



The Rights and Responsibilities of Parents According to the Views of Teachers

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Abstract

The research was carried out to determine the rights and responsibilities of parents, whether they were treated accordingly, the reasons of not complying the responsibilities, and whether they were treated accordingly in the event that there was a specific legal text regarding the rights and responsibilities. The research was conducted in a primary school in 2018-2019 academic year in Efeler in Aydin where the children of the parents with high socio-economic status studied. 8 voluntary classroom teachers participated in the study. Phenomenology approach, one of the qualitative research designs, was used in the research. The data of the research was collected by face-to-face interviews with a semi-structured interview form. The most frequently repeated rights were; meeting the classroom teacher and the parents, receiving information about the achievement of their children, transferring them to another school and enrolling them in the school. The most frequently repeated responsibilities of parents regarding their children were; nutrition, dressing, providing their clothes and school uniforms, following their homework/lessons, helping their homework at home, directing them to social activities and acquiring self-care skills. The teachers thought that all the parents in their school already knew and claimed their rights. However, half of the parents regularly fulfilled their responsibilities. The reasons for not fulfilling their responsibilities were divided into two categories as parental characteristics and educational reasons. At the end of the research, such suggestions were made as preparing a specific legal text with sanction power that included the rights and responsibilities of parents.

Keywords: Primary school, Classroom teacher, Parent, Right, Responsibility, Children.

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1. Introduction

The most important force behind the child development is, without any doubt, the parents. The role of mothers and fathers in the education of the child turns into the role of the parent with the start of school. The parent is the person who is the mother, father or the person who takes the responsibility of the child. The parents have a number of rights and responsibilities.

The fulfillment of these rights and responsibilities can lead to improve the quality of education. Besides, uninterrupted rights and responsibilities of especially the families regarding the activities within the school can also lead the school activities to achieve the desired standards. According to Aydin (2006) taking part in educational and administrative services within the school is among the most basic rights of families. The more parents stake a claim on these rights and fulfill their responsibilities regarding the school, the better the educational efficiency of the school will be.

Parents have extremely important roles to perform in the education of their children. Dulger (2015) lists the rights of parents regarding school as; (1) being informed about the education of their children, (2) being treated with fairness and respect, (3) being provided quality resources and opportunities for their children as well as quality education, (4) receiving information about the school periodically, (5) participating in the school's administrative activities, (6) and being informed about the progress of the child at certain times. In Ministry of National Education the Student-School-Parent Contract in Turkey (2015) of the rights of parents are given as; being informed about all the matters related to the education of their child, receiving fair and respectful treatment when they go to school, knowing that the child is given the opportunity to receive education in the school with quality resources, informing the child about the functioning of the school at regular intervals, helping the school administration via Parent-Teacher Association (2012) being informed about the development process of the child at school periodically, benefiting from the educational activities organized at school for the parents, and benefiting from all social and cultural activities presented by the school.

As can be seen, claiming these mentioned rights by the parents can lead to better service of education providers. Therefore, teachers and school administrators who offer educational services will be able to perform better because of the parents who claim their rights.

They will try to fill in the missing parts in education. The rights of parents can be expressed as the authorities that parents can use in the education of their children. The responsibilities of parents include everything; raising, developing, maintaining, securing, the environment they live in, the school they will have education in, taking care of their lessons etc. (Moyo, 2014). These responsibilities are given automatically to families with the birth of the child and increases with schooling (Hall, 1999; Lowe, 2005).

Henricson (2008) states the responsibilities of parents as; (1) *Ensuring the child to have proper education*: Ensuring that the child receives an education appropriate to his or her needs, attends the school or alternatively receives education at home as an acceptable way with educational executives, that homework is monitored and school learning activities are supported; (2) *Ensuring that the child is physically secured, adequately protected against danger, and prevented from being harmed*: Providing adequate supervision and a safe environment for the child, (3) *Meeting the child's physical needs*: Providing the child adequate nutrition, shelter, clean and appropriate clothes, adequate personal hygiene, appropriate medical care, opportunities for physical exercise, and an environment that facilitates the physical development of the child, (4) *Meeting the child's emotional needs*: Providing a consistent emotional warmth by ensuring that the child keeps in touch with the family members and other people, promoting the strengthening of emotional trust bonds for the child. (5) *Promoting the child's social behaviors and performing this task in a humane and non-abusive way*: Parenting positively including limitations and supervision in accordance with age, and helping the child in the event of behavioral problems; (6) *Respecting the individuality of the child and giving him or her the right to participate in decisions*: Asking the child's ideas in accordance with his or her age and development, regarding the child as a separate individual and therefore, respecting him or her within family.

Families have extremely important roles to fulfill in the education of their children (Aydin, 2006). Burns (1993) classified the roles of the family. When these roles are examined, it seems that they coincide with the responsibilities of parents.

These are; the official role of the family, the teacher role at home and the role of supporting school programs. *Official role* includes the basic responsibilities such as the participation of the family in the meetings and programs held at school, filling in the required documents regarding their children. *The teacher role at home* includes helping their children with their homework, supporting their home learning activities, and helping them to improve their study habits.

The role of supporting school programs includes the participation of families in school trips, assisting end-of-year programs, taking part in the activities that will provide income to school and doing voluntary work for the school. It is also the responsibility of the family to take part in the activities related to school. It is effective in integrating the child in the society and increasing his or her academic achievement.

For this reason, communication channels with parents should always be open. These communication channels include one-to-one interviews between parents and teachers, parent-teacher meetings, phone calls, e-mails, WhatsApp messages, letters, absence letters, and home visits. With these, parents can also be reminded their rights and responsibilities by continuously transferring information about their children (Kiral, 2017a). Another classification was made by Henricson (2008). This classification is given in Figure 1.

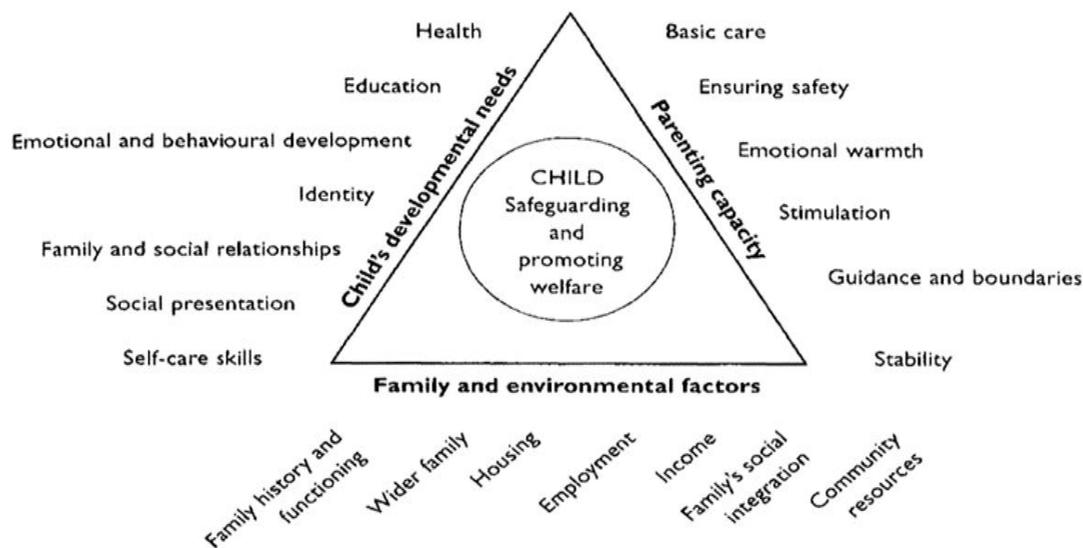


Figure-1. Parents responsibilities

Source: Henricson (2008)

As seen in Figure 1, according to Henricson (2008) the responsibilities that should be fulfilled by the family are; *the responsibilities regarding the developmental needs of the child* (health, education, the emotional and behavioral development of the child, acquiring identity, developing social relations and the relations within family, introducing the child to the circle around, developing self-care skills); *the responsibilities regarding the proficiency of the parents* (providing the basic care of the child, ensuring their safety, integrating with the child emotionally, encouraging the child in the tasks he or she will perform, guiding the child, teaching the child the boundaries, what to do and what not to do, being consistent and decisive in attitude and behavior towards the child); and *the responsibilities regarding the family and family circle* (creating a family consciousness by telling about the history of the family, keeping in touch with the other members of the family and providing a home for the child to be able to be an extended family, having a job so as to meet the needs of the child, adjusting the income status, acting with the society, using the social resources for the sake of the child). Hence, when the trivet comes together, the educational activities of the child can become more qualified.

1.1. Legal Bases of Parents' Rights and Responsibilities in Turkish Education System

When the legal texts in Turkish Education System are examined, it is seen that there is no *specific legal text* which includes only the rights and responsibilities of parents. When the legal texts are examined, it is found that there are various articles regarding parents directly or indirectly. These items are related to parental rights and responsibilities. Parents' rights and what they should do can be found in the legislations. The following are the articles regarding parents' rights and responsibilities in the legal texts. In [The United Nations Universal Declaration of Human Rights \(1948\)](#) the issue of education right of children is addressed and the initiative to determine the type of education intended to be given to children is given to parents. In compliance with the relevant decrees of [Primary Education Law \(1961\)](#) numbered 222, parents have the responsibility to ensure the attendance of their children to school and the right to be informed about the absence of them. It is stated in [The Convention on the Rights of the Child \(1989\)](#) that parents have certain rights and responsibilities together and that by expressing that the sake of the child is the fundamental concern, the parents or the guardian of the child should watch out for them throughout the process.

In [The Turkish Civil Code \(2001\)](#) it is stated that the parents of the child have the right to name the child and determine the child's religious education, and by taking into account the sake of the child regarding the education and care, the parents have the right to make decisions and implement, and educate the child according to the opportunities they have. In [Parent-Teacher Association \(2012\)](#) aren't is defined; accordingly, parent refers to the student's mother, father or the person of legal responsibility in formal and non-formal educational institutions. Therefore, parents have the right to be a member of the parent-teacher association with the other stakeholders, take part in the general committee, the board of directors and the board of supervisors, be the head of the parent-teacher association and perform other duties in this association.

According to [Regulation on Secondary Education Institutions \(2013\)](#) parents have the right to attend school activities and be informed about school activities. Students have to attend school. Parents are obliged to ensure that their students attend school. Parents have the right to be informed about the absence of their students by mail, e-mail and/or informatics tools. Declaration of apology or written declaration of the parent regarding the absence of the student is given to the school administration by the parent within 5 working days following the day of absence. It is the responsibility of the parent. The parent has the right to ask for the transfer of the child to another school. The data of the student is obtained over the e-school system. The parent may object to the results of projects, performance studies and exams to school administration within 5 working days following the announcement of the results. The parents of the students who are absent are informed. This is the right of the parent.

According to [Regulation on Pre-School and Primary School Institutions \(2014\)](#) the children who are between 60 and 66 months of age are considered to be ready for primary school in terms of development and from these children, those whose parents request in writing are enrolled in the first grade of primary school. The parent has the right to enroll the child in the school early. School administrations can direct the children who are 66, 67 and 68 months of age to pre-school education with the petition of the parent and they can either direct those who are 69, 70 and 71 months of age to pre-school education or put off their registration for a year with the medical report declaring that they are not ready to begin primary school. Parents have the right to put off their children's education with a written document. The situation of the student who attends the first lesson but does not attend the second or more lessons without permission in normal and double shift education schools is notified to the

parent by the school administration immediately and the child's absence is considered as a half-day. The situation of the student who cannot attend the exams done by the teachers without excuse or who cannot deliver the project on time is notified to the parent by the school administration in written form, by e-mail or via mobile information service of the Ministry. In short, the parent has the right to receive information about the child. The parent has the responsibility to notify the reason why the child was unable to take the exam or deliver the project on time to the school administration in writing within five working days at the latest. In line with the written request of the parent and the decision of the Individualized Education Program Development Unit, the inclusive students in primary school may be made to repeat the grade for once only. Of the 1st, 2nd and 3rd grade students, those who are considered to be above the grade level in terms of their knowledge and skills take the class level-up exam within the first month of the school year with the written request of the parent and the suggestion of the classroom teacher. Those who are successful are taken to a class that is one grade up. In case of negative behaviors of the student, the teacher invites the parent to school. Parents have the right to learn the negative behaviors of their children. In primary schools, students' attendance is compulsory and parents are responsible for their children's attendance at school.

In the [Ministry of National Education the Regulation on Social Activities of Educational Institutions \(2017\)](#) parents have the right to take part in the committee of school's social activities. Parents also have the right to participate in the students' social activities, community service works, etc. In the [Regulation on Awards and Discipline Regarding Secondary School Institutions](#), parents have the right to attend the ceremony where the student will be given the award and be informed about the ceremony. Before the student is given a punishment, the parent has the right to present opinions and object to the punishments given. Within the scope of the [Regulation on Ministry of National Education the Regulation on Guidance and Psychological Counseling Services \(2017\)](#) school guidance services carry out various activities regarding students with the parents and in cooperation with the school. Among these are educational, professional and personal guidance services, which are among the rights of the parents. According to the [Ministry of National Education the Regulation on Special Education Services \(2018\)](#) during the period of early childhood education, parents have the right to demand home schooling, education at the hospital or terminating education process, and to request the extension of pre-school education period for their children with special educational needs. Parents have the right to take part in and be informed about special education schools, the transfers among them, the status and individual developments of the students, and their educational evaluations and diagnosis processes. In accordance with the written request of the parent who has a student in special education, the parent has the right to request a grade repetition for once only. Apart from this, the parent has the right to object to the educational evaluation and diagnosis or placement decisions within 30 days from the date of notification.

When the rights and responsibilities of parents are evaluated, it can be said that they are created in order to protect the rights of the children and secure them. Parents are required to know their rights and comply with their responsibilities for the sake of children because the behaviors of parents towards their children shape the children's quality of life, their future, characters and world perspectives. For this reason, the fact that parents know their rights and responsibilities on their children can at first benefit the child and then the education system. It can be seen that parental rights have not been defined separately and clearly with a legal document in Turkish Education System, yet. Considering the fact that there are not sufficient studies in Turkey on this topic when the researches conducted are examined, it was aimed in this study to investigate the rights and responsibilities of parents regarding their children. In order to achieve this aim, the following questions were tried to be answered.

According to the views of classroom teachers;

1. What are the rights and responsibilities of parents regarding their children?
2. What is the parents' status of knowing their rights and fulfilling their responsibilities?
3. What should be done in order for the parents to learn their rights and fulfill their responsibilities?

2. Method

In the research, phenomenological approach, which is one of qualitative research designs, was used in order to study in depth, with few people and in detail ([Patton, 2014](#)). Phenomenological studies are based on the individuals' own life and daily experiences ([Merriam, 2013](#); [Ersoy, 2016](#)). In these studies, such fundamentals as interpreting the individuals regarding the events in their circle, understanding according to their discourse and trying to evaluate them according to their feelings and thoughts are taken into consideration ([Dey, 1993](#)).

2.1. Research School: Summer Primary School

The school in this research was given a code name that never existed in the city. This code name was Summer Primary School. Criterion sampling and convenient sampling methods, which are of purposeful sampling methods, were used in the selection of the school that participated in the research. The criterion for determining the school was that it was a primary school in which the children of high socio-economic level studied. The reason why the school with parents of high socio-economic level was preferred was the consideration that more views could be obtained from the teachers as the parents at this school were more aware of their rights and responsibilities. First of all, the list of primary schools was requested from Aydin Provincial Directorate of National Education and one of the schools with high socio-economic level was selected. The reason for choosing this school was that the children of the researcher studied in Summer Primary School. The researcher observed that the parents of the children in the class of her children and those in other classes in Summer Primary School were aware of their rights and responsibilities. In order to avoid prejudiced behaviors in the research, the teachers of the researcher's children and the teachers who were known before were not included in the research process. Another reason was that the school was available and convenient for the researcher. For this reason, convenient sampling method, which is another purposeful sampling method, was used. Summer Primary School where the children of the families with high socio-economic level studied was located in the city center. The mothers of the students were housewives, teachers, nurses, and officers while their fathers were civil servants and officers like teacher, police and military personnel. The families had high education levels. Generally, the fathers were university graduates and the

mothers were high school or university graduates. There were no parents who did not know how to read or write. The income level of the families was high. Their average income level was above 4000 Turkish Liras. In the school, there were more than 1200 students, 62 teachers (3 English Teachers, 1 Religious Culture and Moral Knowledge Teacher, 5 Guidance Teachers and 11 Pre-School Teachers), 1 Principal and 3 Vice Principals. There were 41 classes in this school including 30 primary and 11 pre-school classes.

2.2. Participants

The study was carried out with volunteer classroom teachers working in a primary school in Efeler District of Aydin Province in the first semester of 2018-2019 academic year. The teachers were preferred to have similar characteristics in terms of age, seniority and seniority at this school because it was assumed that experienced teachers who analyzed the region well would provide more information in the research. After all, in the essence of phenomenological research, it is fundamental that the participants are experienced regarding the phenomenon and that they are voluntary to participate (Moustakas, 1994). In phenomenological approach, there are some views about the participants in the research. Creswell (2016) states that the number of participants should be composed of a heterogeneous group that varies between 3-4 people and 10-15 people as the experiences of the individuals are of great importance; while Polkinghorne (1989) states that 5 to 25 participants experiencing the event will be adequate in phenomenological researches. Taking all these into consideration, 8 participants who experienced the phenomenon were included in the research. Information about the teachers are in Table 1.

Table-1. Information about the teachers

Teachers' Code names	Gender	Age	Seniority (year)	seniority in the same school (year)	Class level	Interview Time (minute)	Interview (page)
1. Ali	M	58	33	16	3	24	1
2. Duygu	F	55	34	7	3	20	3
3. Can	M	47	23	3	2	8	2
4. Hulya	F	50	31	8	4	18	3
5. Emine	F	55	32	13	2	10	1
6. Berrin	F	41	18	6	1	13	2
7. Aysun	F	49	27	7	1	9	2
8. Tulay	F	43	23	5	4	10	2

Source: Author's field work

When the Table 1 is examined, 2 male and 6 female classroom teachers participated in the research in Summer Primary School. The youngest of the teachers was 41 and the oldest was 58 years old. It was revealed that the seniority of the teachers varied between 18 and 34 years. In the school, there were no teachers younger than 41 years and having less than 18 years of seniority. When the teachers' seniority in the same school was analyzed, it was found that they in the same school for 3 years at least and 16 years at most. 2 volunteer teachers from each class level participated in the research.

2.3. The Role of the Researcher

For the research, first of all, "official written permission" was received from Aydin Provincial Directorate of National Education and then, the interviews were made. In the beginning of the research, the questions were asked in a completely neutral manner, and prejudices and individual opinions were not included in the study. In order to avoid prejudiced behaviors in the research, the teachers of the researcher's children and the teachers who were known before were not included in the research process. Considering the ethical factors in the research, the questions that would reveal the identities of the participants were avoided and such statements were not included in the study. The study was also strengthened with direct quotations without distorting what the participants said.

2.4. Data Collection and Analysis

Before the beginning of the research process, the literature was reviewed and a semi-structured interview form was prepared after the literature review. While preparing the form, the views of a classroom teacher and an academician were obtained, a pre-application was performed with a teacher, and then the final draft of the form was created. The questions in the interview form were: "What are the rights and responsibilities of parents regarding their children?", "What is the parents' status of knowing their rights?", "What is the parents' status of fulfilling their responsibilities?", "Is there a specific legal text in Turkish Education System that includes the parents' rights and responsibilities?", "Do you think a specific legal text should be prepared in Turkish Education System that includes the parents' rights and responsibilities?", "Do you think that parents will comply with this legal text?", "What are your suggestions on what should be done in order for the parents to learn their rights and fulfill their responsibilities?".

In the research, the interviews with the teachers were conducted in the teachers' room and in the room of the administrator in Summer Primary School. The interviews lasted for a total of 111 minutes; the longest interview was 24 minutes, the shortest interview was 8 minutes, with an average of 13.8 minutes. The interviews were conducted face-to-face by the researcher himself and recorded by means of a voice recorder with the permission of the participants. The voice recordings transcribed in the computer were about 16 pages. Following the interviews that were transcribed, the analysis process of the research was started. Content analysis was used in the research and the categorization of the data was performed by the researcher (Yildirim and Simsek, 2005). For internal validity, participant confirmation and direct citations were used (Merriam, 2013; Patton, 2014; Creswell, 2016). Direct quotations mean that the views of the participants in the research are given just as they are without being exposed to any changes. In this study, the views of the participants were given just as they were so as to provide validity. For participant confirmation, the accuracy of the participant's statement was aimed to be confirmed and it was tried to be sure of what was said. Furthermore, at the end of the research, the research was finalized after the researcher made the participants listen to their voice recordings and asking the participants to verify them and

whether they wanted to add anything. For external validity, purposeful sampling method was used, the literature was reviewed and coding was performed by another researcher. For objectivity in the research, the method of reducing the prejudices of the researcher was used (Guba, 1981; Lincoln and Guba, 1986). In order to provide the reliability in the research, Miles and Huberman (1994) formula was used. After the data was coded by a different researcher, the ratio was 90%, which indicated that the research was reliable. Each participant was given a code name in the research. The codes used were selected from the names such as *Ali, Duygu, Can, Hulya, Emine, Berrin, Aysun* and *Tulay*, which were not present in Summer Primary School.

3. Findings

The findings obtained based on the sub-problems of the research are given below.

3.1. The rights of the Parents

As a result of the responses of the teachers who participated in the research, the rights of the parents regarding their children were divided into four categories. These were the rights of communication, being informed, benefiting and discipline. In Table 2, the rights of the parents are given in detail.

Table-2. The rights of the parents

Category	The rights of the parents	Codes of the teachers' names							
		Ali	Duygu	Can	Hulya	Emine	Berrin	Aysun	Tulay
Communication Right	Communicate with the class teacher	x	x		x				
	Communicate with the administrators	x							
	Communicate with the guidance teachers							x	
	Have conversations with teachers within reasonable time of the day (by the phone)				x				
Get information Right	Meet their children's friends							x	
	Know the children's problems with their friends							x	x
	Be informed about the relationship between the children and the teacher							x	x
	Get information about the children's achievement/development		x	x	x		x		x
	See children's exam papers						x	x	
Benefit Right	Learn children's exam scores						x		
	Benefit from school (computer, garden, etc.)	x		x					
	Receive education			x		x			
	Be transferred their children to another school				x	x	x		
	Be enrolled in the school				x	x	x		
Discipline and Safety Right	Choose the school they want					x			
	Give punishment to their children		x						
	Ask the school for the safety of their children					x	x		

Source: Author's field work

As could be seen in Table 2, according to the responses of the teachers, parents had, within the scope of the right of parents to communicate, the right to meet the classroom teacher, administrators, guidance teachers and have conversations with them within reasonable time of the day. Within the scope of the right of parents to get information regarding their children, parents had the right to meet their children's friends and know the problems with their friends, be informed about the relationship between the children and the teacher, get information about the children's achievement/development, learn the relationships of the children at school, see their exam papers and learn their exam scores. The other right of parents was the right to benefit. They had the right to benefit from school (computer, garden, etc.), receive education, be transferred to another school, be enrolled in the school and choose the school they want. The rights of parents in the last group were the right of discipline and security. Within this context, parents had the right to give punishment and ask the school for the safety of their children. Some of the views of the teachers regarding these categories are given below.

- *Parents have the right to see their children's exam papers. It is their right to know the problems their children have had with their friends within the classroom. It is our right as parents all. Being informed about the children's relationship with their teacher, and if there is a problem, seeking a solution together with guidance (Aysun).*
- *It is the right of parents to meet and talk easily with the teacher and administration when they come to school, no one can say anything about it. They have the right to benefit from school. It can be the school's computers or garden (Ali).*

As can be seen above, the most frequently stated rights regarding the rights of parents were those within the scope of the right of being informed. This may be due to the fact that parents have more interviews with their children's classroom teachers on the topics like the scores of the children, their achievement status, development and etc.

3.2. The Responsibilities of the Parents

In Table 3, the responsibilities of the parents are given in detail.

Table-3. The responsibilities of the parents

Category	The responsibilities of the parents	Codes of the teachers' names							
		Ali	Duygu	Can	Hulya	Emine	Berrin	Aysun	Tulay
The children's physical necessities	Adopting the children the habits of cleaning and tidiness		x		x				x
	Ensuring their neatness		x	x			x		x
	Providing their nutrition		x	x		x	x	x	x
	Buying them clothes and school uniforms		x	x			x		x
	Making them benefit from health services						x		
The children's emotional necessities	Relationships with the mother and father				x				
	Dealing with the children's feelings, chatting				x		x		x
	Taking time with them, spending quality time with children				x		x		
	Caring				x				x
	Loving					x			
	Sharing their problems						x		
The children's educational necessities	Following their lessons and homework	x	x	x		x	x	x	x
	Being sure of the children's attendance to school						x	x	
	Asking them what they did at school		x						
	Being in constant communication with the teacher	x				x			
	Helping the children at home for their lessons	x	x	x		x	x	x	x
	Cooperating with the teacher and school	x							
	Buying and providing the children's course materials						x		
	Speech of the child with his surroundings (bad words etc.)		x			x			
Attending the meetings at school						x			
The children's entertainment and social life necessities	Socializing the children	x		x					
	Leading them to acquire responsibilities				x				
	Directing them to social activities (sports, intelligence games, etc.)	x		x				x	
	Participating in their activities						x		

Source: Author's field work

As could be seen in Table 3 the responsibilities of parents regarding their children were divided into four categories as the responsibilities regarding the children's physical, emotional, educational, entertainment and social life necessities. The responsibilities of parents regarding meeting the physical necessities of the children were determined as adopting the children the habits of cleaning and tidiness, ensuring their neatness, providing their nutrition and proper dressing, buying them clothes and school uniforms, and making them benefit from health services. The responsibilities of parents regarding meeting the emotional necessities of the children were determined as having relationships with the mother and father, dealing with the children's feelings, chatting, taking time with them, caring, loving, spending quality time with them, and sharing their problems. The responsibilities of parents regarding meeting the educational necessities of the children were determined as following their lessons and homework, being sure of the children's attendance to school, asking them what they did at school, being in constant communication with the teacher, helping the children at home for their lessons, cooperating with the teacher and school, buying and providing the children's course materials and attending the meetings at school. The responsibilities of parents regarding meeting the entertainment and social life necessities of the children were determined as socializing the children, leading them to acquire responsibilities, directing them to social activities (sports, intelligence games, etc.) and participating in their activities. Some of the views of the participants regarding these areas of responsibility are given below.

- *Parents should, first of all, take care of their children emotionally, talk to them about their feelings and know about their responsibilities. They should be able to measure what amount the children got what they have got to. How much of the homework has or has not been done? They should know. Well, what else? Clothing, neatness. They should perform the children's self-care skills, which is usually good in our schools. And they should deal with the emotional states of the children (Tulay).*
- *The should follow the children's nutrition and education because it is important to have a regular life within the family, they should have a certain and consistent parental relationship. These are the responsibilities. Nutrition needs, dressing needs are the general and social needs of children. If there have opportunities, they may meet the children's social needs, direct them to social activities. Maybe, sports or intelligence games (Can).*
- *They should spend good, quality time with their children. It's definitely their most important responsibility. A quality 15 minutes with their children will let them acquire a great deal of things. Besides, they should also give their children responsibility. If they don't give responsibility to their children, there are, for example, some events I currently experience in my class. There is 7-year-old boy in my class whose mother is still washing his hands. This kid is giving his hand to his mother in the sink and the mother is washing his hand there (Hulya).*

Teachers expressed their views regarding the children's educational responsibilities at most and the responsibilities related to the children's entertainment and social life necessities at the least. The main reason for expressing such views may be due to the fact that parents spend a lot of time with their children in terms of their education but less time with them in terms of entertainment and social life because of their work lives.

3.3. The Parents' Status of Knowing Their Rights and Fulfilling their Responsibilities

It was stated by the teachers that all of the parents in Summer Primary School knew the rights mentioned above. When they were asked whether they fulfilled the responsibilities mentioned above, it was stated that half of

the parents generally fulfilled their responsibilities while the other half did not fulfill their responsibilities regularly. It is seen in Figure 2.

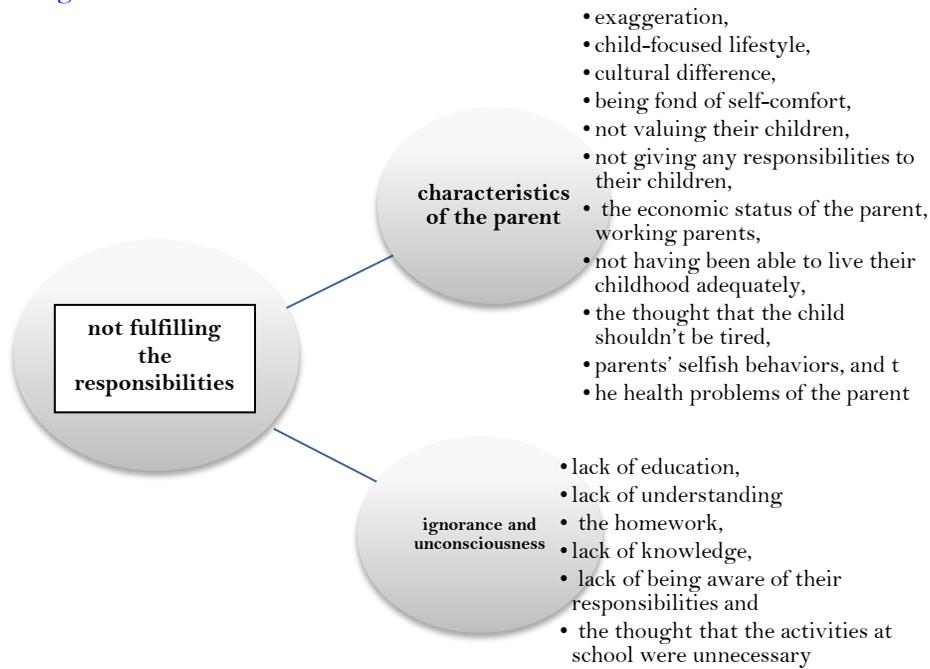


Figure-2. The reasons for not fulfilling the responsibilities

Source: Author's field work

As could be seen Figure 2, the reasons for not fulfilling the responsibilities were divided into two categories. The first of these was the characteristics of the parent and the second was educational reasons. In line with the views of the teachers regarding the characteristics of parents who did not fulfill their responsibilities in the schools and classes, these characteristics were revealed as; exaggeration, child-focused lifestyle, cultural difference, being fond of self-comfort, not valuing their children, not giving any responsibilities to their children, the economic status of the parent, working parents, not having been able to live their childhood adequately, the thought that the child shouldn't be tired, parents' selfish behaviors, and the health problems of the parent. In the category of educational reasons, it was stated that there was lack of education, lack of understanding the homework, lack of knowledge, lack of being aware of their responsibilities and the thought that the activities at school were unnecessary. The views of the participants are given below.

- They say they can't help concerning about their children so they do everything by themselves and don't give any responsibilities to their children and they give negative reactions to what we say because I called one of them two or three times to meet the guidance service but he didn't come. He should come and see the guidance so that we can help the child. The child won't be able to learn to read and write, he does nothing in class. If you wash the hands of this 7-year-old kid and feed him with your hands, he can do nothing, he does nothing (Hulya).
- For example, they do not know what score the child took in the exam, they don't control the assignments given by the teacher or don't know whether they have homework. The child, for example, is preparing his bag but they do not check whether they have the right materials or not, there is no control. Neatness, for example, they can send their children in dirty clothes (Emine).
- As they don't understand because of the lack of culture or education, for example, or maybe because of the lack of knowledge, they can't help the child with homework (Berrin).

When the issue of preparing a specific legal text for the rights and responsibilities of parents was addressed to the participants, all the teachers stated that the preparation of such a legal text would be appropriate and necessary. It is shown in Figure 3.

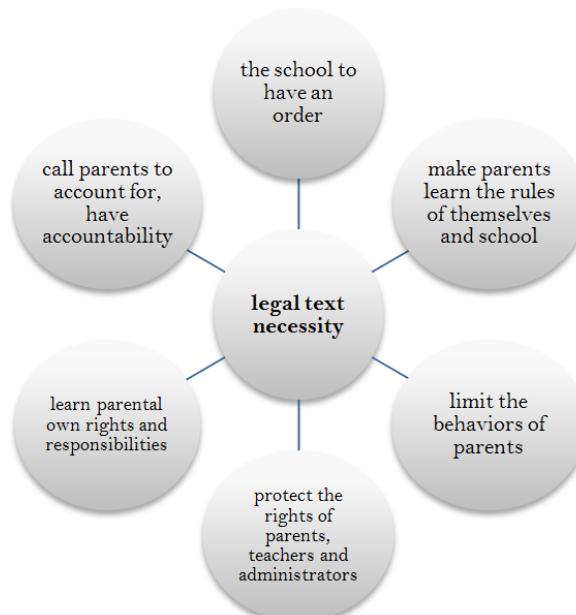


Figure-3. Necessity to prepare legal text

Source: Author's field work

As could be seen [Figure 3](#), it was stated by the participants that such a legal text should be prepared in order for the school to have an order, call parents to account for, have accountability, so as to make parents learn the rules of themselves and school, protect the rights of parents, teachers and administrators, and limit the behaviors of parents and especially make them learn their rights and responsibilities. Some examples of the views of the participants are given below.

- *Of course, there should be. If everybody knows their line of right and responsibility areas, they behave accordingly, give account accordingly and are called to account for accordingly. A text that has sanction power should be prepared (Berrin).*
- *If there is a fixed thing determined by such a law, well, then, if we say this, maybe it is perceived just as it was our idea but if there was a law on this, if the law said so, we could say that it was decided by law so I think it would be more serious, it would be binding at least.*
- *There must be a legal text and everybody must act accordingly. I witness that the parent comes out of the class and listens to another class in front of the class door. It is incredible, the parents do not have such a right, they can't do that. This is wrong. Somebody should stop these parents (Duygu).*

The teachers were asked whether the parents would comply with the legal text if such a specific legal text including the rights and responsibilities of parents was prepared; half of the teachers who participated in the research stated that the parents in the school or in their class would not comply with the legal text if there was one, while one fourth of the rest expressed that the parents would comply with such a legal text, and the rest stated that the parents would comply with such a legal text on the condition that there was a sanction. It is shown in [Figure 4](#).



Figure-4. Reasons why parents do not comply with the legal text

Source: Author's field work

As could be seen [Figure 4](#), it was expressed that half of the parents would not comply with this legal text because of irresponsibility, negligence and lack of sanction if such a specific legal text including the rights and responsibilities of parents was prepared. Some examples of the related views are given below.

- *No, I don't think they will comply with this legal text because we're continuously having meetings with the parents and tell about the rules they need to follow. We explain how their approach to children should be but what we tell them only stays there. Let me tell you this! In our society, if you only gave fines to parents, there would be a sanction so I don't think that any punishments will be a deterrent to them (Hulya).*
- *I don't think they're going to follow it completely but I think mostly those who care about their children and know their responsibilities will comply with such a legal text. The others may not follow it, irresponsible parents are the same everywhere, in any case (Emine).*

In short, it could be said that the teachers expressed these views because of such reasons as the fact that the parents ignored their responsibilities even though they knew their responsibilities, that they did not fulfill what were told them by the teachers in the meetings and act in accordance with the other rules in the society, that there were no sanctions, and that the teachers did not trust in the parents.

3.4. Things to Be Done in Order for the Parents to Learn Their Rights and Fulfill Their Responsibilities

The things to be done in order for the parents to know their rights and responsibilities were divided into two categories as; the things to be done by the Ministry of National Education and the things to be done by the administrators and teachers. It is shown in [Figure 5](#).

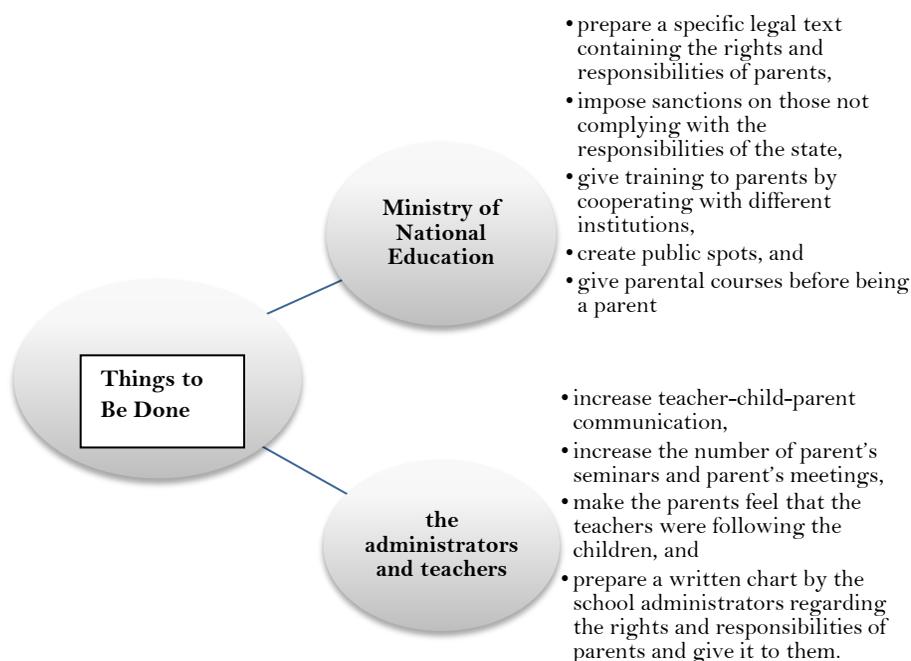


Figure-5. The things to be done in order for the parents to know their rights and responsibilities

Source: Author's field work

As could be seen Figure 5, the things to be done by the Ministry of National Education were; to prepare a specific legal text containing the rights and responsibilities of parents, to impose sanctions on those not complying with the responsibilities of the state, to give training to parents by cooperating with different institutions, to create public spots, and to give parental courses before being a parent. The things that the administrators and teachers should do were; to increase teacher-child-parent communication, to increase the number of parent's seminars and parent's meetings, to make the parents feel that the teachers were following the children, and to prepare a written chart by the school administrators regarding the rights and responsibilities of parents and give it to them. Some examples of the views of the participants are given below.

- *Parent's seminars should be organized. Even once a week, Not once a month. Even compulsory. Meetings are organized about parents, we send papers to them to inform the date and time of the seminar. Nobody comes. There must be such a sanction power that the parents feel obliged to. Just as the student has to come to school, the parent must be obliged to attend the seminar so that we can educate the parents before the children. If we educate them, it will be easier for us to educate the children they raise (Duygu).*
- *Public spots should be created describing the responsibilities of parents. The school administration can provide a paper including the responsibilities that the parent must fulfill. It can be said that the rules must be followed. Like what can happen if you don't comply with these or your child may not receive adequate education. There may be different ways to do it, it may be constructive (Can).*
- *Teacher and parent's meetings can be increased. These meetings are held twice, one in the first term and one in the second term. The teachers do this outside, extra but what I say is that this can be increased. If done frequently with parents, the problems don't pile up, both for the child and for the parent (Aysun).*

The most notable suggestion of the teachers was the preparation of a law including the rights and responsibilities of parents while the other was the demand to impose sanctions by the state on the parents who did not fulfill their responsibilities. Another remarkable suggestion was the creation of public spots or social media advertisements regarding the rights and responsibilities of parents. It was stated by the teachers that this would be useful because the parents spent a lot of time watching television and following social media.

4. Conclusion, Discussion and Suggestions

In the research, it was aimed to determine the rights and responsibilities of parents according to the views of the teachers. Accordingly, the rights of parents were examined in four categories as; communication, being informed, benefiting, and discipline and security. The most frequently repeated rights were the meeting of the parent with the classroom teacher, receiving information about the achievement/development of their children, transferring them to another school, and enrolling the child in the school.

The responsibilities that parents should fulfill regarding their children were the responsibilities in terms of meeting their children's physical, emotional, educational, entertainment and social life necessities. The most frequently repeated of these responsibilities were nutrition, providing the children's neatness, dressing, providing their clothes and school uniforms, following their homework/lessons, helping their homework at home, directing them to social activities and acquiring self-care skills. In the research conducted by Kiral (2017b) it was determined that parents had responsibilities in terms of education, raising, discipline, entertainment and meeting the emotional necessities of their children. It was determined that parents did not regularly fulfill their emotional and raising responsibilities.

It is important for families to fulfill their responsibilities regarding their children's physical care (Honig, 2002) and their safety and health in terms of their development (Tinsley et al., 2002). Apart from this, families have responsibilities related to school and education. Hornby (2000) listed the responsibilities that teachers wanted parents to fulfill. These are; making an effort to the individual necessities and health problems of their children, helping their lessons and homework at home, participating in school activities, reading the reports and letters sent to them and getting in touch with the teacher, encouraging their children to participate in school activities, participating in the parent's meetings and communicating with the teacher when necessary both at school and out

of school, and giving the teacher their home and work addresses and telephone numbers. These are the responsibilities that parents must fulfill regarding the school and education.

When parents fulfill their educational responsibilities, the academic achievement of their children child increases. Hence, in the study conducted by [Celenk \(2003\)](#) similar results were obtained. It was determined that the parents who took good care of their children had a positive effect on their achievement levels ([Epstein and Connors, 1995](#); [Epstein and Sanders, 2006](#); [Quiocho and Daoud, 2006](#)). Furthermore, it was also determined by the researchers that taking good care of the children by the parents affected the children's academic motivation for the sake of them ([Grolnick and Farkas, 2002](#)). The children of the parents who spend time with them, play with them ([Tamis-LeMonda et al., 2002](#)) who participate in the activities together with them easily socialize, develop good friendships and human relations ([Grusec, 2002](#); [Ladd and Pettit, 2002](#)) and thus, the children's cognitive and affective skills improve ([Williams and Sternberg, 2002](#)).

In the research conducted, the teachers stated that all the parents in their school and class knew their rights and strongly claimed their rights. According to the teachers, the parents in their school and class knew their responsibilities but while half of the parents fulfilled their responsibilities, the other half did not fulfill their responsibilities regularly. Parent-based reasons for not fulfilling their responsibilities were determined as; child-focused lifestyle, cultural difference, being fond of self-comfort, not valuing their children, not giving any responsibilities to their children, the economic status of the parent, working parents, not having been able to live their childhood adequately, the thought that the child shouldn't be tired, parents' selfish behaviors, and the health problems of the parent. Education-based reasons were; lack of education, lack of understanding the homework, lack of knowledge, lack of being aware of their responsibilities and the thought that the activities at school were unnecessary.

[Kaya \(2012\)](#) stated that parents were unable to fulfill their responsibilities regarding their children due to such reasons as the fact that educational and cultural level of the family was low, the family had a negative attitude towards cooperating with the teacher and supporting their children, the parents lacked adequate educational level, and they were unable to allocate time for the school activities because of work life. Unemployment or intensive work programs of parents may cause parents to fail to follow school activities and fulfill their responsibilities to attend school meetings and activities ([Hornby, 2000](#); [Hornby and Lafaele, 2011](#)). Parents' race, being immigrants, having a different ethnic background or being of a minority group also plays a passive role in their responsibilities of attending school activities and thus, they exhibit low participation to school ([Fan and Chen, 2001](#); [Kaya, 2012](#)).

According to another result of the research, it was stated by the participants that "a specific legal text" should be prepared in order for the school to have an order, call parents to account for, have accountability, so as to make parents learn the rules of themselves and school, protect the rights of parents, teachers and administrators, and limit the behaviors of parents and especially make them learn their rights and responsibilities. The teachers were asked whether the parents would comply with the legal text if such a specific legal text including the rights and responsibilities of parents was prepared; half of the teachers who participated in the research stated that the parents in the school or in their class would not comply with the legal text if there was one, while one fourth of the rest expressed that the parents would comply with such a legal text, and the rest stated that the parents would comply with such a legal test on the condition that there was a sanction. The teachers had the opinion that half of the parents would not comply with this legal text if such a specific legal text including the rights and responsibilities of parents was prepared because of irresponsibility and negligence, because they did not completely comply with the other laws and rules, and though the teachers told them their rights and responsibilities, they did not act accordingly.

Although there are no specific legal texts in Turkey, it can be seen that there are legal texts in Finland, Scotland and the United States of America including the rights and responsibilities of parents. In Finland, this legal text aims to ensure that the children grow up in a better and well-balanced way according to their necessities and desires; they have close relationships with their parents and affectionate relationships with others; parents provide good care and upbringing for them; they provide the children with appropriate supervision and protection in accordance with their age and development; they provide a safe and encouraging environment for them; they provide an education appropriate for their desires, tendencies and abilities; they bring them together with a spirit of understanding, security and love; the children are not suppressed; and they are not punished economically or humiliated in any way. Encouraging and supporting the children in terms of being independent, taking responsibilities and growing up through adulthood can be considered among the other responsibilities. In order to achieve these goals, the responsibilities of parents give them the authority to care, bring up, reside and make decisions about other matters related to them. Supporting the development and happiness of children in line with their age and individual necessities can be considered as other responsibilities that parents need to fulfill ([Henricson, 2008](#)).

The responsibilities of parents in Scotland can be listed as protecting the children's health, development and well-being, directing their behaviors until the age of 16, and guiding them, communicating with them and acting as their legal representatives until the age of 18 ([Henricson, 2008](#)). In the United States of America, parents have such rights as participating in class observations, having meetings with the school principal and teachers, being informed about the exams, deciding the school of their children, demanding a safe school environment, being aware of the materials used at school and in class, having information about their academic development, and knowing the records of their children at school (records of attendance/absence, exam results, scores, discipline records, counseling records, psychological records, the records kept at school regarding health and vaccination, the records kept by their teachers and advisors and records of behavior). Apart from these, they have the right to know the school standards and rules, be members of school councils and committees, participate in meetings, ask for their approval before the video and audio recordings of their children, receive information about special education, demanding to be exempted from some classes temporarily or permanently, complain in case of the violation of the rights, and demand the confidentiality of the children's personal, academic achievement, health, special education, identity information. They have also responsibilities such as taking good care of the children, their development and education ([Aydin, 2006](#)).

According to the results obtained from the research, the things to be done in order for parents to know their rights and responsibilities were divided into two categories as the things to be done directly by the Ministry of National Education and the things to be done by the administrators and teachers. The things to be done by the Ministry of National Education could be listed as; imposing sanctions to those who did not comply with their responsibilities by the state, giving parental training by collaborating with the Ministry of Health, Ministry of Family and Social Policies and Directorate of Religious Affairs, creating public spots on television during commercials, during the commercials of TV series and in social media, and giving courses on being good parents before having children. The things to be done by the administrators and teachers could be listed as; enhancing the efforts for increasing teacher-child-parent communication, organizing parent's seminars, increasing the number of parent's meetings, making the parents feel that the teacher was following their children, and preparing written charts regarding the rights and responsibilities of parents and giving these charts to them. At the end of this research, what was especially expressed by teachers was, in order to call parents to account for and give them an account, and in order for parents to learn their rights and responsibilities, the creation of a *specific legal text* in which the rights and responsibilities of parents are expressed in detail. This text should be a binding text with sanction power aiming to draw the boundaries of behavior. Just as people in the traffic are trying to comply with the speed limit in order not to be fined, parents may begin to behave in accordance with such a legal text with sanction power in time so as to avoid being punished.

In order for parents to fulfill their responsibilities, Baloglu (2017) stated that it is necessary to run two-way communication with parents, continuously try and improve collaborative problem solving practices. According to Epstein (1995) the school has to use its role to help parents. Parents can be supported with seminars, videos, computerized communication and phone messages in terms of the principles of raising children at every age and every educational level. By organizing family support programs via parents and family education, various courses or training programs for families, assistance can be provided in terms of health, nutrition and other issues. Home visits can be made at pre-school, primary school, secondary school and high school levels. This can be taken into consideration especially in the transition periods between schools.

In education, it is essential to communicate with the family about students and school programs. A two-way communication channel should be run between the school and the family. Weekly and monthly brochures regarding the studies of student should be sent home, the student's situation should be reviewed and interpreted. The reports should be filled in according to the student's level by considering the student's development level. The charts, memories, telephone records, newsletters and other communication patterns with useful notifications should be regularly processed in the system. The activities, programs, courses etc. performed within the school should be transparent (Epstein, 1995;2013). For this reason, Kiral (2017a) stated that keeping all communication channels between the parents and the school open and using them were important for the best benefit of the child. The fact that families have healthy communication with the school, participate in school activities and support their children are effective on the achievement of children. The duty of families is to support their children and make them feel that they are there for them by participating in social, cultural and educational activities in the school (Ictin, 2013). Families and schools are the institutions that have the greatest impact on the development of children (Sanders, 2001).

Together with what is mentioned above, the suggestion developed for the researchers is, by conducting the same research on students, to determine whether parents comply with their responsibilities. A comprehensive research on the rights and responsibilities of parents can be carried out throughout the country by using quantitative research methods. Therefore, the results can be generalized and necessary measures can be taken. The same research can be conducted in two schools, one with low socio-economic level and the other with high socio-economic level, and the results can be compared.

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