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The effect of school-family collaboration and parent's behavior on students' ethical behavior

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The aim of this study is to provide opinions on the evaluation of parents' attitudes and behaviors in developing cooperation in ethical education. Although the research is a qualitative study, the study group consists of 10 participants, 5 principals and 5 teachers. A semi-structured interview form was prepared and interview technique was used to collect data. The data were analyzed using the content analysis technique. According to the results of the research, to increase children's awareness of ethical principles and moral virtues, to support each other between family and school so that children can become good people, to transform the understanding of school-family cooperation to contribute to moral education, to the moral maturation of children in order to cooperate with the child and school, effective and new ways should be developed and various and different measures should be taken to carry out these actions. To be positive, desirable and morally mature for children, the school and family must be able to collaborate with the child and find effective and new ways to do this. In the field of moral education, it is essential to provide the measures that families and all collaborators should take, by revealing the need and understanding of cooperation. It is necessary to provide follow-up and support that can ensure very carefully school-family-child cooperation for maximum implementation.

Key words: School-family cooperation, moral education, ethics, opinions.

INTRODUCTION

The factors that increase children's indifference and alienation of moral virtues are increasingly complex, uncontrolled and noticeable. School and families need each other's support to raise children as good people. Therefore, there is a need for the transformation of school-family cooperation understanding in a way that contributes to moral education (Kesgin, 2019). For example, in a study that attempts to illuminate the general structure of parental behavior, three basic and several secondary syndromes have been revealed with a situation analysis of parental behavior scales. These syndromes have been found to be associated with other aspects of home as well as parental behavior. More importantly, these parental behavioral patterns have been found to be associated with meaningful and explicable trends in the development of child personality. In addition, to provide this basis for the conceptualization of parental behavior, the study contributed to understanding the three isolated aspects of the parental-child relationship. The first is the analysis of democracy at home. A second

contribution was the definition of parental behavior in a farm culture. A third contribution was findings regarding the model of the home environment to changes in the child's IQ. Although no preliminary conceptualization, like now, can be completed, it has been observed that a better understanding of parental behavior can be achieved without causing excessive simplification of complaints (Baldwin et al., 1945). For this reason, it is thought that the current situation needs a change and this change is possible by educating children and instilling ethics and values along with the academic curriculum (Nirupama and D'Souza, 2021).

Reports of the discrete components of parental behavior were collected on the scale of the Parental Behavior Inventory Reports of Children and Acceptance-Rejection, Psychological Autonomy-Psychological Control and Firm Control-Lax Control were defined in 4 correlation matrices of mother and father behavior reports by children and adults. The conceptual planes created by a couple of factors have differentiated the Separation of Individualization from Loving Participation and Enemy Participation from Enemy detachment. This configuration analysis made it easier to compare these results with other analyses of the parental behavior structure. A different global conceptual model has been tried to be proposed for parental behavior (Schaefer, 1965). An objective assessment of the strengths and needs of the family is the logical starting place to provide support to families in the most useful and cost-effective way possible. The Parental Behavior Checklist (PBC) was developed to contribute to this family assessment process. PBC is an empirically derived tool specially developed for parents of children from 1 to 4 years old. It was normed in a representative example of 1,140 mothers and tried to measure three dimensions of parenting: Expectations, Discipline and Rearing. The data obtained is expected to lead to the identification of parenting powers and needs that can be transformed into simple, understandable and practical intervention strategies (Fox, 1994). In another study, the behavior patterns of 46 mothers for their first and second born children were compared. The data are interpreted as follows: (1) mothers' first behavior unlike second children is "emotionally less warm and more restrictive and challenging", (2) mothers' behavior towards second children does not change, (3) their are mothers who often tend to be consistent in their method of raising their first and second children, (4) first and second born siblings are an important determinant of the mother's behavior towards two children (Lasko, 1954). In another study, the factors responsible for instilling ethical and child rearing values were analyzed and the roles, duties and responsibilities of the family in this process were mentioned (Ojakorotu and Obah-Akpowoghaha, 2020).

The need for research in parental behavior for quantitative measurement that allows comparison of homes using the Fels Parental Behavior Rating Scales in the Fels Research Institute program has led to the development of a scale to support the usual clinical summary. Such ratings, when properly designed and used, provide valuable information in the form of reliable measurements that are not normally obtained by home visitors. The usefulness of these scales is based on the belief that the rating method can be precise and scientific. The relevant dimensions of parental behavior were defined, and these dimensions represented the factors obtained by the factor analysis method. It was then seen that the factors were the result of comparing the factor analysis of different evaluators. When the Fels Master Behavior Rating Scale was conducted by trained evaluators, it was structured and defined in such a way that the ratings in one house were consistent and that two evaluators who made independent decisions accepted their views on each house. In addition, two independent graders interpreted the scales in the same way as shown by their similarity in the correlation patterns (Baldwin et al., 1949). In another study, the direct relationships between the classroom and family context and the life satisfaction of adolescent students and the indirect relationships between these variables through adolescents' academic, familial and social self-concepts were analyzed from a gender perspective, and the quality of parent-child relationship was analyzed both directly and indirectly. It was thought to affect through self-concepts. The results revealed that there is a direct positive relationship between family environment and behaviors (Povedano-Diaz et al., 2020).

Parental Behavior Inventories (PBI), frequently used in literature, can be considered as a short measure of parenting behavior for use with preschool and young school age parents. A parent self-report measure can be used as a report measure or an observational rating scale for those familiar with the parent. Its parallel forms offer clinicians and researchers a single measure capable of multimethod, multi-informant and multisetting evaluation. PRI's two independent scales, supportive/interactive and enemy/challenging, have sufficient content validity, show adequate internal consistency and test-retest reliability, and are related to measurement of parental impact, parental stress and child behavior problems. Evidence of its usefulness is provided as a rating scale. The results provide support for the reliability and construct validity of PBI and demonstrate its versatility as a measure of parental behavior (Lovejoy et al., 1999). Again, during a medical procedure necessary for the treatment of pediatric cancer, the effect of demographic, medical and psychological factors on general pediatric diseases and (2) to provide explanations about the procedures in a study where the relationship of individual parental behaviors were measured during the stages of the procedure, what is most obviously related to the diseases behavior was found. The effect of the parental explanation was dependent on when the explanation was given and the level of discomfort at the

time of the child (Jacobsen et al., 1990). The implementation of the education adopted in this regard for family life can positively affect the well-being of the individual and the family by helping families help themselves. Family life is a visual example that combines the foundations and basic principles of the education model to be given with changes in culture, context, content, practice, and family well-being over time (Darling et al., 2020).

As can be seen from this point of view, first of all, to raise healthy children physically and spiritually, to increase the sensitivity of children about moral virtues, to support the school and families in order to raise children as good people, and to transform the understanding of school-family cooperation in a way that contributes to moral education, effective and new ways need to be developed in order to cooperate with the child and school together for maturity. In this study, the answer to the following question was sought in order to take measures that can provide school-family-child cooperation in the field of moral education by revealing the need and understanding of cooperation: (1) What are the opinions of school principals and teachers in evaluating parents' attitudes and behaviors in terms of developing cooperation in moral education?

METHODS

Research design

According to Karasar (2009), this study was a case study which was conducted using descriptive scanning model, in which a case or subject is described separately. Descriptive scans are studies conducted on large groups, in which the opinions and attitudes of the individuals in the group about a case are taken and these cases are tried to be described. In order to do that description profoundly, the qualitative research technique was used in the study (Turgut, 2009). Thus, interview technique was used in the study to collect data and for that purpose, a semi-structured interview form was prepared.

Study group

The sample group consists of administrators and teachers working in primary and independent kindergartens in Konyaaltı district of Antalya province. In addition, convenience sampling which is among purposeful sampling methods was used in the study. The participants were coded as: P1, P2, P3, P4, P5, T1, T2, T3, T4, and T5 according to the order of interviews (Kus, 2007; Mason, 2002; Patton, 1990; Rubin and Rubin, 1995; Yildirim and Simsek, 2006).

Data collection tools

Interview questions were prepared on the basis of a literature review and were examined by a field expert on qualitative researches. The questions were finalized based upon the feedback received from these interviews. There were ten interview questions. The questions are as follows: What is the effect of parents' attitudes and behaviors on developing cooperation in moral education? What are the problems you experience in classroom management related

to the topic? When there is a problem, is there the behavior of complaining to senior managers? If yes, how and in what way? What are the unethical behaviors you encounter on the subject? What are your solution strategies for the moments you have trouble? What exactly are the behaviors and supports you expect from parents in developing cooperation in moral education? What kind of path do you prefer to follow with the parents you have problems within the next process? What are the behaviors you find unethical in your problems with parents? What other points would you like to add? The participants who were considered for the interview were informed about the purpose of the study and those wanting to participate in the study were determined on voluntary basis. The researcher took notes synchronously with the interviews. The interviews lasted about 30 to 50 min. It was held in the relevant school directorates between January and February 2021.

Data analysis

In the study, the qualitative data acquired from the interviews were analyzed using content analysis, which is composed of the stages of coding, finding themes, organizing the data according to codes and themes (Balci, 2004; Yildirim and Simsek, 2011). The interviews recorded were put in writing by the researchers in computer environment. Then, all the data acquired in the study were read many times and coded. While coding, various dimensions were determined in accordance with the purpose of the study and themes were determined for these dimensions. Another researcher recoded the interview texts to provide reliability of the analyses. In order for validity and reliability to provide objectivity in a good qualitative study (Morse et al., 2002), a consensus was considerably achieved between codings of the researcher and another expert to a large extent and it was concluded that the process of coding was performed in a reliable way. Also, reliability of the comparative agreement between codings was determined by two independent researchers by calculating the Cohen's Kappa consistency coefficient in the SPSS 21.00 packaged software. The coefficient found was 0.71 meaning consistency between raters is 71.0%. According to Cohen's coefficient classification, Kappa result can be interpreted as follows: < 0, No agreement; 0.01 - 0.20, Slight agreement; 0.21 - 0.40, Fair agreement; 0.41 - 0.60, Moderate agreement; 0.61 - 0.80, Substantial agreement; 0.81 - 1.00, Perfect Agreement (McHugh, 2012). According to the scale, it can be seen that agreement between researchers is in a substantial level.

RESULTS

The findings obtained from the views regarding the evaluation of parents' attitudes and behaviors in developing cooperation in moral education and their comments are given.

The distribution of the participants by age, gender, marital status, educational status, professional service period, management period, task, staff status and class variables are shown in Table 1.

As shown in Table 1, majority of the participants are above 42. Their genders are equally distributed and most of them are married. Majority of the principals and teachers working in courses have a seniority for 20 years and more and have bachelor's degree. Most of them are working with secondment, whereas, principals are staffed.

Regarding the demand for class and school change in the first problem given in Table 2, P1 said,

Table 1. Distribution of participants by demographic features.

Variable	Code	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5	f	%
	22-42		√									1	10
Age	42-60			√	√	√						3	30
	60+	√					√	√	√	√	√	6	60
Gender	F			√	√	√	√	√			√	6	60
	M	√	√						√	√		4	40
Marital status	S			√	√							2	20
	M	√	√			√	√	√	√	√	√	8	80
Educational background	Primary Education											0	0
	High School						√	√	√	√	√	5	50
	Undergraduate and above	√	√	√	√	√						5	50
	1-5											0	0
	6-10		√									1	10
Duration of professional service	11-15											0	0
	16-20											0	0
	20+	√		√	√	√	√	√	√	√	√	9	90
Staff condition	Staffed	√	√									2	20
	Secondment			√	√	√	√	√	√	√	√	8	80

Table 2. School principals "views on evaluating parents" attitudes and behaviors in developing cooperation in moral education.

Theme	P1	P2	P3	P4	P5	f	%
Requesting a change of class and school in the first problem	√					1	20
Complain to top managers when there is a problem		√				1	20
Expect discrimination due to social status		√	√			2	40
Threats and aggression to other students who have problems	√			√		2	40

"If we put aside the parents not wanting to come to school, the first reaction is to ask for the change of class or school. Parent obviously does not even want to fully understand what the problem is, we really have a hard time cooperating on this issue. At this stage, we cannot even talk about the virtues that parents should have, because most of the parents cannot approach the events unfortunately fairly with the simplest sense of motherhood and paternity. "

Regarding complaints to top managers when there is a problem, P2 said,

"Do you believe in many issues related to school? They think that the higher it can reach, the more the problem will be solved in their favor. On the contrary, timely and correct intervention has more impact. For this reason, the measured and wise approach of parents is very important to us."

He expressed his sensitivity about the subject. Regarding waiting for privilege due to his social status, P3 said,

"Unfortunately, many parents are waiting for discrimination due to their social status. However, in such an approach, they do the biggest evil to themselves. The more you protect and discriminate a child, the more damage you can cause to that child's development. Then how will the child learn to be patient, equity, and persistence? "

Regarding threatening and aggression of the other student who had problems, P4 contributed by saying,

"This is very interesting, something I have observed in some parents, when two children have problems, the

Table 3. Teachers views on the evaluation of parents attitudes and behaviors in developing cooperation in moral education.

Theme	T1	T2	T3	T4	T5	f	%
Parents who have problems usually do not want to go to school / Insensitivity to problems	√			√		2	40
Justifying and defending your own child	√	√				2	40
Threat of complaining to top managers when there is a problem			√			1	20
Asking special attention to your child / Asking him to sit close to the teacher		√		√		2	40

parent wants to see the other student himself and wants to warn and warn himself. I forget that the other person is also a child and that someone else is a child, so frankly, I am careful not to confront the parents or their children who have problems. Because families cannot be objective, equitable and fair, they always look for the crime in the child and family. I believe that every family and child should be interviewed one by one. But in some cases, for example, parent meeting, school playground, canteen, etc,. they come together in places. Then you can analyze how tolerant and understanding people are, principals and teachers should be very careful and sensitive in this regard."

His words are examples.

The themes determined regarding the opinions of the teachers regarding the evaluation of parents' attitudes and behaviors in developing cooperation in moral education are shown in Table 3.

Regarding the problem given in Table 3, parents usually do not want to come to school/Insensitivity to problems, T1 said,

"*The thing I feel most uncomfortable about is that the parents are insensitive to the problem and do not want to come to school, and when they come, they show discomfort, parents do not want to hear a problem or a problem for some reason. They are looking on the other side, however, it is extremely important for us to develop cooperation.*"

Regarding justifying and defending his own child, T2 said,

"*We have weaknesses in empathy, when the parent tends to justify his own child under all circumstances and when he goes to defense, he is unfair to his own child". In a small problem, they prefer to go to the manager or deputy manager first, which actually enlarges the problem and leaves it unresolved.*"

Regarding asking special attention to the child/asking him to sit close to the teacher, T4 said,

"*Every parent wants his/her child to sit close to the teacher in the front, in fact, my teacher calls the child in front of him, calling every minute by phone by phone, if there is a problem, call every minute information, picture. There are parents who want photos. Every minute we*

devote to them means stealing other children, this is not considered at all. I pay attention to some of my parents, they do not knowingly come to the parent meeting, and then they want to meet privately and get information".

His words are examples.

DISCUSSION

Ethical values with education are important at every stage of life. These are fundamental processes for human life. Education develops knowledge, helps to develop judgment and judgment, and also teaches ethics to identify the difference between right and wrong, while values help shape an individual's personality. The existence of these three and their contribution to the development of the individual and society is quite high. With these qualities, a good education must contain strong values, because values as well as education are needed to create excellent values. And ethics and values determine how we live our lives and how we treat each other; therefore, ethics should be instilled in formal or informal ways. Building students through the educational framework is very important, as students are part of society and part of tomorrow. Therefore, it plays an important role in explaining the meaning and importance of ethics and values in education, developing the personality of students and making them responsible citizens (Nirupama and D'Souza, 2021).

The number of studies addressing the importance of school-family cooperation in moral education is rapidly increasing (Yaşaroğlu, 2016; Li, 2017; Flyak, 2019; Maxwell, 2019; Jinga and Kimb, 2020; Botiraliyevna, 2019). For example according to a study examining the impact of parental involvement in the treatment of children's destructive behavior and its relationship with parental involvement in child psychotherapy, the in-session use of therapist's psychoeducation strategies (eg, discussing the causes of misbehavior, defining and providing logic for treatment, etc.) and other participation strategies (e.g. It is stated that determining collaborative goals, managing expectations, etc.) has a special importance. The findings revealed that modular therapy therapists provide more psychoeducation and other engagement strategies than normal care therapists. In addition, the application of psychoeducation strategies

after the introduction of psychoeducation strategies by therapists, on the use of other parent strategies in the early period and on the subsequent involvement of uniquely envisaged treatment, mediated by the effect of psychoeducation on parent involvement in the therapy of their children in the case of treatment (Martinez et al., 2017).

For example, in a study conducted in Africa, the factors responsible for instilling ethical and child-rearing values were analyzed, and ways of building on values and cultures aimed at reviving the general understanding of ethics and morality in the continent were presented. It is suggested that families and communities use the science of ethics and ethics more effectively in order to recall the forgotten cultural areas and values that will constitute ethics and child rearing norms (Ojakorotu and Obah-Akpowoghaha, 2020).

On the other hand, excessive use of parent digital technology, one of the most important issues of our time, has been associated with inadequate parent-child interactions, but no study examines relationships with child behavior. One study investigates whether the use of technology with parental problems is associated with technology-based disruptions called "technology" in parent-child interactions and whether technology is associated with child behavior problems. Parental reports from 170 US families and actor-joint interdependence modeling suggest that the use of digital technology with mother and father problems predicts more technology in mother-child and father-child interactions. Later, maternal technology reports were made that both externalize and internalize the behavior of mothers and fathers. The results show that technological interruptions are associated with child problem behavior, but future longitudinal studies require directionality and operational processes (McDaniel and Radesky, 2018).

In the studies of Piquero et al. (2016) who updated their meta-analyses in early family/parent education programs, appropriate studies were screened between January 2008 and August 2015. Twenty-three more studies were added to the original database of 55 studies that collected 78 appropriate study samples. The random effects model was used to obtain an overall average effect size estimate. Additional analyses were conducted to evaluate publication bias and control. In general, the average, positive and significant effect size was calculated as 0.37; this corresponds to 32 out of 100 people in a treated group, compared to 50 out of 100 people in a broken control group. Some evidence of publication bias and auditing has been identified. Early family/parent education programs have been evaluated as an evidence-based effective strategy to prevent antisocial behavior and guilt.

On the other hand, there is growing interest in mindful parenting and how deliberate or compassionate interactions with young people are associated with developmental outcomes. In a study that investigates

how parenting has changed naturally over time or in response to interventions, and how this change is related to other proximal developmental changes, data from a longitudinal, randomized controlled study design (N = 432 family) was used to investigate the relationship between careful parenting changes and 3 outcomes: positive parenting, quality of parent-youth relationship and youth aggression, differences between 3 intervention conditions and between mothers and fathers were tested. Results among the conditions, changes in careful parenting were strongly associated with changes in all 3 outcomes for both fathers and mothers. Changes in careful parenting varied considerably within and between conditions. For fathers, differences in careful parenting change primarily resulted from changes in the basic careful parenting dimension of emotional awareness. Mothers showed comparable changes in terms of careful parenting between conditions. The findings show how changes in careful parenting are associated with proximal changes that can lead to reduced youth behavioral problems (eg aggression or substance use), and provide additional evidence for the contribution that awareness activities can make to standard parent education (Coatsworth et al., 2018). As a result, the school and the family should be able to cooperate with the child and find effective and new ways for them to be able to act positively in a positive, desired manner and morally mature. It should be emphasized that the center of cooperation is the child. In the field of moral education, by revealing the need and understanding of cooperation, it is essential to take the precautions that can ensure school-family-child cooperation very carefully, to be taken by families and all collaborators and to be implemented to the maximum extent, to follow up and provide support.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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