



## A Case Study Regarding of the Parental Responsibilities to Their Children

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### ABSTRACT

**Purpose:** This research was conducted to identify the responsibilities the parents did not fulfill. It was carried out in a primary school in Aydin province in the first half of the 2018-2019 academic year.

**Research Method:** The research was a qualitative research design and a case study. A descriptive case study was adopted in this study. Nine primary school teachers were recruited according to the criterion sampling method. The data was gathered by a semi-structured interview form and descriptive data analysis was conducted.

**Results:** According to the results of the study, it was found that the parents in the primary school did not fulfill their responsibilities adequately.

These unfulfilled responsibilities were physical, educational and emotional responsibilities. The reasons for not being able to perform parental responsibilities were listed as economic, parent or family-related causes.

**Implications for Research and Practice:** The study suggested that students should get free breakfast at school; couples should get parental training both before and after they have become parents, public service advertisements on responsibilities of parents should be broadcasted on TVs, and talks of imams should include the importance of parental responsibilities in their Friday preaches. These suggestions are believed to increase parents' participation in school activities and encourage them to comply with their parental responsibilities. Also, suggestions for researchers are given. The same research could be carried out in schools with low and high socio-economic students or private schools and public schools to make comparisons.

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## Introduction

The collaboration of teacher-student-parent in education is essential for the well-being of children, the schools, the education system and the state. The legislation in the Turkish Education System (For example; Regulation on Secondary Education Institutions, 2013; Regulation on Preschool and Primary Education Institutions, 2014 etc.) regarding who can be the students' parents states that they can be family members or persons other than the family members who take the responsibility of the students.

The student parents refer to the student's mother, father or the person who has agreed to take the legal responsibility (Scholarship, Social Assistance and School Board Regulation, 2016; Regulation on Special Education Services, 2018). In boarding schools, each student should have a parent, or one of the school administrators must be designated as the parent of the student depending on the written permission of the parent, and this parenthood is limited to the education of students (Regulation on Secondary Education Institutions, 2013; Regulation on Preschool and Primary Education Institutions, 2014; Scholarship, Social Assistance and School Board Regulation, 2016). A school administrator can be assigned as a parent or a guardian within the knowledge of the police directorate to foreign students who do not have a parent, and in case of disagreement on the custody of the student judicial decision is taken into consideration. It is stated that school records will be taken as the basis in cases where the trial process related to custody continues (Regulation on Secondary Education Institutions, 2013; Regulation on Preschool and Primary Education Institutions, 2014).

Parents have several responsibilities. Each married couple automatically takes on responsibilities with the birth of their children (Hall, 1999; Lowe, 2005). These responsibilities are lost by the death of the child and the death of one of the parents and when one of the parents is not given custody in case of a divorce (Lowe, 2005). Parents' obligations include everything related to the upbringing of the child and all decisions regarding the child's life such as the environment in which she/he will live, the choice of school, or the medical treatment to be received or turned down (Henricson, 2008; Moyo, 2014). Parents are responsible for their children's development of necessary skills and all their developments (Dethloff, 2005). Children's development depends greatly on their family and parental background (Muller & Kerbow, 2018; Wright, Shields, Black, & Waxman, 2018).

Parental responsibility begins with the formal registration of the child to the school and continues throughout the education process. Parents should cooperate with administrators, teachers and education authorities, and actively participate in the process of creating and developing educational programs involving their children (Aydin, 2006). Parents' responsibility covers the physical care of the child and involves that the child is being raised in a safe and non-violent manner (Dethloff, 2005). This is not just limited to the home. Parents also have responsibilities for children attending school. Parents visit teachers and the school and share the responsibility of the children's education with the school. Parents should contact the

teacher on issues related to class and student activities, student needs, teaching materials, expectations and responsibilities. They should be informed by the school administration or the teacher if there is a problem with the child's education or the school itself (Karabag, 2007) because parents have a very important, critical, and key role in the education of their children. So, they must fulfill their responsibilities (Sheldon & Jung, 2018; Wang & Sheikh-Khalil, 2014). Students whose parents are participated in their school life have a greater chance of succeeding in school (Marquez, 2019).

Dulger (2015) defines the responsibilities of the parents as taking part in at least two of the extracurricular activities of the school, being aware of the announcements of the school, submitting the questionnaires sent by the school on time, and providing accurate information about their children. Dulger (2015) also lists the following duties as essential responsibilities of parents; taking part in the School Development Management Team and the School Family Association meetings and elections, contributing to the assignments of the students when necessary, paying attention to the free time activities of children to ensure that they also allocate time for school work etc.

Aydin (2006) examined the responsibilities of parents under five headings. (1) *Parents' responsibilities for the physical needs of their children:* This includes the bed, room, desk, dressing, nutrition, personal care, health and hygiene, treatment and dental care of the child. (2) *Parents' responsibilities for the emotional needs of their children:* All children should be treated equally and fairly, and no children should be humiliated or criticized. (3) *Parents' responsibilities for the educational needs of children:* Parent should enroll their children at a school, monitor the educational development, cooperate with the school, teach them to respect others and ensure that the child complies with school rules. (4) *Parents' responsibilities for the entertainment needs of the children:* Parents should provide necessary resources for the child to participate in teamwork and develop hobbies, skills, and personal interests. (5) *Parents' responsibilities for disciplining their children:* They should develop a positive attitude towards the school, perform consistent discipline practices, avoid physical punishment, develop their communication skills and teach them to take responsibilities.

Families are responsible for their involvement in school-related activities. Academic achievement is very effective in the socialization of the child with the community. Therefore, communication channels with parents should be kept open. These communication channels include one-to-one interaction between parents and teachers, parent-teacher meetings, phone calls, e-mails, WhatsApp messages, the letters of absenteeism of students and home visits (Kiral, 2017a), and they can be used to remind parents of their responsibilities and inform them about their children's progress and communicate them (Coelho et al., 2018). Other responsibilities of parents are related to their involvement of the school activities. School-based parental involvement (e.g. parents attending school activities, volunteering etc.) effects the student in a positive way (Altschul, 2011; Wang & Sheikh-Khalil, 2014). Because they are the part of school culture (Kiral & Kacar, 2016).

For example, if the parents of students with low socio-economic status or low academic achievement participate in school activities, they play an important role in their success in school (Benner, Boyle & Sadler, 2016). So, involvement responsibility is the key factor of students' socialization, success, and behaviors. The parents should participate in the activities. There are other responsibilities of parents in the Student-Parent-School Agreement.

In the Student-Parent-School Agreement (2015), parents agree to send their kids to school on time, follow the announcements of the schools, submit the questionnaires sent by school on time, attend school development, teacher-family-school association meetings, help their children with their homework when necessary and ensure that their children are dressed according to the dress-code rules. They should never do the homework of their children on their behalf, should pay attention to their sleep routines and rest hours, attend parent training seminars organized by the school, assign appropriate responsibilities, carefully read the discipline regulations in the parent-student handbook and comply with the discipline rules, inform the school about the changes in the child's mental and physical condition in a timely manner and should avoid exposing the child to physical and psychological violence.

There is some research focusing on the academic success of the child's family interest (for example Altschul, 2011; Benner, Boyle, & Sadler, 2016; Celenk, 2003; Marquez, 2019; Quioco & Daoud, 2006 etc.). Another study on parents is related to parent participation in the school (eg. Kocak, 1991; Orman, 2012; Sui-Chu & Willms, 1996; Wang & Sheikh-Khalil, 2014 etc.). Other studies were conducted on the importance of school-family cooperation. (eg. Epstein & Sanders, 2006; Hornby, 2000; Marquez, 2019 etc.). This research is different from the previous ones. When the researcher was a teacher and a school administrator; she observed parents who did not fulfill their responsibilities. Parental responsibilities are important for the upbringing of the generation. Parents hold several responsibilities that are important for the education system. The researcher observed some problems with their parental responsibilities. Parents were responsible for the students who came to school without breakfast and school materials, dirty clothes etc. Just being a parent of a child is not enough to raise a child. So, the researcher thought it must be a study based on the variables of previous studies. However, there is limited research on the responsibilities of parents. There has been no similar research like it; and thus, the lack of such research makes the research important. This research aims to close the gap in this area. According to the results of this study, it will be easier to take measures by the Ministry of National Education. Therefore, this study aims to explore the responsibilities that families fail to fulfill and seeks to answer the following research questions:

According to the views of primary school teachers;

1. What are the responsibilities that families have not fulfilled?
2. Why do parents not fulfill their responsibilities?
3. What are the suggestions to help parents fulfill their responsibilities?

## Method

### *Research Design*

This study is a qualitative case study design. The qualitative design provides in-depth research with few people (Patton, 2014). The case study aims to describe and present the actual situations in real life (Creswell, 2016). This research aims to reveal the current situation; and therefore, a descriptive case study was adopted. In this study, the responsibilities of the parents of a primary school in an immigration region and the reasons for not fulfilling their responsibilities are analyzed and interpreted (Akar, 2016; Merriam, 2013; Yin, 2011). In case studies, context is described in detail from a holistic perspective and explained to the reader (Akar, 2016; Yin, 2011). For these reasons, the study was a case study. The school where this research was carried out is presented below.

### *Research School: Migration Primary School*

The school was coded under the name of the Migration Primary School. The criterion sampling method was used to select the school (Merriam, 2013; Patton, 2014). It was thought that the parents in the selected school did not fulfill their responsibilities. Because the selected schools were located in a district that received migrated families; the parents at school were either unemployed or workers, students mostly came from extended families, and the parents did not meet most of their responsibilities.

Migration Primary School is a public school that attracts students from lower socio-economic families. The school is in a suburb. Students or parents mostly migrated from Eastern Turkey. The mothers of students are usually primary school graduates and the illiteracy rate among the parents is quite high (it is detected by the parents' education status survey conducted by teachers, and then teachers told the researcher about the profile of parents). The fathers are usually primary or secondary school graduates and some fathers are illiterate. The mothers are housewives or work as maids and baby-sitters; fathers are employed in construction or other sectors as seasonal workers. Some are either unemployed or in prison. The families do not have a stable income and do not make more than minimum wage. They also do not have an opportunity to get regular jobs.

The rate of unemployed parents is high. The fathers mostly work in the construction sector during summertime and they are unemployed during winter or do occasional jobs. Therefore, they spend most of their time in coffee houses. There are at least four or five kids in every family, and most families live in the same house with extended family members such as grandparents, aunts, uncles, nephews and nieces. The houses are very small with no proper heating facilities; therefore, only one room is being used in the flats/houses. Children spend their time at school during the day and after school, they play on the streets until dinner time. This eases the family life for parents; and therefore, students are allowed to play out until late hours (The information in this section was expressed by the teachers and researcher's observations).

### Participants

The study was conducted with volunteer teachers who were working in a primary school in Aydin province in the first semester of the 2018-2019 academic year. The teachers were interviewed in the study because the teachers always observed the parents carefully and they would state their opinions impartially. The school principal and his assistant didn't want to participate in the study, so the study was conducted only with the teachers. Therefore, other actors were excluded from the study. Participants were selected according to the criterion sampling method. Selected criteria for teachers were: "at least 10 years of professional experience and at least 5 years of service in Migration Primary School." This was because only teachers who worked for a long time would be able to have an idea about the profile of the parents. The information about Migration Primary School teachers is presented in Table 1.

**Table 1**

*The Information about Migration Primary School Teachers*

Teacher's Name	Gender	Age	Professional Experience (year)	Time Spent in This School (year)
Ayşe	F	48	21	6
Selin	F	46	23	5
Ece	F	47	23	6
Ilke	F	36	13	7
Bilge	F	41	20	6
Emre	M	39	15	7
Selda	F	47	25	6
Ertan	M	40	20	9
Ahmet	M	54	22	14

When Table 1 is examined, nine primary school teachers participated in the study. The youngest of the teachers was 36 years old and the oldest was 54 years old. The teachers had more than 13 years of professional experience. The participants of this research were teaching the second grade (two teachers), the third grade (two teachers), and the fourth grade (four teachers). None of the teachers were teaching the first grade this was because teachers of the first grade had less than five years of experience. Also, first year teachers do not have English or Religious and Moral Knowledge Classes, and they usually have literacy courses or activities.

### Data Collection and Analysis

Firstly the literature was reviewed, and a semi-structured interview form was prepared. When preparing the form, one primary school teacher and one academician were consulted for scope and validity and the pilot study was carried

out with one teacher. Pilot study was not included in the study. Because the pilot study was conducted about the clarity and adequacy of the questions. The questions were asked and took the answers. The similar and overlapping questions were excluded from the research. A pilot participant's opinions were received. And the semi-structured interview form was created. Secondly, "Official/legal written permission" was received from the Provincial Directorate of National Education. In the semi-structured interview form, the following questions were asked; "What are the responsibilities of parents?, Are the parents fulfill their responsibilities? (If their responses are no) Why do you think parents are not fulfilling their responsibilities?, What could be done to help parents fulfill their responsibilities? etc." The interviews were conducted in comfortable and quite indoor spaces such as the room of principal or teachers (Interviews were conducted outside of class hours). The interviews lasted around 139 minutes. Then, the participants were informed about the study and they were given assurance that the confidentiality would be respected and that the data they provided would not be shared with the third parties. The interviews were conducted face-to-face and recorded with a voice recorder with subject to the consent of the participants. The interviews were then transferred to the computer.

The transcripts were around 20 pages. Descriptive data analysis was conducted, categories and sub-categories were formed. The researcher followed these stages: The researcher organized and prepared the data for analysis, coded and described the data, classified and categorized themes, connected and interrelated the data, interpreted and made sense of the data (Yildirim & Simsek, 2005).

#### *Trustworthiness, Validity and Objectivity*

Trustworthiness, validity and objectivity are important in qualitative research (Creswell, 2016; Guba, 1981; Lincoln & Guba, 1986). For internal validity, strategies such as reducing prejudices, participant confirmation, and triangulation were used (Creswell, 2016; Merriam, 2013; Patton, 2014). In this study, various strategies such as analyst and participant triangulation (Creswell, 2016; Merriam, 2013; Patton, 2014) and direct quotations were used (Yildirim & Simsek, 2005). Direct quotations mean that the views of the participants in the study are presented without any editing. A different researcher was asked to code the data for validity. Then, the participants were asked to confirm their answers. At the end of the research, the interviewer summarized each interview and asked the participants to verify them. After the audio recordings, the researcher asked whether there was anything participants would like to add.

For external validation, the purposive sampling method was used, the literature was reviewed, and an external researcher examined the research process and its results. For objectivity, the method of reducing the prejudices of the researcher was used (Guba, 1981; Lincoln & Guba, 1986). The formula of Miles and Huberman (1994) were used to calculate the reliability in the study. A different researcher re-coded the data to calculate the disagreement and agreement in coding. The agreement rate was 88%. Miles and Huberman (1994) state that 80% of an agreement the research is reliable so it can be said that the findings are reliable.

*The Role of the Researcher*

The research was carried out to investigate what the responsibilities of parents were against their children and why they did not fulfill their responsibilities. While the researcher was a teacher in a different school with a similar student-parent profile before becoming an academician, she has observed that the parents have not fulfilled their responsibilities towards their children. She wanted to investigate the reasons for this. Interviews were conducted by the researcher herself by taking legal permission.

During the research, it is essential that personal prejudices, feelings, thoughts, and evaluations are excluded from the research (Lopez & Willis, 2004). The researcher who conducted the interviews avoided prejudice and behaved objectively, and acted in accordance with professional and academic ethics principles. The researcher avoided examples, expressions that could reveal the identity of the participants. Each participant was given a pseudonym. The pseudonyms were Ayse, Selin, Ece, Ilke, Bilge, Emre, Selda, Ertan, and Ahmet. In addition, quotations were provided in the results section.

**Results**

This section of the study will look into the responsibilities the families did not fulfill, the reasons for not fulfilling such responsibilities and the suggestions that could help families.

*The Responsibilities that Parents did not Fulfill*

The study first identified the responsibilities the families did not fulfill, and three categories were formed related to these responsibilities: parents' physical, educational and emotional responsibilities. The information about these categories is presented in Table 2, 3 and 4.

**Table 2***The responsibilities Parents did not Fulfill (Raising a Child)*

Unfulfilled Raising a Child Responsibilities	
Physical	Nourishment
	Hygiene
	Health
	Development
	Security

Table 2 Continue

Unfulfilled Raising a Child Responsibilities	
Social	Discipline
	Ensuring that the child does not use cigarettes, drugs or alcohol
	Raising the child with rules
	Keeping an eye on the friends of the child
	Being careful when the child goes out
	Avoiding verbal violence (scolding and shouting)
Affection	Showing love and affection
	Preparing the child for the school
	Giving allowances
	Being a role model

When Table 2 is examined, the responsibilities that parents did not fulfill were divided into two categories; physical and social. The physical responsibilities were coded as nutrition, hygiene, health, violence, development and security, and quotations were provided under each category. When the physical responsibilities were examined, it was determined that the families did not monitor nutrition, hygiene, personal care, health, physical development of their children, and applied violence to their children, which did not prevent them using slang language but provided shelter and accommodation. The social responsibilities included discipline and affection with statements under each of them. Some quotations from the interviews were presented below. Quotations related to physical and social need responsibilities;

- *They also have responsibilities related to the physical care of the child. They should first feed them and prepare breakfast. When the child comes to school without breakfast, then s/he buys junk food from the canteen (Selin- physical need)*
- *Students are late to my class. This is not the fault of the student, the parents do not wake up on time to send the child to school. They do not care and do not see it as a responsibility (Ilke- social need).*

Fulfillment of the physical and social responsibilities of parents is an important development of their children. Nutrition, hygiene, health etc. are basic needs. And these must be fulfilled, other responsibilities (educational, emotional... etc.) follow them. The educational responsibilities of parents are presented in Table 3.

**Table 3***The Educational Responsibilities Parents Fail to Fulfill*

Unfulfilled Educational Responsibilities	
Care	Providing educational materials
	Gaining the skills and habit of studying
	Gaining the habit of reading books
	Not expecting everything from the teacher
	Getting a sourcebook
	Being a role model
Control	Sending to kindergarten
	Ensuring that the child brings the relevant school materials to school
	Ensuring that the child is not late to the school
	Ensuring school attendance
	Checking their homework
	Tracking their notes
Motivate	Questioning the education children received
	Using e-school
	Encouraging the child to go to school
	Setting goals for the child
	Ensuring that the child sees the school as a home

As seen in Table 3, the responsibilities were categorized as a responsibility to care, control and motivate. A quotation was provided under each category. Quotations related to the responsibility to care, control, motivate;

- *Parents should care about their children. This could be related to their courses or the problems of the child. However, it is often the mothers who care about children. Fathers use the excuse that they are working, and they avoid responsibility (Ahmet-care).*
- *Firstly, the student should be enthusiastic and prepared to come to school. This is something up to the parent. If the parent is not paying attention to the school then the student is also not very enthusiastic about it. Parents should motivate them at home to go to school (Ece- motivate).*

Care, control and motivation are important factors in students' education. If one or more of these are missing, there will be some problems. For example, if the student has got all of the educational material, but the parent is inattentive and does not motivate the student, the learning and behavioral development of the student does not occur. In addition, parents also have emotional responsibilities. The emotional responsibilities of parents are presented in Table 4.

**Table 4**

*The Emotional Responsibilities that Parents did not Fulfill*

<b>Unfulfilled Emotional Responsibilities</b>	
Communication	Forming an emotional bond
	Chatting
	Being a role model
	Sharing student's problem
Monitoring	Monitoring the psychological development
	Monitoring the friendships that the child has established
Teaching Values	Teaching to be respectful
	Teaching to be polite
	Showing love, affection and interest
	Teaching to take Responsibility
Avoiding violence	Not shouting or scolding
	Not applying psychological violence
	Ensuring that the child does not see the father only as an authority figure
Spending time with the child	Spending time especially with the father
	Doing housework together
	Physical contact with parents such as kissing and hugging
	Spending quality time with parents
	Allocating time to do something with the child

When Table 4, the emotional responsibilities of parents were listed as communication, monitoring, and spending time together and quotations were provided under each category. Quotations related to communication, monitoring, violence, values, spending time together;

- *They should monitor their children. I have had students who took up bad habits and dropped out of school. They take their fathers or brothers as role models and some of these kids are in prison now. There should be a monitoring system (Ertan-monitoring).*
- *The parent should have emotional responsibility; the child should share the school experiences with parents. There should be such a dialogue. When the child comes home, s/he should tell what happened at school. Parents should also spend time with their kids. It is not only about feeding and dressing them (Selda- spending time together).*

Emotional needs (chatting with the child, sharing his/her problems, spending time with him/her etc) are very important for the development of the children. The

children who feel valued will strive to succeed and show good behavior. Families who want their children to be successful and character should give importance to their children's emotional needs. They should fulfill their responsibilities. But in this study, the families did not fulfill them.

#### *The Reasons Why Parents do not Fulfill Their Responsibilities*

The reasons for unfulfilled responsibilities can be listed as an economic, personality of the parent and family-related reasons. These are presented in Table 5.

**Table 5**

*Reasons for Unfulfilled Responsibilities (Economic)*

<b>Economic Reasons for Unfulfilled Responsibilities</b>	
Attitudes towards the children	Having many children with the idea that they will work and contribute to family subsistence Expecting that the child will take care of the family when parents are old.
Unemployment	Unemployment The lack of a stable/regular job Lack of financial security to meet needs Financial difficulties Occasional or seasonal jobs Not being able to afford heating Not being able to take the child to doctor due to financial difficulties

As seen in Table 5, the economic reasons included their attitudes toward children and unemployment. Quotations related to unemployment, parents' attitudes towards the children,

- *I am working for 50 liras per day. Then I am trying to pay the debts of my husband. How can I pay attention to my children? (Ertan- unemployment).*
- *Crowded family...minimum 4 children. Some families even have 10 kids and they never give up. They want to have more children so that they can look after their parents in the future (Ece- attitudes towards the children).*

Parents were not interested in their children due to economic inadequacies and poverty. They did not want to deal with the needs of their children when they came home. Because they were thinking about economic problems. Another reason why parents did not fulfill their responsibilities was related to their personality. This could be categorized as behaviour and personality and included illiteracy and the lack of knowledge. Table 6 presents the personality-related reasons.

**Table 6**

*The Reasons for Unfulfilled Responsibilities (Personality of Parents)*

<b>Reasons for Unfulfilled Responsibilities</b>	
Lack of Knowledge	Illiteracy
	Not knowing the home-cooking-nutrition culture
	The idea that packed food is healthy
	Not having sufficient knowledge of raising human
	Not being open to change and new things
	Commitment to Eastern Culture
	Insufficient level of education to help children
	Not having sufficient knowledge of the education system
	Not being able to understand the psychology of the child
Rude and violent family structure	
Personality	Ignorant and careless personality
	Being a bad role model (if a family member is in prison)
	Too much time spend in coffeehouses by fathers in the evening
	Lack of communication with the father
	Not making any effort to communicate with the child
	Not waking up in the morning to prepare children for the school
	Fathers' lack of sharing the responsibility with mother regarding childcare
	Not having enough time to care for children
	Expecting everything from the state
No/low expectations from the child	
Lying	

Table 6 lists the items related to a lack of knowledge and personality. Some quotations were provided below. Quotations related to personality, lack of knowledge;

- *Some children are always late at my school. This is not the fault of the children. The parent should wake up and send the child to school on time...They do not care (Emre- personality).*
- *They are not paying attention to anything related to education. Even if they want to, they do not know what to do at home. Some mothers are illiterate. Their husbands work at construction fields during the day and spend the evening in*

coffeehouses. No one pays attention to the education of the child (Ertan -lack of knowledge).

Parents with inattentive personalities who did not have the knowledge to help their child's homework were also not interested in their children's responsibilities. The third reason why parents did not fulfill their responsibilities. These are presented in Table 7.

**Table 7**

*The Reasons for Unfulfilled Responsibilities (Family-Related)*

Family-Related Reasons for Unfulfilled Responsibilities	
Indoor	The house is not suitable for the child (room, table and bed)
	The structure of the house
	Small house
	The idea of encouraging the child to spend time outside the house to decrease the population of the house
Family structure	Extended family (grandparents, relatives)
	Family structure with many children
	Spending free time by watching TV or chatting with relatives
	Not having the culture of breakfast
Outdoor	Migration
	Migrating from Eastern Turkey
	Lack of belonging to the city they live in
	Cultural differences

Table 7 lists the family-related reasons and some quotations were provided below. The quotations related to the causes arising from home, arising from the issues concerning the life outside the home;

- *Parents raised in Eastern Culture do not show love and affection to their children. They shout at their children (Selin- arising from the issues concerning the life outside the home).*

Indoor and outdoor are also important factors in fulfilling their responsibilities. For example, if the house is small, the children haven't got a special room and the relatives are living in the same house, the whole family sits and talks only a room, these are important factors. The mother has housework as cooking, cleaning, looking after the babies etc., the father spends the time with the relatives. Thus, they don't fulfill their responsibilities. These situations don't disturb them. The suggestions to encourage families to fulfill their responsibilities are categorized as the actions that need to be taken by teachers and the state. These are presented in Tables 8 and 9.

**Table 8**

*Recommendations (State)*

<b>Recommendations that Need to be Implemented</b>	
Collaboration with other Institutions	Conducting special projects in this region
	Television/media/TRT/public spot emphasizing the importance of parental responsibilities
	Description of the responsibilities of parents of parents on Friday preaches by imams
	Training of parents
	Maternity-parenting training before becoming a parent
	Ensuring that all parents learn to read and write
	Preventing early/child marriage
	Establishing a youth center
	Increasing state aid to the family (firewood, clothing, food etc.)
	Ensuring that the TV series reflects a proper family life
Ministry of National Education	Free breakfast
	Providing parenting training
	Ensuring that especially fathers take this training
	Provide legal text
	Organising literacy courses
	Organising activities that could increase parents' self-confidence
	Appreciating what parents do
Rewarding parents for what they do	
Working together with parents and gathering parents for meetings	

As seen in Table 8, suggestions can focus on collaboration with institutions and the Ministry of National Education. Some quotations were provided below.

- *Education is a must. Every parent should adhere to their responsibilities and they should be trained on how to perform these. There are so many people marrying at an early age. Although we ignore it, there are girls who became mothers at the age of 15 (Ece).*
- *Parents should get frequent training. Parents performing their responsibilities should be supported financially. Mechanisms that could increase self-confidence and appreciate their efforts should be introduced to encourage other parents (Selda).*

The teachers said that it must work with other institutions. For example, television channels should emphasize parental responsibilities with public spots. Imams should talk about parental responsibilities at Friday preaches. Ministry of National Education should give free breakfast, train the parents some subjects etc. Other recommendations are communication and guidance. The actions that need to be taken by teachers to encourage parents to perform their responsibilities are presented in Table 9.

**Table 9***Recommendations (Teachers)*

<b>Recommendations that Need to be Implemented</b>	
	Visiting parents at home
	Increasing one-to-one meetings
	Meeting with parents outside the school
	Communicating with parents
Communication	Inviting parent to the classroom and ensuring parent-child interaction (reading a book together)
	The increasing number of a parent-teacher meeting
	Reminding parents about their responsibilities
	Increasing the communication on WhatsApp messages
	Monitoring parents to see if they are using what they have learned in parenting training
Guidance	Ensuring parents' active use of e-school
	Teaching parents how to mark what they have read in e-school as 'read'
	Collaborating with psychological guidance service
	Regular control of students' hygiene in the morning

Table 9 shows that actions that need to be taken by teachers focus on communication and guidance. Quotations related to this were presented below:

- *We are visiting parents at home and we have WhatsApp groups. It is necessary to see the parents in person and inform them about their responsibilities. I prepared documents for parents explaining how they should treat their children (Ahmet).*
- *I think parents should be trained. It should not be a simple but comprehensive one like literacy project. This course should include modules on the exam, reasons for underachievement of the children, responsibilities of parents etc. (Ertan).*

Home visits, calling the parents, sending messages etc. are important factors. Parent-school collaborations are effective for the development of the child. Parents should be contacted and guided because parents may need guidance, counseling and training. Children's development and success depend hugely on their families. If the parents receive support for the children, it may be beneficial for their children.

### **Conclusion, Discussion and Recommendations**

The findings show that parents did not fulfill their responsibilities at the Migration Primary School where this study was conducted. These responsibilities were categorized as physical, educational and emotional responsibilities. Parents did not fulfill their physical responsibilities such as nourishment, health, development,

security; and in terms of social responsibilities, they did not discipline their children or show love and affection. Teachers provided the following examples of the responsibilities as not being performed by parents: Students usually came to school without having any breakfast; parents thought that the processed food in the canteen was healthy; children's uniforms or dresses were not clean and they did not develop any hygiene habits; children were not being taken to school when they were sick, parents did not monitor physical development of their parents, children were exposed to violence and did not receive any love and affection or any discipline training.

Hornby (2000) listed several items that teachers want parents to perform. Parents should meet health needs of their children, should be committed to the discipline rules set in the school, help children with their homework, do some voluntary work at school, read the reports and letters sent to home and respond to them, support their children, attend parents-teachers meetings and provide their contact details to school in case of an emergency. All these cover the basic responsibilities of parents.

The parents also did not fulfill their educational responsibilities which included caring, controlling and motivating. They did not really pay attention to the children's academic work at school, did not help them gain the habits of studying and reading a book. Although children attended school, they were usually late in the morning, came to school without having anything to eat. Parents also did not use the e-school system, did not send their kids to kindergarten, and did not motivate their children to go to school and did not set goals for them.

The children display positive changes to the extent the parents perform their responsibilities and values their children. According to Berger (1991), the student's development at school is related to the value family attaches to education. Therefore, families should collaborate with schools. When the parents do not pay attention to their kids and do not perform their responsibilities, students' achievement is negatively affected. The research of Celenk (2003) shows that the collaboration between parents and school increases the academic achievement of the children. Kocak (1991) stated parents did not want to support or visit the school because they were either extremely busy or wanted to avoid hearing any negative comments about their children. Ensuring the collaboration between school and family is the responsibility of both parents and schools. This is because this collaboration will only be beneficial for the children and the education system (Kiral, 2017a). The collaboration with schools and participating in school events are important for the educational development of the child.

The research of Orman (2012) showed that the frequency of parents' participation in parent-teacher meetings depend on the number of children they have, and more children have a fewer meeting they participate. In low socio-economic families, the lack of opportunities also increases as the number of children increases within the family, which makes it difficult for parents to meet the needs of their children, including educational needs. Balci (1993) argues that the participation

of families in school events increases the academic achievement of students and the efficiency of schools and thus plays a complementary and supportive role.

The collaboration between school and family is necessary to increase students' achievement and prepare them for real-life (Aslanargun, 2007; Muller, 2018). Some studies about collaboration showed positive effects of education (Shpancer, 1998; Swartz & Easterbrooks, 2014). The children who come from families with a high sense of parental responsibilities achieve higher than the families who do not care about their children (Eipstein & Connors, 1995; Eipstein & Sanders, 2002, 2006). It is important to understand how parents position their children in their education. If parents see themselves as agents who only serve the needs of their children, they will not be participating in school facilities. Thus, they will ignore their responsibilities and these issues are mostly seen in low socio-economic families. These families think that the meetings at schools are not helpful and they are indeed a loss of time. In addition, families' working hours or unemployment may affect participation. Families with low cultural and economic capital, low socio-economic families, or parents from ethnic minority groups participate less in the meetings. Likewise, fathers are also reluctant about participating in school meetings (Clark, 1983; Fan & Chen, 2001; Hoover-Demsey, 1997; Hornby, 2000; Hornby & Lafaele, 2011).

The last set of responsibilities families failed to fulfill was the emotional responsibilities. The study showed that parents did not spend time with their children, did not pay attention to the problems of their children, did not ask what they had done with their friends at school, and the only time they spent with their children was dinner time. The study further displayed that parents did not show love and respect to their children, yelled at them, applied physical violence, and they did not have anger-management.

The study of Kiral (2017b) with the last year students of primary education teaching identified the responsibilities of parents as meeting discipline, entertainment and emotional needs of children. The observation of last year's students showed that when families do not meet any of these needs and responsibilities, it bears negative consequences for children.

This study showed that parents could not meet their responsibilities because of economic and familial reasons. Economic reasons can be categorized as the attitudes towards the child and employment. The attitudes towards children are often based on the idea that children are important for the continuation of the family; children will look after their parents when they are old and will contribute to family subsistence by starting to work after primary school. There is no expectation that the child will show academic achievement. Unemployment related reasons included financial difficulties due to working in casual jobs and daily jobs, and not being able to meet educational and other needs of students due to financial problems. This also involved a lack of nourishment or not being able to buy food and financial difficulty.

Another reason for the research why parents did not perform their responsibilities were related to the personality of parents and lack of knowledge. Parents may be ignorant or dominant and some parents do not have literacy skills

and cannot help their children with regard to schoolwork. Some parents also thought that the processed and packaged food in markets were healthy and did not have sufficient knowledge in how to raise kids. They were also too loyal to their own culture. However, they did not see a problem in how they bring up their children as they were also raised in a similar way and forced to marry at an early age. They did not know how to raise up the child exactly. Waking up early was another reason. They did not want to wake up early in the morning to prepare breakfast for their children. Meanwhile, fathers took fewer responsibilities and left all child care and responsibilities to mothers. They rarely communicated with their children and did not share much emotionally.

Family-related reasons can be categorised as causes concerning the life inside the home and outside the home. The causes concerning life inside the home are crowded and extended families. Families usually share their homes with elder members of the family, uncles and/or aunts. They have at least four children, which makes it difficult to fit in the house. In such a situation, children do not have a room, a desk to study or a bed to sleep. Families also do not feel belonging to the city they live as they migrate from elsewhere and feel trapped between the culture they come from and the culture they live in.

The parent also undertakes the education responsibility of the child by supporting the education provided by the school or by motivating the child to learn. Behaviours such as helping with homework, reading with the child, and using different educational activities are indications that the family is involved in the child's education at home (Kohl et al., 2000). In modern education, the parents' role is not only limited to sending their children to school but also ensuring that they are also part of the education system (Epstein, 2013). The parents should be aware of the way school operates (Epstein, 1995; Nayir, 2019). They should participate in the social and cultural activities organised by the school and strengthen the school-environment interaction (Kiral, 2008; Kuscu, 2012). Quiocho and Daoud (2006), in a study conducted on parents, state that the parents are also responsible for poor performance at the school, and that families with low education levels do not provide educational support to their children. So, families can also be a barrier for schools.

In education, the school and home environment are inseparable and affect each other. If families understand the importance of the home environment for school, then they may take more responsibility to support their children's schooling (Sui-Chu & Willms, 1996). With this awareness, families will work in cooperation with the school and will try to create appropriate learning environments at home and work together with teachers to make common decisions about their children's education (Epstein & Sanders, 2006). The direct participation of the family in education both inside and outside the school includes how much the family helps the child's homework, and how the parents' value judgments align with the school values (Dimock, Donoghue & Robb, 1996). The problem of time allocation is another factor that prevents school relationships. Especially working parents do not have enough time to cooperate with the school. In addition, many school-family meetings

transform the school into a meeting where they demand money from parents. This discourages the participation of parents who cannot afford it (Finders & Lewis, 1994; Hornby, 1995). In cases where parents cannot come to school, teachers could visit parents at home. With the common understanding based on cooperation, the education of the student should also continue at home. Parents and students should feel they are being valued (Kiral & Ocak, 2016). Sheldon and Jung (2018) found their research that home visits were greatly beneficial for every student. Teachers should get contact to get both an idea about the effect of family structure on student outcomes and an accurate sense of family structures as they exist in society (Lee, 2018).

Celik (2005), in his study investigating the problems experienced in school-family relations, defines the problems of school-family relations according to the opinions of teachers and parents. The research showed that parents were not interested in the social and emotional behaviours of children and they did not want to accept the problems of the children. For the learning to be effective, teachers and parents should fulfill their duties and responsibilities towards their children (Eroglu, 2008). Low social and education region, negative attitudes of the family to support the school-parent cooperation and student and low-income, limited family time are the negative factors affecting the cooperation. The other factors that affect the cooperation are the belief that parents do not have the potential to cooperate with the school because of their low level of education; parents' negative attitudes towards the school, parents' lack of time for school work, and widespread belief that parents are seen as a source of money (Kaya, 2012). As seen, parents' fulfillment of their responsibilities and their cooperation with the school is important for the development of the child.

This research also asked participants what could be done to help families fulfill their responsibilities and the respondents indicated suggestions that concern the state and teachers. The state should provide trainings, increase the financial support provided to families during winter, give free breakfast/meals at schools, open training courses on parental responsibilities before couples become parents and monitor the progress of parents, organise home visits and meet parents in spaces other than schools, establish youth centers, ask imams to deliver preaches on the importance of parental responsibilities on Fridays, provide free literacy courses, ensure that parents receive some sort of reinforcement after the training to motivate them, prevent child marriages, and broadcast public service advertisements on parenthood to increase the awareness among the public. Teachers' responsibilities are expressed as providing information to parents and the general public about parental responsibilities. The state should provide free transport to the school, job opportunities for unemployed parents should be increased, and the social state understanding should be used more.

In addition to the suggestions presented above, quantitative research methods can be used to conduct this research with the same sample. Such research can produce more generalizable results. The same research could be carried out in schools with low and high socio-economic students or private schools and public

schools to make comparisons. The European Union (EU) projects, Southern Aegean Development Agency (GEKA) or Scientific and Technological Research Council of Turkey (TUBITAK) projects can be used to support these communities' social mobility and to organise facilities that will help them feel important. The Ministry of National Education could provide more support to the schools in these districts.

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### Velilerin Çocuklarına Karşı Sorumluluklarına İlişkin Bir Durum Çalışması

#### Atıf:

- Kiral, B. (2020). A case study regarding of the parental responsibilities to their children. *Eurasian Journal of Educational Research*, 85, 65-92, DOI: 10.14689/ejer.2020.85.4

#### Özet

*Problem durumu:* Eğitimde öğretmen-öğrenci-veli işbirliğinin kurulması özelde çocukların, genelde ise okulların ve eğitim sisteminin ve en geniş anlamda da devletlerin iyiliği için gereklidir. Bu üçlü saç ayağından oluşan işbirliğinde velilere büyük görevler düşmektedir. Kimlerin veli olabileceğine ilişkin Türk eğitim sistemindeki mevzuat incelendiğinde; velinin, okula devam eden öğrencinin sorumluluğunu üstlenen aile ya da aile dışında kişiler olabileceği belirtilmektedir.

Veli olan kişilerin bir takım sorumlulukları vardır. Her evli ebeveyn çocuklarının doğumuyla birlikte otomatik olarak bir takım sorumluluklar kazanmaktadır (Hall, 1999; Lowe, 2005). Bu sorumluluklar çocuğun ölümü veya ebeveynlerin boşanması ile; velayetin verilmediği ebeveynin ve/veya ebeveynlerden birisinin ölümü ile kaybedilmektedir (Lowe, 2005). Velilerin yükümlülükleri çocuğun yetiştirilmesi ile ilgili her şeyi içermektedir. Çocuğun yaşamı ile ilgili tüm kararlar, yaşayacağı ortam, hangi okula gideceği, hangi tıbbi tedaviyi görmesi gerektiği veya tedavinin reddedilmesi gerektiği gibi sorumluluklar da bunun içerisinde yer almaktadır (Henricson, 2008; Moyo, 2014). Bunun yanı sıra velilerin çocuklarına karşı, onların gelişimine yönelik sorumlulukları da olup, çocuklarının karakter ve yetenek gelişiminde, kültürel ve

toplumsal kuralları öğrenmelerinde önemli rolleri ve görevleri vardır (Dethloff, 2005). Sayılanların dışında ailelerin okulla ilgili faaliyetlerde görev almaları da sorumlulukları arasındadır. Öyle ki ailelerin okulla ilgili faaliyetlerde görev almaları, çocuğun topluma kazandırılmasında, akademik başarısının artmasında oldukça etkilidir. Bu sebeple ailelerle/velilerle olan iletişim kanalları sürekli açık tutulmalıdır. Bu iletişim kanalları arasında veli ve öğretmenlerin birebir görüşmeleri, veli toplantıları, telefon görüşmeleri, mailler, WhatsApp mesajları, mektuplar ve ev ziyaretleri sayılabilir (Kıral, 2017a). Bu iletişim kanallarının kullanılması ile velilere, çocukları hakkında sürekli bilgi aktararak, sorumlulukları da hatırlatılabilir. Görüldüğü gibi velilerin çocukları üzerinde bir takım sorumlulukları vardır. Bunların bilinmesinin ise önce çocuğa, ardından eğitim sistemine fayda sağlayacaktır. Yapılan araştırmalar incelendiğinde Türkiye’de bu konuda yeterli araştırmanın olmadığı görülmüştür.

*Araştırmanın Amacı:* Velilerin çocuklarına karşı yerine getirmedikleri sorumluluklarını araştırmak amaçlanmıştır. Bu amaçtan yola çıkarak aşağıdaki sorulara yanıt aranmıştır.

Sınıf öğretmenlerinin görüşlerine göre;

1. Velilerin yerine getirmedikleri sorumlulukları nelerdir?

2. Velilerin sorumluluklarını yerine getirmeme nedenleri nelerdir?

3. Velilerin sorumluluklarını yerine getirmeleri için yapılması gerekenlere ilişkin önerileri nelerdir?

*Araştırmanın Yöntemi:* Araştırma nitel araştırma desenlerinden birisi olan durum çalışması ile desenlenmiştir. Mevcut durumun ortaya çıkarılmasını amaçlayan bu araştırma betimsel durum çalışması deseninde yürütülmüştür. Durum çalışması gerçek yaşamdaki var olan, güncel durumların çalışılmasını, betimlenmesini ve ortaya konulmasını amaçlayan çalışmalardır (Creswell, 2016). Araştırma 2018-2019 akademik yılı birinci yarıyılında Aydın ili Efeler ilçesinde bir ilkokulda görev yapan gönüllü sınıf öğretmenleriyle gerçekleştirilmiştir. Katılımcılar Göç İlkokulundan amaçlı örnekleme yöntemlerinden olan ölçüt örnekleme yöntemine göre seçilmişlerdir. Öğretmenleri tercih etmedeki ölçüt en az 10 yıllık mesleki kıdem ve Göç İlkokulunda en az 5 yıllık hizmetlerinin olmasıdır. Çünkü çalışılan okulun veli profiline anlaşılması için göç ilkokulunda uzun süre çalışmış olmaları ölçüt olarak alınmıştır. Araştırmaya 9 sınıf öğretmeni katılmıştır. Araştırmada veriler yarı yapılandırılmış görüşme formu ile toplanmıştır. Araştırmada güvenilirliği sağlamak için Miles ve Huberman (1994) formülünden yararlanılmıştır. Bu çalışma hesaplanan oran % 88 olup; araştırmanın güvenilir olduğu söylenebilir. Araştırmada içerik analizi kullanılmış, doğrudan alıntılar yapılmış, etik unsurlara dikkat edilerek katılımcılara kod ad verilerek çalışmada kullanılmıştır.

*Araştırmanın Sonuçları ve Önerileri:* Araştırma sonuçlarına göre göç ilkokulundaki velilerin sorumluluklarını yeterince yerine getirmedikleri tespit edilmiştir. Velilerin yerine getirmedikleri sorumluluklar yetiştirme, öğretimsel ve duygusal sorumluluklar olarak sınıflandırılmıştır. Velilerin yerine getirmedikleri yetiştirme

sorumlulukları arasında bedensel olarak beslenme, temizlik, sağlık, gelişim ve güvenlik sorumluluklarının karşılanmadığı gibi bulgularına ulaşılmıştır. Sosyal olarak yerine getirilmeyen sorumluluklar ise ilgi ve disiplin olarak ikiye ayrılmıştır. Yerine getirilmeyen bu sorumluluklara örnek olarak; çocukların okula kahvaltı yapmadan gelmeleri, kantindeki hazır gıdaların veliler tarafından iyi gıdalar olarak değerlendirilmesi, kılık kıyafet yönünden temiz olmamaları, veliler tarafından çocuklarının fiziksel gelişiminin takip edilmemesi, evin kalabalık olması sebebiyle akrabalar tarafından veya baba tarafından çocukların şiddet görmeleri vb. öğretmenler tarafından ifade edilmiştir.

Velilerin yerine getirmediği sorumluluklarından bir diğeri öğretimsel sorumluluklarıdır. Bunlar da ilgilenme, kontrol ve güdüleme olarak sınıflandırılmıştır. Araştırma sonunda, velilerin çocuklarının dersleri ile ilgilenmedikleri, ders çalışma, kitap okuma gibi alışkanlıkları kazandırmadıkları, okula devamlarını sağladıkları fakat sabah çocukların derse geç kaldığı ve kahvaltı yapmadan okula geldikleri, e-okul sistemini kullanmadıkları, çocuklarını ana sınıfına göndermedikleri, çocukların okula eksik materyalle gittiği ve çantalarında programa göre ders materyali, araç-gerecinin olmadığı, çocukların okula ve derslere karşı güdülenmedikleri ve çocukların eğitime, geleceğe dair amaçlarının olmadığı ve velilerin onlara amaç oluşturmadığı tespit edilmiştir.

Velilerin yerine getirmediği sorumluluklarından sonuncusu ise duygusal sorumluluklarıdır. Velilerin çocukları ile sohbet etmedikleri, ders veya çocukların diğer sorunlarını sorgulamadıkları, arkadaşlarını veya okulda ve mahallede yaptıklarını sormadıkları, paylaşımında bulunmadıkları, çocukları ile vakit geçirmedikleri, geçirdikleri vaktin zorunlu yemek vakitleri olduğu, çocukla birlikte özel bir paylaşımında bulunmadıkları, sevgi ve saygı, sorumluluk gibi değerleri aşılayamadıkları, çocuklara bağırma ile iş yaptırdıkları, çocuklara psikolojik şiddet uyguladıkları vb gibi sonuçlara ulaşılmıştır. Velilerin sorumluluklarını yerine getirmeme nedenlerinin tespit edildiği bu araştırma sonuçlarına göre veliler ekonomik, veli kaynaklı ve ailevi nedenlerden ötürü sorumluluklarını yerine getirmemektedirler.

Yapılan bu çalışmada ayrıca katılımcılara velilerin sorumluluklarını yerine getirmeleri için neler yapılması gerektiği sorulmuş ve katılımcıların verdiği cevaplar neticesinde öneriler; devletin ve öğretmenlerin yapacakları faaliyetler olarak iki kategoriye ayrılmıştır. Devletin yapacakları arasında aileye yapılan yardımları özellikle kış mevsiminde artırmak, ücretsiz kahvaltı vermek, anne-baba olmadan evvel her bireye annelik-babalık eğitimi vermek, velilere çeşitli eğitimler vermek ve bu eğitimleri kullanıp kullanmadıklarını kontrol etmek, ev ziyaretleri ve bire bir görüşmeler yapmak, okul dışı farklı mekânlarda velilerle görüşmelerde bulunmak, gençlik merkezleri açmak, cami imamlarının farklı zamanlarda ve özellikle de cuma günleri velilerin sorumluluklarına ilişkin hutbeler vermesini sağlamak, okuma-yazma kursları açmak, verilen eğitimler ve kurslar sonunda mutlaka bir belge veya çeşitli ödüllendirmeler yapmak, erken evlenmenin önüne geçmek için çalışmalar başlatmak, taziye evlerini boşken eğitim merkezleri olarak kullanmak, televizyon kanallarında dizi ve program aralarında küçük reklamlar, kamu spotları ile velilerin

yerine getirmeleri gereken sorumlulukları, annelik-babalık ile ilgili bilgileri halkla paylaşmak gibi öneriler geliştirilmiştir.

Geliştirilen bu önerilerin dışında aynı araştırma benzer örneklem gruplarında nicel araştırma yöntemi kullanılarak araştırılabilir, sonuçlar genellenebilir ve devlet ortaya çıkan sorunlara topyekün bir önlem alabilir. Aynı araştırma sosyo-ekonomik düzeyi yüksek ve düşük bir okulda yapılarak velilerin yerine getirdikleri ve getirmediği sorumluluklarını kıyaslanabilir. Bu bölgelere yönelik yapılacak Avrupa Birliği, Türkiye Bilimsel ve Teknolojik Araştırma Kurumu veya diğer kurum ve kuruluşlar tarafından projeler yapılabilir. Destekli projelerin sayıları artırılarak bu bölge insanının dışa açılması, yenilikleri görmesi, kendini önemli ve özel hissetmesi sağlanabilir. Projeler vasıtasıyla elde edilen gelir ile söz konusu okullara kaynak sağlanması için çeşitli çalışmalar başlatılabilir.

*Anahtar Kelimeler:* İlkokul, sorumluluk, sınıf öğretmeni, anne-baba, veli sorumlulukları.