Teacher-parent interactions and the effect on children's learning in school

Pi-o Bella Chiou  
*University of Northern Iowa*

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Teacher-parent interactions and the effect on children's learning in school

Abstract
Since the beginning of civilization, parents have been involved in educating their children. Parents taught their children how to get protection from the harsh weather and predators, and how to obtain their food through hunting, fishing, gathering wild food, and growing crops. Children learned from their parents. Parents historically have been responsible for the earliest education of their children.
TEACHER-PARENT INTERACTIONS
AND
THE EFFECT ON CHILDREN'S LEARNING IN SCHOOL

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The University of Northern Iowa

In Partial Fulfillment
of the requirements for the Degree
Master of Arts in Education

By
Pi-o Bella Chiou
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has been approved as meeting the research paper requirement for the Degree of Master of Arts in Education.

Charles R. May
6/15/95
Date Approved
Graduate Faculty Reader

Judith R. Finkelstein
6/15/95
Date Approved
Graduate Faculty Reader

Peggy Ishler
6/16/95
Date Approved
Head, Department of Curriculum and Instruction
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Chapter One

INTRODUCTION

Since the beginning of civilization, parents have been involved in educating their children. Parents taught their children how to get protection from the harsh weather and predators, and how to obtain their food through hunting, fishing, gathering wild food, and growing crops. Children learned from their parents. Parents historically have been responsible for the earliest education of their children.

The modern parent educator began to emerge during the seventeenth century, but early childhood education as a special field dated from early nineteenth century Europe. The importance of the home in the education of children was developed by Comenius, Locke, Rousseau, Pestalozzi, and Froebel (Berger, 1991).

Berger (1991) stated that Comenius, who designed the first child's textbook in which illustrations were used, stressed the importance of educating children. In the School of Infancy, written in 1628, he also stressed that education began at home and described in
detail the manner in which young children should be educated. These children included both boys and girls. He believed that children had different needs from adults and learned differently. In addition, he recognized there were differences in the development of children.

Locke advocated the concept of *Tabula rasa* (blank slate). In his view, children developed ideas from experience, for ideas were not considered innate by him. Learning should never become a task imposed on children. It is the duty of the family and teachers to provide an optimum environment which includes experiences for engaging the child's mind. Locke also recognized the home as a learning environment for children. Locke also was the first person after Aristotle to discuss the idea of individual differences in children (Feeney, Christensen & Moravcik, 1991).

Rousseau stated that parents and educators should believe in the natural growth process. This can be done by giving children freedom to explore the environment for themselves. "Nature means children to be children before they become men" (as cited in Archer, 1964, p. 28).
Feeney et al., (1991) pointed out that Pestalozzi, the first modern theorist to stress the vital role of parents in the education of their children, believed that children learned through self-discovery. Pestalozzi's theories also placed great emphasis on the importance of the individual. His teaching methods were based on the use of concrete objects, group instruction, cooperation among students, and self-activity of the child. In his view, children translated sensory impression through interaction with the environment into mental images. He emphasized the importance of the home, for he believed that education begins at home. Based on his contributions, Berger (1991) made comment that Pestalozzi can be hailed as the "Father of Parent Education".

Froebel, the father of the modern kindergarten, recognized the importance of the mother in the development of the child and proposed training young women as kindergarten teachers. He saw the mother as the first educator of the child and wrote a book for mothers to use with their children at home. He wrote the book Education of Man which outlined the education of children between the ages of three to six years. He
developed a variety of curriculum materials which he called "gifts and occupations" (Berger, 1991 & Feeney et al., 1991)

These social thinkers' ideas have had a great influence on today's early childhood programs. Parent education is an important theme in their suggestions for improving the education of children.

In 1965 the Head Start program began in the United States. It included parental involvement as one of its four major components. This emphasis continues in the program today.

Bredekamp and Rosegrant (1992) stated that each individual early childhood program should address all domains -- emotional, social, cognitive, and physical and these programs should attend to the development of desirable attitudes, dispositions, skills, and processes, knowledge, and understanding. Parents must be persuaded that interacting and developing partnership with teachers will have a positive effect on their children's learning. Also, teachers must be convinced that partnerships with parents are needed as well.
The Purpose of the Study

The purpose of this study is to review the literature concerning parent-teacher partnerships and interactions and to determine what effect these interactions have on children's learning. To achieve this purpose the following questions will be addressed:

1. Why is parental involvement so important?
2. What are the different ways in which parents and teachers can interact?
3. What is the impact of parent-teacher interaction on children's school achievement?

The Need of the Study

In today's rapidly changing world, more and more parents have to adjust their pace and their attitude about their role in the parent-teacher relationship. More and more young children are spending part, or most of their daytime hours in school or with caregivers, when their parents go to work. Although these caregivers play important substitute roles in
children's growth and guidance, without question, parents are still the most important persons in children's lives. Teachers or caregivers seldom take over the position of parents.

The U.S. Department of Education stated in 1986 that "Parents are their children's first and most influential teachers. What parents do to help their children learn is more important to academic success than how well-off the family is." (cited in Black, 1993). This statement showed us that parents at all income levels had a powerful effect on their children's achievement. Judging from this statement, it is almost impossible to overemphasize the significance of the role of parents. A society can't afford to let parents stop rearing their young.

There is increasing awareness of the importance of parents in influencing their children's academic motivation and behavior. In the early childhood program, young children who are exposed to a richer learning environment will be better off, and this parent-teacher interaction will be helpful in accomplishing the goal of increasing motivation and academic performance.
In Berger's findings, "A study of parent involvement in four federal programs -- Follow Through, Title I, Title VII Bilingual, and the Emergency School Aid Act -- she found that parent involvement helps and allows for more continuity." (p. 3) In addition, children whose parents help them at home do better in school. Teachers and principals show more positive attitudes toward the children of involved parents. They also know parents by virtue of their participation in school activities. Administrators found out about parents' concerns and responded to their needs more. Parental involvement allows parents to influence and make a contribution to the education of their children. (Lyons, Robbins, & Smith, 1983)

Limitation of the Study

Some of the limitations involved with this study are that there are only a limited amount of research studies that have been conducted on this topic. The validity and reliability of these research studies that are reviewed may be questioned. A second limitation involved with this study is the fact that a majority of
children who were documented in the research studies may have been from a particular background or social economic status. A third possible limitation involved with this study is that all research studies that are conducted on this subject deal with a result that may be easily influenced by numerous factors which may also be accredited to the reached conclusion.

Definitions of the Terms

In order to provide clear means of communication, the following terms are defined to establish a common meaning:

**Parent-teacher conference:** It is a meeting in which teachers and parents exchange their opinions, feeling, beliefs and knowledge about children.

**Active participation:** Parents who are not passive respondents. The roles of parents could be guides, teachers, supervisors and so on.

**Parent-teacher interaction:** Parents and teachers collaborate to devise a program that will help improve children's achievement and provide information concerning the student from both sides.
Parent involvement: Parents' efforts to socialize their children at home both in informal and in school directed learning tasks.

Continuity: A coherent whole or an uninterrupted succession of development in a learning situation.

NAEYC: National Association for the Education of Young Children is a membership supported organization of people committed to fostering the growth and development of children from birth through age eight.

Interaction skills: The ways that teachers and parents communicate, exchange and share their opinions and ideas help each other understand better.

In this study, the roles of parental interactions will be divided into learning, supporting, doing, and participatory decision making. The definitions of these four basic levels will be described in a later chapter. The different ways of parent and teacher interactions will be studied and the importance of parental involvement will be reviewed. The effects of teacher-parent interaction will be examined as well.
Chapter Two

LITERATURE REVIEW

Today, there are many successful examples of home-school relationships. Most teachers shaped this relationship by sending information to children's parents about such matters as school schedules, rules, goals and reports on children's progress. According to Stevenson and Baker (1987), parents participate in school in many different ways. This includes the following: by participating in school management and decision-making, participating in parent-teacher conferences, helping with extracurricular activities and sharing in fund raising efforts.

Importance of Parental Involvement

Parents and teachers should work together to enhance their children's learning. Not too many years ago, most school leaders were firmly convinced that the parents' place was in the home. Today, there is a growing awareness that parents and teacher need to form a partnership to help children to be successful in school. Eliason and Jenkins (1986) stated the
The family is the young child's earliest educator. Parents are not only children's first teachers, but also have the most lasting influence on children's attitudes, values, learning, concepts, emotions, and ideas. In order for teaching of young children to be effective, a positive link must be made between the school and the home, since the two are vital parts of the child's life and education. (p. 399)

Educators believe children achieve more and develop better attitudes when their parents take part in school activities. Burns and Collins (1987) commented on the role of parents in helping their children acquire reading skill. In their research, they found that four and five year old children whose mother gave them reading instruction at home did better in school at tasks of story recall. They stated the following:

Mothers reported that accelerated readers were provided a greater number of opportunities in the home environment to discuss, recall, and interact with information from stories or story-related materials than nonreaders. Mothers also reported that accelerated readers had been provided more opportunities in the home environment to interact directly with pictures, letters, sounds, words, sentences, and book-related concepts than nonreaders. (p. 243)

In Berger's book (1991), she pointed out that "Research indicated that the home has an enormous impact on the developing child and that a partnership
between home and schools is supportive of the developing child" (p. 8). The school and home must work together so that children can develop their cognitive abilities.

Children are natural learners and parents are natural teachers. Emery (1975) pointed out that "Reading is introduced naturally in the home. Children learn through exposure to speech of others.... The parents are the primary creator and shaper of the word world of the child" (p. 34). Children develop their language abilities most efficiently when the verbal environment is responsive to them.

Since Head Start, a federal program, recognized parents as the earliest and most influential teachers of young children, the National Head Start Parent Involvement Task Force was devised in 1985 as an outgrowth of this recognition. The goal of the Task Force included:

1. Maximizing parent participation on the decision-making process in local programs;
2. Increasing parent participation in Head Start classrooms and other activities;
3. Increasing parents' opportunities to participate in activities which they have helped develop;
4. Insuring that parents are provided the opportunity to work with their children in cooperation with Head Start staff; and
5. Furthering the ability of parents to sustain and build upon Head Start experiences as their children move into Elementary School. (Berger, 1991)

Early childhood is an important time for children's learning and development, and parents serve as the children's primary teachers. According to Bloom (1964), the importance of the home was the following:

It would seem ... that the home environment is very significant not only because of the large amount of educational growth which has already taken place before the child enters the first grade, but also because of the influence of the home during the elementary school period. (p.110)

Parents are the most important influence on a child's development. U.S. Department of Health and Human and Services Administration for Children and Families (1993) listed "Through participation in classes and workshops on child development and through staff visits to the home, parents learn about the need of their children and about educational activities that can be carried out at home" (p. 4-5).

Parents of young children are encouraged to read with their children, to discuss stories and experiences with their children, to support reading and homework, to involve themselves in school programs and assist children in learning words. Brinkley (1988) emphasized
the importance of parents in the reading process:
"Learning to read begins at home. Just as your
children naturally learned to talk by following your
example they may naturally learn a great deal about
reading before they ever set foot inside a school
building" (p. 1). The U.S. Department of Education
(1986) also proposed that:

The best way for parents to help their children
become better readers is to read to them -- even
when they are very young. Children benefit most
from reading aloud when they discuss stories,
learn to identify letters and words, and talk
about the meaning of words. (p. 7)

Shuck, Ulsh and Platt (1983) indicated that
parental involvement is directly related to children's
school performance. Parents with training or teacher's
support could have a great influence on their
children's reading skills.

Trelease (1982) emphasized that parents should
read with their children. He discussed the importance
of the parent-child reading experience. The article
described a first-grade girl who pretended that she
could not read because she was afraid that her mother
would stop reading to her. The girl cherished the time
her mother read to her because it was the only time she
had her mother all to herself.
Parents who participate in an early education program gained more knowledge about their children's emotional, social, and intellectual development. Effective parent involvement yields many benefits. Gullo (1992) said that research studies concerning parent involvement have demonstrated that parents who were more involved in their children's education during early childhood increased sensitivity to their children's developmental needs; greater acceptance of their children's behaviors and emotional development; increased ability to recognize and respect individual difference; and increased communication with their children. Meanwhile, Meier (1978) has stated that through parents participation children were more successful in short-term and long-term intellectual development; they were able to articulate in the early years and easily develop more complicated language skills; they were more reactive and sensitive; they also increased and enriched the interaction with other peers. Those parents who participated in the education of their children were observed to have a greater sensitivity to their children's needs, and revealed a greater respect for their children's ability to respect
individual differences. These parents also help their children minimize depression by encouraging and supporting them. These parents also tend to use elaborate language patterns in daily conversation.

They were also more democratic and tolerant toward their children. They would enjoy listening to their children and gave their children more freedom. Furthermore, those parents also knew better how to make good use of community agencies and develop parent education goals.

Different Ways Parents and Teachers Interact

Swick (1991) has discussed four types of interactions. These included the learning roles, the supporting roles, the doing roles, and the decision-making roles:

(1) In learning roles: parents participated in various parent education experiences such as group meetings, home visits, use of specified materials related to increasing their parental competence.

(2) In supporting roles: parents carried out activities that supported the teacher's efforts to achieve the best possible learning program for the
children and families. This is typically seen in parental value statements such as: "I support my child's teacher. or I'll make sure my child does his homework." (p. 43)

(3) In doing roles: parents became actively involved with the teacher in implementing some aspect of the educational program e.g., tutoring, field trip, class projects.

(4) In decision-making roles: parents were involved in participatory decision-making with teachers usually having a common purpose of improving the school's educational program.

Learning Role

Direct efforts can be used for children considered at risk. Teachers used workshops or group meeting with parents or home-visit to support this idea. The purpose of these interactions was to help children develop cognitive abilities for adaptation in school and reduced the discontinuities in knowledge, skills, language, learning, and attitudes from school and home. In general, teachers assisted parents to develop their tutoring skills, to stimulate learning, to share reading with their children and to talk to and discuss
life situations with their children (Kellaghan, Sloane, Alvarez, and Bloom, 1993).

Supporting Role

Kellaghan et al., (1993) described this role as the where a teacher teaches a skill to a small group of children while the parent watches and then the parent supervises the practice of the skill with this group while the teacher moves on to another group. This kind of involvement helps the teacher; it also gives the parent the opportunity to learn about educational activities in the classroom. In addition, the parent can help administrators and teachers in the cafeteria, library, playground, computer lab, or other areas that require adult supervision (Epstein, 1987).

Doing Role

Parents should encourage children to do their best in their learning. Parents can help children work out their learning problems, too; and, if necessary, guide their children to do homework and study (Kellaghan et al., 1993). Parents can help children foster study habits and manage school routines; develop problem-solving and critical-thinking; develop responsibility, and improve other social and personal skills. These
skills make children's lives in school successful (Epstein, 1987).

**Decision-making Role**

Herman and Yeh (1983) found that allowing parents some influence and involvement in the school program through parental participation in school activities gave parents and the school an opportunity to be more sensitive to children's individual needs. This sensitivity helps children accomplish more in their learning. "The free resources offered to schools in terms of volunteer time may enable schools to improve their instructional program and their attention to individual needs, which results in more student success in learning" (p. 16). This study proved that parents' role in decision-making in school activities has direct benefits for children's achievements.

From reviewing the research studies, I found that basically, the types of parental involvement were divided into the following: (1) parent as audience or visitor (2) parent as volunteer (3) parent as teacher of own child (4) parent as learner (5) parent as decision maker (6) parent as paraprofessional and (7) parent as supporters of activities (Williams & Chavkin,
The idea of "parent involvement" was discussed widely and was used to suggest parents working with their children at home.

The Role of Teachers

The attitude of the teacher is vital in building a teacher-parent partnership. According to Swick and McKnight's findings (1989), effective and experienced teachers were those who believed in extending school learning into homes. As a result, these teachers also had the higher level of parent involvement activities in their early childhood programs.

Hoover-Dempsey, Bassler, and Brissie (1987) provided a study illustrating forms of parental involvement. The various forms appear in the atmosphere in school and the school climate. They also have a direct influence on parental involvement. Thus, the attitude of teachers is related to parent involvement. The teacher's enthusiasm, warmth, confidence and carefully designed curriculum will win the trust from parents and promote their participation (Haynes, Comer & Hamilton-Lee, 1989).
Ways to Enhance School-Home Relationships

Many early childhood authorities have pointed out that the most effective and successful teachers were those who regarded parents as partners and friends. When home and school work together, the education of children is enhanced.

An important aspect of early childhood education is good teacher-parent communication. Communication includes speaking and listening. Good communication is necessary in order for parents and teachers to understand one another better in order to help children. Also, it is vital in building a working partnership of parents and teachers. The following suggestions and techniques can help enhance parent-teacher communications and parent involvements and also build good partnerships:

Communication

Teachers can not expect parents to support their endeavors if parents don't know anything about them. Communication plays an important role in building partnership between parents and teachers.

Effective communication between parents and teachers allows parents to become partners in
education. Listening is the basis for human interaction and it is the heart of effective communication (Smith, 1986). Listening is the process of interpreting, understanding and evaluating speech. By listening to parents, teachers know what children do at home and which special interests and talents they have. This also helps teachers realize what went before and what is to follow. By listening to teachers, parents know what their children do at school and how they can help their children after school. Parents can provide a continuous environment for their children to learn. Thus, listening enhances effective teacher-parent relationship.

Informal communication: It begins with daily conversations. It is a good time to build trust by fostering a sense of familiarity, when parents drop off and pick up their children. A brief conversation between parents and teachers can help enhance parent-teacher partnerships. These conversations are the most frequent form of parent involvement (Gestwicki, 1992).

Telephone Calls: The telephone offers an opportunity for personal conversation. It takes only a few minutes but it lets parents know the teacher's
knowledge, interest, and concern for their child. Also, the telephone call can build two-way communication (Gestwicki, 1992; Epstein, 1987).

Bulletin Boards: A bulletin board should be placed in a clear visible area. Outside a classroom is recommended because it will easily be seen by the parents. It should be labeled for "parents" so parents understand that the bulletin board is for them. The function of the parent bulletin board is that of providing information and guidelines for parents. Bulletin boards can also be used for answering the questions that parents posed, suggestions for movies or television, and for developmental information about children (Gestwicki, 1992).

Newsletters: When parents want to know what has been going on in school, the newsletter can serve that purpose. According to Gestwicki (1992), there were four main objectives for using newsletters: "(1) to keep parents informed of classroom activities and plans; (2) to give parents insight into the educational purposes underlying classroom activities; (3) to enhance children's and parents' abilities to communicate with each other; and (4) to reinforce and extend learning
from school into the home" (p. 190). Newsletters should be concise and they should be sent out on a regular bases so that parents will not get too far behind on current activities (Epstein, 1987 & Gelfer, 1991).

Traveling Suitcase: Most children were pleased to show their parents something they learned at school, so teachers could make use of a "traveling suitcase" to let children carry the message home. The bag could be used to exchange teacher's and parent's ideas or a teacher could suggest "the homework" that parents can enjoy with their child (Gestwicki, 1992).

Parent-teacher Conference: This is a personal opportunity for communication. It could be two-way communication between parent and teacher or three-way communication among parent, teacher and child. The purpose of the conference is to provide opportunities for parent and teacher to exchange feelings, beliefs and knowledge about children (Berger, 1991; Bjorklund & Burger, 1987; Gestwicki, 1992).

Home Visit: This is another chance for the teacher to experience a child's home environment and relationships firsthand. It also conveys the message
that a teacher is interested in and cares for the parents' child. In addition, parents may be more comfortable in their home setting (Meyer 1990; Gestwicki, 1992 & Clark 1994).

**Involvement**

Teachers must give parents the same opportunities to experience the curriculum as their children. This is needed by parents in order for them to truly understand the school. One way this can be accomplished is through the parent workshop.

Healey (1994) suggested the following guiding principles in organizing a parents workshop:

- **Plenty of notice:** Parents need to be notified in writing about a workshop at least one month ahead. Additional written communication should be sent to them to remind them.

- **Time:** Parents need to know the starting and ending time for the workshop so they can make every effort to stay the entire time.

- **Babysitting:** Parents are much more willing to attend a workshop if the school can provide babysitting during the workshop.

- **Presenters:** Using members of the current staff who
will talk to parents instead of bringing in speakers because parents will respect the effort. In addition, this practice offers the chance for staff members to demonstrate their professionalism.

Questions and answers: Allowing enough time for participants to ask questions during a workshop session.

Evaluation: Parents can give the school feedback by filling out the evaluation form.

The Impact of Parent-teacher Interaction on Children's School Achievement

Becher (1984) examined how parent involvement affected the child and found that there were many ways of family behaving which were obviously related to students achievement. Parents of high achieving children provide problem-solving strategies, and strengthened what their children were learning in school. Those parents also interacted with their children more often and responded more to their children's questions. Becher also found that training low-income parents to work with their children was an
effective way to improve the children's language skills, their performance on tests, and their behavior in school. Parents who attended education programs were able to improve their teaching styles, enhance the way they interacted with their children, and provided a more rich home learning environment. These programs emphasized the need for a close working relationship between parents and teachers, in which teachers provide concrete tasks for parents to do with their children which will result in long term learning in the child.

A research study was conducted by Karraker (1972) to determined whether children's performance in math could be improved by rewarding their parents. The teachers and parents cooperated to carry out the program. The parents were informed of their children's progress, and as a result of their children's success the parents were given a reward. The result showed that all of the children improved their performance.

Leler (cited in Haskins and Addams, 1983) reviewed 48 studies of education programs or doctoral dissertations with parent involvement and analyzed the effects of varied parent education programs on students' achievements. She concluded that parents who
were trained to help their children at home reinforced children's learning at school. In the same research paper, she also observed that a parenting program, such as Parent Effectiveness Training, showed positive effects on the achievements for those children whose parents participated in workshops to improve their child-rearing skills.

Goldenberg (1989) stated that parents could influence children's academic group placement. In two cases, parents were highly involved in their children's education. These parents went to school during reading hour, brought extra books from school and worked with the children on a daily base after school. They even helped teach children to read before the teacher did. These parents also provided certain home learning opportunities for their children, such as reading labels on the shelf, the titles of magazines or any other environmental media like the words McDonald's, and other names of stores.

Another way that was used to motivate children was through the use of rewards. Parents promised their children when they made progress in school, they would get something from them as a reward. As a result of
this type of parental involvement, these children's school performance improved and resulted in higher group placement. In contrast, children with no parental help did not achieve as much. The parent-child interaction also influenced the teacher's perceptions of the children's abilities in the area of learning and motivation. In the teacher's eyes, children who had high parent-child interactions in relation to their school work were seen as being more motivated than those children whose parents did not have high parent-child interactions.

Greenwood and Hickman (1991) observed that parent involvement resulted in: (1) higher academic achievement (2) increased student sense of well-being (3) improved school attendance for students (4) higher student and parental perceptions of classroom and school climate (5) positive student attitudes and behavior (6) increased student time spent with parents and (7) better student grades. Similarly, some studies also showed that parent involvement in education resulted in benefits such as (1) higher academic achievement (2) higher school attendance (3) positive student and parental attitudes toward school (4) school
grades improving and (5) parental satisfaction with teachers.

Gestwicki (1992) reviewed others' research and concluded three benefits of parent-teacher interactions for children. The three benefits were: "(1) increased security in the new school environment, (2) increased feelings of self-worth, and (3) increased number of helpful responses and appropriate experiences due to adults' sharing of knowledge" p. 106.

Black (1993) presented many studies that support the belief that parents and teachers should cooperate in educating children. She also listed some benefits that resulted from parent-teacher interaction including better attendance, higher student aspirations, improved classroom behavior and increased positive relationships between parents and teachers.

A well-known intervention study during the early 1960s was the IDS Harlem Project. Schorr (1988) in this study offered special classes for four-year-olds in neighborhood schools in which children's language and cognitive development were emphasized. Parents were encouraged to read to their children at home and in the parent center. The program was designed for
children and their families until the children entered third grade. When these students were twenty-one years of age, follow-up studies involving them indicated that twice as many former students in the experimental group were employed as were those former students who were in the control group. More than one-third of the students in the experimental group had high school diplomas, and over 30 percent had gone on to college or vocational training.

Mehran and White (1988) concluded that parent involvement was influential in children’s learning. They trained mothers of kindergarten children who were identified for Chapter I programs in tutoring techniques. Compared to those children, who were not tutored by mothers, those children who were tutored showed immediate advantages but after six months these advantages disappeared because the mothers had stopped tutoring their children.

Dickinson and Tabors (1991) gave five year olds a series of tests called the Shell-K (School Home Early Language and Literacy) and a series of home tasks including a story told by mother and child, vocabulary used at mealtimes, and parental reading aloud. A home
visitor observed the home tasks. The result demonstrated that the cooperation of home and school made positive contributions to children's literacy achievement.

Handel (1992) pointed out that in Family Reading workshops, mothers successfully helped their children's reading abilities. The mothers were very happy and willing to share their experiences with others. One of the mothers said that the more you read to your children, the more they wanted to learn. Through participating, parents found out more about their children.

Numerous studies have found that when parents participate in their children's classrooms, their children are more likely to succeed in school (Berger, 1991; Bloom, 1964; Burns & Collins, 1987; Eliason et al., 1986; Emery, 1975; Shuck, 1983). These same findings have been reported by the U. S. Department of Health and Human and Services Administration for Children and Families in 1993.

Studies on parent involvement (Gullo, 1992 & Meier, 1978) have emphasized that parents who work in classroom are more sensitive and reactive to their
children's needs. They also respect and recognize their children's individual differences more than parents who do not participate in classrooms.

Research on the intervention results of parent involvement programs showed that parents were an important component in a child's development (Goldenberg, 1989; Greenwood & Hickman, 1991; Handel, 1992; Karraker, 1972; Mehran & White, 1988; Leler cited in Haskins & Addams, 1983; and Schorr, 1988). Researchers stressed the value of an enriched environment for children and the importance of parents as part of that environment.

Different ways of parents and teachers interaction was discussed by Hester, 1989; Greenwood and Hickman, 1991; Swick, 1991; Williams and Chavkin, 1989. The topic of parental involvement was discussed much in the literature and one outcome was that parents should work with their children at home. Meanwhile, the ways to increase school-home relationships was divided into two parts. One is communication and the other is involvement. Whether in communication or in involvement, the role of teachers is active. The teachers welcome parents at school and are hospitable.
The teachers also show their concern about children when they talk to parents. Besides, the written notes help parents know what is going on in school. These ways were suggested by Berger, 1991; Bjorklund and Burger, 1987; Epstein, 1987; Gestwicki, 1992; Gelfer, 1991.

It is not enough to involve parents in school activities, so Healey (1994) introduced his ideas to organize parent workshops. He suggested that teachers must offer parents the opportunities to experience the curriculum as their children do.
Chapter Three

SUMMARY, CONCLUSION AND RECOMMENDATION

SUMMARY OF FINDINGS

The purpose of this study is to examine teacher-parent partnerships and interactions and to determine what effects these interactions have on children's learning. This research focuses on the roles of parents and teachers as they work together for the benefit of the children.

All the research studies indicate that the home has a definite impact on the developing children. The partnership between home and school must be supportive of children. The concept is supported by enough data to persuade teachers, parents, and educators to include parents as partners in the educational process. Parents and teachers should work together to support children's performance in school. Educators have recognized that the parental component is a key factor in educating children.

The varied ways of parent-teacher interactions which will enhance parent involvement were proposed by
educators. If parents are involved in their children's education, they will better understand how teachers help their children to learn.

Many research studies have indicated that when parent assistance is given, children perform better in school. Thus, parental involvements has an enormous influence on children's school learning.

CONCLUSIONS

The following conclusions are drawn from this study:

(1) The link between home and school and parent involvement is very important.

(2) As parents work in their children's classrooms, the parent child relationship is closer both at home and school.

(3) Parental self-esteem is enhanced by involvement in their children's programs.

(4) The teacher can help parents to become more effective with their children by helping parents to improve their interaction skills.

(5) Parents perceive their roles as important to their children's education.
(6) Teachers who used effective communication with parents are able to work with parents better than those teachers who use poor communication skills.

(7) Teachers' self-confidence grows when they receive positive feedback from parents and children.

RECOMMENDATIONS

The following recommendations are suggested as a result of this study:

(1) Teachers need to give more attention to the many ways in which parents and teachers can work together to help children learn.

(2) Parents are the first teachers of their children. They should make a commitment to educate their children. They ought to realize that education starts at home and continues at school. To be a partner of the teacher will be of benefit to their children.

(3) Children benefit most when parents and teachers work together to create the best learning environment for them. Thus, teachers and parents should collaborate and build a strong bond to educate children.
(4) Principals need to recognize the importance of home-school relationships in the success of the educational program. Their supportive guidance will enable teachers to feel positive, enthusiastic and secure when working with children and parents. Their attitude also determines if the school atmosphere makes parents feel welcome.
REFERENCES


Kellaghan, T., & Sloane, K., & Alvarez, B., & Bloom, B. (1993). *The home environment and school*


