

# Essential Sources of Effectiveness Communication of the Parents and Teachers

Markéta Šauerová

The College of Physical Education and Sport, Prague, Czech Republic

The quality of the social interaction between the teachers and parents is one of the important factors influencing the educational process with all its participants. The level of their mutual communication is influenced by the level of the communicative skills of the individual participants and their images and approach to the educational process. The images of the educational process as a whole (or particular educational aspects) can be in mutual agreement or contrary. These factors significantly influence the level of the social climate and its quality has an impact on the children's attitude to the educational process and the ranking of education in their system of values. The approaches of teachers and parents influence the way of feedback from children who form their self-concept based on this. This contribution focuses on the essential areas of mutual agreement (disagreement) in the communication of teachers and parents. An increased attention is paid to some selected areas (i.e., expectation of targets of the educational environment, educational means preferences, the preferences of the motivational means, the concept of a successful pupil, etc.).

*Keywords:* social interaction, teachers, parents, sources of effectiveness communication

## Introduction

The parents today act as natural educators (especially in the area of the transfer of the value system and social patterns and attitudes, etc.) in the role of the client of the educational institutions (the school should declare their responsibility through work and output improvement, as it is another factor influencing the selection of an institution by parents) and the role of the participant influencing the institutions (meaning the possibility to create the local and nationwide educational policy).

So, the parents are an important element of the education of the young generation, and consequently, the level of their cooperation with schools is very important.

To affect the effectiveness of the mutual communication between the teachers and the parents (and so, the communication between the teachers and pupils), the author will further focus on these influencing factors.

## Essential Sources of Effectiveness of Communication Between Teachers and Parents

It is very important for both the participants in the educational process (teachers and parents) to have the specific understanding of the objectives and the expectations of the education and breeding, and the expected method of educating a successful individual. The different images are often the primary source of a conflict and creation of negative social environment in a class, formation of aversion, and disadvantageous position

of the child.

To ensure a smooth interaction, it needs parents to express a helpful and supporting approach towards the teachers' personality and to lead their children towards the same respect. The basic bad aspect of the current population of the Czech parents is the stultification of the teacher and a negative evaluation of teachers' decision in front of the child. As parents, they should not change the other parents' decision (parents-grandparents), the same rule shall apply in the parent-teacher relationship. If the parents do not like the teachers' work, they should speak directly to them. In practice, the author has diagnosed difficulties of teachers to accept criticism and negative and unsuitable responses to it. Even these are the signals of the teachers' unprofessional behaviour.

Many parents do not follow the above rules, as if they do not understand that the level of the teachers' authority and the relationship with the teachers is reflected in the quality of the education. However, the acceptance of the teachers' authority is still affected by many cultural and social factors, often in conflict. Moravcová (2011) cited the results of Metz (1978), which showed that the extent of the teachers' authority depends on the two essential variables. Firstly, it is the teachers' personal approach to teaching and their teaching concept, roles, and strategies used to gain the respect; and secondly, it is the pupils' devotion to learning, aptitudes, and personal talent.

So, we have to keep in mind that the second group of factors—pupils' devotion—is significantly influenced not only by the method of motivation at school, but also by the attitudes of parents to the teachers and its presentation.

For these reasons, we must pay closer attention to the above-mentioned areas.

### **The Concept of the Educational Process Targets**

The level of parents' awareness of the specific educational program of the selected school (or schools in the region) plays the key role in the process of the educational objectives formation and expectations of the methods.

Very important publication in Czech Republic in the 1990s was Rýdl's (1993) *We Choose the School for Our Child*. It pointed out the importance of the school selection together with the program and leisure time activities for the development of the particular child. Unfortunately, the situation does not improve although there are more frequent activities arranged in order to deliver the information to the parents, such as visiting days. Most of the parents choose the school by its accessibility or upon recommendation. The problem is that the program which suits one parent does not necessarily suit the other. In fact, different schools offer different programs and demands, as for speed in reading, writing, and maths practice, and as for the methods of teaching reading (analytical or global method) offer the specific elements, e.g., activity centres as a part of the program starting together or with the stress on the health aspects of healthy school. Unluckily, the parents quite underestimate the selection of the right program for their children, however, most of them have clear images of the style of education (authoritative or liberal). Very often, we can see that parents pick a program as a fashion trend but their expectations are different. Parents often study the program only sketchily and sometimes, they restrict themselves to the nearest school. Then, after the school starts, they complain either about the lack of firm leading and liberality in the clubs and education concept, or on the other hand, they miss the support and cooperation or innovation in the traditional approach. At the very beginning, there are the varying images about the school performance on the side of the parents and teachers.

### **The Concept of the Educational Process Result**

Often, we face different images concerning the outputs of the process of education (resulting from the expected objectives of breeding and education). Some parents expect maximal performance and put their child under pressure (with the preference of good scores) without being invited by the school to participate in the process of education (in their opinion, they are extremely busy and there are professionals to educate their child). The others strive for building positive social environment of mutual cooperation. They feel the need to participate in the schooling process formation and class operation and offer various forms of cooperation (e.g., within the Parents Union). We find, for example, lists of professions that might be used to extend the education but they are refused by many teachers. With many teachers, we see unwillingness (or rather impossibility) to build narrower cooperation as it is related with the social skills that are missing in some cases. On the other hand, these teachers are great communicators with children and are favourite with them.

### **The Concept of the Rights and Duties**

Many parents and pedagogues stress their rights evolving from their social role. Often, they forget to respect the rights of the other group of educators. Both of the groups then forget that together with the rights come also some duties that are bound together. The opinion of the parents who stress only the rights on their side and the duties on the side of the teachers results from the overall social degradation of the teachers' profession.

This situation has a negative reflexion in the attitudes of children who often take over the parents' model and begin to focus on their rights (rights of the pupils and right of freedom), refusing the essential duties resulting from the role of a pupil<sup>1</sup>.

### **The Concept of the Educational Style**

The concept of the educational style is related to the understanding of the results and objectives of the educational process. The child is approached as an object of teaching in the process of education or as a social object that creates positive atmosphere. The parents who prefer an authoritative way of breeding may feel the liberal school program as if without concept. It is then up to the teacher to persuade parents that it is not like what the parents feel.

### **The Concept of a Successful Pupil**

Another important precondition of building a positive teacher-parent relationship is the harmony of images about a successful pupil (that may again vary). There, we have to consider especially those pupils with specific educational needs demanding increased care and attention of teachers as well as parents. Both parts of this process may initiate negative attitudes. We have an increasing number of children demanding specific approach (children with learning disorders and physical handicaps and talented children) which also increases the demands on the educators. The parents of the children who need increased care since they were born are often able to sacrifice a lot and they expect the same from other educators. But the teacher has more children to care of and probably more than one child with special needs. In many cases, it does not depend on the will of the teacher, but on the whole educational system of children with special needs. Sometimes, we meet a misunderstanding of the parents, who make efforts to get the best out of their children (without result pressures).

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<sup>1</sup> The results of the survey focused on the perception of freedom by the older school children and adolescents are very interesting. The survey analysed the evaluation of freedom from the young respondents' point of view. The results revealed that the youth often understand freedom only as a situation, when anything is allowed without any restrictions (Šauerová, 2011).

The understanding of success also determines the way of evaluation of the child's success. For some, it can be the joy of learning, making positive relationships and trouble-free coping with the school duties; for others, the best scores, no matter how much effort it takes, precise fulfilment of the teachers' orders or creative solutions, and average results without effort and success in the club activities. No matter whether the school results are good or not, a high number of pupils continue their studies at grammar school, and their satisfaction is not important, that is the case of premium class—status of a “trouble-free” class.

The perception of own success by the child also plays an important role in the whole process of education. From the child's point of view, the factor determining the positive evaluation can be the extent of the fulfilment of the tasks set by educators (parents and teachers) and low conflict rate with authorities or among coevals.

### Conclusions

To establish an understandable and positive atmosphere for communication between parents and teachers, it is necessary to be open since the beginning of the social interaction, and speak about own expectations, images of success, and needs we have as parents. Furthermore, we have to provide the maximum support to the teachers and avoid the essential mistake, such as leaving all the responsibility for education on the teachers.

So, the major task is to create the atmosphere of a mutual understanding between the parents and teachers and to cover the whole context of the educational process realisation with continuously repeated offer of methods that help both the parties in the formation of the positive interaction environment.

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