dimensions.

3. There is no significant difference in teachers' opinions in all dimensions in terms of branch change.

4. There is no significant difference in teachers' opinions in all dimensions in terms of Task Type change.

5. There is no significant difference in the views of teachers in all dimensions in terms of educational status change.

6. There is no significant difference in teachers' opinions in terms of seniority change in all dimensions.

7. There is a meaningful difference in terms of communication course change, eighth in terms of communication (Socio-Cultural Activities). There is no significant difference in other dimensions.

Suggestions

In this section, suggestions are prepared according to the results of the research.

Suggestions for research results

1. In addition to "Parent Visits" and "Home Visits" for primary school branch teachers, activities should be given to give importance to other communication methods at the same level. Workshops such as courses and seminars that will increase the effectiveness of communication channels should be made.

2. In addition to the methods of communication that have high levels of care and realization of primary school branch teachers, it is necessary to use alternative low-level communication channels such as correspondence, parent meetings and informed informing.

3. Ways of communication other than effective and face-to-face communication methods should also be used in accordance with the characteristics of the parents.

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