

Primary School Teachers' Perception on Parental Involvement: A Qualitative Case Study

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Abstract

The purpose of this study is to highlight the opinions of teachers with regard to the approaches of parental involvement in school. A case study design was used in this study conducted that is employed in studies of a qualitative nature. In the "case" under research, there was an attempt to determine the opinions of teachers regarding the opinions of parents; within this process student portfolios, homework assignments aimed at assessing student performance and reports and minutes of parent-teacher meetings were examined in order to assess how and to what degree the perceptions of parents had an effect (on the teacher-parent relationship). For purposes of determining the study group, importance was attached to the principle of volunteerism participation, and the study group consisted of 6 teachers employed at a state school located within the district of Beylikdüzü in Istanbul during the 2015-2016 academic year. A demographic information form, semi-structured interviews and minutes of teacher-parent meetings were employed as data-collection tools. The data obtained were evaluated using a data content analysis technique. It was observed that during the analysis process of the findings obtained from both the interviews and the document analysis that teachers expressed their views concerning their relationships with parents as being negative on the whole and that the attitudes of parents were not sufficiently developed with regard to the issue of conducting a conducive parent-teacher dialogue of high quality.

Keywords: Opinions of teachers, Attitudes of parents, Evaluation, Communication

1. Introduction

The establishment of effective communication is regarded as an important requirement among the factors that assume an important position that allow for the realization of effective and productive teaching processes. Success is not merely a situation that can emerge as a result of the teacher, student or school administration alone, but rather may be said to be the result of the achievement of a number of objectives that are desired collectively by the shareholders (Hall & Quinn, 2014). The establishment of cooperation with the families of students, their participation in the processes enacted in the school and their support for the aims envisaged by the school are all regarded as important factors in every country (Şişman, 2002). According to Doğan (1995), in order to establish a positive and healthy dialogue between teachers and parents, there is a need to supply the family with sufficient information with view to fostering positive results as concerns the success of their child, while also gaining their interest and support through elicitation of their desires and expectations. So as to establish a quality communication between the school and family, both parties need to have access to sufficient information about the other party, must get to know each other and need to establish a socially mutual relationship.

According to Bilen (2004), those who deliver successful communication are on the whole those who are self-confident, respectful, (wish to) increasingly participate in activities and furthermore, who constantly strive to find solutions to problems. It has been observed that the need to get to know the student well and to recognize the socio-cultural background of the student with view to making more precise decisions regarding the student while working in cooperation with the parents so as to contribute to the student's success and development are seen as occupying important factors at all stages of the teaching process (Aydin, 2014; Karatas & Oral, 2015; Kaya, 2015). Within the teaching process another important factor that needs to be incorporated into criticism when approaching student education delivered using a holistic approach is the taking into consideration of the informal resources used alongside formal education that influence the education of the child. Within these informal resources, the factor of the family has the greatest effect on the success and behavior of the child (Erdoğan & Demirkasimoğlu, 2010).

According to Yeşilyaprak (2006), the issue that needs to be taken into consideration with regard to teacher-parent meetings, is how a positive cooperation may be ensured on issues regarding the healthy development of the child and his adaptation to the social environment. The desired cooperation must first be realized between the parent and class teacher, and then may at later stages be extended to include the participation of experts, administrators and other teachers and parents. This study that attempts to establish the problems experienced as part of parent-teacher communication, and that attempts to identify the source of such difficulties is thought to represent a contribution to the solution of problems observed with regard to academic literature on the topic and the teaching-learning process.

2. Literature Review

Teachers were said to have experienced various problems in their communication with parents, and these were reported to have hindered student success, limited dialogues with students, and prevented the implementation of more effective teaching processes (Hall & Quinn, 2014). On account of the negative attitudes of parents who were prone to accusing the teacher(s), school administration, current education system or from time to time their own child, this led to the emergence of greater problems when attempting to solve (existing) problems. It was observed that parents wishes to involve themselves in a closer interaction with teachers who had essentially positive thoughts and intentions (with regard to their child) led to unintended results on account of problems related to their manner of behaviour and communication. A healthy and quality state of cooperation between the school and the family can only be realized through the establishment of a healthy flow of information between the school and families and by attaching importance to the expectations of shareholders to one another and becoming aware of their expectations to one another; this is possible only through the assumption of the importance of establishing a healthy and positive communication with regard to the issue of the raising of healthy new generations (Çelik, 2005).

In a study conducted by Erdoğan and Demirkasımoğlu (2010), the participation of families in the teaching process was emphasized as necessary however it was observed that parents needed to be made conscious of the process. In this respect, they indicated that parents did not know in what way and to extent they should participate in the process and indeed a section of parents exaggerated the need for participation and never left the school premises. It can also be observed that both a number of both teachers and administrators felt uncomfortable with the manner in which parents, frequently interfering in their own fields of expertise, exerted pressure on teachers as to what and how activities were to be conducted and for his reason the conclusion could be reached that teachers looked negatively at the idea of parents participating in the educational process. Parents who displayed these disruptive attitudes towards teachers and students, were on the whole pushed to have greater communication with teachers on issues such as (the feasibility of) students of a young age being able to come to and go from school alone, and their diet and safety. Positive and healthy communication between school and family and the establishment of a state of cooperation at the first stage of primary education is thought to be of great importance in contributing to the future life success of students (Genç 2005); the attitude of parents mentioned above may be regarded as depriving of the opportunity of a positive contribution to the process.

It may also be said that the involvement of all shareholders in a process of effective communication that may provide a positive contribution to the success and development of students, and through the setting out of the formal and informal elements of the process, through shared formation of the learning objectives that are intended to be achieved (by students), may lead to achieve more beneficial results. Attention has been paid to the fact that in effective and successful schools, cooperation between the school and the family has assumed the required degree of cooperation (Aydın, 2014; Balcı, 2001). So as to reach the goals envisaged in the teaching programs, the priority with regards to the socialization of the student within the school, is the compatibility of the school and family with one another and indications of consistency (Kebeci, 2006).

In a quality and healthy cooperation between teachers and parents, the adjustment of communication for the sake of the education and raising of the child to the required level is regarded as being of great necessity (Aytaç, 2016). By taking into consideration the fact that for students the first educators are indeed their families, families are seen as being of great importance both in terms of the success and development of the child. In this respect, the education that is given both by the school as a formal educational institution and the family ought to be presented in a way that allows for mutual support (from family and school) and the continuation of efforts in tandem (Şahin & Ünver, 2005). It may be mentioned that the fact that children spend large periods of time with their family, means that the family offer many opportunities that may help bring about success of the student as families know the individual characteristics of the child; it is therefore essential that teachers cooperate with parents and enter a spirit of cooperation with them so as to accomplish the learning objectives that teachers desire.

The learning and teaching process is not only realized at school (Yurtseven & Altun, 2015). In this respect the most important environment outside the school is that of the family. This is on account of the fact that the family is the environment in which the child carries out his first learning activities, has his or her first personal and social experiences, and that offers the first opportunity for him or her to assume a role in the formation of their own personality and character (Yavuzer, 1993). The fact that the school and family set out the shared goals/objectives with regard to the preparation of the child for real life, render a cooperation between the two institutions necessary and make mandatory the establishment of effective communication (Celep, 2002; Çalık, 2007).

When one examines studies conducted regarding the participation of families in the learning and teaching process, it can be observed that in processes that include positive social relationships and conscious attitudes more positive results emerge with regard to student success. In this respect, according to the findings of research conducted by Barge and Loges (2003), student and parent perceptions, provision for positive family participation and the establishment of positive relations with teachers with regard to the realization of effective communication and the monitoring of academic development with view to ensuring the success of the student all emerged as important topics.

Lawson (2003) indicated that parents provided positive contributions that affected their childrens lifestyles, learning processes and academic successes (2003). In this regard, Epstein (1995) emphasizes the necessity of ensuring cooperation between the school and family with view to rendering a tangible influence of the family on the teaching process conducted at schools. He expresses that in cases where cooperation is ensured between the school and family, this may lead to better development of existing school programs, the creation of a more positive school atmosphere, the more effective provision of family services and support programs, families' assistance in aiding students to acquire better study skills and increased opportunities for participation in the activities and studies conducted by teachers. G ü l (2007) tarafından yapılan araştırma sonuçlarında okul ile sürekli etkili iletişim içinde bulunan, öğrenci sorunlarını paylaşan, öğretmenlerle devamlı iletişim halinde olan, diğer yandan öğretmen ve idarecilerle görüş birliği içinde çalışan velilerin çocuklarının daha başarılı oldukları görülmüştür. In the results of research conducted by G ü l (2007), the children of those parents who continually communicated with teachers and were able to establish effective communication and share students' problems (with teachers) and who worked in conjunction with school administrators were regarded as more successful. In this context, the aim of this research is to identify the viewpoints of teachers with regard to parental attitudes, and to attempt to reveal the problems experienced between shareholders and highlight contributions as to how a more healthy cooperation between school and family may be realized. Within the context of the goals and aims outlined above, the study aims to make a contribution with regard to the creation of more conducive learning and teaching processes and the creation of a more positive school and classroom environment. With respect to this aim, answers were sought to the research questions below.

1. What are Primary School Teachers' Perception on Parental Involment?
2. What are the factors that prevent the execution of positive teacher-parent meetings?
3. Are there necessary opportunities provided at both the planning and execution stages including discussion about the students' levels of success and personal development and discussion of problems and attitudes that need to be adopted?
4. What are the suggestions of teachers with regard to the attitudes of parents?
5. Does the school administration provide support and an attitude that allows for the effective and productive execution of parental meetings?

3. Methods

3.1 Research Design

In this study, a qualitative case study design was used. According to Yin (1984), a case study is an applied type of research design, that researches the context found within a specific phenomenon under study in situations where there a number of different pieces of evidence or sources of data. In an example study of an event, the researcher conducting the study may analyze one or two examples for a deeper understanding of the subject or by focusing on a limited number of example events may concentrate on a number of factors by way of a comparison (Neuman, 2007). In the situation under consideration in this study, there was an attempt to highlight the opinions of primary school teachers with regard to the attitudes of parents, and furthermore through examination of minutes recorded by teachers during parental meetings, parental meeting files, portfolios and documentation concerning preprofessional duties carried out by the teacher, the themes for research were identified using content analysis. In this study that was conducted using qualitative data collection techniques, space was allocated for semi-structured interview techniques and document analysis applications. While tests and questionnaires that rely on written answers and completion responses do have a

certain limitation, when semi-conducted interviews are maintained to a clear standard, they represent an approach that offers flexibility and at the same time the opportunity to gain a more detailed understanding of a specific topic (Yıldırım & Şimşek, 2003). Within the research process, with view to identifying the opinions of primary school teachers at the stage of the design of the interview form, the opinions of four experts in the field were requested and the necessary adjustments were made to the form with regard to the feedback obtained. In the determination of the study group, a purposeful sampling method was used.

Document analysis is a type of application regarding the research problem to be considered that provides for the analysis of materials or documents obtained within a limited time period or documents with regard to the subject of research that emanate from more than one source or that emerge at different time intervals (Yıldırım & Şimşek, 2002).

3.2 Participants

The study group for this research study consisted of a total of six teachers, three of whom were male and three of whom were female, employed at a state school in the Beylikdüzü district of Istanbul during the 2015-2016 academic year. In the determination of the study group, a purposeful sampling method was employed. Creswell (2012) stated that in a qualitative study a limited number of individuals or events were to be researched, and while as part of the process it may be possible to conduct research involving only one or two individuals, it was also possible to conduct research incorporating more than 20 individuals. In this respect, he stressed that the important aspect is the need to prepare a detailed report for every individual or situation. The principle of voluntary participation was taken into consideration during the determination of the study group. All teachers participating in the study were bachelor-degree holders at a bachelor degree level from the Department of Elementary Class Teaching. In addition, one teacher had also completed a master's degree. The gender, years of service and ages of the teachers were as follows: female, years of service: 11-15 (age, 33); female, years of service: 11-15, (age, 34); male, years of service: 16 and over, (age, 40); male, years of service: 11-15 (age 34); male, years of service 11-15, (age, 35); female, years of service: 16 and over, (age, 40). The codes for the teachers according to their sequence in the study were expressed as follows: T1 female, T2 female, T3 male, T4 male, T5 male and T6 female.

4. Collection of Data

In a research study conducted by Yıldırım and Şimşek (2005), the use of more than one data collection method is described using the term "data triangulation". Through data triangulation, there is an attempt to increase the validity and reliability of the findings reached during the research. To identify the opinions of teachers with regard to parental attitudes, the goal of the research and the stages of its application were emphasized, information was provided as to the scale of the research and permission was requested.

4.1 Interview Questions

Ten questions prepared by the researchers with regard the opinions of primary teachers concerning parental attitudes were asked to the teachers participating in the study by means of a semi-structured interview and the answers submitted were recorded using a voice-recording device. Semi-structured interviews offer the opportunity to obtain more detailed information with regard to the topic through the asking of questions that arise out of necessity outside the scope of the questions predefined by the researcher conducting the study (Creswell, 2012).

4.2 Document Analysis

The documents that were accepted for consideration within the study: namely minutes recorded during parental meetings, notes taken during parental meetings, power-point presentations made to parents, student portfolios or related professional tasks were analyzed within the (wider) context of parental attitudes. Creswell (2005) emphasises that within the document research process, these represent documental sources of data that offer an opportunity to understand the events and phenomena that assume the position of focus at the center of the research

4.3 Stages of Research

The primary school teachers participating in the research were requested to complete a demographic information form providing details with regard to the demographic data stipulated on the consent form and interview form. Interviews were first held with the teachers and by asking on which day and at which time they were available, an appointment was made with the participant and a further interview was then held at the agreed time; the comments given during the interview were then recorded as an audio-file. At a later stage, the notes from the parental meetings, power point demonstrations given to parents, portfolios and records of related professional tasks were evaluated within the context of parental attitudes using a content analysis method.

5. Data Analysis

The data obtained were then analyzed and the results presented in report form. The interviews that had been recorded with the teachers' permission using a voice-recording device were decoded and then converted into a digital format. Furthermore, the data obtained by means of document analysis and the notes taken were then evaluated using a 'content analysis' technique. Yıldırım and Şimşek (2005) defined the aim of content analysis as the description of data and the exposure of the facts contained within the data. Moreover, they emphasized content analysis as a type of application used in the codification of data, determination of themes or topics, organization of codes and themes, the interpretation and description of the findings reached and the reporting of results. For the sake of increasing the cogency (internal validity) of the study, a data triangulation method was applied, and the findings obtained were based on the opinions of teachers and document analysis. As concerns the semi-structured interviews conducted with participants, each interview lasted for approximately half-an-hour and the viewpoints of teachers were recorded in a detailed manner. The recordings of the interviews stored on the voice recording devices, after having been decoded were then checked for accuracy by the teachers participating in the study group. Furthermore, the findings obtained were then checked by three doctoral students at the Educational Programs and Teaching Department who confirmed the accuracy of the findings with respect to the codes created and the document analysis conducted; necessary adjustments were then made in response to the feedback given.

In order to improve the consistency (reliability) of the study, all of the findings obtained were then presented directly without them being exposed to any kind of interpretation. Other than the researcher involved directly in the study, the findings obtained in accordance with the standards of the interviews and document analysis, were reviewed once again by three doctoral students also involved in teaching duties at different institutions and it was considered under which topic headings the prospective codes both so far and yet to be obtained could be combined. In order to ensure the reliability of the research, this analysis was conducted on a number of separate occasions. At the next stage, experts mentioned assembled and decided on the codes and topic headings. Through such an approach, there was an intention to ensure the consistency of the data obtained

6. Findings

In this stage of the research, the data obtained was considered within the context of the questions asked and the findings obtained by means of document analysis was organized according to five thematic categories: the problem of quality with regard to parental attitudes, attitudes aimed at discrediting (diminishing the respect of) the teacher, the problem of consciousness with regard to the identity of the parent, the awareness of parents with regard to the position of the teacher and the concern of administrators to preserve their position. The themes and categories created from the context of the findings are presented in Table 1:

Table 1. Themes and Categories

Themes	Categories
1. The problem of quality with regard to the attitudes of the parents.	1.1. Problems related to attitudes and expectations
	1.2. Interrogative or interfering attitudes.
	1.3. Attitudes based on jealousy or comparison
2. Attitudes aimed at discrediting the teacher	2.1. Paradoxes with respect to errors known to be correct.
	2.2. The discrediting of the teacher.
3. The problem of consciousness with regard to the identity of the parent.	3.1 Quality of communication
	3.2. The problem of education and consciousness.
4. The awareness of the parent with regard to the position of the teacher.	4.1. Awareness with regard to individual rights.
5. The concern of administrators to preserve their position	5.1 The concern of problems being transferred to a higher authority
	5.2 The impulse to protect one's own position

6.1 The Problem of Quality with respect to the Attitudes of Parents

6.1.1 Problems Related to Attitudes and Expectations

In response to the question of how teachers perceived parents' general attitudes towards themselves, three teachers gave positive (feedback) and three teachers responded with negative evaluations. Those teachers who offered positive evaluations, expressed the view that they did not experience problems when communication with parents was open and left paths of communication open providing the opportunity for parental attitudes to manifest themselves in a positive manner. T1, T2 and T6 stated negative opinions with regard to the attitudes of parents who saw teachers as the authority to solve all problems that teachers held expectations of the teachers that fell outside the remit of teaching. T1, T2 and T6, while stating their negative opinions with regard to the perspectives of parents, expressed the feeling that parents saw teachers as the authority able to solve all problems and that parents harbored a number of expectations for teachers other than merely teaching itself. In this respect parents assumed that teachers should fulfill a 'babysitting' role alongside teaching and teachers stressed that there was a perception that it was appropriate for teachers to be burdened with (parents and students') emotional issues and such an understanding was indeed widespread. In addition, they touched on problems regarding the attitudes and expectations of parents. Moreover, in their negative evaluations, they noted that parents had used the 147 telephone number (a telephone line allowing parents to make complaints about educational issues) used to submit complaints about teachers to discredit teachers and this line had even been used by parents as a way to threaten teachers to behave in the way that they deemed fit.

T3, T4 and T5 expressed the view that they thought that parents held positive attitudes towards them and that they worked in a spirit of mutual interaction with them. In this regard, T3 made the following comments:

Parents generally approach (us) within a framework of respect and in a relaxed manner. They explain their problems and requests (December 15, male, 40)

T5 offered the following evaluations:

The attitudes (they display) towards me are generally good. The reason for them being good is that they can always reach/contact me. (December 16, male, 35)

One of the teachers, T6 who stated a negative opinion regarding the attitudes of parents put forward the following viewpoint:

Relationships with parents... have become problematic in recent years. There are a number of reasons for One of the main reasons, is their use of the 147 complaint telephone line and their exaggeration of every issue and adoption of an intensely personal negative attitude to certain teachers and there have been situations in which their have been attempts to instruct teachers on the right way of behaving using such telephone help lines. I am a 2nd grade class teacher.. I experience most of all problems with parents who want the teacher to be a nanny or childminder to the child. Parents who forget that we are teachers and who think that we need to concern ourselves with every aspect of the child's upbringing.. In such a way that the one made guilty for the fact that the child swore in the recess isn't the mother or father who brought him up, but is now the teacher. The teacher says in the lesson that swearing is a wrong behavior and explains why. But how can he monitor such behaviors in the recess periods? We experience a lot of problems like this. (December 16, female, 40).

6.1.2 Interrogative and Interfering Attitudes

All the teachers who participated in the study expressed the view that the attitudes of parents towards the work that teachers carried out and their professional fields of expertise and due to the current nature of (the school environment), parents behaved according to a perception that they had the right to offer their opinions in every instance and to interfere in every issue. They emphasized the interrogative and interfering nature of the approach displayed by the parents. In this respect, they stressed the fact that parents tried to give their viewpoints and interfere on issues such as the content of the curriculum, from where and how homework should be given, and which methods and techniques should be used. T1 offered the following interpretations on this topic.

Even if they realize our good intentions, they endlessly try to interfere. They say "if you give homework assignments like this, if you give prizes during the lessons to my child, if you did a competition in the class, what's more if you didn't shout, if you didn't use forceful expressions..."(December 14, female, 33).

T2 described the way how, on account of the fact that he made the necessary warnings to parents in regard (to the issues highlighted above), a short time later the parents began to question his own attitudes.

This is a problem that we frequently face. Because I reminded them frequently of where they should stand (when they visit the school), after a short time, they stop interfering and learn to accept things (December 15, female, 34).

T4 made the following evaluations regarding the issue of interference in the teacher's practice and in his field of expertise.

The parent who is not aware of modern approaches and only knows traditional educational approaches, wishes for the continuation of the same educational system as that which exists in a paternalistic society.. He wishes to see an authoritarian manner displayed in the classroom, and in that respect, wants to continually criticise my attitude towards students and when I am delivering my lesson wants me to continually demean and to punish (the students) At the same time they want me to give lots of homework and want to teach me (for my part) the way to conduct my lesson. This is a really troublesome situation for me. (December 15, male, 34)

T5 commented that he had not made any concessions to parents on issues relating his Professional conduct, adding that he had not experienced any situations (involving arguments) in this respect

With regard to this issue, the subject that they interfere with the most is homework, I do not (even) discuss with parents about issues regarding my professional expertise. (December 16, male, 35)

6.1.3 Approaches Based on Jealousy and Comparison

The teachers participating in the research stated that the issues for which they had most frequently been accused by parents or been the subject of negative attitudes on the part of parents were in general regarding homework completion, fights and swearing among friends, and claims that they had behaved strictly towards students. Teachers expressed the view that parents displayed jealousy towards other students and teachers and often resorted to comparisons. The teachers participating in the study also stressed that the social and educational levels of the parents also had an effect on their behavior and that parents always resorted to comparisons taking such forms as why the activities conducted in one class were not carried out in another and in the jealousy they displayed towards successful students and that their criticisms were always directed towards the teachers. T1 expressed the interference of the parents with regard to the issues of the problems concerning students and homework as follows:

There are frequently interventions from parents concerning the children not doing homework and unpleasant experiences the children have had in their relationships with friends either in class or in the recesses. (December 14, Female, 33)

In this regard, M2 offered the following comments:

They come right up to us saying that we have given a punishment to their children that we never actually gave. They claim that we have frightened them and damaged their children's state of mental well-being. (December 15, female, 34)

T4 made the following comments, expressing how although he always displayed a moderate attitude, he was often interrogated regarding numerous activities or documents that students needed to take to class and that this represented an interference: (December 15, male, 34).

Generally, I am mild mannered and it is often a matter of an interference with matters such as the way I don't reprimand the children. They say "you have to shout a bit"... As far as social activities are complained, they (interfere) about extracurricular courses where they're expected to pay a fee or folkdancing activities that are often regarded as unnecessary....(December 15, male, 34)

T5 offered the following evaluations concerning parental accusations:

These accusations are usually made during the first week when the letters of the alphabet are being taught; I think teachers have to be shown more understanding on this issue. In particular, if some (better informed) parents offer conscious guidance this may prevent problems from arising in future from behind the scenes as a result of parents talking amongst themselves (December 16, male, 35).

6.2 Attitudes Intended to Discredit the Teacher

6.2.1 Paradoxes with regard to Errors that are Known to be Correct

With regard to whether or not teachers had experienced problems with parents, and in cases where they were still experiencing them what kind of problem they were facing, T1 and T5 stated that they sometimes experienced problems with parents especially with regard to behaviors that were considered disciplinary issues. A number of teachers who participated in the study expressed the view that parents demonstrated paradoxes related to seeing what was known to be wrong as right and what is known to be right as wrong. They indicated that parents intervened directly in activities that the teacher was about to carry out and ignoring instructions and regulations, positions of authority and boundaries of behavior interfered with the teacher with regard to what and how things should be done in lessons. T6 stated that parents behaved inconsistently, and during meetings with the teacher displayed attitudes as if problems did not exist, but at other times assuming attitudes that such problems had always existed. T2, T3 and Y4, however, emphasized that they did not experience too many problems with parents, by identifying the attitude of the parents (with which they would communicate) in advance and by developing a manner of approach to the problem accordingly. Teachers resorted most frequently to a method of providing information and instruction when it came to the issue of what the parents needed to do. Infrequently, when teachers attempted to alter the behavior of children, accusations arose from the parents (and directed at the teachers) of “shouting at the children”, or “using bad language”. Sometimes complaints were made that the teachers had used violence; moreover, they had received a lot of complaints because of incidents experienced among children themselves. T1 offered the following evaluations with regard to the problems experienced with parents:

There are problems with parents. I experienced them personally most with the interference of parents who presume they know a lot and their involving themselves in things I have done. I also experience problems when problems between students reach the families and when these incidents are exaggerated. In this regard, I observe that parents with low levels of education interfere the most in my affairs. (December 14, female, 33).

T2 identified the (types of) parents according to the characteristics ascertained from conversations conducted with them; she expressed her comments (on her interactions with them) as follows:

As I talk according to the parent concerned I don't experience any large-scale problems. When I experience problems, I contact the school administration, without letting the issue go on for too long. (December 15, female, 34)

T3 gave these comments when asked if he had experienced any problems with parents.

During the first grade orientation period I explain to parents the methods I use when teaching my class. I emphasize that in the same way as medicine is important to a doctor, books are important to the same extent for us. I explain that I attach great importance to story books. Over time when they begin to see development in their children, their (negative) reactions fade away. (December 16, male, 40).

T6 used the following evaluation with regard to the issue of problems experienced with parents.

They listen to the things we say. But there are some (parents) that talk behind our backs (December 16, female, 40).

6.2.2 Attempts to Discredit the Teacher

It can be observed that participants were agreed on the point that the regulations/rules concerning the status of the teachers and the parents defined by the current system caused the problems between the parents and the primary school teacher. The participants expressed the view that in this regard that both (existing) regulations and the current system ‘opened the door’ to the risk of exploitation of the teacher by the parent, that parents ‘forced’ this door open and ‘crossed boundaries’ and that present regulations weakened the standing of the teacher. Furthermore, they expressed the view that teachers held a widespread perception that the ‘Hello 147’ phone line had been used in a way so as to discredit teachers. T2 argued that the general view held with reference to the attitude of the parent was there was an attitude born within a (modern) context of customer satisfaction that the parent was always right and offered the following comments:

Whatever happens, as long as teachers are reproached due to adopting the mindset that the teacher is wrong and the parent is right, we will continue to experience problems (December 15, female, 34)

T3 expressed the view that the (current) regulations with regard to the education system have placed teachers in a difficult position and submitted these comments as to how they have paved the way to exploitation by the parent.

I think that the current regulation has weakened the position of the teacher. In this regard, a number of initiatives may be undertaken to try to strengthen the teacher's hand. (December 16, male, 40).

T4 underlined his views on the topic as follows:

I am of the opinion that the problems experienced with parents are 100% the influence of the (current) regulations.. The system supports the exertion of pressure from numerous parents on the teacher more than it does the pressure of one teacher upon a single parent. The monopolization of education, the consideration of the student as a commodity, and seeing the situation that has been created for the teacher, brings no doubt that rather than being of benefit (for the student) the result will be the complete wearing down/oppression of the teacher. (December 15, male, 34)

T6 made the following comments regarding the current regulations as they concerned the position of the teacher and parent as stipulated by the current system.

I am a teacher with 16 years of experience. Over recent years, as a result of numerous regulations and directives, I have never seen the value and worth of the teacher being so damaged. They have brought about a situation that has allowed the tarnishing of the honour of the teacher. In this respect, the 147 complaint line is the biggest problem. This telephone line is used as an 'ace' in a 'game' against the teacher. Furthermore, the activities of parents in the background/wings together with the negative orientation/channelling of energies by a group of energetic parents who represent the vanguard/locomotive (of this 'resistance') are in this respect the greatest problems faced (December 16, female, 40).

6.3 The Problem of Consciousness with regard to the Identity of the Parent

6.3.1 The Quality of Communication

The teachers who participated in the study emphasized that with regard to the realization of healthy cooperation and communication between teachers and parents, everyone involved needed to know their limits and position within the (educational process and moreover there was a necessity to inform parents on the issue of the correct attitudes/approaches to be displayed towards the school administration, teachers and students. Participants touched on the problem of parents' awareness of their position within the educational process and the limits (these placed upon their actions). All participant teachers also expressed the view, that in order to allow for effective and productive relationships (between parents and teachers), initiatives needed to be implemented that offered opportunities for parents to become more conscious and to develop an awareness on learning objectives such as communication, human rights and a modern understanding (of education). T1 offered the following comments on this issue.

At first, the boundaries for parents and teachers need to be defined and parents need to be instructed as to how to behave correctly to teachers by the school administration and guidance counselors in the first grade. That is to say, the parent needs to be educated, and areas in which the parent may be able to interfere ought to be closed off. Parent-teacher consultation meeting hours should be designated and so prevent random 'coming and going'/'popping in' to see the teacher (on the part of the parent); if necessary, a parents' meeting should be held to reduce the concern or worry of the parents. The system and the issuing of directives should be organized in a student and teacher-centered way. Instead of trying to make everyone happy, (delivery of quality) education should be at the forefront of considerations. Respect for the teacher should be raised. (December 14, female, 33).

T2 set out her views regarding how teachers' opinions were not really taken into consideration as follows:

The thoughts and opinions of the teacher should not just be taken as words alone but should be considered as the essence (of education) (December 15, female, 34)

T4 put forward the following opinions:

To establish a healthy cooperation between teachers and parents, educators first need to take communication lessons. These could become compulsory as part of in-service training. As a result of teacher-training (training offered by teacher trainers) I think communication with the

parent will become easier.. The informing of teachers on these issues by teacher trainers/pedagogues will indirectly mean a rise in consciousness among parents. I am also of the view that the “children’s education” seminars given to parents at schools are also beneficial. (December 15, male, 34)

T5 expressed the view that the parents needed to interact with the teacher at defined intervals as follows:

In my opinion, the parent needs to constantly follow the progress of his or her child and call into school at regular intervals and elicit the opinions (of the child’s teachers) (December 16, male, 35).

6.3.2 Education and the Problem of Consciousness

With regard to the issue of the interest of parents in their children’s education, what parents thought about it and whether or not parents regularly contacted teachers; with the exception of T5, all other teachers participating in the study stated that parents kept in touch with them. However, the teachers expressed that because the meetings with parents who expressed positive opinions were usually carried out on a frequent basis and with both parties standing up, such meetings were usually lacking in quality and were not beneficial with regard to ensuring a long-lasting contribution to their children’s education. Furthermore, it was emphasized by participants that problems were experienced with regard to the attitudes of parents and the quality of the meetings. Indeed, some teachers expressed the feeling that parents unconsciously had adopted a particular attitude/approach in that regard, and that despite the fact that teachers constantly said the same words and gave the same answers, parents continued to ask the same questions and in spite of hearing the same answers, parents maintained the same attitude as if they were asking the question for the first time. Teachers who reported to parents negative opinions regarding the attitudes of parents with respect to their children’s education, expressed the perception that the parents were not interested in their children’s education, and that there was a positive relationship between the education that parents had received and their sensitivity to education.

On this issue, T1, T2, T3, T4 and T6 emphasized that they had different levels of contact with parents, that these parents made efforts to be interested in their children’s education, but in this regard, on account of the levels of education of the parents, teachers had not experienced an effective or productive process of interaction. T1 expressed his views on the topic as follows:

The parents at this school, wherever they see me, ask about their children..In the street, at the school, in the corridor, at the market, in the garden. They do this to appear interested. Because these are unnecessary and poorly-organized meetings in which we are standing up, I don’t want to have such frequent meetings in this way. I think that it would be better to have meetings of a higher quality, free of personal judgement and arranged according to appointment times, once a month.(December 14, female, 33).

T2 expressed her views as follows:

They want to meet frequently. Although we make the same comments constantly to some parents, they continue asking the same question(s). (December 15, female, 34).

On this issue, T3 mentioned that there were problems regarding the context in which the meetings were held and that just as there were interested parents, there were also parents who showed little interest, commenting as follows.

.With respect to our immediate surroundings/environment there are certain behavioral problems. There have been many deficiencies and errors made. We try to address these. On this issue, there are parents who ask us for help and who we are constantly in contact with. There is also more than a small number of parents who do not ask for help and do not contribute to the development of their children. (December 16, male, 40)

T5 expressed the view that parents did not demonstrate the requested attitude with regard to interest in their children’s education and issued the following comments regarding how parents had not yet reached the necessary level of concern in this respect.

They do not have the slightest interest in education; unless there is a problem of absenteeism or a major problem, they do not come to school. There are interested parents but very few of them want to get in contact with me. Because this represents an opportunity to evaluate the behaviors of students outside the lesson.(December 16, male, 35)

6.4 *The Awareness of Parents Regarding the Position of the Teacher*

6.4.1 Awareness of Individual Rights

As far as the issue of the suggestions of teachers participating in the study with regard to parental attitudes is concerned, T1, T3 and T5 emphasized that there was a need for informing parents about teachers' legal rights and that there needed to be a legal response to unjust and illegal parental behaviors.. Participants expressed that problems had been experienced with regard to legal rights and (establishing) good-quality communication. Participants also articulated views that the educational system needed to be completely changed.. T2, T4, T6 stated that they had given the necessary responses to the questions found on the interview form with regard to the issue under research, however these answers were limited compared to what they wished to articulate on the matter at that stage of the research.

T1 made these comments regarding the issue.

To prevent the bullying of parents, punishments should be given to parents; not only teachers should be subject to investigation (December 14, , female, 33).

On this issue, T3 submitted the following comments

Reforms that are to be conducted in education need to be well thought-out I think that carrying out reforms while moving away from the tendency for experimentation in the educational environment is correct. (December 16, male, 40)

T5 stressed his view that the whole education system needed to be changed as follows:

In my opinion the education system needs to totally change (December 16, male, 35)

6.5 *The Concern of Administrators to Preserve Their Position/Status*

6.5.1 The Concern of Problems Being Transferred to A Higher Authority

With regard to the issue of whether teachers received sufficient support from administrators concerning problems experienced with parents, the participant teachers expressed the view that the personality types of the individual administrator was influential with regard to the attitudes of the school administration T2, T3 and T5 put forward the view that they considered the attitudes of administrators with regard to the issue of problems experienced with parents to be positive. As far as this issue is concerned, the parents that teachers experienced problems with were on the whole also those with which administrators had experienced difficulties, and frequently, as the administrators found themselves faced with situations that involved the problem at hand, were able to deal with parents to solve the problem directly T1, T4 and T6, on the other hand, expressed the opinion that administrators endeavored mainly to find short-term solutions with an attitude of merely wanting to calm the parent, solving the problem at hand temporarily or at that moment in time, 'saving the day' or to free themselves of the nuisance involved in dealing with it. In this situation, they felt isolated and left at the mercy of the parent. They indicated that administrators acted to cover up problems with the motive of preventing the complaint being forwarded to the District National Education Directorate or Provincial National Education Directorate and remained concerned with trying to prevent problems from being transferred to senior authorities.

T1 submitted these comments concerning how administrators on the whole demonstrated an attitude that encompassed a concern to limit the effect of an incident.

.I think, that they, using the title of administrator, govern us and the parents. I believe that they try to find temporary solutions with the attitude of 'let's find a short-term' 'let's find a quick response' and 'let's save the day' so that they no longer 'have this headache'. For this reason, I think I remain alone (in my efforts). (December 14, female, 33)

T2 expressed his thoughts as follows:

Because the parents that I experience problems with are also those that create problems for the school management, they usually support me. They say they will take care of the problem. (December 15, female, 34).

T4 offered his opinions on the issue.

I observe that in regard to the problems I experience with parents the school administration generally act positively towards me. I know they are on my side. I consider the behavior of the school management in this regard as positive. (December 16, male, 40)

On the issue of the problems that he had experienced with parents, T6 expressed the following views.

The administrators don't want to hear any problems. They are all of the attitude that everyone should solve their own problems. When faced with a problem, when they talk with parents, they act so humbly, that the parent knows his power. When the parent says he has complained to the principal about a teacher, he , 'figuratively speaking', shows the 'stick under his clothes' / shows that 'he has an iron fist in velvet glove'. As a result, the principal may take the teacher to one side and try to change him. From top to bottom there is a perception of a management that they do not want to hear any complains.. So that the parent doesn't go to the District Directorate of Education, they do everything to calm him or her down. Because the principal doesn't want the problem to reach district level. But this method goes much further than simply suppressing/hiding the problem. In front of the parent, and pictured standing next to the education and educators (that deliver his education), he wishes for fewer problems to be seen in school. A family that had not given toilet training to their child (the teacher giving these views last year taught in the 1st grade and this year teaches the 2nd grade) on everyone seeing their child having a problem going to the toilet sees this as being a problem with the teacher and goes and submits a complaint to the school administration. Such problems are not experienced at schools in which administrators don't act in fear of what the district authority will say, Teachers find themselves in the position of being like a rubber tire that finds itself positioned between a boat and a jetty/pier. (December 16, female, 40).

6.5.2 The Impulse/Motive to Protect One's Own Position

With regard to the attitudes of the administrators of the primary school teachers in this study towards parents, the educational and interest levels of the parents in addition to the worry of being subjected to investigation and concerns with regard to preventing inconvenience to the school and themselves were seen to be effective determining factors (in this regard).. Participants expressed the view that on the whole there was an attempt to solve problems within the premises of the school and that administrators in particular acted with the mentality of not wishing to put their own status/ position at risk and behaved in an impulsive manner so as to protect their own position. On this issue, T1 made the following comments.

Customer satisfaction, the worry of being subject to investigation, the 147 teacher complaint line. An understanding of "don't create any headaches for me"; to use a Turkish saying: "let 1000 snakes stay alive but don't let them touch me" is still prevalent in this regard" (December 14, female, 33).

T1 also emphasized how one of one of the decisive factors determining administrators' attitudes to parents is the educational level of the parent and the fact that this attitude is important is expressed in the statements below:

The parent is increasingly considered from the perspective of whether he or she will create a problem in the school. Most of all, among the most pressing worries is whether the parent will complain about any issue (December 14, female 33).

T3 indicated that although he had not experienced too many problems, he had received (certain) complaints.

We don't experience any big problems. On rare occasions, when trying to alter children's behavior, they say "you shout at my child" or "you use strong words". Very rarely do we receive complaints about violence Most of all, we receive complaints about incidents that happen among the children themselves. (December, 16, male, 40).

T4 offered the following evaluations with regard to the attitudes of administrators towards parents.

I am of the opinion that as regards the issue of the attitudes of administrators towards parents, a culture of submissiveness is widespread. From the highest to the lowest ranks within the school hierarchy with regard to their ability to implement measures, this culture is widespread; in short, a structure of authority headed by submissive leaders is present. What is felt from them is a concern about being pleasant to parents. In this respect, the concern of ineffective administrators that they may lose their position may be influential in this regard.(December 15, male, 34).

During the semi-structured interview process it was observed that the attitudes of the primary teacher participants in the study were seen to be generally negative with respect to their dealings with parents. Factors cited as contributing to this attitude were the socio economic status and educational levels of education of the parents. Furthermore, it was

articulated by participants that on account of existing/current laws and regulations, a closer relationship between the parent and the teacher may transform so as to act to the detriment of the teacher. Participants also expressed the concern that on account of the nature of these (changing) relationships, teachers have experienced a crisis of confidence and that in addition to the efforts expected from them with regard to the effective and productive execution of the teaching process itself, they are now forced to act in accordance with an understanding of (merely) keeping the parent happy. Furthermore, administrators are seen as finding themselves acting according to an attitude of preserving their position, while trying to consider problems between teachers and parents from this psychological perspective.

7. Discussion and Conclusion

When the findings obtained in this study were considered, it was observed that parent-teacher meetings were neither of a high quality, conducive or functional nature. When the results were taken into account, it emerged that undesired behaviors were displayed towards teachers in many different ways. The following threatening behaviors were observed: gossiping, comparison (of teachers and students), defamation, complaint, unjustified accusation(s), interference, forcing people against their will, exertion of collective pressure on the teacher, increasing interference and intervention in teaching practices, use of administrators as a means of pressure, use of intimidation by the school administration and use of the "Hello 147" teacher complaint telephone line. Moreover, it became clear than on account of current directives/regulations and the "Hello 147" telephone line, teachers themselves suffered from a lack of self-confidence and found themselves constantly in a state of concern/worry.

If one takes into consideration that a large number of children in this study were cared for by their mothers, and that a large proportion of these mothers consisted of housewives (Şen and Gülcan, 2012), it can be understood that teachers were subject to mobbing/intimidating behavior either consciously or unconsciously from parents of a low socioeconomic level and that (the influence of this fact) led administration personnel to exert pressure on teachers. For this reason, it was observed that teachers were often left to the mercy of parents. Administrators harbored an impulse to protect their own positions and their desire not to provide opportunity for the transmission of any complaints concerning the schools that they managed to the Provincial or District Directorate of National Education by way of the "Hello 147" or other channels led to parents exploiting this situation even further and putting the teachers under even more pressure through use of these methods. On account of this situation, and the teachers being placed under (excessive) psychological pressure, it can be seen that obstacles are created to the effective and productive execution of teaching duties/processes.

From the perspective as outlined by Piskin (2002), the repetition of bullying tactics within a fixed time period, leaves those exposed to heavy handed behavior in a situation where they are unable to protect or defend themselves. According to this understanding, parental bullying can be described as mobbing or bullying activities carried out using physical, social or psychological means that aim to fill a legal vacuum or a weakness in authority by parents either on an individual or group basis stemming from conscious or unconscious attitudes based on jealousy or unjust comparison with other teachers or students, and that stem from conscious or unconscious attitudes (on the part of the parents).

When the findings of this study are assessed, it can be observed that problems were experienced between the teachers and the parents however in cases where the channels of communication are left open, mutual understanding and tolerance and processes of quality communication may be realized. In this regard, it can be said that there exists a problem of quality of communication between teachers and parents. In studies conducted by Gökçek (2000) and Aslanargun (2007), it was stressed that cooperation between the school and the family was not conducted at the desired level. When the data obtained in this study is considered, the expectations of parents towards teachers with regard to issues outside teaching, the demands of parents to always consult with teachers, and the inability of teachers to continue the teaching process as planned lead to a reduction in effective and productive teaching activities. These issues occupy teachers' working time, efforts and minds more than is necessary. It has been observed that at the root of this problem lies the fact that parents have not yet reached the desired level (of understanding) as regards 'appointment culture,' namely the parents have not yet developed an awareness with regard to (the importance and meaning) of appointments (Aydin, 2012; Aydin 2013). This situation constricts teachers, reduces the productivity of their work, and leads to weariness after a certain time and to their repetition of set answers (in response to parents' queries). With regard to this issue, it was seen in a study conducted by Erdoğan and Demirkasımoğlu (2010), that teachers during their period of duty felt uncomfortable concerning the issue of parents with unconscious attitudes participating in the learning and teaching process and that they complained a lot about such interference.

According to the findings obtained from this study, the 'Hello 147' complaint line had been used as a way of discrediting teachers, and that the use of this line was seen to represent a threat to (the well-being and effectiveness

of) teachers and administrators. For his reason, it was understood that teachers felt under psychological pressure, and as parents used this situation as an 'ace' in a mental game (with teachers); this acted to lower the productivity of teachers. Moreover, according to the findings obtained from the study, parents displayed interrogative and interfering attitudes, involving themselves in every kind of activity the teacher conducted and that unconsciously they had adopted an interrogative attitude towards teachers. The most noteworthy aspect was that in terms of the extent of the interference and interrogation involved, it was the parents who were housewives who assumed the principal roles in this process. The existing regulations and school system also opened the door to exploitation of the teacher by the parent; indeed the parents 'forced this door open' and crossed boundaries as the current regulations were seen to have weakened the position of the teacher in respect to the parent. In a study conducted by Özgan and Aydin (2010), information was presented that pointed to the fact that the parent did not enjoy sufficient knowledge or skills with regard to children's education, and that this led to deficiencies in cooperation between the school and the family.

According to the findings of the study it was also observed that a particular group of parents took on the role of 'leaders' and resorted to methods of making others jealous and comparing children and teachers so as to influence other parents. It was also understood that parents act with an instinct to automatically and unconsciously accuse the teacher and defend the student concerned. Just as this situation leads to the interference in teachers' applications and to questioning of the teachers' actions, at the same time it causes parents to accuse the teachers. However, in studies conducted by Yıldırım (2008) and Doğan (1995) different conclusions were reached, namely that the negative attitudes and tough approaches of teachers and manufactured atmosphere of formality in communication conducted between parents and teacher were factors that prevented the establishment of communication between parents and teachers.

According to the findings of this research, some of the problems that have been experienced with parents include: behaviors that may be considered breaches of discipline, ignoring instructions, (not paying attention to) positions of authority or boundaries, interference directly in the teacher's work in terms of how and what should be done, the issuing of claims that children have been shouted at, been exposed to harsh words or experienced violent treatment or furthermore, within a classroom environment concerning incidents among the children themselves: arguments, swearing, teasing and bullying of peers. Erdoğan and Demirkasimoğlu emphasized (2010) that parents did not have sufficient consciousness on issues such as the necessary applications and attitudes that need to be adopted and on this issue where boundaries of communication started and ended and which issues came under the remit/responsibility of the teacher; they emphasized that an opportunity should be given to make parents aware of these issues.

According to the findings obtained from this study, the participating teachers expressed the view that teachers had experienced a problem of awareness on the part of parents regarding their position and limits of influence. In this regard, it was observed that parents had experienced problems related to their own limitations/boundaries and positions. This situation prevented quality processes of communication from occurring and effective processes of teaching from being realized. Erdoğan and Demirkasimoğlu (2010) also mentioned that parents on account of a lack of consciousness or information had displayed behaviors/attitudes that had interfered with the professional practice of educators. They mentioned that these attitudes had led to them limiting communication with parents and for this reason seminars needed to be organized for parents concerning their participation in the educational process, mentioning the fact that these would offer the opportunity to raise parents' awareness. The fact that the teachers and students' parents (most of whom were mothers) felt themselves under a physical and psychological 'siege' was seen to affect the school and class atmosphere. From this perspective, so as to allow for the establishment of effective communication, there appears to be a pressing need for the organization of activities that will offer the opportunity for parents to gain greater consciousness and awareness on issues such as quality communication and respect for professional principles. Yücel (2011), in his research, obtained different results; parents expressed the view that the following were issues that impeded communication with teachers: teachers' intimidating behaviour with regard to answering requests for a meeting or a talk about the child, the impediment of communication, apparent unwillingness to talk, rejection of a request to talk/meet with parents, displays of negative attitude(s), reluctance to find a solution to a problem, refusal to give necessary importance to meeting(s) with the parents, postponement of the request for a meeting to an unclear later date and the display of inconsistent attitudes.

With regard to the issue as to whether the attitudes and support of school administration provided opportunities for effective and productive parental meetings, it was seen that a section of the teachers mentioned that they did receive the necessary support from administrators, but in this respect the determining factor was the personality type of the administrators themselves. One section of the participant teacher expressed the view that the administrators felt concern that problems would be transferred to a higher authority and acted in accordance with an instinct/motive to protect their current positions, and that they acted in a spirit of fear and concern to cover up problems and tended to

produce temporary or sudden solutions aimed at calming the parent and to 'save the day' so as to prevent or postpone complains being made to the District or pProvincial Directorate of National Education. This situation led to teachers feeling alone and abandoned, being left to the mercy of parents, and rather than solving problems and culminated in a state of affairs where they endeavored (merely) to keep the parents and administration content.

8. Suggestions

On account of the fact that parents expectations concerning their children are high, they always wish to hear positive things. For this reason, when talking with parents, it is necessary to start with the positive characteristics or qualities of the child, and while mentioning specific situations, to speak with a positive attitude. On the other hand, bad behaviors or characteristics of the child, should be conveyed to the parent without 'striking him in the face' or it seeming like a criminal offence. An attitude should be displayed that leaves the tangible impression that the school interests itself in every type of problem experienced by the students. (Yeşilyaprak, 2006).

In particular, participants expressed the view that school administrators acted in such a way as to cover up problems with the motive of preventing complaints being transferred/conveyed/transmitted to the district or provincial Directorate of Education.. It is seen that administrators behave in a way that fits their scheme/career plan for promotion. A good manager/principal is one that does not bring a problem to a higher authority; he acts with concern to create a positive perception of his school. On this issue, there is a need to review the criteria for evaluating the work records/history of administrators, and there is need to reevaluate attitudes in this respect. Through this approach the characteristics of anxiety harbored by school administrators may be changed and provide an opportunity for the implementation of more effective and protective teaching processes.

Opportunities should be given to allow parents to obtain information on topics such as quality communication, the legal rights of teachers and administrators, high-quality relationships between parents and teachers and effective parental attitudes. Seminars should be conducted on these topics in particular at the start of the school year and programs should be organized accordingly. An opportunity should also be offered to parents to develop their awareness with regard to the legal rights of teachers. In particular, those families who will for the first time send a pupil to school should be assisted in gaining consciousness on this issue. In such a way, an opportunity should be offered to administrators as well as to teachers and parents to become more aware of each other's expectations.

It was also observed that the "Hello 147" complaint line has also been used as a way of discrediting teachers, and that it has the influence of the sword of Damocles on the mental and spiritual world/well-being of the teacher, able to exert at any moment a humiliating effect on the teacher.. The use of the 'Hello 147' complaint line leads to a depreciation/humiliation of the teacher in the eyes of the parent and student. It also leads to the dehumanization and deprecation of the teacher in front of the parent and student as well as the administrator. From this perspective, there emerges a pressing need to conduct scientific research concerning the effects of this telephone line on the mental well-being and success of the teacher.

It has also been observed that current regulations have weakened the standing of the teacher and a number of initiatives need to be conducted so as to determine a set of legal principles/foundationals that can strengthen the hand/position of the teacher. An opportunity should be provided to teachers to strengthen their position legally against (the aggressive attitudes of) parents.

In parent-teacher meetings, discussions should be conducted regarding the behavior and success of the student; the issues that the parent needs to address and steps they need to take should be explained, with focus placed on the importance of sustained interest.. The day of the meeting with the parent should be clearly defined, and students with special needs or in special situations should also be assisted at the point of counseling or be referred to the counseling service.

It was also observed that there is a need for parents to conduct and continue their meetings with teachers in accordance with a fixed, pre-determined plan; activities should be incorporated into the school program that provide the opportunity to instill consciousness into the parents with regard to an 'appointment' culture, and that emphasis needs to be placed on the importance and necessity of ensuring a conducive/productive parent-teacher dialogue.

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