

# Teacher training: Parent-teacher relations in Poland.

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## Abstract

A long-term, complex and radical reform of didactic methods and programmes as well as school system structure began in Poland in the year 1999. One of the fundamental assumptions of the educational reform was parents' involvement in school life. "The aim of the undertaken actions, in the context of cooperation with parents, was reconstruction of the natural responsibility for a child's fate, which should be borne by their closest relatives.[1]"

School's duties towards family may be divided into: guidelines for schools, principals' duties, and tasks which should be fulfilled by the teachers. The law does not show directly precise guidelines for parents, except for the duty of enrolling a child for a school and ensuring it a space and conditions for studying. However, from the tasks the reform gives to schools, teachers and principals it can be deduced what the school may expect from parents.

### Research findings

The subject of research were the effects of the educational reform in the field of parents' involvement in the school life. The research's aim was to obtain information on how the reform's assumptions in scope of parents-school relation were accomplished at this phase of the reform. This allowed to state whether principals, teachers and parents are aware of their rights and responsibilities in the filed of creating the foundations of family-school cooperation, and if they make use of this knowledge in practise.

The research's aim was to find an answer to the following questions:

1. What is the education process participants' degree of knowledge of the reform's assumptions in regards to family-school cooperation?
2. What is, in the education process participants' opinion, the degree of accomplishment of the reform's assumptions in regards to family-school cooperation?

The main result of the research show that however teachers know what are their duties and responsibilities towards partents they are not prepared to cooperate with parents, They still are teachers not partners during contact with parents. And this is the main issue, that universities don't prepare teachers to cooperate with parents, they only prepeare them to be educators. School reform changed teachers responsibilities but teacher training didn't change towards it.

Keywords: Teacher, parent, relations, training, education.

## 1 INTRODUCTION

A good parent-teacher relationship can be the difference between knowing how your child's doing in school and knowing how he tells you he's doing.

It is important for teachers and parents to remember that they know the child in different contexts. Child can behave totally different at school and at home. Without good communication between parents and teachers these two different "worlds" that child is living in can cause unnecessary problems. But unfortunately there is one more problem, very often both sides- parents and teachers

avoid communication and meetings. Parents because they don't have time, teachers because they are not prepared to build partnership with parents and afraid.

Most teachers have received very little training in fostering parent-teacher relationships, but with the growing understanding of the importance of parent involvement, they may worry about doing everything they can to encourage parents to feel welcome [2].

Good training for teachers in communication, building partnership is not problem only in polish education system, it is worldwide issue.

In Poland future historians, biologists, mathematicians and students of other studies, decide during their studies that they will take two years course for teachers. After the course they have knowledge in didactics, prakseology, educational and social field. This courses mostly concentrate on didactics and eventually on resolving behavioral and learning problems with pupils, they learn how to be a good teacher. There is no subject preparing future teachers to deal with different parents personalities, resolving conflict situations and inviting parents to cooperation and partnership. That is why very often parent-teacher meetings are sad responsibility stressful for both, it is not meeting when we can discuss and resolve problems and enjoy children success.

School reform in 1999 was supposed to change a lot in this field. Educators recommend that parents take active roles in helping their children learn. I was interested- did changing school policy really change anything in schools, in parent- teacher relations.

## 2. METHODOLOGY

The research's aim was to find an answer to the following questions:

1. What is the education process participants' degree of knowledge of the reform's assumptions in regards to family-school cooperation?
2. What is, in the education process participants' opinion, the degree of accomplishment of the reform's assumptions in regards to family-school cooperation?

The research methods implemented to solve the research problems were: diagnostic survey and document analysis. Research techniques used: grading scale, survey and interviews.

Variables beyond our control were: environmental location of schools (city, district), type of school (public, private). Dependent variables: the degree of accomplishment of the reform's assumptions with its reflection in school's documentation, the degree of the education process participants' knowledge about the reform's assumptions in the field of school-home relations, the degree of the reform's assumptions accomplishment by the education process participants.

The research involved teachers and parents of 5th grade children. One private and one public school from Toruń, six schools from the city and six from the districts were randomly selected for the research. The research involved parents of 5th grade children from city and district schools; in private and public schools 5th and 6th grade parents were examined to increase the group's number.

In choosing the territory and the sample I used purposive sampling (Toruń County and City of Toruń) and random sampling (schools, classes). In order to verify the hypotheses stated in the paper the  $\chi^2$  test was used.

The research involved 140 teachers: 7 from private school, 11 from public school as well as 78 teachers from primary schools in the city and 44 teachers from district schools.

## 3. DISSCUSIONS AND RESULTS

The research results were analysed with the schools' division into types and environmental locations.. School statute is very important document in my research, it should be prepared by the principal and teachers according to the § 2 of Annex no. 3 to the Regulation of frame statutes of public kindergardens and public schools. A statute describes the aims and tasks of a school and at the same time schools were left with many fields in which they may introduce their own solutions in regard to environmental needs and local conditions.

The examination of private school's statute, because of its specific character, does not include a lot of content concerning family-school cooperation for these are parents who administer the school and make most of the decisions through the school board. In spite of not having detailed guidelines regarding cooperation with parents it is assumed to be a parent friendly school.

Public school's statute clearly describes the rules of cooperation with parents not only for teachers but most important it includes guidelines of responsibilities imposed on parents. As a result, teachers basing on the statute may expect from parents help in executing various activities.

When analysing district and city schools' statutes differences with regards to schools location cannot be specified. All the documents are similarly constructed and the differing element among some of them is distinguishing a subsection about cooperation with parents. Only 4 of the examined statutes included such a subsection while the rest neglected this matter including this element into the teacher's and principal's responsibilities and in three cases indicating no parent's duties.

### **3.1. THE PRINCIPALS KNOWLEDGE ABOUT EDUCATIONAL REFORM AND ESTABLISHING A FAMILY-SCHOOL RELATIONSHIP.**

Interviews were conducted with fourteen school principals. Six of them are principals of schools located in the city, six principals of district schools, one principal from public school and one from private school.

All questioned principals showed a great knowledge of the assumptions of the reform and about establishing cooperation with parents. There are no significant differences between the public school's principal knowledge of the reform assumptions and the private school's principal about family-school relations. When asked who is the one to benefit from the parents' involvement in education both principals pointed to the child-student and then to parents and teachers. Parents, through their involvement, have greater knowledge about the child, its behaviour, advantaged and disadvantages. They get to know the environment in which it spends a major part of its life. Both principals are also aware of how important is the cooperation with parents and their involvement in child's education. They showed a great knowledge about the educational reform, the school matters parents have influence on and also about the reasons why this cooperation is so important.

There may be a few significant differences indicated between the utterances of the city and district schools' principals. First of all the city schools' principals showed their dissatisfaction with the existing law which describes the rules of cooperation too generally and gives no tools of enforcing the duties imposed on parents. They also underline that the first means necessary for a change in family-school relationship should be a change in the law. The principals of city schools define parents' influence on decisions made in school as mediocre. District schools' principals state that in their schools parents have a big influence on decision making. They also believe that the law describes the rules of family-school cooperation clearly enough and that the possible steps necessary for achieving a change in family-school relationship should be taken by the school which by its actions, encouragement in cooperation cares for the parents' involvement and a positive effect of cooperation.

All principals indicated the necessity of educating teachers in the field of cooperation with parents and especially in establishing a partner relationship. Teachers often cannot treat a parent otherwise than from a position of a professional who is always right. It is difficult for them to change their role of a teacher, who they are for the most of their work-time, for a partner way of treating others.

### **3.2. THE KNOWLEDGE ABOUT EDUCATIONAL REFORM AND FAMILY-SCHOOL RELATIONSHIP IN THE LIGHT OF TEACHERS' EXAMINATION.**

Teachers' knowledge of the educational reform versus type of school.

The research shows that the teachers from public schools are more willing to visit homes and get to know the student's living environment. In the private school this form of cooperation is not employed. The stated hypothesis that there is a connection between the type of the school and the degree of didactic support for teachers by home visits and getting to know the students environment appears to be true.

Public school teachers came to a conclusion that the frequency of contacts with parents depends on their initiative while the same opinion was expressed only by half of private school teachers.

More than a half of the private school teachers state that parents know their rights and take advantage of them. Half of teachers from public school stated that parents know their rights but do not take advantage of them.

When asked about the knowledge of duties, teachers from the examined public school said that parents do not know their responsibilities towards the school. In private school half of the teachers stated that parents do not know their duties and the other half said that parents know their duties and

even that they think they have more responsibilities than they have in reality. Therefore, teachers from the public school definitely more critically assess the level of parents' knowledge in contrast to the teachers from the private school.

Teachers knowledge about the educational reform versus environmental location of the school. The research shows that in city schools teachers more often use consultations as a form of cooperation. In district schools the teachers opinions were not that decided. Teachers from both types of examined schools state that parents do not know their duties towards school. However, a bigger percentage of teachers from district schools state that parents know their duties towards school. City schools' teachers were very critical in their assessment. Therefore, it seems that teachers from district schools fulfilled their duty of informing parents about their tasks in school a little better and know how to enforce them. Parents from city schools, in teachers' opinion, in contact with teacher adjust to governing conditions and execute only the necessary minimum more often than parents in district schools. Parents from district schools again, in teachers' opinion, are more active than parents from city schools. This is confirmed by the fact that parents from district schools are more seldom indifferent and ignore the schools' demands in comparison to parents from city schools.

### **3.3. THE KNOWLEDGE ABOUT THE EDUCATIONAL REFORM IN THE LIGHT OF RESULTS OF PARENTS EXAMINATION.**

Parents' knowledge about the educational reform versus the type of school.

The first important question is defining by the teacher the rules of his work. More than a half of parents from the public school indicated that they were presented with all the rules while in private school parents believe they were informed about most of the rules.

In private school teacher-parents assemblies are not a cooperation form as often used as in public school.

Meetings concerning didactic difficulties are not organized as often in private school as in public one.

As the research shows, in private school teachers do not often ask parents about their opinion on the school while in public school such a way of cooperation takes place more often. An explanation to this may be pointing at the specific character of the private school, which is administered by parents and depends on their opinion and decisions.

A significant difference between private and public school, derived from parents examination, is a total lack of engaging parents in helping to organize children free time in private school. In public school this kind of classes take place, however not too often.

Parents from public school would like to support school's work by helping in organizing school trips and ceremonies. Parents from private school are less willing to involve into trips organization but would like to support the school financially.

The educational reform increased the scope of parents' rights and by the opportunity of specifying parent's tasks in school statute broadened the field of their duties. However, in general, parents are not aware of the fact that now they have more responsibilities than before the reform. Especially parents from private school believe that the reform have not change anything in this respect. Three times more parents from public school than from private one indicated that the reform increased the scope of their duties.

The influence of parents on teaching matters after the educational reform is greater. However, parents from both examined schools describe their influence on teaching matters as mediocre and indications that it is very big appeared only in a few cases from public school.

Parents from both types of examined schools think that generally they have a mediocre influence on the class and school matters.

Parents' knowledge about the educational reform versus environmental location of the school.

The analysis of collected research results indicates that there is a minor difference between the parents from city and district schools in respect of evaluation of organizing meetings concerning didactic difficulties. They are organized more often in opinion of parents from city schools than district schools. A significant difference appears in the question about consultations. In opinion of parents, they are organized definitely more often in city schools. However, most of examined parents from district schools did not express their opinion on supporting the schools' work and a half of parents from city schools indicated a form of cooperation they would like to take part in. Some of the examined

parents would like to help organizing school trips, holidays, and others would like to support the school financially or help organizing thematic meetings and take care of the classroom.

Their influence on the education matters is assessed higher by the parents from district schools than those from city schools. They similarly evaluated their general influence on the school and class matters.

Knowledge about the rights and duties seems to be a bit better in city schools than in district schools. There is, however, a set of hypotheses which did not confirm and which indicate that parents are not fully aware of their rights and responsibilities.

### **3.4. THE DEGREE OF ACCOMPLISHMENT OF THE REFORM'S ASSUMPTIONS IN THE LIGHT OF THE INTERVIEWS WITH THE SCHOOLS' PRINCIPALS.**

The principal of the private school described the level of parents' involvement in school life as mediocre. The most effective form of contact is mail contact – mainly by the means of e-mail. Parents often work long hours and have no opportunity neither for regular partaking in teacher-parents meetings, nor for regular personal contacts with teachers. However, their interest in children matters is great and manifests itself in mail contacts with a teacher. In the private school phone contacts between parents and teachers are frequent.

The greatest difference among the examined principals' answers regarding the extent of the reform's assumptions is pointing by public school principal at crucial positive changes in parents' attitude towards the school and their higher involvement. In the public school principal's opinion, parents became more active. He noticed especially greater fathers' participation in school life. Moreover, parents' responsibility for a child has increased. The principal of the private institution has not noticed any changes in parents' behaviour after the educational reform. In his opinion, the situation has been changing for a long period which has not been caused by the reform but by social changes. In the school he administers cooperation with parents has been a priority since the very beginning and nothing has changed after the reform.

The most frequent situation which causes private school principal's dissatisfaction is lack of parent's reaction to information from the school about a student. Majority of parents come to talk with a teacher but there are also those who permanently avoid contact with school. In public school the principal's dissatisfaction is caused by pathologies present in families and parent's didactic helplessness. In such a case, to make a change in a student happen didactic knowledge has to be also spread among parents. However, those who need it the most are often the least interested ones.

City and district schools' principals point at generally mediocre parents' involvement in school life. In city schools' principals' opinion, the most problems in cooperation with parents are caused by controlling student's presence at school by parents and their participation in teacher-parents meetings. This is undoubtedly one of the most important parent's duty. Regular contact improves the cooperation. Different situations cause principals' dissatisfaction in district schools. Namely – no control over doing homework by students and lack of preparation to classes. Parents do not attach importance to homework and engage children in housework.

In opinion of three principals from city schools, the change in teacher-parent relationship was caused by intensive social changes progressing since early 1990s. They, as well as three district schools' principals, believe that the situation improved in the field of family-school cooperation and parents are more aware how important is education and that their interest in school matters has a positive influence on a child. Parents are more familiar with regulations, grading system and because of that are more competent. Unfortunately, greater rights often result in negative effects on school, namely, abuse of law. One of the city schools' principal and all district schools' principals indicated that after the reform many parents do not cooperate and do not want to be partners but are demanding customers.

Dissatisfaction in city schools is caused by excusing children dropouts, which is simply an admittance for their absence. Parents who act like this are often at the same time those, who are difficult to contact personally and are reluctant towards school. The question of dropouts, however, did not appear to be a crucial problem in district schools. This is a significant difference in statements of both examined types of schools' principals.

In general, all the examined principals are satisfied with their cooperation with parents. Some problems in establishing family-school relationship are the same regardless of environmental location of a school and some of them appear only in city or district schools. Home visits are a highly favourable element of tightening the family-teacher relationship. These are an important part of district schools' policy. Home visits and getting to know the students' living environments in district schools as

well as specific character of these schools facilitate the cooperation. On the other hand, greater anonymity in city schools does not facilitate integration and involvement of parents.

### **3.5. THE DEGREE OF ACCOMPLISHMENT OF THE REFORM'S ASSUMPTIONS IN TEACHERS' OPINION.**

To collect information about the reform's assumptions' accomplishment the examined were asked to fill in a grade scale. The questionnaire included 30 statements which the examined rated in a five grade scale.

The degree of accomplishment of the reform's assumptions by teachers versus the type of school. Evaluation of the degree of accomplishment of the reform's assumptions by teachers has been done on the basis of a survey completed by the examined. The scale included questions concerning the realization of teacher's rights and duties in the field of cooperation with parents.

Discrepancies which arose, although statistically crucial, seem to be insignificant in their qualitative context. Answers picked by the examined teachers oscillated between two types out of five possible answers: "I totally agree" and "I agree". While some of the examined teachers more often chose "I totally agree", the others were prone to pick the "I agree" answer. Therefore, it is crucial to notice that, in general, teachers from the public school answered the questions in a less decided way than teacher from the private school. However, as statistic analysis suggests, the degree of accomplishment of the reform's assumptions is higher in the private school than in the public one.

Many posited detailed hypotheses did not confirm the presence of differences between the answers of teachers from the public and private school but they indicate a high level of realization of rights and duties by the teachers from both types of examined schools.

For example, to a question regarding inclusion of parents into the matters of the class and the school all examined answered "I agree" or "I totally agree". Detailed results are shown in the table below.

The degree of the reform's assumptions' accomplishment by teachers versus environmental location of a school.

Beginning with decided city schools' teachers' opinions that they inform parents about changes taking place in the institution, the examined also believe that they help parents in raising children, talk individually with parents about the ways of supporting a child's development, answer to all parents' questions concerning their child's work and behaviour at school, observe the behaviour of every child and record their remarks. Moreover, they inform parents about talents and abilities they noticed in children and organize workshops, meetings, trainings for parents, in which, in their opinion, parents willingly take part. Teachers from city schools claim that they tell parents about how to help a child in solving its problems, include parents in the matters of the class and the school, at the beginning of the school year they describe the rules they will follow in their work as well as the demands towards parents and students. They regularly organize meetings with parents, earnestly inform about student's progress, successes and problems, and before the end of the semester they inform parents about proposed final grades. Teachers state that parents have the possibility of insight into every course's programme as well as the school's statute. Also on parents' request they justify why a student got a given grade. Teachers from city schools are also highly optimistic in parents' attitude assessment. They state that parents are in a regular contact with them, control child's results, engage in school life, help organizing school trips, ceremonies and when a child is absent from school they always excuse its absence. They also submit their own suggestions of changes and improvements in the school. In the city schools' teachers' opinion, on their request, parents always come to school and, in general, support them in their work. They do not hesitate to ask parents for help when they need it. Teachers claim that they motivate children to studying and attending after-class activities e.g. workshops. Teachers from city schools help children with their learning problems.

30 to 60% of the examined teachers from district schools (depending on the statement) answered "I don't know" to all the questions. This makes us wonder whether some of the examined teachers did not want to give a definite answer or maybe they chose random answers without reading the questions. It is also possible that the "I don't know" answer was seen as a more delicate form of "I don't agree" giving the possibility of avoiding a negative answer. Almost 60% of the examined teachers from district schools who chose answers other than "I don't know" answered similarly to the teachers from city schools, agreeing with given statements.

3.6. The degree of accomplishment of the reform's assumptions in the opinion of parents.

To evaluate the degree of the assumptions' accomplishment a grade scale was used. The examined had to take an attitude towards statements concerning realization of their rights and responsibilities at school.

The degree of the accomplishment of the reform's assumptions versus the type of school

The degree of the accomplishment of the reform's assumptions is different in both types of examined schools. Generally, it seems that it is higher in the private school. Significant discrepancies among the parents' answers from both types of examined schools are shown in the following tables. The principal of the public school, in parents' opinion, is supportive and helps parents raise children. Parents also feel they have a bigger impact on the matters of class and school. The situation of the public school is also not bad, however, parents are more critical about their influence in school and contact with the principal but they appreciate the support they receive from teachers.

The degree of the accomplishment of the reform's assumptions by parents versus environmental location of a school.

There are only two significant statistic differences between the examined groups. Parents of children from district schools graded the possibility of receiving from a teacher a justification of a child's mark higher than parents from city schools. The possibility of free choice of an institution was graded higher by parents from city schools. To some extent, parents from district schools are right to be a bit sceptic in this respect. There is only one school in each locality where the research was conducted and others are situated a few kilometres away from the place of living. Therefore, it is a crucial obstacle which may cause no choice for parents if they do not want their child to commute to a school in a different locality.

### 3.7. Parents' involvement in the light of teachers' and parents' opinion.

The questionnaire for parents and teachers included some questions concerning self-evaluation of parents' involvement in education.

Parents' involvement in the light of teachers' and parents' opinion versus the type of school.

Parents from the public school grade their involvement in education higher. Almost a half of the examined would describe it as good while parents from private school were more critical describing it as maximally passable and even insufficient. This is an important difference which arose between the examined groups. The opinions are similar among the teachers from both types of examined schools. They usually describe parents' involvement as very good. Therefore, generally, parents showed a great deal of criticism towards their own actions surely being aware that they could do more. The last conclusion can be drawn from parents' answers to the question whether teachers should encourage them to involve in the matters of the class and the school even more. Almost a half of the parents from the public school and 30% of those from the private school answered "yes". However, majority of the examined parents from the public and private schools stated that would not want to help the teacher even more. Therefore, there is a contradiction. Maybe encouraging to involve in the matters of the class and the school is understood by parents as more information about what is happening in the school and it is not an expression of a will of action. A small number of parents expressed in details their reasons for which they would or would not like to involve more in the school life. This question was an open question and parents were reluctant to give answers to this one. Among the parents who decided to give a reason for which they would like to involve more, all the answers lead to one question – positive benefits for a child. In general, majority of parents admitted that they adjusted to the conditions of contacts with the school and they perform only the necessary minimum. Only a few people cooperate. This is confirmed by the teachers' opinions in the next question. Both teachers from the public school and those from the private one stated that there are only a few parents who are actually involved.

Teachers from both types of examined schools positively assessed parents and claimed that they are involved enough. But are they really that satisfied with parents' involvement or rather the thought that establishing cooperation with parents depends on them made them grade parents and at the same time themselves higher. In the next question concerning evaluation of cooperation with parents teachers are more sceptic and describe it as "good enough". Similar results were achieved by I. Nowosad in a research among tutor teachers who, when asked, sceptically described the cooperation with parents of their pupils as "good enough"[3]. Teachers from the public and private schools stated that the results of their cooperation with parents are often in accordance with their

aims. Therefore, there is a situation where teachers as the organizers of the cooperation grade it higher than parents – the partners in cooperation. This situation, however, is not surprising and confirms the research done by W. Żłobicki, who came to a conclusion that the belief in parents' high influence on the life of a class appeared four times more frequently in teachers. Parents twice more often described this influence as small [4].

It should be noticed that parents evaluate their involvement in school life a lot more critically than teachers do. Although the research shows that parents are in possession of the knowledge about their rights and duties and that the degree of the accomplishment of the reform's assumptions, in the opinion of parents, is high, parents are critical and even reluctant to cooperate.

Parents' involvement in the light of teachers' and parents' opinion versus environmental location of a school.

Both parents from city and district schools describe their involvement as passable. This is a quite critical description and shows that parents believe in their rather small involvement in school life. However, they also stated that teachers encourage them to involve in the matters of the class and the school and they would not like to help the teacher more. There were answers among the reasons of this unwillingness towards greater involvement which indicated that parents have no time and think that the teacher is doing well and that greater involvement may harm the child. The last reason is surprising but is confirmed by the research conducted by [5]. Parents are afraid of worsening the children school situation and reluctantly express their needs and execute their rights. This is reflected in the fear of involvement in order to not harm the child. In general, parents from both types of examined schools adjusted to the rules and perform only the necessary minimum.

Teachers from both types of examined schools describe parents' involvement most often as good or passable and claim that they should involve even more. Although the cooperation with parents in general was described as "good enough", teachers from city schools are more often prone to indicate that the cooperation is "mediocre" and teachers from district schools describe it as "very good". This is one of the statistically significant differences between the examined groups. Teachers from district schools indicated that majority of parents from their classes are involved relatively more often than teachers from city schools. This is another statistically important difference between the statements of teachers from city and district schools. Both groups of examined teachers claimed that often the result of the cooperation are in accordance with its aims.

## 4. CONCLUSIONS

The results of the research show that if parents' involvement in education is to be higher a few issues have to undergo changes. It is important to make students' parents realize that the educational reform not only increased the scope of their rights but also their responsibilities towards the school. This is a task of teachers, principals and also social organizations which are in contact with parents, and which aim is to increase the parents' involvement in education. However, if teachers want to demand more from parents, they need concrete guidelines regarding what consequences follow from not fulfilling their duties by parents. All in all, it is necessary to define precisely in the Act of Education the consequences threatening parents for not fulfilling their duties. It surely is difficult to find an optimal solution to this problem and decide what penalties should threaten parents and not harm children at the same time. Therefore, this is a topic for discussion and analysis.

To improve the parents-school relationship an education of teachers in this respect is also needed. It is important to pass the teachers not only the knowledge but also concrete abilities of communicating with parents from the position of a partner and not a competent professional who is always right. Teachers working with children are obliged to stand in a position of a pedagogue and a professional. Therefore, it is not surprising that it is often difficult for them to switch from this role into a partner relation.

Parents-school relationships depend on the specific character of a school and the environment in which it operates, on teachers' competence and parents. They cannot be unified and put into a single form. Every year teachers will have to face new situations with different needs of parents. Therefore, it is important to develop in teachers the attitude of active reaction to social changes, changes of needs, as stated by P. Senge in his concept. No teacher and no school is nowadays capable of following the fast growth of information [6], but it can be prepared for constant changes in a way that will satisfy the needs of all subjects functioning at school.

It seems that precise information in education documents, educating teachers in the field of establishing partner relations with parents and earnest informing parents not only about their rights but also responsibilities will allow to increase the parents' involvement in education.



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