Communication Barriers in the Context of School-Parents Cooperation

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Abstract: The purpose of the present study was to determine the communication barriers, the reasons and results of these barriers, and solution proposals for communication barriers faced in the context of school-parents cooperation. The case study was used in this study. The data obtained from the interview forms were analysed according to the method of descriptive analysis. The findings were presented in the form of themes and subthemes. The study group consisted of 42 teachers working in the central districts of Erzurum in the 2019-2020 academic years. According to the research results, the participants think that communication barriers in the context of school-parents cooperation are related to parents and to teachers. Most of the participants express the reasons for communication barriers resulting from parents while some of the participants express the reasons for communication barriers resulting from teachers. Participants think that the results of communication barriers faced in the context of school-parents cooperation are related to students, school administrators, parents and teacher. Most of the participants think that results of communication barriers in the context of school-parents cooperation are related to students while the other participants think that results of communication barriers in the context of school-parents cooperation are related to school administrators, parents and teachers. Most of the participants propose solutions for communication barriers related to teachers while other participants propose solutions for communication barriers related to school administrators and parents.

Keywords: *Communication barriers, primary school teachers, school-parents cooperation.*

Introduction

Family and school are the two most influential institutions in the socialization of children. The education of children begins in the family and continues at school, and socialization initially starts in the family and is transferred to children with social rules by parents for the first time (Demirbulak, 2000). For this reason, the first teachers of children are their parents. Parents have important responsibilities for the self-development of individuals, and a very important position in their cognitive, emotional, and psychomotor development. Parents want their children to receive a good education in their lives. As educational associations, schools are very important in this context. The school-parents cooperation in schools has great importance for the achievements of students (Rosenblatt & Pled, 2002). In this respect, important duties fall on school administrators, teachers, and parents of students. As expert staff who work in the school, administrators and teachers must seek ways to ensure school-parents cooperation. Parents of students must also be included in the educational processes (Akbasli, 2007; Angelides et al., 2007).

Every organization has targets to achieve. These goals determine the direction of the organization. Educational organizations must promote school-parents cooperation and share information and experience to make students acquire the target behaviours in line with the predetermined objectives. Sharing is the basis of school-parents cooperation (Gultekin, 2008); and due to this, school administrations that want to achieve success in education must give importance to the relations between parents and teachers to make parents, as well as teachers, participate in the curriculum to be implemented (Akbasli & Kavak, 2008). The purpose of school-parents cooperation is to build a bridge between the school and the parents. For this reason, school-parent associations are created in schools, which enable parents to participate in the administration. In this way, parents will stop being passive and take active roles in the decision-making processes at schools. Accordingly, school administrators must review the structure, operation, and management style of the school and make arrangements to ensure parents' participation. In this way, the interest of the students' parents in the school increases, and their preconceptions about the school disappear. To improve school-parents cooperation, the duties and responsibilities of the school-parents associations should be increased and the

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participation of parents in the decisions must be ensured. The opinions and suggestions of teachers and school administrators must be considered at the forefront in matters that require expertise in these associations. The issues such as meeting the needs of the school, improving the physical conditions, and dealing with the students' misbehaviours should be discussed within the context of school-parents cooperation and logical solutions must be sought in this regard. For this reason, participation in school-parents organization meetings must be ensured (Dizbay, 2010; Erdogan & Demirkasimoglu, 2010; Kiransal, 2007; Ozgan & Aydin, 2010).

One of the most important components of education is the parents. For this reason, parents must be included in the educational processes, during which it is necessary to raise awareness of the parents. In this respect, important responsibilities fall on the school and its employees; and in the cases where family participation is not ensured, school administrators and teachers must not consider that the problem just arises due to the parents, and must seek ways to ensure their participation. Parents must not put all the responsibility on the school; parents also have responsibilities that they must fulfil in the educational processes. School and parents must be like a unique entity since quality education can be realized in this way (Erdogan & Demirkasimoglu, 2010; Unal et al., 2010).

The parents contribute to the educational and training processes of their children by fulfilling their roles. Since the parents are the primary educators, they have a teaching role as well. Parents support their children when they face problems. For this reason, the parents also have a supportive role. All parents want to protect their children from the adverse conditions that may result from the environment. This represents the parents' protective role. Moreover, parents are also responsible for their children and have roles to participate in decisions about their children. Accordingly, parents should fulfil their roles efficiently so that their children can make good progress at school and in life without experiencing any problems. School administrators and teachers must guide and direct parents so that these roles will be performed consciously. School administrators should provide the opportunity for the leader parents to participate in school development teams (Berla & Henderson, 1994). Parents must be involved in decisions to be made at school. For this reason, leaders and representatives of parents must be identified. In this respect, important duties and responsibilities fall on school-parents association, which are important in terms of establishing effective communication between all parents. Exchange of ideas can be performed more easily with the communication network to be created by the school-parents association (Epstein, 2001).

A healthy educational environment is made possible with the cooperation of the parents. Many factors including parents and school affect student success. The socio-economic status of the family, physical conditions of the school, technological infrastructure, methods used in education are some of these factors, all of which must support the development of the child. This support will increase the achievement of the student. Educational associations can achieve their goals with the support of parents. For this reason, parents must be active in this process. The parents' interest in school and children is quite important in reinforcing the education provided to students. This situation results from the fact that the parents' interest in school and children is complementary to education (Atac, 2003).

In addition to the parents, the relations of teachers with their students are also important in terms of the quality and efficiency of education. Close relations between the teacher and the student and the lack of any conflicting situations contribute to the formation of a positive climate. The intimacy between the teacher and the student depends on building sincere relationships and efficient communication. The positive experiences between the teacher and the student also result in social and academic success. Additionally, the participation of the parents in school activities affects the behaviours of teachers and students and increases academic success (Topor & Keane, 2010). The parents can be active participants in education with the help of the school. To ensure this, school administrators and teachers must know students and their parents very well. When the school knows the expertise and experience of parents, it can enable family participation in the activities to be organized. The school must also establish a support system with the help of parents (Pattnaik, 2003). School-parents cooperation is important in terms of the fact that it enables both the school staff and the parents to take more responsibilities (Pescaru, 2010).

Schools must determine appropriate programs for improving and strengthening the relationships between the school and the parents. (Funkhouser & Gonzales, 1997). It must not be forgotten that relations with the parents are required in the development of educational plans which will contribute to students' success. However, it is also extremely important for parents to learn about their children. To do this, parents must communicate with teachers regularly (Noble, 1997). Educational practices in which school-parents cooperation is ensured will help that the experiences of children are more permanent (Froiland et al., 2013). School-parents cooperation also contributes to the cognitive and emotional development of students with its benefits such as supporting the multi-faceted development of children, enabling them to exhibit positive behaviours, and identifying the needs of students more easily (Epstein, 2001; Eryorulmaz, 1993; Rosenblatt & Pled, 2002; Ustun, 2013; Zembat et al., 2006). It is expected from school administrators that they communicate with all stakeholders who will contribute to the achievement of the targets of the school when developing school-parents partnerships (Balci, 2002; Bozkurt, 2005).

Communication is an important tool in the socialization of individuals. Individuals can share their feelings and thoughts and interact with their environment through communication (Gormez, 2014). Communication can be expressed as the process of producing, transferring, and making sense of information, which must be bidirectional (Cuceloglu, 2006; Dokmen, 2005). Communication is the work of providing understanding between people via verbal or nonverbal tools

to achieve the predetermined targets and shaping behaviours (Sayers et al., 1993). Communication involves the sharing of information between individuals, and the message is given meaning and leads to behavioural changes (Aydin, 1994; Daft, 2010; Paknadel, 1994). Individuals can transfer information about the objects, events, and phenomena with communication. It is possible to argue that individuals who possess similar values and experiences can convey their feelings and thoughts via communication means (Oskay, 1992). In this context, communication refers to a process (Dokmen, 2005). In organizations, communication has functions such as providing information, teaching, commanding, influencing, and coordinating. Communication is also important in organizations in terms of specifying where, when, and what jobs employees will perform. (Kalyon, 2012). Communication is a complex process faced at every stage of life and requires mastery. School is an important step in the lives of individuals. Communication forms the basis of the structure of schools as in other organizations. Organizational communication includes decision-making processes, leadership, and evaluation of outcomes (Hoy & Miskel, 2010). Communication is very important to direct the individuals who work in an organization towards the targets. In this way, it becomes possible to control the individuals who work together. The communication process must be maintained effectively to coordinate the individuals who work in an organization. These characteristics of communication not only provide a message exchange, but also show how important it is for socialization, and it means a common activity tool for people in this process (Tutar, et al., 2008). Communication occurs from the combination of different factors, which are; source, message, channel, code, receiver, and feedback (Berlo, 1960).

The source is the element that initiates the communication. The source can convey feelings and thoughts to the other party with verbal expressions or symbols in communication. The source sends them to the receiver via a communication channel (DeVito, 2013; Eren, 2001; Yuksel, 2007). The source must have certain characteristics to maintain the communication process effectively. In this respect, it is important that the person who initiates the communication should use the communication skills efficiently for healthy communication. It is also necessary for parties to listen to each other during communication to understand the message (Hartley, 2010; Spitzberg & Cupach, 1989). The message refers to what is intended to be conveyed in communication and may be about any thought, or information intended to be conveyed to the receiver. In this context, the message provides communication between the source and the receiver and is the purpose of communication (Barker, 1990; Guney, 2016). The message is a physical product in which the thing to be transferred to the other party is produced by the source via symbols, visuals, and auditory elements (Zillioglu, 2010). It is necessary to have a channel for the message of the source to reach the receiver in communication (Yuksel, 2007). The channel acts as a bridge preparing the ground for the communication between the source and the receiver. (Gamble & Gamble, 2014). In other words, channels are physical and technical means transmitting the symbols and codes arranged in a way to form meaning (Zillioglu, 2010). A code is a system of meaning shared by people in communication. The code refers to the rules to be used in bringing together the indicators that will be employed in communication (Fiske, 2014). The receiver is the person or community receiving and making sense of the message sent by the source. Feedback is the element, which allows the evaluation of whether the message of the source is understood by the receiver. In short, feedback refers to the reaction of the receiver to the source (Gokce, 2015; Samovar et al., 2012).

An organization consists of a group of people who are together to achieve certain targets. Such an organization has a hierarchical structure, and there is a division of labour and coordination among its members (Dimbleby & Burton, 2007; Tutar, 2003). Effective communication within an organization contributes to the easier adaptation of employees to the organization. In this context, the attitudes and behaviours of employees towards the organization are positively affected, and the motivation of the employees of the organization increases. Ensuring coordination among employees also ensures unity in line with the targets of the organization. The function of communication has an important place in the emergence of the attitudes and feelings of its members (Izgar, 2012). Healthy progress of the relations between individuals in an organization and healthy relations of the organization with its environment depend on organizational communication. Effective communication is very important in achieving positive outcomes. If communication channels are employed adequately and efficiently within the organization, the work environment and activities become regular and healthy, otherwise, relations between members and feelings of trust do not develop. It is possible for individuals to understand their environment and their organization correctly and develop positive thoughts about all these by establishing an effective communication mechanism (Sabuncuoglu & Gumus, 2012). In educational organizations, the purpose of communication is to provide information transfer to reach the predetermined targets. For this reason, in educational organizations, communication is related to processes such as planning the work, ensuring coordination and evaluation (Lunenburg & Ornstein, 2013). Organizational communication is very important in institutions and affects the administrative activities of the organization directly. Organizational communication causes great changes in the way an organization is designed and managed (Andrioni & Popp, 2012). Establishing efficient and effective communication is not an easy process. Managers have important responsibilities in this respect. Members of the organization must understand their duties for the organization to reach its targets. For this reason, managers must be able to communicate their duties and responsibilities to employees effectively (Borca & Baesu, 2014). In this context, school administrators must have healthy communication with relevant stakeholders (Basar, 2013). The communication skills of school administrators are very effective in influencing the behaviours of stakeholders. As a communicator, the school administrator must have a command of internal and external communication (Celik, 2007).

The purpose of the present study was to determine the communication barriers, the reasons and results of these barriers, and solution proposals for communication barriers faced in the context of school-parents cooperation. For this purpose, answers to the following questions were sought:

1) What are the opinions of teachers on communication barriers in the context of school-parents cooperation?

2) What are the opinions of teachers on the reasons for communication barriers in the context of school-parents cooperation?

3) What are the opinions of teachers on the results of communication barriers in the context of school-parents cooperation?

4) What are the opinions of teachers on the solution proposals regarding communication barriers in the context of school-parents cooperation?

Methodology

Research Design

In the present study, the case study, which is one of the qualitative research designs, was used. Qualitative research is defined as the type of research in which qualitative data collection methods such as observation, interviews, and document analysis are used, and a qualitative process is followed to determine the perceptions and events in a natural environment realistically and holistically (Yildirim & Simsek, 2011).

Sample and Data Collection

The study group consisted of 42 primary school teachers who worked in the central districts of Erzurum in the fall semester of the 2019-2020 academic years. The study group was determined by the homogeneous sampling technique, which is one of the purposeful sampling methods. The schools where the teachers worked were visited in the scope of the study, and the interviews were conducted with the teachers voluntarily. Some demographic characteristics of the teachers participating in the study were as follows; 23 of the interviewed teachers were male, and 19 were female. In terms of professional seniority, 8 of the participants had seniority of 6-10 years, 15 had seniority of 11-15 years, and 19 had seniority of 16 years or more. 37 of the interviewed teachers had bachelor's degrees, and 5 of them had master's degrees.

The data of the study were collected with the "Semi-Structured Interview Form", which was developed by the researcher. Concerning the clarity and comprehensibility of the interview form, expert opinion was received from two associate professors, who worked at the department of educational administration, supervision, planning, and economy. First of all, the number of questions was reduced due to the expert opinions. Then, a pilot interview was made with two teachers, who were not in the study group. By evaluating the data collected from the pilot interviews together with experts, the questions whose answers were similar were combined and the final form of the interview form was created. The teachers were informed about the purpose and importance of the study before the interviews, which were organized when teachers were available based on volunteerism. The interviews were detailed with probing questions when relevant. The answers given in the interviews were recorded in the interview forms.

Analyzing of Data

The data obtained in the interviews were analysed according to the descriptive analysis method. The findings obtained were presented in the form of themes and codes. In the process of creating sub-themes, the researchers read all the forms separately and independently from each other, combined the items they determined on the problems faced by the participants under certain headings, and formed sub-themes. The researchers, who later held a meeting, reached a consensus by discussing the opinions they evaluated under different themes. The reliability of the study was determined with the formula "Reliability = Consensus / (Consensus + Disagreement) x 100" (Miles & Huberman, as cited in Yilmaz & Altinkurt, 2011, p. 949). The agreement between the coders was found to be 81%. Direct quotations were made from the expressions of the teachers to reflect their opinions. On the other hand, the names of the participants were not included as an ethical requirement when comments were made on the findings, and codes such as T-1, T-2 were used to represent the participants.

Findings / Results

The findings obtained from the study are summarized in this section by making direct quotations from the opinions of the teachers who participated in the study. The themes, subthemes and codes related to the communication barriers faced in the context of school-parents cooperation are presented in Table 1.

Table 1. The Opinions of Teachers on the Communication Barriers Faced in the Context of School-Parents Cooperation

Theme	Subtheme	Codes
Communication barriers faced in the context of school-parents cooperation	Communication barriers related to parents (n=32)	Not visiting the school Ineffective participation in the educational processes Indifference to their children Avoidance of taking responsibility Lack of empathy for teachers Prejudices towards the school Not valuing their children Unrealistic expectations of their children Interference in the work of teachers Not knowing about their students Inadequacy in good communication skills
	Communication barriers related to teachers (n=9)	Being perfectionist Using academic language Being more interested in successful students Negative attitudes towards parents Inability to express themselves when faced with problems

According to Table-1, the participants think that communication barriers in the context of school-parents cooperation are related to parents and to teachers.

Most of the participants (n=32) think that communication barriers in the context of school-parents cooperation are related to parents. These participants express communication barriers related to parents such as parents' not visiting the school, ineffective participation in the educational processes, indifference to their children, avoidance of taking responsibility, lack of empathy for teachers, prejudices towards the school, not valuing their children, unrealistic expectations of their children, interference in the work of teachers, not knowing about their students, inadequacy in good communication skills. Most of these participants emphasize the parents' not visiting the school and one of them says "*Some parents never visit the schools (T-3).*" Some of the participants highlight the parents' ineffective participation in the educational processes and one participant tells *"Most of the parents don't participate educational processes effectively (T-6)."* Some participants point out the parents' indifference to their children and one of them says "*The parents are indifferent to their children (T-19)."* Besides, a few participants underline the parents' avoidance of taking responsibility and one of them says "*Some parents do not take responsibility, and do not help their children in the activities (T-14)."* Moreover, few participants emphasize the parents' lack of empathy for teachers and one of them tells *"Some parents never empathize with us (T-2)."* Additionally, few participants point out the parents' not valuing their children, unrealistic expectations of their children and interference in the work of teachers and two participants say *"Parents don't value their children (T-17)."* and *"Parents have unrealistic expectations of their children* and *they interfere in the work of teachers" (T-31)."* Furthermore, few participants emphasize parents' not knowing about their students and their inadequacy in good communication skills and one participant says *"Unfortunately, parents don't know their students. Also some of them can't communicate well (T-9)."*

Some of the participants (n=9) express communication barriers related to teachers such as being perfectionist, using academic language, being more interested in successful students, negative attitudes towards parents, inability to express themselves when faced with problems. Most of the participants, who think that communication barriers in the context of school-parents cooperation are related to teachers, emphasize the teachers' being perfectionist. One of them says "*To be honest, some teachers want things to be done perfectly and they are not satisfied with anything less. This causes problems (T-3)."* Some of these participants highlight teachers' using academic language and one participant tells *"Some teachers speak in such a way that parents don't understand anything. They always use academic language (T-7)."* A few participants point out the teachers' being more interested in successful students and one participant expresses "*Unfortunately, some colleagues are more interested in successful students and this disappoints other students' parents (T-1)."* Additionally, few participants underline the teachers' negative attitudes towards parents and inability to express themselves when faced with problems. One participant says *"Some teachers have negative attitudes towards parents and they can't express themselves faced with problems (T-39)."*

The themes, subthemes and codes related to the reasons for communication barriers faced in the context of school-parents cooperation are presented in Table 2.

Table 2. Reasons for communication barriers faced in the context of school-parents cooperation

Theme	Subtheme	Codes
Reasons for Communication Barriers Faced in the Context of School-Parents Cooperation	Communication Barriers Resulting from Parents (n=35)	Low educational level Lack of empathy Insufficient time allocated for the school The existence of broken homes Lack of respect Insistence on meeting during class hours Indifference to school
	Communication Barriers Resulting from Teachers (n=11)	Not using positive language Inexperience Exhibiting unfair behaviours Not considering the root cause of the problems
	Communication Barriers Resulting from Students (n=4)	Telling their parents about their experience differently Negative attitudes towards teachers

As it is seen in Table-2, participants think that the reasons for communication barriers faced in the context of school-parents cooperation result from parents, teachers and students.

Most of the participants (n=32) think that communication barriers in the context of school-parents cooperation result from parents. These participants express the reasons for communication barriers resulting from parents such as low educational level, lack of empathy, insufficient time allocated for the school, the existence of broken families, lack of respect, insistence on meeting during class hours and indifference to school. Most of these participants emphasize the parents' low educational level and one of them says *"Some of the parents' low educational level causes problems in communication (T-2)."* Some of the participants emphasize parents' lack of empathy and one participant tells *"Most of the parents' don't put themselves on our shoes; they don't empathize with us (T-5)."* Again, some of them highlight parents' allocating insufficient time for the school and one participant expresses *"Unfortunately, there are some parents who don't spare enough time for the school (T-7)."* Additionally, a few of the participants point out the existence of broken homes and one participant states *"Some students come from a broken home. Their parents are divorced or separated. This situation creates problems (T-12)."* Moreover, few participants underline parents' lack of respect and insistence on meeting during class hours. Two of these participants say *"Respect is important for us, but some parents don't respect us (T-13)* and *"Some parents insist on meeting during class hours (T-23)."* Furthermore, few participants emphasize parents' indifference to school and one of them tells "*Some parents are indifferent to school (T-29)."*

Some of the participants (n=11) express the reasons for communication barriers resulting from teachers such as not using positive language, inexperience, exhibiting unfair behaviours, not considering the root cause of the problems. Most of these participants emphasize teachers' not using positive language and one participant says *"Some colleagues don't use positive language (T-39)."* Some participants highlight teachers' inexperience and one participant tells *"Some teachers' inexperience in the profession negatively influences cooperation between the school personnel and the parents (T-33)."* A few participants underline the teachers' exhibiting unfair behaviours and one participant expresses *"Some colleagues' exhibiting unfair behaviours have negative effect on the cooperation between the parents and school (T-37)."* Few participants point out the teachers' not considering the root cause of the problems and one participant says *"Some teachers don't consider the main cause of problems (T-25)."*

A few participants (n=4) express the reasons for communication barriers resulting from students such as telling their parents about their experience differently and negative attitudes towards teachers. These participants emphasize the students' telling their parents about their experience differently and their negative attitudes towards teachers and they say *"Some students tell their parents about their experience differently (T-17)."* and *"Some of the students may have negative attitudes towards teachers and school (T-24)."*

The themes, subthemes and codes related to results regarding the communication barriers faced in the context of school-parents cooperation are presented in Table 3.

Table 3. Results of communication barriers faced in the context of school-parents cooperation

Theme	Subtheme	Codes
Results of communication barriers faced in the context of school-parents cooperation	Results of communication barriers related to students (n=31)	Increase in the problems of the students' adaptation to school Decrease in students' academic achievements Increase in disciplinary problems Students' damaged sense of responsibility Feeling worthless
	Results of communication barriers related to school administrators (n=13)	Difficulty in setting and achieving common targets Difficulty in reaching joint decisions Difficulty in coordination among stakeholders Emergence of an uneasy atmosphere Difficulty in problem solving processes
	Results of communication barriers related to parents (n=6)	Decrease in parents' trust in school Being unable to get information on the development of the student
	Results of communication barriers related to teachers (n=2)	Decrease in teacher's motivation

As it is seen in Table-3, participants think that the results of communication barriers faced in the context of school-parents cooperation are related to students (n=31), school administrators (n=13), parents (n=6) and teachers (n=2).

Most of the participants (n=31) think that results of communication barriers in the context of school-parents cooperation are related to students. These participants express results of communication barriers related to students as increase in the problems of the students' adaptation to school, decrease in students' academic achievements, increase in disciplinary problems, students' damaged sense of responsibility and feeling worthless. Most of these participants think that communication barriers in the context of school-parents cooperation result in the increase in the problems of the students' adaptation to school and one of them says *"Many students can't easily adapt to the school (T-1)."* Again, most of them emphasize the decrease in students' academic achievements and one participant states *"Students' academic achievements decrease (T-4)."* Moreover, some participants point out increase in disciplinary problems and students' damaged sense of responsibility and two of them say *"Discipline problems increase in such a case (T-6)."* and *"Most of the students' sense of responsibility is damaged (T-15)."* Furthermore, a few participants highlight students' feeling worthless and one participant expresses *"When students do not see their parents and school work together for them, they may feel worthless T-21)."*

Some of the participants (n=13) express results of communication barriers related to school administrators as difficulty in setting and achieving common targets, difficulty in reaching joint decisions, difficulty in coordination among stakeholders, emergence of an uneasy atmosphere and difficulty in problem solving processes. Most of these participants emphasize the school administrators' difficulty in setting and achieving common targets and one participant says *"The school administrators can have difficulty in setting and achieving common targets (T-34)."* Some of these participants underline the administrators' difficulty in reaching joint decisions and difficulty in coordination among stakeholders and two of them say *"School principals can experience some problems related to reaching joint decisions (T-5)."* and *"the school administrators can face difficulties in coordination among stakeholders (T-7)."* A few participants highlight emergence of an uneasy atmosphere and difficulty in problem solving processes and one participant expresses *"An uneasy atmosphere emerges. Another challenge is related to difficulty in problem solving processes (T-11)."*

Moreover, a few participants (n=6) express results of communication barriers related to parents as decrease in parents' trust in school and being unable to get information on the development of the student. Two of them say *"Parents' trust reduces (T-18)."* and *"Parents can't get information related to the development of their children (T-22)."*

Lastly, few participants (n=2) express result of communication barriers related to teachers as decrease in teacher's motivation and one participant states *"This causes teachers to lose motivation (T-23)."*

The themes, subthemes and codes related to solution proposals for the communication barriers faced in the context of school-parents cooperation are presented in Table 4.

Table 4. Solution proposals for the communication barriers faced in the context of school-parents cooperation

Theme	Subtheme	Codes
Solution proposals for the communication barriers faced in the context of school-parents cooperation	Solution proposals for communication barriers related to teachers (n=33)	Developing communication skills Visiting parents Conveying the positive characteristics of the students first Empathizing with parents Involving parents in classroom activities Building a sense of trust Being impartial to parents Knowing the parents well Respecting differences of opinion Breaking down prejudices Arranging convenient meeting hours for working parents
	Solution proposals for communication barriers related to school administrators (n=21)	Organizing parents' meetings Organizing social activities at school Organizing activities in which parents and students can act together Creating an atmosphere of mutual tolerance Organizing seminars for parents Including parents in decision-making process Applying deterrent sanctions against violence
	Solution proposals for communication barriers related to parents (n=9)	Being aware of responsibilities Giving the due value to the teacher Knowing their child well Empathizing with teachers Sparing more time for school

As it is seen in Table-4, participants propose solutions to the communication barriers faced in the context of school-parents cooperation. Most of the participants (n=33) propose solutions for communication barriers related to teachers. These participants propose solutions such as developing communication skills, visiting parents, conveying the positive characteristics of the students first, empathizing with parents, involving parents in classroom activities, building a sense of trust, being impartial to parents, knowing the parents well, respecting differences of opinion, breaking down prejudices, arranging convenient meeting hours for working parents.

Most of these participants proposing solutions for communication barriers related to teachers emphasize teachers' developing communication skills and visiting parents and one of them says *"The teachers should develop their communication skills and visit the parents (T-8)."* Again, most of them suggest teachers' conveying the positive characteristics of the students first, empathizing with parents and involving parents in classroom activities and two participants express *"The teachers should first tell the parents about the positive characteristics of the students (T-10)."* and *"The teachers should empathize with the parents and also involve parents in classroom activities (T-16)."* Additionally, some of the participants suggest teachers' building a sense of trust and being impartial to parents and one participant states *"We should make parents trust us and we should be impartial to them (T-18)."* Moreover, a few participants recommend teachers' knowing the parents well, respecting differences of opinion, breaking down prejudices and arranging convenient meeting hours for working parents and one participant says *"We ought to know the parents very well, respect differences in opinion and break down the prejudices. We should also arrange convenient meeting hours for working parents (T-26)."*

Half of the participants (n=21) propose solutions for communication barriers related to school administrators. These participants propose solutions such as organizing parents' meetings, organizing social activities at school, organizing activities in which parents and students can act together, creating an atmosphere of mutual tolerance, organizing seminars for parents, including parents in decision-making process, applying deterrent sanctions against violence. Most of these participants suggest school administrators' organizing parents' meetings, organizing social activities at school, organizing activities in which parents and students can act together and creating an atmosphere of mutual tolerance. In relation to these proposals, two participants say *"The school administrator should organize parents' meeting regularly and organize social activities for parents at school (T-35)."* and *"The school principal should organize activities in which parents and students can act together and create an atmosphere of mutual tolerance (T-42)."* Some of these participants emphasize the administrators' organizing seminars for parents, including parents in decision-making process and applying deterrent sanctions against violence and one participant says *"The school principal should organize seminars for parents and include parents in decision-making process. Additionally, he should apply deterrent sanctions against violence (T-40)."*

Some of the participants (n=9) propose solutions for communication barriers related to parents. These participants propose solutions such as being aware of responsibilities, giving the due value to the teacher, knowing their child well, empathizing with teachers and sparing more time for school. Two participants say *"The parents should be aware of their responsibilities and give the teacher the value they deserve (T-3)"* and *"The parents should know their children well and they should empathize with the teachers. The parents should spare more time for school (T-26)."*

Discussion

This research was conducted to determine the communication barriers, the reasons and results of these barriers, and solution proposals for communication barriers faced in the context of school-parents cooperation. Primarily, the opinions of the teachers on the communication barriers faced in the context of school-parents cooperation were analysed. According to the analysis, most of the participants think that communication barriers in the context of school-parents cooperation are related to parents. These participants express communication barriers related to parents such as parents' not visiting the school, ineffective participation in the educational processes, indifference to their children, avoidance of taking responsibility, lack of empathy for teachers, prejudices towards the school, not valuing their children, unrealistic expectations of their children, interference in the work of teachers, not knowing about their students, inadequacy in good communication skills. Some of the participants express communication barriers related to teachers such as being perfectionist, using academic language, being more interested in successful students, negative attitudes towards parents and inability to express themselves when faced with problems. Phillips (2001), who conducted a study on school-parents cooperation, reached similar results to the results of this study. Phillips determined that parents didn't visit schools and they avoided taking responsibility and he stated that communication barriers to school-parents cooperation mostly resulted from the parents. In the study conducted by Spears (1997), it was also stated that parents' indifference to school and educational processes, their unwillingness to take responsibility prevented the parent-teacher association from working efficiently by affecting the school-parents cooperation negatively. Moreover, the results of study which were conducted by Vanderline and Mutton (2018) were in line with the result of this study as they determined that teachers' using academic language and being more interested in successful students negatively influenced the cooperation between parents and teachers. As can be seen in different studies (Rodrigues et al., 2015; Willemse et al., 2018) that achieved similar results, this result is similar to the results of other studies in the literature (Akbasli & Dis, 2019; Akbasli & Tura, 2019).

In the context of school-parents cooperation, participants think that the reasons for communication barriers result from parents, teachers and students. Most of the participants think that communication barriers in the context of school-parents cooperation result from parents. These participants express the reasons for communication barriers resulting from parents such as low educational level, lack of empathy, insufficient time allocated for the school, the existence of broken families, lack of respect, insistence on meeting during class hours and indifference to school. Some of the participants express the reasons for communication barriers resulting from teachers such as not using positive language, inexperience, exhibiting unfair behaviours, not considering the root cause of the problems while a few participants express the reasons for communication barriers resulting from students such as students' telling their parents about their experience differently and negative attitudes towards teachers. When the literature was reviewed, in the study conducted by Crowther et al. (2017), it was concluded that the factors such as the parents' low educational level and lack of empathy, and not sparing enough time for school created barriers to communication, which was needed for school-parents cooperation. Again, in the study conducted by Cunningham and Gresso (2013), it was seen that teachers' not using positive language, their exhibiting unfair behaviours and young teachers' inexperience in teaching were the causes of barriers to the communication which was necessary for school-parents cooperation. Additionally, in the study conducted by Creed (2016), it was determined that students' negative attitude towards teachers negatively influenced the cooperation between school and parents. In many studies in the literature, the reasons for communication barriers faced in the context of school-parents cooperation seemed to be in line with the results of this research (Bateman & Snell, 2016; El Nokali et al., 2010; Sabuncuoglu & Gumus, 2012; Willemse et al., 2018).

In relation to the results of communication barriers faced in the context of school-parents cooperation, participants think that the results of communication barriers faced in the context of school-parents cooperation are related to students, school administrators, parents and teachers. Most of the participants think that results of communication barriers in the context of school-parents cooperation are related to students. These participants express results of communication barriers related to students as increase in the problems of the students' adaptation to school, decrease in students' academic achievements, increase in disciplinary problems, students' damaged sense of responsibility and feeling worthless. Some of the participants express results of communication barriers related to school administrators as difficulty in setting and achieving common targets, difficulty in reaching joint decisions, difficulty in coordination among stakeholders, emergence of an uneasy atmosphere and difficulty in problem solving processes. Moreover, a few participants express results of communication barriers related to parents as decrease in parents' trust in school and being unable to get information on the development of the student while few participants express result of communication barriers related to teachers as decrease in teacher's motivation. In a study conducted by Finders and Lewis (2018), it was seen that the students could not adapt to school, they felt worthless, and their academic success

was negatively influenced due to the communication barriers between the school and parents. In the study undertaken by Hartman and Chesley (2013), it was stated that the communication barriers among the school personnel and the parents caused the school administrators to experience difficulty in setting common targets, reaching joint decisions and ensuring coordination among the stakeholders. Moreover, Phillips (2001) determined that parents' trust reduced and the teachers' motivation decreased owing to the problems in communication between the school and parents. The results of this study were also supported by the previous researches (Anastasiou & Papagianni, 2020; Kraft & Dougherty, 2013; Smith et al., 2020).

In relation to the opinions of teachers on the solution proposals for the communication barriers faced in the context of school-parents cooperation, most of the participants propose solutions for communication barriers related to teachers. These participants propose solutions such as developing communication skills, visiting parents, conveying the positive characteristics of the students first, empathizing with parents, involving parents in classroom activities, building a sense of trust, being impartial to parents, knowing the parents well, respecting differences of opinion, breaking down prejudices, arranging convenient meeting hours for working parents. Additionally, half of the participants propose solutions for communication barriers related to school administrators. These participants propose solutions such as organizing parents' meetings, organizing social activities at school, organizing activities in which parents and students can act together, creating an atmosphere of mutual tolerance, organizing seminars for parents, including parents in decision-making process, applying deterrent sanctions against violence. Some of the participants propose solutions for communication barriers related to parents. These participants propose solutions such as being aware of responsibilities, giving the due value to the teacher, knowing their children well, empathizing with teachers and sparing more time for school. When the studies in the field were analysed, it was seen that there were also similar results. In the study conducted by Harris (2019), it was determined that teachers' developing communication skills, their visiting parents, empathizing with parents positively influenced the communication between the teachers and parents. In this study, it was suggested that teachers should involve the parents in classroom activities, build a sense of trust and break down the parents' prejudices. Moreover, in the study of Ozbas and Badavan (2019), it was determined that the school principals' organizing parents' meetings, including parents in decision-making process and organizing activities in which parents and students can act together had a positive effect on school-parents cooperation. Furthermore, in the study of Hurren (2018), it was stated that parents' being aware of responsibilities, empathizing with teachers and sparing more time for school contributed to school-parents cooperation. The results of this study were also confirmed by the results of the studies performed by Akbasli and Dis (2019), Akbasli and Tura (2019), and Cobanoglu (2021). When these research results are evaluated together, it can be stated that these studies in the literature and the results of this research are in the same direction.

Conclusion

The number of studies on the communication barriers, the reasons and results of these barriers, and solution proposals for communication barriers in the context of school-parents cooperation is low. Therefore, it is important to analyse the communication barriers, the reasons and results of these barriers, and solution proposals for the barriers according to the perspectives of the teachers. It was aimed to determine the communication barriers, the reasons and results of these barriers, and develop solution proposals for communication barriers faced in the context of school-parents cooperation. The following results are obtained in the study: (1) Most of the participants think that communication barriers in the context of school-parents cooperation are related to parents. These participants express communication barriers related to parents such as parents' not visiting the school, ineffective participation in the educational processes, indifference to their children, avoidance of taking responsibility and lack of empathy for teachers. Some participants express communication barriers related to teachers such as being perfectionist, using academic language, being more interested in successful students and negative attitudes towards parents. (2) Most of the participants express the reasons for communication barriers resulting from parents such as low educational level, lack of empathy, insufficient time allocated for the school, the existence of broken families, lack of respect, insistence on meeting during class hours and indifference. Some of the participants express the reasons of communication barriers resulting from teachers as not using positive language, inexperience, exhibiting unfair behaviours, not considering the root cause of the problems while a few participants express the reasons of communication barriers resulting from students as students' telling their parents about their experience differently and negative attitudes towards teachers. (3) Most of the participants express results of communication barriers related to students as increase in the problems of the student's adaptation to school, decrease in student's academic achievements, increase in disciplinary problems, students' damaged sense of responsibility and feeling worthless. Some of the participants express results of communication barriers related to school administrators as difficulty in setting and achieving common targets, difficulty in reaching joint decisions, difficulty in coordination among stakeholders, difficulty in problem solving processes and emergence of an uneasy atmosphere. Moreover, a few participants express results of communication barriers related to parents as decrease in parents' trust in school and being unable to get information on the development of the student while few participants express result of communication barriers related to teachers as decrease in teacher's motivation. (4) Most of the participants propose solutions for communication barriers related to teachers such as developing communication skills, visiting parents, conveying the positive characteristics of the students first, empathizing with parents, involving parents in classroom activities, building a sense of trust, being

impartial to parents, knowing the parents well, respecting differences of opinion, breaking down prejudices, arranging convenient meeting hours for working parents. Additionally, half of the participants propose solutions for communication barriers related to school administrators such as organizing parents' meetings, organizing social activities at school, organizing activities in which parents and students can act together, creating an atmosphere of mutual tolerance, organizing seminars for parents, including parents in decision-making process, applying deterrent sanctions against violence. Some of the participants propose solutions related to parents such as being aware of responsibilities, giving the due value to the teacher, knowing their children well, empathizing with teachers and sparing more time for school. Considering the communication barriers, the causes and results of these barriers, and solution proposals for communication barriers faced in the context of school-parents cooperation, the following can be stated for the research results; the communication barriers faced within the context of school-parents cooperation result from all of the stakeholders; these barriers cause the educational organization not to achieve its aims and negatively influence the students' learning and academic achievement; therefore, all of the stakeholders should cooperate to overcome these barriers.

Recommendations

It is weighty that the school administrators should organize parents' meetings. When such meetings are organized, it is important for the teachers to convey the positive characteristics of the students first. In this context, teachers and parents must improve their communication skills. However, the parents of the students may still not visit school or attend meetings. In such a case, when school administrators and teachers visit parents and establish the bond between school and parents, this may help to eliminate the communication barriers. The school administrators should create a school culture in which respect, empathy, and solidarity dominate.

Researchers, who will study the same or similar subjects in educational organizations, can conduct their research at different levels of education, with different sample groups and numbers. They can repeat the results of this research using different research designs and make comparisons.

Limitations

The basic limitations of this research are that the study was designed in a single province, with a limited sample group, and only with the qualitative design. The field survey of this research was carried out in the 2019-2020 academic year. The data were collected with certain semi-structured interview forms. The research is limited in these aspects.

Authorship Contribution Statement

Gökalp: Data analysis/interpretation, drafting manuscript, critical revision of manuscript, securing funding, supervision, final approval. Akbasli: Concept and design, data analysis/interpretation, critical revision of manuscript, admin, final approval. Dis: Data acquisition, data analysis/interpretation, statistical analysis, technical or material support, supervision.

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