

The Contribution of School–Family Cooperation on Effective Classroom Management in Early Childhood Education*

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Abstract

This study aims to determine the level of the contribution of school-family cooperation on effective classroom management in early childhood education, and what should be desired contribution according to views of parents and teachers. The data was collected qualitatively through semi-structured interview forms in downtown Gaziantep during the during the spring semester of 2011/2012 academic year. The participants of this study are; 28 preschool teachers, and 23 parents of the students of the selected 5 schools with convenience sampling method. Descriptive analysis and content analyses were performed for analyzing the interview results. As the findings of this study showed; most of the teachers think that the parents give them support in all the questioned dimensions except when coping with students' misbehaviors. However, some of the teachers and parents think that there are still problematic areas in the school-family cooperation and various improvements should be made for developing this cooperation.

Key Words

School-Family Cooperation, Classroom Management, Early Childhood Education.

Parents play a key role in their children's academic progress and school achievement. Parental support of the child in the home (e.g., emotional support, helping with homework, assistance with encouragement, and educational decisions) influence school success (Peterson et al., 2011). Involvement and participation of parents in schooling has consistently been shown to impact children's improve-

ment and achievement (Epstein, 1983; Fehrmann, Keith, & Reimers, 1987; Stevenson & Baker, 1987; Lee & Green, 2008). Effective collaboration between schools and families is a significant factor for improving the children success and the effectiveness of schools (Mortimore, Sammons, Stoll, Lewis, & Ecob, 1988; Sammons, Hillman, & Mortimore, 1995). In addition, the literature argues that good collaboration between teachers and parents can bring, not only effectiveness, but also improvement in other areas of the school, for example, the way a classroom is managed (Angelides, Theophanous, & Leigh, 2006).

Classroom management is one of the most important factors in providing education to students (Evertson & Weinstein, 2006; Wang, Haertel, & Walberg, 1993). Research and common sense clearly demonstrated that effective teacher classroom management strategies diminish and avert classroom- disruptive behavior (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999; Kellam, Ling, Merisca, Brown, & Ialongo, 1998; Walker, Col-

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vin, & Ramsey, 1995) support student interest in learning (Kunter, Baumert, & Koller, 2007) and improve academic achievement and school willingness (Webster-Stratton & Reid, 2004). On the other hand, ineffective classroom management practices cause to decrease in students' motivation and increase the students' misbehaviors in the classroom (Jones & Jones, 2004). These schools should take immediate action, because effective classroom management form the basis of effective teaching and learning. Administrators, teachers, and parents should be employed in a cooperative effort for effective classroom management. Teachers and parents have major roles to play in effectively managing students' behaviors in classroom (Marzano, 2011).

In this sense, to design an effective teaching and learning environment, a successful classroom management and organization comprised of motivating students for achievement, helping students for enhancing their performance, preventing misbehaviors, and solving students' social and psychological problems (Çelik, 2009; Erdogan et al., 2010). The teacher and parents' communication (e.g., Parents' meetings, private conversations, home visits) is very important to motivate students for success and to solve the child's poor behavior (Morgan, 2010). In order to increase the existing rate of school-parent cooperation for effective classroom management, the schools should initiate more social activities with parents, employing guidance service to increase communication and address expectations and respective needs (Mahasneh et al., 2012).

Classroom management is still a major weakness among number of preschools. Preschool classrooms are complex learning and living environments, because each child feels secure, has a fair chance to learn, and has a sense of belonging (Tal, 2010). In preschool classrooms, some children are eager and insistent when engaging in block building while others are goal-oriented and focused while working on a puzzle. Early childhood teachers recognize that children differ not only in what they know and are learning but also in how they manage the classroom throughout the school day (Chen & McNamee, 2011). Because of these differences preschool teachers use when confronted with classroom management problems school-parent cooperation strategy (Uysal, Altun Akbaba, & Akgün, 2010).

Early childhood teachers recognize that children differ not only in what they know and are learning but also in how they approach activities throughout the school day. In preschool classrooms, some children are enthusiastic and persistent when engaging in block building while others are goal-oriented and focused while working on a puzzle. Children invariably use different learning approaches in play activities and problem solving tasks.

This article describes the findings of a study, school-family cooperation on effective classroom management in early childhood education, which aimed to provide a comprehensive picture of teachers' and parents' opinions toward school-family cooperation. Addressing the issues of "what's the level of contribution of school-family cooperation?" and "what should be the desired contribution?" the study sought to redress a significant gap in the research literature at the intersection of school-family cooperation and teachers' professional classroom management. The present study seeks to bridge the gap between existing research on school-family cooperation and classroom management on the early childhood educational system in particular.

Method

The design of the study was made use of qualitative research method. This method provides the researchers to work small groups, but thus to gain in-depth information, understanding and wider insight on the selected subjects (Strauss & Corbin, 1998).

Participants

With convenience sampling method, 5 preschools were selected in downtown Gaziantep during the spring semester of 2011/2012 academic year. Target subject of this qualitative study consisted of 30 preschool teachers and 30 parents at these 5 preschools. These teachers and parents were offered to interview. 28 teachers (24 females, 4 males) and 23 parents (13 mothers, 10 fathers) accepted to participate in this study. So the participants of this study are; 28 preschool teachers, and 23 parents of the students of the selected 5 schools. Characteristics of the subjects (teachers and parents) are summarized in Table 1.

Table 1.
Demographic Information of Parents and Teachers

Teachers (N=28)		Parents (N=23)	
Gender	f	Gender	f
Female	24	Female	13
Male	4	Male	10
Age (years)	f	Age (years)	f
30 and below	15	30 and below	2
31-40	11	31-40	11
41 and above	2	41 and above	10

Data Collection Instruments

In this study, two different, but parallel semi-structured interview schedules; for teachers and parents, were prepared for the study based on the informal interviews with two faculty staffs of early childhood education and primary education and also based on the analysis of the empirical and theoretical literature on classroom management of preschools.

After examining the related literature, five main themes were determined as the areas of school-family cooperation. There were five main themes in each interview form such as; 1) Coping with students' misbehaviors, 2) Solving students' social problems, 3) Solving students' psychological problems, 4) Motivating students for achievement, and 5) Helping students for enhancing their performance. In each main theme, the teachers were asked as; in the matter of: A) Do you receive sufficient support from the parents? If so, in which matters do parents cooperate and give support. B) For attaining the desired situation, what can be done and in which areas there is a need for school-family cooperation? Similarly in each main theme, the parents were asked as; in the matter of A) Do you give sufficient support to the teachers? If so, in which matters do you cooperate and give support. B) For attaining the desired situation, what can be done and in which areas there is a need for school-family cooperation?

Data Collection and Analysis

The data was collected qualitatively through semi-structured interview forms by the researcher during the spring semester of 2011/2012 academic year. Descriptive analysis and content analysis were performed for analyzing the interview results in five steps which were similar to the method offered by Schools and Smith (1999). These steps were called as (1) transcription, (2) reliability analysis, (3)

coding, (4) constituting categories and themes and (5) writing up and commenting the results.

Collected data was firstly transformed into written format. In order to increase the internal reliability, all of the data was written without any comment. In order to increase the internal validity of the study, before preparing the interview form, the related literature was scanned to produce a contextual frame. The research process was clarified distinctly with the aim of increasing external validity and reliability. The data collection process and instrument, the design of the research, study group, and data analyses were explained in detail and then imposed on content analysis for examining the common codes and thus categories.

Later, three randomly selected transcripts were coded independently by three coders in order to examine the consistency among the codes emerged and to find inter-rater reliability. So coding scheme is developed. For each main theme, firstly the responses of the teachers and the parents for the sufficiency of parental support were evaluated, and then participants' views about the current and the desired situation were categorized. Then, another researcher with experience in qualitative studies coded the information again and got the findings from the interview data. When these findings were compared with that of the researcher, consistency was found (84%). For examining the validity of the semi-structured interview forms, the drafts of these forms were controlled by specialists. Both the teachers and the parents were interviewed through the interview forms prepared for them. For ensuring the reliability of the qualitative measurement; while the interviews were recorded, the interviewees' gestures were observed and some notes were taken about these observations.

Categories and themes were later established based on the codes and their similar characteristics. Finally, the emerged codes and established categories and themes were interpreted along with the quotation taken from the transcripts. For summarizing the interview results, the views of the teachers and the parents were quoted indirectly and the number of participants with the same view was indicated in parenthesis. At the end of these explanations, the results were combined in a table indicating the frequency of each view for each main theme.

While descriptive analysis was performed on the basis of predetermined main themes, the interview results were examined with content analysis to determine if there were new categories and themes except for the predetermined main themes. In each interview form, there were five main themes and each

Table 2.
Views of the Teachers and Parents about Family-School Cooperation on “Coping with Students’ Misbehaviors” with Frequencies

	Views of Teachers	Views of Parents
A. Current Situation	Monitoring and controlling students’ behaviors outside the school (8).	Developing the competencies of responsibility (3).
	Maintaining and reinforcing positive behaviors (6).	Developing the competencies of empathy (3). Teaching respect for teachers and obeying rules (3). Developing the competencies of self-care (2). Arranging activities for keeping students away misbehaviors (1).
B. Desired Situation	Using the guidance and counseling service of The school more effectively (7).	Working together in coordination (6).
	Increasing family-school cooperation (6).	Using more effectively the guidance and counseling Service of the school and requesting specialist help (5).
	Developing consistent strategies (4).	Developing consistent strategies (4).
	Informing parents on managing children’s behaviors (3).	Giving trust (1).
	Using the behavioral monitoring forms (2).	Approaching more empathetically (1).
	Sharing the observations (2).	

main theme had two sections asking the views of the participants about the current situation and the desired situation as mentioned earlier. While descriptive analysis was performed on the basis of these five items, content analysis was also performed. Furthermore, two additional categories were determined such as “the tools used for cooperation between the parents and the teachers” and “the obstacles of cooperation between the parents and the teachers”.

Findings

Views of the teachers and parents about family-school cooperation on “coping with students’ misbehaviors” are presented in Table 2 with the frequency of each view.

As shown in the Table 2 above, in the current situation, the view of teachers with highest frequency is monitoring and controlling students’ misbehaviors outside the school (8). E.g., a teacher stated, “I provide the maintenance of the school rules at home”. Teachers are in need of parental support for maintaining and controlling students’ behaviors outside the school. In the desired situation to cope with students’ misbehaviors, both parents and teachers want to increase family-school cooperation, and they want to develop consistency strategies. Also they want to use the guidance and counseling service of the school more effectively. E.g., a parent stated, “To cope misbehaviors, it is important to discuss with the child psychologist”. Guidance and counseling services play a major role in assisting a student to overcome his/her misbehaviors for better performance.

Frequencies of the teachers’ and parents’ views on parents’ contribution to “coping with students’ misbehaviors” are presented in Table 3.

Table 3.
Frequencies of the Teachers’ and Parents’ Views on Parents’ Contribution to “Coping with Students’ Misbehaviors”

	Parents give support	Parents sometimes give support	Parents do not give any support
Views of teachers	13	7	8
Views of parents	19	3	1

As shown in the Table 3 above, in the current situation, most of the parents (N=19, 83%) think that they give support to the teachers on the matter of coping with students’ misbehaviors. However, most of the teachers (N=15, 54%) respond that they do not take enough support from the parents in this matter.

Views of the teachers and parents about family-school cooperation on “solving students’ social problems” are presented in Table 4 with the frequency of each view.

As shown in the Table 4 above, in the current situation, the view of teachers with highest frequency is implementing the decisions (5). E.g., a teacher stated, “I’m getting aids such as implementation of the decisions taken at teacher-parent meeting”. Parental support on the matters of implementing most of the decisions taken in the parent-teacher meetings is important for solving students’ social problems. Also in the current situation, the view of parents with highest frequency is seeking to find

Table 4.*Views of the Teachers and Parents about Family-school Cooperation on "Solving Students' Social Problems" with Frequencies*

	Views of Teachers	Views of Parents
A. Current Situation	Implementing the decisions (5). Determining the sources of social problems (3). Solving students' adaptation problems (2). Equipping the students with communication skills (2).	Seeking to find common solutions (5). Equipping the students with communication skills (4). Trying to use consistent strategies (3).
B. Desired Situation	Parents' more democratic and considerate approach to students (6). Using more effectively the guidance and counseling service of the school and requesting specialist help (3). Encouraging students to develop constructive social relationships (2). Using dramatization (1).	More frequent meetings between parents and teachers (6). Arranging social activities more frequently (3). Using more frequently the guidance and counseling service of the school and requesting specialist help (2). Improving interactions of parent-teacher and parent-parent (2).

common solutions (5). E.g., a parent stated, "We try to produce common solutions to this issue with meeting". In other words, they seek to find common solutions for their children's social problems in coordination with their teachers. In the desired situation, the view of teachers with highest frequency is parents' more democratic and considerate approach to students (6). The parents approach to the students should be more democratic and considerate for eliminating their negative attitudes and behaviors which are the sources of their social problems. In desired situation, according to parents, more frequent meetings between parents and teachers must be arranged.

Frequencies of the teachers' and parents' views on parents' contribution to "solving students' social problems" are presented in Table 5.

Table 5.*Frequencies of the Teachers' and Parents' Views on Parents' Contribution to "Solving Students' Social Problems"*

	Parents give support	Parents sometimes give support	Parents do not give any support
Views of teachers	20	5	3
Views of parents	14	4	5

As shown in the Table 5 above, in the matter of solving students' social problems, most of the teachers (N=20, 71%) think that the parents give support to them. Similarly, most of the parents (N=14, 61%) think that they give support to the teachers in this matter. But some of the teachers and parents think that the parental support is not in a sufficient level in this matter.

Views of the teachers and parents about family-

school cooperation on "solving students' psychological problems" are presented in Table 6 with the frequency of each view.

Table 6.*Views of the Teachers and Parents about Family-school Cooperation on "Solving Students' Psychological Problems with Frequencies"*

	Views of Teachers	Views of Parents
A. Current Situation	Implementing the suggestions of the teacher and counselor (10). Sharing observations by teachers (4). Sharing observations by parents (3). Understanding and exploring the sources of the problems (2).	Implementing the suggestions of the teacher (6). Trying to understand the sources of the problems by communicating warmly (4). Implementing the suggestions of the counselor (4).
B. Desired Situation	Visiting the homes of the students more frequently (3). Using more effectively the guidance and Counseling service of the school and requesting specialist help (3). Solving the psychological problems of the parents (2). Approaching more patiently and tolerantly to students' psychological problems (2).	Using the guidance and counseling service of the school and requesting specialist help more frequently (4). Giving more information to the parents about the sources and solutions of the problems (3).

As shown in the Table 6 above, in the current situation, the view of both teachers and parents with highest frequency is implementing the suggestions of the teacher and counselor (10 and 6). E.g., a teacher stated, "Implementation of the decisions taken

at the teacher-counselor-parent meeting should be considered". In the matter of solving students' psychological problems, parents try to implement the suggestions of the teacher and counselor for solving the psychological problems of the students. In desired situation, teachers want to visit the homes of their students more frequently to examine their familial situation and explore the sources of their psychological problems. Also both teachers and parents think that students' psychological problems could more easily be solved if; the guidance and counseling service of the school is used and the specialist help is requested more frequently for understanding and solving the psychological problems of the students

Frequencies of the teachers' and parents' views on parents' contribution to "solving students' psychological problems" are presented in Table 7.

Table 7.
Frequencies of the Teachers' and Parents' Views on Parents' Contribution to "Solving Students' Psychological Problems"

	Parents give support	Parents sometimes give support	Parents do not give any support
Views of teachers	21	3	4
Views of parents	14	5	4

As shown in the Table 7 above, in the matter of solving students' psychological problems, most of the teachers (N=13, 75%) think that the parents give support to them and also most of the parents (N=14, 61%) think that they give support to the teachers.

Views of the teachers and parents about family-school cooperation on "motivating students' for achievement" are presented in Table 8 with the frequency of each view.

As shown in the Table 8 above, in the current situation, the view of both teachers and parents with highest frequency is monitoring and guiding on children's performing their homework (5 and 9). E.g., a parent stated, "We control whether our children perform their homework on time and help in their homework to motivate". If the parents control whether their children perform their homework on time and help their homework, the motivation of the children will increase. In the desired situation According to the teachers, to motivate the children, the teachers and parents cooperate more effectively on developing more consistent behavior management strategies especially in terms of giving adequate and consistent rewards and reinforces for their performance. According to the both parents and teachers, the students can more easily be motivated for achievement if; parents and teachers use a more supporting, encouraging and motivating language in communicating with the children.

Frequencies of the teachers' and parents' views on parents' contribution to "motivating students for achievement" are presented in Table 9.

Table 9.
Frequencies of the Teachers' and Parents' Views on Parents' Contribution to "Motivating Students for Achievement"

	Parents give support	Parents sometimes give support	Parents do not give any support
Views of teachers	18	4	6
Views of parents	15	5	3

Table 8.
Views of the Teachers and Parents about Family-school Cooperation on "Motivating Students for Achievement" with Frequencies

	Views of Teachers	Views of Parents
A. Current Situation	Monitoring and guiding on children's performing their homework (5).	Controlling and helping in children's homework (9).
	Following children's works and reinforcing their gains of the school (5).	Guiding on planning and performing their timetable (3).
	Providing educational toys and entertaining books (3).	Encouraging and motivating them for studying and achievement (3).
B. Desired Situation	Giving adequate and consistent rewards and positive reinforcements for performance (4).	Arranging their work environment (3).
	Parents' using a more supporting, encouraging and motivating language (3).	Teachers' using a more exciting, motivating and encouraging language (5).
	Parents' refraining from a discouraging and demotivating language (2).	Teachers' presentation and teaching the contents more interesting and attractive (2).
	Parents' not oppressing their children for achievement and working harder (2).	

Table 10.
Views of the Teachers and Parents about Family-school Cooperation on "Enhancing Students' Performance" with Frequencies

	Views of Teachers	Views of Parents
A. Current Situation	<p>Making their children conscious of the importance of planning and time management (4).</p> <p>Controlling children and informing the teachers about in time performing of their homework (4).</p> <p>Controlling children and informing the teachers about their studies in home (3).</p>	<p>Putting their children in mind of their timetable and controlling their performing of this timetable (8).</p> <p>Cooperating with the teachers in preparing a timetable (3).</p> <p>Raising awareness of their children on the importance of planning and time management (2).</p>
B. Desired Situation	<p>Effectively using the guidance and counseling service and requesting specialist help for the psychosocial problems of underperformance (4).</p> <p>Informing the parents about the right course of actions on enhancing students' school performance (4).</p> <p>Effective cooperation of the teachers and parents for determining and solving students' performance problems (2).</p>	<p>Giving more information and training to the students by teachers and the counseling and guidance service about the ways of performing better and studying more efficiently (5).</p> <p>Effective cooperation of the teachers and parents for examining and solving psychosocial problems of the students' underperformance (3).</p>

As shown in the Table 9 above, to motivate students for achievement, most of the teachers (N=18, 64%) think that parents (N=15, 65%) give support to their children, and most of the parents think that they support the teachers.

Views of the teachers and parents about family-school cooperation on "enhancing students' performance" are presented in Table 10 with the frequency of each view.

As shown in the Table 6 above, in the current situation, the view of both teachers and parents with highest frequency is making their children conscious of the importance of planning and time management (4 and 8). E.g., a teacher stated, "With the support of our teacher, the timeline is a useful. My child is making efforts to comply with the timetable". Parents and teachers think that planning and time management are very important for children's achievement in their lessons and life. In the desired situation, the view of both teachers and parents with highest frequency is effectively using the guidance and counseling service. Both the parents and the teachers think that the students' performance could be enhanced if; the counseling and guidance service of the school give more information and training to the students about the ways of performing better and studying more efficiently.

Frequencies of the teachers' and parents' views on parents' contribution to "enhancing students' performance" are presented in Table 11.

Table 11.
Frequencies of the Teachers' and Parents' Views on Parents' Contribution to "Enhancing Students' Performance"

	Parents give support	Parents sometimes give support	Parents do not give any support
Views of teachers	15	4	9
Views of parents	13	4	6

As shown in the Table 11 above, in the matter of helping students for enhancing their school performance mostly both teachers (N=15, 54%) and parents (N=13, 57%) think that they support each other.

Views of the teachers and parents about "the tools for cooperation between parents and teachers" are presented in Table 11 with the frequency of each view.

Table 11.
Views of Teachers and Parents about "the Tools used for Cooperation between Parents and Teachers" with Frequencies

	Views of Teachers	Views of Parents
A. Current Situation	<p>Private conversations (14).</p> <p>Parents' meetings (8).</p>	<p>Private conversations (6).</p> <p>Parents' meetings (3).</p>
B. Desired Situation	<p>Effectively employing guidance service (7).</p> <p>Behavioral monitoring forms (4).</p> <p>Home visits (3).</p> <p>The activity monitoring forms (3).</p>	<p>Effectively employing guidance service (4).</p> <p>Social activities (3).</p>

As shown in the Table 6 above, in the current situation, both parents and teachers stated that they frequently use parents' meetings and private conversations. In the desired situation, both parents and teachers want to utilize the counseling and guidance service of the school more effectively for helping parents and students. Furthermore, for improving the current situation, teachers suggested that it would be helpful if teachers; visit the homes of their students more frequently for building more strong and warmly cooperation.

Views of the teachers and parents about "the obstacles of cooperation between parents and teachers" are presented in Table 11 with the frequency of each view.

Table 12.
Views of Teachers and Parents about "the Obstacles of Cooperation between the Parents and the Teachers" with Frequencies

Views of Teachers	Views of Parents
Distorted communication between the parents and the teachers (8).	Lack of importance to the school-family cooperation for the administrators and teachers (9).
The parents' unwillingness for cooperation (5).	The unwillingness of the school administrators and the teachers for cooperation (2).
Difference of opinion between the parents and the teachers about the right course of action of their students that cause the parents not to accept the behavior management strategies of the teachers (3).	
Some parents' insensitiveness about the instructional and behavioral development of their students (2)	

As shown in the Table 6 above, the view of teachers with highest frequency is distorted communication between the parents and the teachers, "Parents do not want to get in touch with us. They do not come to parent-teacher meetings." Healthy communication between parent and teacher can help make children more successful. According to parents, lack of importance to the school-family cooperation is an important obstacle. E.g., a teacher stated, "Some of the administrators and teachers do not give enough importance to the school-family cooperation". Lack of the parents conscious of the importance of school-family cooperation is an important obstacles of school-family cooperation.

Results and Discussion

Teachers are in need of parental support for maintaining and controlling students' behaviors outside the school and for sustaining the psychological, social and academic development of their students. If the parents do not support to the teachers or they stand out against the attempts of the teachers, the expected behavioral changes are very hard to be performed and the students are hard pressed to attain an expected developmental level.

As the findings of this study showed; most of the teachers think that the parents give them support in all the questioned dimensions in this study except when coping with students' misbehaviors. In this dimension, most of the teachers think that the parents do not give them enough support. Similarly, most of the parents think that they give teachers enough support in all the dimensions. However, some of the teachers and parents think that there are problematic areas in the school-family cooperation and various improvements should be made for developing this cooperation.

In all the cases except motivating students for achievement, both the teachers and parents stressed the importance of the effectively using the counseling and guidance service of the school and requesting specialist help for increasing school-family cooperation and solving the problems of the students more effectively. There are some problems related to students stemming from some psychological or social sources that exceed the ability or strength of the parents and teachers. Such problems require assistance from specialists that have the ability or strength to identify and cope with these problems. The above findings agree with the results produced by Colvin (2004) who found that school counselors as specialists can help to students in order to provide actual guidance with problem solving techniques. Well-defined instructions in problem solving can help to deflect problem behaviors. Similarly, Kyalo and Chumba (2011) found that Guidance and counseling services play a major role in assisting a student to adjust adequately to understand his/her problems and to overcome his/her obstacles for better performance. Also, Edwards and Mullis (2003) found that to assist students in generalizing conflict-resolution instruction to real life situations, school counselors must arrange for students to find sufficient practice in safe environments.

For effectively coping with students' misbehaviors, teachers think that the parents should be trained in the matter of behavior management and they should share the information about students' beha-

vivors outside the school in more detailed manner. Parents think that the teachers should trust and approach more empathetically to the students for having personal effect on students and more effectively coping with misbehaviors. Both the teachers and the parents view that there is a need for more effectively using the guidance and counseling service and requesting specialist help for solving behavioral problems and rehabilitating students. Also, both the parties think that there is a need for increasing school-family cooperation and developing common and consistent strategies for coping more effectively with the misbehaviors of students. This study confirmed the findings of Mahasneh et al. (2012) that to decrease the existing rate of student misbehavior, it is suggested that reciprocal cooperation and a closer relationship between parents and teachers should be established and promoted through media such as telephone calls, home visits, report cards, open day programs, and parents-teacher conferences. The consistency between parent and school of such program could gradually decrease student misbehaviors.

To effectively solve students' social problems, both the teachers and parents stressed the importance of more frequently and effectively using the counseling and guidance service of the school. Teachers think that parents should approach their children in a more democratic and considerate manner, instructional methods (like dramatization) should be used that make the students feel the social situations in authenticity, and students should be encouraged to develop constructive social relationships for their social problems which can be solved more easily. Parents stressed the importance of developing more sincere social relationships between teachers, parents and students for more effectively solving the social problems of the students. Thus, parents think that social interactions should be increased through various social activities and more frequent meetings. Similarly, the findings of the study of Zulkarnain (2009) showed that many parents are just not capable of handling the emotional and social problems of their children, and to solve these problems, the dialogue of parent-teacher should be improved.

For more effectively diagnosing and treating the students' psychological problems, both the teachers and the parents stressed the importance of more effectively using the counseling and guidance service of the school and requesting specialist help when needed. The parents declared that they are in need of taking more information about the sources

of the psychological problems of their children and how to solve these kinds of problems. The *teachers stated* that they should visit the homes of their students more frequently, the psychological problems of the parents should be solved, and there is a need for a more patient and tolerant approach to the students for more easily solving the psychological problems of the students. This study confirmed the findings of Zheng (2011) that the lack of family education often results in students with behavioral and psychological problems.

When motivating students for achievement, both the parents and the teachers think that the other party should use supportive and encouraging language rather than a discouraging language towards students. Similarly, Williams and Williams (2011) found that student motivation is an essential element that is necessary for academic success and, to motivate students, teachers must use inventive, encouraging, interesting, beneficial method. The parents think that the teachers should present the contents more interestingly and attractively for students' motivation. Also, teachers think in this matter that more consistent behaviors management strategies should be used by parents and teachers in cooperation and parents should not oppress their children excessively that cause students to feel stress and anxiety. This study confirmed the findings of Katz, Aidman, Reese, and Clark (1996) that resolving and preventing the inconsistencies that may arise between teachers, children, and parents with helpful communication can help make children more pleased and accomplished, because teachers and parents share responsibility for the education and socialization of children. On the other hand, it is found that parents' oppress for achievement and forcing children to work hard in school are strongly related to student achievement (Clark, 1988; Marjoribanks, 1979). But there is an extensive amount of empirical evidence of the negative effects of test anxiety on academic performance. For example, in a meta-analysis of 562 studies that related test anxiety and academic achievement, Hembree (1988) found that test anxiety routinely causes poor performance.

Both the parents and the teachers mentioned the need for more effectively using the counseling and guidance service of the school and requesting specialist help for giving information on how to improve performance and helping to solve the problems of underperformance. Both the parties also stated that there is a need for more effective cooperation between the parents and the teachers

to determine and solve the psychosocial problems of students' underperformance. The teachers also stated that more information should be given to the parents about the right course of actions on how to improve and enhance their children's performance. Similarly, in many studies it is found that parental involvement in their children's schooling has regularly been shown to impact children's school performance, and it has been shown across a wide range of age levels and populations (Epstein, 1983; Fehrmann et al., 1987; Lee & Green, 2008; Stevenson & Baker, 1987). Also it is found that improving parental involvement with schools can improve schools so it is driving the public school systems to higher standards (Mac-hen, Wilson, & Noter, 2005).

According to both the parents and the teachers, the most frequent used tools for school-family cooperation are meetings arranged for parents and private conversations. Both the parents and the teachers suggested that the counseling and guidance service should be more effectively used for increasing school-family cooperation by helping the parents and the students. The teachers think that the behavioral monitoring forms and the activity monitoring forms could be more frequently used by teachers for following the development of students and teachers should visit the homes of the students for enhancing school-family cooperation. The parents think that the arrangement of various social activities more frequently by the school would be helpful for enhancing cooperation and finding solutions to the students' problems. This study confirmed the findings of Gülcan and Taner (2011) that as a result of the home visits, which are significant for student motivated, students' successes are continuously increase. Similarly, it is found that parental involvement in social activities (such as after-school programs) that include families and schools, provide to effective collaboration (Esler, Godber, & Christenson, 2002) and student achievement increases to higher levels when the relationship between families and schools is more collaborative and comprehensive (Sheridan, Fenstermacher, Christenson, & Hurley, 1997).

As important obstacles of school-family cooperation, both the teachers and the parents mentioned the other party's unwillingness and not giving importance to the school-family cooperation. Also, the teachers stated that the parents' insensitiveness, the difference of opinion and distorted communication between the teachers and the parents are

among the obstacles of school-family cooperation. Similarly, the findings of the study of Töremen and Karakuş (2007) showed that a party's insensitiveness and unwillingness toward cooperation, distorted communication and difference of opinion between two parties are among the most important obstacles of cooperation.

Conclusion

In this study; most of the teachers think that the parents give them support in all the questioned dimensions in this study except when coping with students' misbehaviors. In all the cases except motivating students for achievement, both the teachers and parents stressed the importance of the effectively using the counseling and guidance service of the school and requesting specialist help for increasing school-family cooperation and solving the problems of the students more effectively. When motivating students for achievement, both the parents and the teachers think that the other party should use supportive and encouraging language rather than a discouraging language towards students.

According to both the parents and the teachers, the most frequent used tools for school-family cooperation are meetings arranged for parents and private conversations. As important obstacles of school-family cooperation, both the teachers and the parents mentioned the other party's unwillingness and not giving importance to the school-family cooperation. For enhancing school-family cooperation, it would be helpful if various social activities are arranged more frequently, a healthy communication between two parties is promoted and the other party is more aware of the importance of school-family cooperation.

Recommendations

Several recommendations can be drawn from the results:

- Family involvement inventories should be formed and conveyed to the parents for determining their expectations from the teachers and their views on the areas of cooperation.
- The parents should be informed through the seminars about the importance of cooperation with teachers for the development of their children.
- The teachers should visit the homes of their

students more frequently for creating more sincere and constructive climate and increasing cooperation with the parents.

- The counseling and guidance service of the school should be employed more effectively to make both the parents and the students more conscious of the right course of actions and to make the parents more approachable for cooperation.
- A more healthy and open communication between the parents and the teachers should be fostered to build a strong cooperation.
- Social activities should be arranged by school to increase interaction and cooperation between the parents and the teachers in a friendly climate.
- Healthier communication should be promoted between the parents and the teachers for them to cooperate eagerly.
- Parental involvement should be accommodated and facilitated by the teachers and the school administrators as a necessary an important part of an effective education.

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