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**Effective Communication as a Strategy Preventing Conflicts between Teachers and  
Parents in Baku Schools**

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We have read ADA's policy on plagiarism and certify that, to the best of our knowledge, the content of this Capstone project, entitled (Effective Communication as a Strategy Preventing Conflicts between Teachers and Parents in Baku Schools), is all our work and does not contain any unacknowledged work.

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# **Effective Communication as a Strategy Preventing Conflicts between Teachers and Parents in Baku Schools**

## **Abstract**

This Capstone Project explores the role of effective communication as a conflict prevention strategy between teachers and parents in Baku schools. Using preliminary data from teacher surveys and in-depth interviews for data analysis, this study explores the communication practices, challenges, and strategies teachers and parents use. The research aims to identify areas for development and offer useful recommendations to promote collaboration as well as partnership by emphasizing important findings from the survey and interview responses.

The project aims to create an atmosphere that promotes learning by developing trust and understanding between teachers and parents. The expected consequences encompass improved relationships, fewer incidences of conflict, and increases in academic performance and student well-being in Baku schools. This study is essential to improving the quality of education and highlighting the value of collaborations between the community and schools.

## **Acknowledgement**

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# **Effective Communication as a Strategy Preventing Conflicts between Teachers and Parents in Baku Schools**

## **Chapter 1. Introduction**

The collaboration and partnership between teachers and parents are essential components in fostering the academic success and holistic development of students in schools. Studies have repeatedly demonstrated that when parents and teachers collaborate consistently, they may foster a positive learning environment that improves students' motivation, learning, and general well-being (Henderson & Mapp, 2002; Epstein, 2018). Research has demonstrated the substantial benefits that positive interactions and collaboration between teachers and parents may bring to students' behavioral development, social-emotional development, and academic achievement (Desforges & Abouchar, 2003; Jeynes, 2012; Henderson & Mapp, 2002).

Despite the fundamental significance of this collaboration, misunderstandings over expectations, values, and communication styles can lead to conflicts between teachers and parents, which may make it more difficult to accomplish shared learning objectives (Epstein, 1992; Hoover-Dempsey & Sandler, 1997). The beliefs and assumptions that teachers and parents have about one another's roles and duties in the education of children are referred to as expectations. When these expectations are not mutually aligned or expressed clearly, misunderstandings may occur. Values

are the principles and beliefs that guide our behavior and decisions. When parents and teachers have different priorities or values when it comes to education, misunderstandings might occur. These misunderstandings, if not addressed, can lead to reduced effectiveness in partnership, and negative impacts on student outcomes, creating tensions that impede the learning process. Therefore, proactive conflict prevention strategies are crucial to maintaining a positive working relationship between teachers and parents (Epstein, 1992).

According to Wanjama et al. (2010), effective communication is essential to averting conflicts and creating an adequate foundation for collaboration between educators and parents. Effective communication can enhance mutual understanding, facilitate the exchange of ideas, and foster empathy and trust, a culture of collaboration, where both teachers and parents feel valued and actively contribute to their child's education (Epstein & Dauber, 1991). It helps establish clear expectations, allows for active and productive discussions, and promotes problem-solving approaches that benefit the student's development (Bullough et al., 2015).

To strengthen the bonds between teachers and parents in Baku schools, this capstone project explored communication as an effective conflict prevention strategy. The goal of this capstone project is to address the difficulties that arise in teacher-parent relationships and offer useful recommendations to improve collaboration as well as partnership, which will ultimately result in a more encouraging and beneficial learning environment for students.

## **1.1 Problem Statement**

The lack of effective communication exacerbates conflicts, as teachers and parents may struggle to express their concerns, share feedback, or address issues in a constructive manner. This barrier in communication has the potential to negatively affect students' learning experiences by causing misunderstandings, raising stress levels, and destroying parent-teacher trust (Henderson and Mapp,

2002). Additionally, tensions resulting from misunderstanding about expectations, values, and communication frequently hinder collaboration to meet common learning goals (Smith & Johnson, 2019).

Building a positive, cooperative connection between educators and parents is crucial in today's ever-changing educational environment if we want to support students' academic progress and well-being.

According to PISA data collected from school principals show that the percentage of parents who were involved in school and learning decreased substantially between 2018 and 2022 in many countries/economies. This was also the case in Baku (Azerbaijan). PISA also indicates that, in 2022, 45% of students in Baku (Azerbaijan) were in schools whose principal reported that during the previous academic year at least half of all families discussed their child's progress with a teacher on their initiative (and 53% on the teacher's initiative). In 2018, the corresponding number was 76% (and 60%).

To embed the Capstone Project in the context and get preliminary data online survey was conducted among teachers. Preliminary data from teachers and parents within different public and private schools highlights the advantages of teacher-parent partnership. According to the results of this online survey, the following results provide a better preliminary understanding of the state of the situation for our Capstone Project.

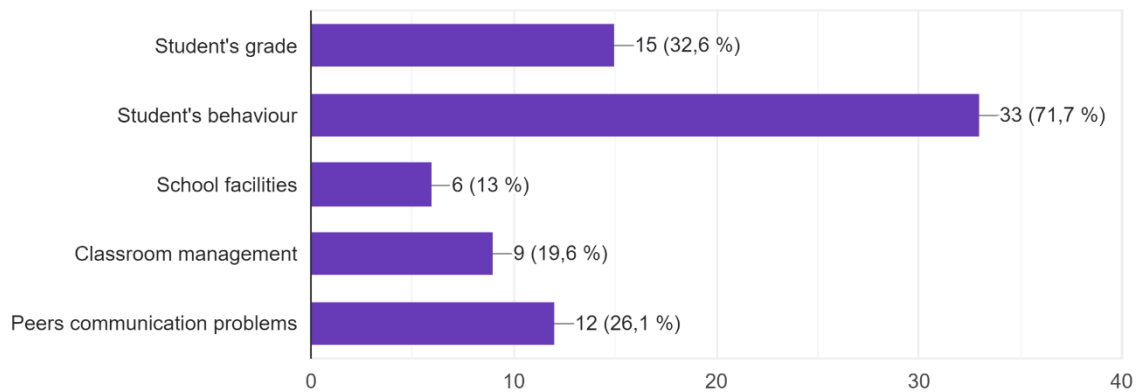
A total of 46 participants (teachers) completed the survey from both private and public schools. There were 93.5% female respondents. Participants were mostly between the ages of 20 and 25 with 56.5% of all participants belonging to this age group. 37% responded that they sometimes encounter conflict situations at work, while 34,8% indicated that they rarely face misunderstandings at work. An additional question in the survey inquired about the emotional states of teachers in conflict situations at work. The results showed that 39.1% of teachers reported

feeling stressed out because of disagreements, 28.3 percent indicated that they were neutral, 10.9% reported feeling energy loss, 10.9% expressed feeling confident, and the other 10.9% mentioned being angry. 50% of respondents who were questioned about productivity reported that conflict at work has an impact on their total productivity.

The types of conflicts that occur in schools, as well as Strategies or approaches used by teachers to resolve them are presented in the figures below.

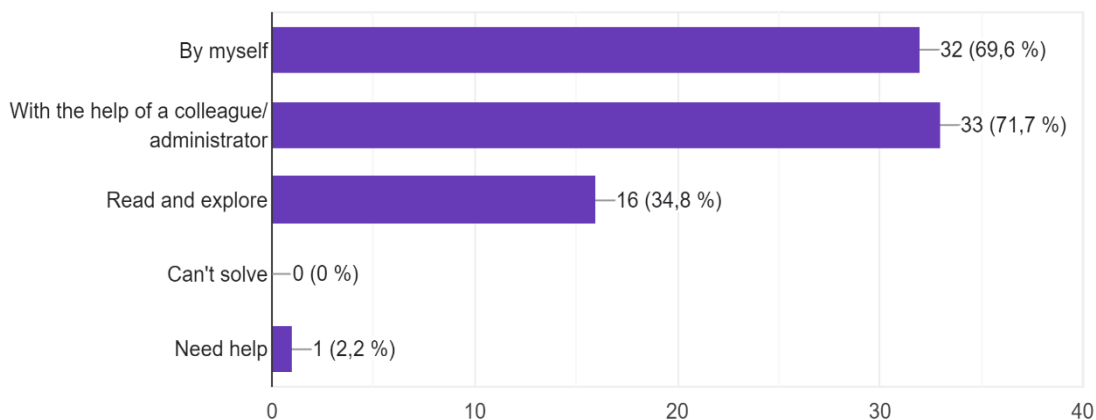
**Figure 1.** *Common types of conflicts at schools*

Choose the common types of conflicts occurred between you and parents (parents of your students). \*Tick no more than three response options  
46 responses



**Figure 2.** *Conflict dealing*

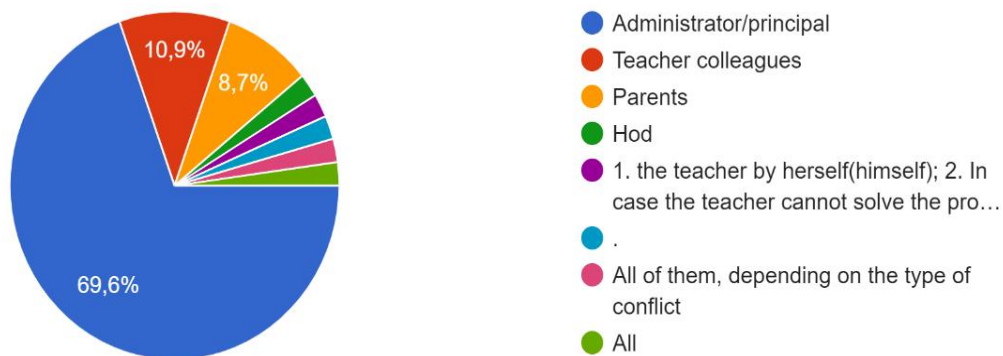
How do you resolve the conflicts you have faced? \*Tick no more than three response options.  
46 responses



A significant finding is that 69.6% of teachers believe that school administrators and principals are equally with teachers accountable for conflict in the schools.

**Figure 3.** Conflict resolution responsibility

Who is responsible for conflict resolution at schools?  
46 responses



Furthermore, 67.4% of participants are from private schools, while 32.6 % are from public schools. Most conflict situations, according to 47.8% of respondents, involve parents, and 15.2% bring up the school administration. Consequently, teachers are not prepared for independently resolve their issues on the school premises where they work.

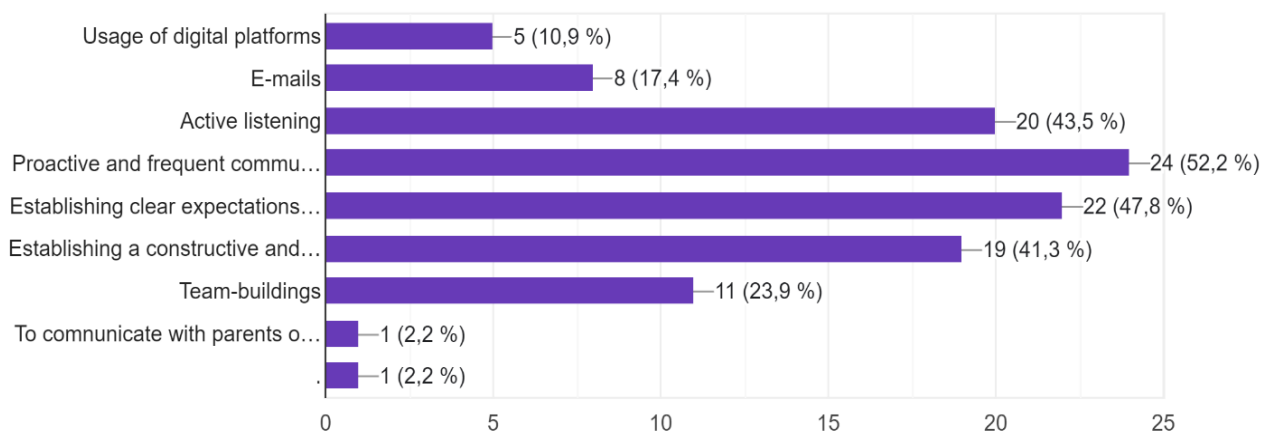
However, according to Epstein (2018), teachers and parents can form a collaborative and encouraging partnership that fosters positive results for students' academic progress, well-being, and overall school experience by implementing targeted interventions as well as offering resources for support.

Additionally, teachers were provided with an opportunity to respond to a question about strategies they believed to be successful. Listed below are the answers to this question.

**Figure 4.** *Conflict resolution strategies*

Choose teacher-parent conflict resolution strategies from the list below (select multiple options). \*Tick no more than three response options...tion strategies that are not on the list add them.

46 responses



Survey results have indicated a clear need to address these conflicts, as well as challenges in strategies that teachers use daily. For instance, only 10.9% of responders use digital platforms and 17.4% e-mail in communication with parents.

The figures indicate that most of the respondents use strategies related to various types of forms and channels for communication.

This study intends to identify the underlying reasons of conflicts between teachers and parents in Baku schools, explore the effectiveness of communication practices in use, and provide practical suggestions to enhance the effectiveness of communication.

## **1.2 Aim of the Research**

This capstone project aims to explore communication practices and strategies employed by teachers and parents in Baku schools to prevent conflicts. By identifying the challenges to communication, and understanding, and examining strategies for building effective communication, this study seeks to provide practical recommendations for improving collaboration and partnership between teachers and parents.

## **1.3 Research Question**

- 1. Which communication strategies are used by teachers to enhance communication between teachers and parents and prevent conflicts in Baku schools?*
- 2. What are the teacher's perceptions of the most effective communication strategies for improving relationships and preventing conflicts between parents and teachers in Baku schools?*

#### **1.4 Significance of the study**

The implementation of a successful communication strategy is expected to promote the development of relationships between teachers and parents in Baku schools and lessen conflict situations. Furthermore, the project assists in establishing a more supportive and conducive learning environment for students by improving communication strategies, encouraging collaboration, and creating trust between teachers and parents. This will ultimately enhance the academic achievement and well-being of the students. In addition, this will contribute equally to the advancement of the quality of education for students and the strengthening of the significance of schools.

#### **1.5 Definition of Terms**

**Conflict:** Rivalrous or opposing behavior of incompatibles: hostile situation or behavior as of differing concepts, interests, or individuals (Merriam-Webster's collegiate dictionary, 2003).

**Collaboration:** The combined effort of several people or organizations to complete a task or a particular goal (Kerzner, 2022).

**Prevention:** The act of stopping something from occurring or emerging (The Oxford English Dictionary, 2004).

**Communication:** The process or act of exchanging, expressing, or conveying ideas and information through speaking, writing, and gestures is known as communication (Merriam-Webster's collegiate dictionary, 2003).

**Partnership:** An agreement wherein two individuals or groups cooperate to accomplish a goal (Cambridge Learners Dictionary, 2012).

**Relationship:** The perceptions and actions of two or more individuals or organizations toward one another (The Oxford English Dictionary, 2004).

## **Chapter 2. Literature Review**

Effective relationships between teachers and parents, improved students' performance, and the development of a welcoming atmosphere at school all require significantly effective communication. Strategies for communication are used in the classroom to foster stronger collaboration, resolve conflicts, and create mutual understanding between teachers and parents (Henderson & Mapp, 2002). Effective communication can be facilitated by using a variety of communication strategies. This review of the literature aims to explore the reasons behind and effects of teacher-parent conflicts in schools, as well as the function of effective communication in

preventing and resolving these conflicts. The review incorporates findings from a range of sources, such as research papers, books, and peer-reviewed research papers.

## **2.1 Teacher-Parent Conflicts**

The conflict is defined and classified from different perspectives, and its definition can differ in context, process, intervention, and study areas. Regarded as a social process, conflict is the occurrence of incompatibility between individuals or organizations with irreconcilable aims and/or ideals (Jares,2002).

In this sense, we can say that there is a conflict when two or more people interact with each other and perceive incompatible differences, or threats to their resources, needs, or values, and when they respond according to what was perceived, then the ideal conditions for conflict are created.

The methods employed to resolve the conflict determine whether its intensity, duration, or severity increases or decreases. Considering the foregoing, we might conclude that as human beings are diverse, conflicts are a natural part of human relationships. The school becomes the center for conflicts because it brings together individuals from various social groupings with different worldviews and values (Barlow, 2015; Baker, 2011).

The school is a microsystem of society where ongoing developments are reproduced. As a result, one of the most important responsibilities that schools play in the development of individuals is to assist them, in negotiating a world that is always changing and full of interpersonal conflicts, including those involving parents, teachers, and students. Being a microsystem of society, it brings together diverse ways of living, thinking, feeling, and relating, which creates an environment that is favorable to conflicts between individuals (Gonzalez & Hartley, 2017; Göksoy & Argon, 2015).

In this regard, Göksoy and Argon contend that conflicts at school can affect organizational, social, and psychological aspects in both positive and negative ways. Regarding the negative results inside the school, the research emphasizes the presence of a tense atmosphere, diminished collaboration, communication breakdowns, poor performance, and an unstructured setting. This leads to an inevitable decrease in the quality of education (Göksoy & Argon, 2015).

It is acknowledged that conflict is a key factor in social growth and that, when handled effectively, it can have positive results. The process of acquiring social competencies, attitudes, and behaviors is referred to as social growth (Karaca, 2016). It is a crucial aspect of a child's growth and development since it teaches them how to deal with people, settle conflicts, and form bonds (Korkut, 2000). When handled well, conflict can be a driving factor for growth in society (Barlow, 2015). Children can benefit from learning how to negotiate, stand up for their rights, and voice their thoughts (Göksoy & Argon, 2015). Additionally, it can support their growth in understanding and empathy for other people (Gonzalez & Hartley, 2017).

Therefore, there are different degrees of benefits associated with school conflict. On a personal level, conflict facilitates learning about how mistakes are seen and helps one come up with intriguing ideas. However, on a social level, it makes it possible to strengthen commitment, respect for others, and communication. Organizationally speaking, it facilitates problem understanding, the search for and creation of new solutions, and the growth of a democratic and stimulating learning environment in the school (Barlow, 2015).

The term "Teacher-parent conflict" refers to disagreements, tension, or misunderstandings that arise between teachers and parents regarding a student's education, performance, behavior, or overall well-being (Baker,2011).

In educational studies, conflicts between parents and instructors in the classroom have attracted a lot of interest. Different expectations, misconceptions, cultural differences, and poor communication are just a few of the causes of these conflicts. Unresolved conflicts negatively affect students' academic performance and well-being, as noted by Barlow (2015). The author emphasized how crucial it is to resolve these conflicts quickly to preserve a supportive learning atmosphere. In a 2017 study, Gonzalez and Hartley investigated the underlying factors that lead to conflicts between parents and teachers in various school environments. Conflicts are frequently sparked by difficulties relating to misplaced expectations, ineffective communication methods, and different cultural points of view. The authors stressed that to settle conflicts productively, both sides must have an honest conversation and show respect for one another. Additionally, Smith et al (2019) investigated how school leadership handles conflicts between teachers and parents. The study found that effective conflict prevention and resolution requires supportive leadership, effective communication strategies, and opportunities for professional development for educators. The authors suggested working together with all parties involved to promote harmony within the school community.

## **2.2 Teacher-Parent Communication**

The most widely used definition of communication is the exchange of feelings, ideas, information, news, and skills; in other words, it is the process of establishing a shared understanding between people about feelings, ideas, and behaviors (Karaca, 2016; Sever, 1998). Transmitting and receiving messages can have an intended or unintentional impact on others through interpersonal communication (Korkut, 2000).

According to school organizations, a school-parent alliance is essential to achieving a successful education that will improve student achievement (Acikalin & Turan, 2015; Ozyurek, 1983). Mutual trust between the school and parents grows through communication and mutual support for promoting student learning increases as an outcome (Saritas, 2005).

Establishing a trust-based relationship between educators and parents is crucial for identifying challenges, devising solutions, and supporting students as they progress through their education.

When it comes to communicating with parents, schools that are integrated into the community naturally have an advantage. For instance, schools can arrange or conduct parent workshops on subjects like stress management and child development. Additionally, schools can facilitate the formation of support groups to address the diverse needs of parents: assist parents in forming relationships with necessary structures; motivate parents to engage in school projects; and take the lead in creating a system to support counseling and guidance programs (Graham-Clay, 2005).

The effectiveness of parent-teacher communication also benefits the school by fostering better district and school connections, leveraging environmental resources, and creating by ensuring parents' integration into the school.

Promoting student progress and general well-being requires effective communication between educators and parents (Epstein, 2018). The author stressed the importance of parents being actively involved in their children's education and having open and honest communication. Furthermore, a meta-analysis of research on teacher-parent communication strategies was carried out by Sanders and Kellaghan (2020). Their results demonstrated the beneficial effects of consistent, customized communication on students' engagement, motivation, and academic performance. To avoid conflicts and support students' performance in the classroom, the research generally highlights the

significance of developing healthy relationships, effective communication, and mutual understanding between instructors and parents.

### **2.3 Strategies to build effective communication.**

In the realm of education, establishing strong relationships between teachers and parents is widely acknowledged as important for student performance and overall school effectiveness. Effective communication strategies play a crucial role in fostering these relationships, as they facilitate collaboration, promote mutual understanding, and resolve possible conflicts. This literature review aims to investigate the existing research on communication strategies employed to enhance rapport between teachers and parents in schools. The effectiveness of teacher-parent communication is hampered by several issues, despite its acknowledged importance. One such challenge is the ignorance of teachers and parents regarding effective communication methods while resolving conflicts (Epstein, 2018).

One of the six main categories of parent involvement practices that Epstein (1995) identifies as essential to building strong relationships between teachers and parents is communication with parents. Building strong partnerships between parents and educators is also thought to be essential to schools' growth as learning communities (Schussler, 2003). However, a lot of teachers lack the specialized training necessary to interact with parents in an effective way (Lawrence-Lightfoot, 2004). Since school communication practices are so essential to getting parents involved in the educational process, Caspe (2003) recommends that professional development programs and teacher preparation programs actively support the growth of teachers' communication abilities.

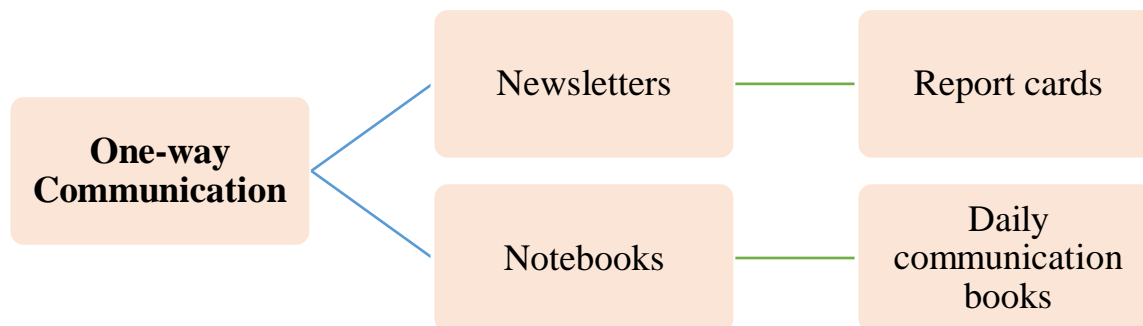
Fostering collaboration and partnership between educators and parents requires effective communication strategies.

**One-way communication:** In the context of the school setting, written communication is one-way and is probably the most successful and effective way for schools to maintain important home-school correspondence. Written communication must be carefully considered in terms of both format and content because it is an enduring product. For parents to read and comprehend the material, it must be arranged in a clear, accurate, and concise manner (Jares,2002; Ozmen et al.,2016). A common format for delivering textual material to the parent community is through **newsletters**. By implementing multiple targeted approaches consistently, classroom and school newsletters can become even more powerful communication tools.

#### **Is Communication A Product?**

Communication is not typically thought of as a product, but it can be considered as one in the context of written communication in an official school setting. This is so that the record of the communication that has occurred can be seen as tangible and permanent in written form. Unlike spoken communication, which is transient and difficult to recall, it can be consulted and utilized for future reference.

*Figure 1: One-way Communication strategies'*



**Notebooks** for usage at home and school are another popular format of written communication.

Daily communication books are a common format used by educators to notify parents, especially of students with special needs (Davern, 2004). Teachers utilize

daily communication books as a written communication tool for informing parents about their child's academic development and behavior at school. Although they can be utilized for any child who requires extra support, DCBs are usually employed for students with special needs (Davern, 2004). Firstly, it's critical to decide exactly what information will be shared, with whom, and how frequently. Teachers need to be aware that the message

**What is a difference between daily communication book and notebook?**

Daily communication books are different from notebooks. Students usually utilize notebooks to record their notes in class. Conversely, DCBs facilitate communication between parents and instructors. DCBs are more compact than notebooks and made to be conveniently transported from home to school (Davern, 2004).

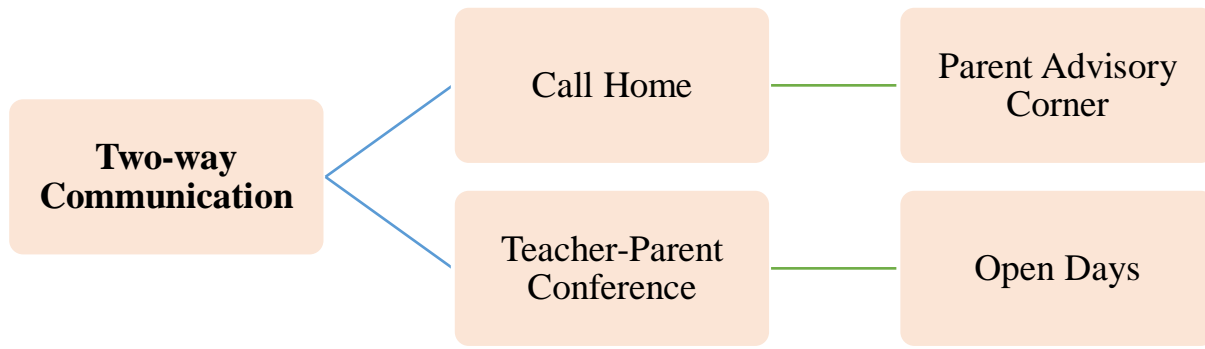
contains a mix of good and negative information. According to Davern (2004), depending on the situation, it's critical to evaluate when face-to-face contact is preferable to written communication.

Teachers can learn how to respond to a parent's nonverbal cues (for example: agreement, surprise, boredom, and animosity) and get instant feedback on how a message is being received.

**Report cards** are the traditional method of conveying permanent, written evaluative information regarding the learner's progress. Report cards must be simple and understandable for parents. According to Aronson (1995), these records should include an examination of the students' academic progress across all subject areas, details about the students' learning preferences and strengths, a social development evaluation of the child, particular goals for the student to strive toward, and recommendations for the parent. In addition, report cards typically include a request for a written response from the parent. To assess whether any follow-ups are necessary, teachers should promptly analyze the responses from parents. Well-crafted report cards, in conjunction with parent conferences, when necessary, facilitate effective communication with parents by guaranteeing that the report card does not serve as the initial point of contact when issues arise. Instead, before the typical report card, learners' performance should be supported and improved by regular progress updates, phone calls, and/or emails (Giannetti & Sagarese, 1998)

**Two-way communication:** Two-way communication is a dynamic process where both parties are open to sharing ideas, opinions, and concerns (Jares, 2002). This happens when teachers and parents dialogue together. Mutual concern, a growing trust, and an understanding of opposing viewpoints are the foundations of effective dialogue. It is the responsibility of teachers to make these exchanges as beneficial as they can. One effective communication format for this is to **call home**. Love (1996) suggests that to foster positive parent-teacher relationships, "good news calls" should be used to acknowledge a child for accomplishments or progress. Another customary format for dialogue is the **parent-teacher conference**. Successful parent-teacher conferences offer a chance to establish a productive collaboration (Minke & Anderson, 2003). When organizing the conference, teachers should be encouraged to choose a suitable time and place, notify attendees ahead of time, go over the learners' files beforehand, establish a clear agenda, and decide what will.

Figure 2: Two-way Communication Strategies



be covered, including the child's successful performance (Metcalf, 2002). It is recommended that teachers start the conference with a kind remark and a brief, informal conversation. After that, they should clearly explain the learner's progress, pay close attention to the parents' opinions, and make sure to have time to wrap up the discussion and make suggestions for future planning. Terminating the meeting more comfortably is ensured by setting a time limit at the beginning of the conference and adhering strictly to the agenda. In accordance with school board guidelines, teachers are urged to write a written conference summary as a follow-up to the meeting (Lightfoot & Lawrence, 2003). Other formats of two-way communication strategy are parent advisory corner and open days (Aronson, 1995, Bender, 2005). **Parent advisory corner:** a space in the school where parents can

read books with instructional value or discuss issues of mutual interest with teachers and other parents. **Open days** provide parents with the opportunity to learn about everything that piques their interest and needs, including the issues, circumstances, and accomplishments of their children as well as the chance to become personally acquainted with the school environment (Hill & Taylor 2004).

Another important communication strategy for improving collaboration between teachers and parents in educational settings is **digital communication** (Fullan & Rincon-Gallardo, 2016). To connect with parents in creative and efficient ways, teachers have been experimenting with a range of technologies in recent years. Schools can reach out to a large parent grouping more quickly by integrating technology (Ramirez, 2001). Classroom phones and voice mail, video technology, and school websites are all

examples of integrating technology. Communication through technology offers information exchange and progress on students' academic success and facilitates discussions, increasing the bond between parents and teachers. The study conducted by Kuusimaki et al (2019) delves into the viewpoints of teachers and parents on digital communication in the classroom highlighting the need to utilize digital platforms to improve communication and engagement between them.

In addition, there is potential for enhancing communication and collaboration when utilizing computer technology and parental observations of classrooms. Kwan and Kam (2004) showed that employing technology and incorporating parents in observations such as cameras in classrooms

**Cameras in schools can prevent conflicts in several ways, including:**

**Detering misconduct:** By giving children a feeling of observation, cameras might discourage misconduct. Because they are aware that their behavior is being monitored, students may behave better (Bulbuli, 2023)

**Providing evidence:** Students can be held responsible for their activities by using the evidence that cameras capture of misconduct. By indicating that misbehavior won't be accepted, this can aid in averting conflicts in the future (Kwan & Kam, 2004).

**Improving communication:** Teachers and parents can communicate more effectively when cameras are used. Parents can watch videos of their children's learning environments to better understand the expectations of the teacher and the difficulties their child is having (Kwan & Kam, 2004).

may yield insightful information on students' learning experiences, leading to successful conversations and collaboration between teachers and parents (Bulbuli, 2023).

Furthermore, the ability of social media to establish virtual connections between teachers and parents can foster a more collaborative environment. A sense of collaboration as well as partnership is fostered when parents and teachers can communicate and exchange information via social media. It allows for open dialogue, encourages parental involvement, and enables the sharing of ideas and resources. As a result, teachers and parents can collaborate more successfully to assist students in pursuing their academic goals (Harismawati & Mustadi, 2019).

Social media's communication ability has the potential to reduce conflict and foster greater collaboration as well as partnership between teachers and parents, giving students a more encouraging learning environment. Social media's communication ability to bring parents and teachers together creates a cooperative atmosphere that supports students' educational journey (Harismawati & Mustadi, 2019). This gives teachers and parents a channel for immediate and straightforward interaction. Traditional approaches, such as phone calls or notes conveyed through backpacks, may occasionally lead to delays or misunderstandings. On the other hand, social media platforms make it simple for teachers and parents to communicate updates and messages, which lowers the possibility of confusion and disagreement that results from inadequate or delayed communication (Harismawati & Mustadi, 2019).

Another significant strategy for avoiding conflicts between parents and teachers and making communication effective is **open and transparent communication**. Open and transparent communication is a type of communication that is characterized by honesty, clarity, and a willingness to share information (Epstein, 2001). It contrasts with closed and opaque communication, which is marked by evasiveness, lack of sharing of information, and secrecy.

Establishing trust and rapport by means of open and transparent communication between parents and teachers can be beneficial in preventing conflicts and providing quick and effective solutions when they happen.

Epstein's (2001) research highlights the need for proactive and frequent communication through parent-teacher conferences, emails, and newsletters. This strategy enables communication between the parties, enables them to address issues, and creates a shared knowledge of expectations. Resolving expectation gaps and ensuring mutual understanding may avoid conflicts (Ozmen et al., 2016).

Establishing clear expectations is one format of open and transparent communication that helps avoid miscommunications and conflicts. According to research by Henderson and Mapp (2002), setting common objectives and goals at the start of the school year can aid in coordinating the efforts of parents and teachers. To guarantee that everybody involved is aware of their respective roles and obligations in a child's education entails defining roles, responsibilities, and communication routes.

Establishing a constructive and supportive atmosphere is another successful format for making open and transparent communication. Researchers emphasize the value of empathy and clear communication in fostering parent-teacher partnerships (Chatzinikola, 2021). Conflicts can be reduced by creating a warm and respectful environment where parents and teachers feel appreciated and acknowledged. This can be accomplished by having open discussions in which both sides can voice their thoughts as well as their concerns (Fullan & Rincon-Gallardo, 2016).

It has been determined that effective communication between teachers and parents requires the fundamental ability of **active listening** (Herrenkohl et al., 2019). Active listening is a

communication strategy that involves paying close attention to what someone is saying, both verbally and nonverbally, and then reflecting on what you have heard to ensure that you have understood correctly. Chatzinikola (2021) underlines the significance of active listening in promoting respect, trust, and understanding between people, which is an essential component of successful partnerships. Kourmoussi et al (2017) created the Active Listening Attitude Scale (ALAS), which is a viable and reliable way to assess active listening abilities. This tool can help teachers evaluate and improve their active listening techniques, which will help them to effectively communicate with parents. Furthermore, Singh (2023) emphasizes that to promote respect and understanding between parents and teachers, teachers should actively listen to the worries and viewpoints of parents. Researchers claim that teachers who demonstrate empathy and actively listen to parents' concerns are more likely to foster a sense of trust and prevent conflicts. Active listening is defined as being fully present, understanding parents' perspectives, and responding without passing judgment (Herrenkohl et al., 2019, Pianta, 1999).

Another important communication skill is **empathy**. In teacher-parent interactions, empathy which is defined as the capacity to comprehend and experience another person's feelings is an essential communication skill (Chatzinikola, 2021). Teachers can foster a helpful and encouraging environment for communication by demonstrating empathy for parents and indicating that they understand and care about their problems (Singh, 2023). Empathy fosters mutual understanding and respect between teachers and parents, which can help to develop connections, prevent conflict, and establish trust.

In interactions between teachers and parents, **nonverbal communication** skills including body language, gestures, and facial expressions are crucial (Pianta, 1999). Teachers' and parents' relationship and general communication can be affected by nonverbal cues that transmit emotions,

attitudes, and intentions (Herrenkohl et al., 2019). Teachers can improve their interpersonal skills, establish rapport with parents, and foster a supportive and encouraging communication environment by being aware of their nonverbal communication.

This review of the literature offers a thorough summary of scholarly research on effective communication strategies and provides more light on the challenges surrounding teacher-parent communication and conflicts in schools. Schools can improve their communication practices and fortify teacher-parent partnerships by building on the methods of communication that have been presented.

## **Chapter 3. Methodology**

### **3.1 Research Design**

The primary objective of this Capstone Project is to explore effective communication as a conflict prevention strategy in secondary schools, in Baku and the qualitative design has been chosen for this study. Qualitative approaches are utilized due to the exploratory character of the queries. According to Creswell (2014), qualitative approaches enable both problem exploration and the development of a thorough grasp of the central phenomena. Apart from the study's exploratory character, qualitative research methodology facilitated a deeper exploration and yielded invaluable insights on effective communication and conflict prevention and resolution strategies in secondary schools. On the other hand, qualitative research techniques assist in focusing on the specifics that are not always achievable in quantitative research (Creswell, 2014). Elucidating the subjective meanings, behaviors, and social settings that are perceived by study participants is a fundamental aspect of high-quality qualitative research (Fossey, 2002).

### **3.2 Sampling**

Purposive and convenience samplings were employed in the selection of schools and teachers for the study. We selected private schools where we are working but public schools were chosen based on our prior academic experiences or familial connections which primarily aligns with convenience sampling. Convenience sampling aided in gathering data from the study's participating schools that were easily accessible (Creswell, 2014).

Instructors were selected from both public and private schools. These teachers were chosen through purposive sampling because the teachers were selected based on specific criteria including the ones

who have a minimum of five years of experience. The rationale for the selection of purposive sampling is rooted in the deliberate goal of incorporating teachers from both public and private schools in Baku, hence guaranteeing a varied representation of educational settings (Creswell & Creswell, 2017). Purposive sampling is instrumental in ensuring a diversity of teachers in terms of the schools they work for and captures a variety of experiences and points of view about teacher-parent collaboration in the Baku school setting, (Creswell & Creswell, 2017).

### **3.3 Qualifications for the teachers**

**Experience in Education:** A minimum of five years of experience in the teaching profession is required.

**Experience Working in Baku Schools:** Preference was given to teachers with teaching experience in Baku schools because they have a direct understanding of the local setting, cultural dynamics, and expectations within the community.

**Demonstrated Communication Skills:** The suitable candidate has outstanding communication skills, including the capacity to interact professionally, respectfully, and successfully with parents, coworkers, and pupils.

We asked parents, co-workers, and school administrators for suggestions to recommend educators who are well-known for their outstanding communication skills beforehand. To identify communication skills as well as the teachers who have enough experience, we sent a formal letter to school administrators and heads asking for recommendations of teachers who met our criteria for our research study. We also researched the chosen schoolteachers as some schools' websites have instructor profiles that include their years of experience and areas of specialization.

The sample size for teachers in this study consists of a total of 4 teachers, with 2 teachers selected from each public and private school. This ensures a diverse representation of teachers from both public and private schools in Baku. The study intends to capture a range of experiences and viewpoints on teacher-parent collaboration in Baku's various educational settings by incorporating two teachers from each school. This provides a thorough comprehension of the contextual factors affecting this collaboration in both public and private educational settings.

### **3.4 Data Collection**

One of the main methods used in qualitative research for gathering data is semi-structured interviews with people who experienced the same phenomena (Creswell, 2014). Interviews are a useful tool for researchers to gain a comprehensive understanding of participants' experiences, which is why this study opted to use interviews as its primary data source (Harding, 2013). Teachers participate in semi-structured individual interviews for this study. We learned more about selected teachers' approaches and experiences in handling conflicts through communications between teachers and parents. These interviews made it possible to explore complex viewpoints. Semi-structured in-depth interviews were conducted with every participant for approximately 45-60 minutes.

### **3.5 Data Analysis**

Interview Data: Thematic discourse analysis was also employed in the interview data to identify important themes and insights from the qualitative answers (Borrego et al., 2009). This method enabled the identification of many different viewpoints and experiences of effective

communication as conflict prevention strategies in teacher-parent interactions. According to Creswell (2014), the interviewer asks a list of questions during the interview. To discover recurrent themes and patterns linked to effective communication as a conflict prevention strategy in teacher-parent interactions, interview transcripts are used for analysis. Interviewers used notes during the whole interview session and recorded the participants. According to Gay et al. (2011), taking notes during interviews may influence how accurately the data is documented. Interviews make it feasible for the researcher to collect data that might not be possible with other techniques. Additionally, a thorough analysis of the data gathered is a part of the qualitative research component to provide a deeper knowledge of the underlying variables impacting teacher-parent partnership and cooperation (Chen et al., 2015). Rich, in-depth insights on the nuances of communication and conflict prevention techniques within the framework of creating successful parent-teacher partnerships are provided by this analysis.

### **3.6 Ethical Considerations**

The study abides by ethical guidelines, guaranteeing data protection, informed consent, and confidentiality. Participants' confidentiality and privacy were maintained throughout the study. Official emails were sent to all school principals for this purpose, explaining the reason for the interview and that participation is completely voluntary and the responses are anonymous. Since ethics is the cornerstone of the research process, obtaining participants' agreement is one of the top objectives before conducting interviews. It is the moral duty of researchers to maintain participant anonymity, respect, and truthful portrayal of their experiences and opinions throughout the study.

- **Informed consent:** Study participants got information on the purpose, parameters, and possible outcomes of the study before the interview (Emanuel et al., 2000). Participants were requested to sign an informed consent form before the interview, indicating their comprehension of an agreement with the terms stated therein (American Psychological Association, 2017).
- **Confidentiality:** All interview material including transcriptions and audio recordings was kept on password-protected, access-controlled PCs.
- **Transparency:** Participants can leave the study at any time if they feel uncomfortable, ensuring that participants have a sense of empowerment and control over their involvement in the process (Reyes, 2017).

### **3.7 Data Interpretation and Reporting**

The results of the findings were analyzed to determine the best ways employed by teachers and perceived as being effective in reducing conflict and facilitating communication in teacher-parent collaborations. The findings are written in our paper as well as will be presented thoroughly through a presentation at ADA University, emphasizing important topics, concerns, and recommendations to foster effective collaborations and partnerships.

## Chapter 4. Findings

### 4.1 Profiles of schools

The school X is a well-known private school in Baku, Azerbaijan. It offers a high-quality British curriculum as a private school, providing students with a rigorous and globalized education. Affiliated with Odlar Yurdu University, the school emphasizes academic excellence, cultural diversity, and a holistic approach. The curriculum fosters critical thinking, creativity, and leadership qualities in its students by integrating extracurricular activities with core topics. With its modern facilities, experienced faculty, and dedication to quality, the British School in Baku is a premier educational institution dedicated to preparing students for success in a globalized world.

The school XX is a private school in Baku, Azerbaijan, with a focus on mathematics. Founded in 2018, school XX has eight campuses throughout the city. Students can choose to study in Azerbaijani, English, or Russian streams. XX school's curriculum combines British and National curriculum standards. The mission of School XX is to provide students with a high-quality education in mathematics and other subjects.

School Y is a public school located in the Khatai district of Baku city. The school was commissioned in 1976. In addition to a well-kept yard, there are study buildings, a gymnasium, a dining hall, a library, an assembly hall, laboratories for chemistry, physics, and biology, an informatics office, a state-of-the-art cabinet that satisfies modern standards, and an assembly hall. The school was overhauled in 2012 at the expense of state funds. The school has a five-day work schedule. All the staff at the school are highly qualified. Presently, educators use electronic textbooks all the time in the classroom. They also design and implement their electronic lessons. The school assigns the hours allotted for faculty and individual group exercises to subjects at the

request of the students, beginning in the sixth grade. In the tenth and eleventh grades, subject areas receive more intensive work in this manner.

The school YY is a public school situated in Baku City's Sabunchu District. The secondary school's two buildings, which were constructed in 1939 and 2002, were demolished in 2019 and replaced with a new structure that can house 960 students. The school's new facility has 40 classrooms, 2 informatics rooms, 4 labor training rooms, military, music rooms, chemistry, physics, and biology laboratories, a library, sports, assembly halls, and 2 canteens. All these spaces are outfitted with innovative educational resources. This educational institution also underwent improvements to its 2006-built 288-student instructional building and gymnasium. 2652 students are being educated by 112 teachers in the school. The school library's contents are arranged in accordance with current standards. The library now has a designated reading area. The school participates in several competitions and activities at the district, city, and republic levels with success and consistently produces excellent results.

## **4.2 Analysis of Interview Data**

### **4.2.1 Profiles of Respondents**

The profiles present a varied collection of respondents with a range of educational positions who emphasize the importance of collaboration as well as communication in the educational process. Among the teachers, two work in public schools, and the others in private ones. With one exception, they all have the same teaching background which is English Teaching.

### **4.2.2 Communication with parents**

Teachers from both public and private schools provided answers to questions about parent-teacher communication. Every respondent admitted using a variety of communication channels, including email, Class Dojo, direct meetings, phone calls, and WhatsApp.

Respondent A from school X mentioned:

*[ Yes, daily, I communicate with their parents, sometimes I communicate with the guardians or their grandparents. I sometimes prefer face-to-face meetings with them but sometimes I do it online via e-mail, most of the time yes, it's an e-mail.]*

Respondent B from school YY mentioned:

*[ Since I started teaching at school, I have requested parents to create a WhatsApp group and add me. This allows me to keep them informed about their children's progress or any difficulties they may encounter. Additionally, I write notes in students' gradebooks every day to ensure regular communication.]*

Respondent C from school Y mentioned:

*[ There are several ways I communicate with parents. I schedule regular meetings with parents to discuss their child's progress, strengths, areas for improvement, and any concerns they may have. These conferences provide an opportunity for open dialogue and collaboration in supporting the student's learning journey. Then, I often make phone calls to parents to provide updates on their child's academic performance, behavior, or any noteworthy achievements. This direct communication allows for immediate feedback and addressing any pressing issues.]*

Respondent D from school XX mentioned:

*[ We communicate with parents. I would say not every day, but twice, once in a week we have to communicate with parents. And it's important to talk with parents.]*

Teachers' regular use of a variety of communication platforms emphasizes how crucial it is to have an honest and ongoing conversation with parents. The increase in popularity of WhatsApp points to a shift toward more immediate and casual communication that may fit in with the fast-paced nature of contemporary parenting and education.

Nonetheless, combining face-to-face interactions with email indicates a balanced approach that acknowledges the importance of both formal written communication and personal interaction. These results demonstrate how educators may be flexible in using a range of communication platforms to encourage parent-teacher collaboration and ensure the overall development of their students.

#### **4.2.3 Communication practices and channels**

The responses show a wide variety of communication strategies catered to individual preferences and educational environments. The widespread use of digital platforms like email and WhatsApp highlights the speed and convenience these technologies provide, allowing teachers and parents to communicate quickly and share updates.

However conventional approaches — such as face-to-face meetings, phone conversations, and parent conferences remain essential, highlighting the indispensable importance of personal connections and detailed discussions in effectively satisfying the needs and concerns of students.

Respondent A from school X stated:

*[ I use face-to-face meetings with them so but sometimes I use online tools like WhatsApp which can be Class Dojo. It can be e-mail most of the time, I try to use e-mail because it's more formal but sometimes I also use WhatsApp because not all the parents have their e-mail addresses but all of them have their WhatsApp, so I use WhatsApp a lot.]*

Respondent B from school YY stated:

*[ I regularly utilize WhatsApp groups to communicate with parents and share any necessary information regarding the students. Furthermore, I actively engage in all parent-teacher conferences to both receive and provide feedback.]*

Respondent C from school Y stated:

*[ I schedule regular face-to-face meetings with parents to discuss their child's progress, strengths, and areas for improvement. These meetings provide an opportunity for in-depth discussions and building a strong partnership between home and school. I also make phone calls to parents for more immediate updates or to address any concerns regarding their child's academic performance, behavior, or participation in class activities. Using a student markbook is also a great way to keep parents informed about their child's academic progress.]*

One respondent's usage of written diaries emphasizes the value of keeping well-organized records, which helps teachers monitor students' development thoroughly and provide parents with tailored comments.

Respondent D from school XX stated:

*[ We are using diaries for handwritten short notes or messages to parents because they sign the diaries every week. Like they're reading the comments over commands and signing the diaries. So, from that signature, we understand that the parent knows about the problem or knows about the issue that happens during the lesson or maybe at school during break time. Furthermore, every five months approximately we have parents' teacher meetings. We have face-to-face communication.]*

#### **4.2.4 Challenges in communication**

The answers highlight the variety of difficulties educators confront when interacting with parents. Parent-teacher collaboration can be hampered by technological challenges, such as parents who do not check their emails or use communication platforms. These examples illustrate the digital divide. Furthermore, while meeting the different learning requirements of students and fostering a happy learning environment are essential for their success, they can also create challenges with communication if not handled properly. Teachers have to work through these issues to provide a welcoming and stimulating learning environment.

Additionally, the need to develop trust becomes clear as a major subject, with parental fear and unfavorable prior experiences influencing communication quality. Overcoming these obstacles and fostering cooperative partnerships require building open, honest, and helpful relationships with parents.

Respondent A from school X stated:

*[ I invite their parents to the meetings they tell me that they don't have time to come because they are working or sometimes, I send them an e-mail. Still, they say that they are sorry*

*they haven't seen that e-mail, so this could create some misunderstanding or misinterpretations between us.]*

Respondent C from school Y stated:

*[ As a teacher, I face a myriad of challenges on a day-to-day basis. One of the most significant challenges is meeting the diverse learning needs of my students. Every student comes to the classroom with unique abilities, backgrounds, and learning styles, which requires me to tailor my instruction to accommodate this diversity effectively.*

*Another challenge that I encounter as a teacher is when students lose interest in learning, particularly in subjects that they find challenging or uninteresting.*

*One of the biggest challenges is maintaining a positive and inclusive classroom environment while teaching. including disruptive behavior, aggression.]*

In conclusion, better parent-teacher interactions may be facilitated by recognizing and resolving the challenges raised through proactive engagement and tailored communication tactics, which will eventually improve students' learning and well-being.

#### **4.2.5 Benefits of collaboration and communication**

All respondents believe that collaboration is necessary for successful outcomes and healthy relationships because it can result in more output, more creativity, better problem-solving, better communication, higher motivation, better cooperation, and higher job satisfaction.

Respondent B from school YY stated:

*[ Clear communication is indeed highly beneficial for creating a strong connection among students, parents, and teachers. I've observed that students whose parents regularly reach out to me for feedback tend to improve in English. They demonstrate a strong commitment to their studies, diligently complete their tasks, and exhibit positive behavior in class. Moreover, I firmly believe that feedback should not be limited to just one direction. Students and parents should also feel empowered to communicate their needs and concerns to teachers.]*

Respondent D from school XX stated:

*[ Collaboration between teachers and parents enhances the learning environment first. First, improves students' outcomes of course, and strengthens their relationship between home and school. So, I think that collaboration plays a crucial role in solving students' nonacademic problems. It's so important even for a child for a period and for a school.]*

The importance of collaboration in improving student results and creating welcoming learning environments is widely acknowledged by the respondents. Students can benefit from learning from one another, strengthen their critical thinking abilities, and become more engaged in their education.

#### **4.2.6 Effective strategies for promoting collaboration.**

Building strong connections with parents can be achieved through effective strategies such as active listening, open communication, and starting with positive moments, according to the respondents.

Respondent D from school XX stated:

*[ I always try to create an environment where both parties, I mean parents, teachers, children, and learners feel comfortable. Sharing their thoughts is so important. Active listening plays a pivotal role because when you start to meet with the parent it's very important to listen first, to show that you have a positive reaction to all that happens at school and that you're ready to listen, you're ready to assist, solve the problem.]*

Respondent A from school X stated:

*[ I think that we have to be able to persuade parents and always use soft and welcoming language. We should show them how we care about their children. If parents believe that we are doing everything for our children's progress because we love their children, in that case, everything can get better. We have to start all the time with positive comments then if there is something negative keep it to the end. Our school also sometimes holds workshops to recognize our culturally diverse community and respect each other. These workshops also build collaboration between teachers and parents.]*

In addition, they recommend parent-teacher conferences, frequent communication, and parent involvement in school events as effective means of keeping parents updated and involved in the education of their children.

Developing mutual respect and trust are also emphasized as successful strategies for encouraging an effective relationship between teachers and parents.

#### **4.2.7 Facing conflicts.**

Conflicts between teachers and parents frequently stem from misunderstandings, different expectations, and problems with student achievement. Misunderstandings, different expectations,

and a lack of clarity are all mentioned by the respondents as possible causes of conflict. Personality differences can occasionally be the source of disputes between parents and teachers. Differences in cultural origins between parents and instructors might cause misunderstandings and conflicts. Parent-teacher conflicts and miscommunications can result from poor communication.

#### **4.2.8 Identifying and Addressing Conflicts**

According to the responses identifying and addressing potential conflicts before they escalate into serious issues is essential in maintaining a harmonious environment between parents and educators. This proactive approach involves several key strategies. Firstly, having contingency plans in place allows educators to anticipate and respond to issues as they arise, preventing situations from spiraling out of control. Effective communication, characterized by positive and respectful language, fosters collaboration between parents and teachers, enabling them to address concerns together and find solutions. Active listening plays a crucial role in understanding underlying issues and resolving conflicts before they escalate. Providing daily feedback helps to keep parents informed and prevents surprises that may lead to negative reactions. Moreover, regular check-ins and equipping both parties with conflict resolution strategies contribute to early intervention and constructive problem-solving. Overall, by recognizing warning signs, maintaining open communication, and taking timely action, potential conflicts can be mitigated, ensuring a conducive learning environment for all involved.

#### **4.2.9 Common reasons for conflicts**

From the responses, several common reasons for conflicts between parents and educators emerge. These include discrepancies in perceptions of students' behavior and academic performance, with parents sometimes holding unrealistic expectations or biases about their children. Issues related to

assessment and grading can also be contentious, particularly when parents prioritize high grades without considering the broader educational experience. Teaching styles and methods may clash with parental preferences, leading to disagreements over educational approaches.

Respondent B from school YY stated:

*[ In my opinion, the most common issue arises from assessment. Unfortunately, many parents tend to place excessive importance on grades and overlook the fact that they are simply numerical indicators of a student's performance. Viewing grades as a competition, parents often pressure teachers to assign high grades so they can feel reassured.*

*Another issue revolves around student misbehavior and teachers' punishment methods. Some parents perceive their children as angels and may be unaware of their actual behavior in the classroom. Consequently, when teachers provide feedback about their children's behavior, it can be difficult for parents to accept.]*

Respondent A from school X mentioned:

*[ Some of the things can be related to the children's behavior because parents could think that their children are better than others or they are very clever, but we are always with them in the class, and we know each other better than them. So, something can be related to their grades all the time, it happens because we give them grades then parents think that their child is better at home why do you give him or her bad grades? Lastly, maybe this can be poor communication. If there is not enough communication between teachers and parents about students' grades, behaviors, expectations, needs, etc. there could be conflicts between them.]*

Additionally, conflicts may arise from student misbehavior and discipline, highlighting the importance of clear communication and mutual understanding between teachers and parents regarding behavioral expectations. Overall, addressing these issues through proactive communication and collaborative problem-solving can help prevent conflicts from escalating and foster positive parent-teacher relationships.

#### **4.2.10 Providing Courses, training sessions, or meetings about teacher-parent communication and collaboration**

Sample Schools in Baku offer various avenues for improving parent-teacher communication, primarily through training sessions, workshops, and regular meetings. Continuous professional development (CPD) sessions are conducted monthly focusing on real-world scenarios related to parent-teacher interactions and classroom dynamics in private schools. These sessions encourage critical thinking and collaboration among teachers, fostering empathy and understanding between educators and parents. Additionally, parental meetings held at the end of each month provide opportunities for direct interaction, enabling parents to address concerns and receive updates on their child's progress.

Respondent A from school X mentioned:

*[ Every month we have some CPDs, and continuous professional development sessions which give us real-world scenarios related to teachers and parents or classroom situations and make us think critically. These critical thinking and case studies make teachers work collaboratively with other teachers and hear each other's opinions in different situations, mostly the topics are about parents and teachers, their collaboration, and communication.*

*There are also parental meetings at the end of each month which allow interaction with each other, to address the concerns.]*

Respondent B from school YY mentioned:

*[ We have just a pedagogical meeting in our school. In every pedagogical meeting with the principal, she emphasizes the significance of parent-teacher communication and encourages teachers to cultivate empathy and understand both students' and parents' perspectives.]*

Respondent C from school Y mentioned:

*[ Not any courses or training. But we have teacher-parent meetings. Regular parent-teacher meetings where parents have the opportunity to meet with teachers and discuss their child's progress. These meetings are important for maintaining open lines of communication between parents and teachers, and for fostering a positive relationship that can benefit the development of the student. During these meetings, parents can share their concerns, ask questions, and provide feedback to teachers. Teachers, on the other hand, can share information about the student's academic performance, behavior, and any areas of improvement.]*

Respondent D from school XX mentioned:

*[ Yes, of course, all the school provides a lot of training sessions. Every year at least once in three months we have training sessions. We have different workshops and great coordinators. They're organizing such types of meetings even though we have a special department and the specialist of this department always tries to provide us with all the information on how to react in different situations.]*

While some schools emphasize the importance of parent-teacher communication during pedagogical meetings, others prioritize regular parent-teacher meetings to maintain open lines of communication. Training sessions aim to equip teachers with skills to effectively manage student-teacher relationships and address conflicts, ultimately promoting student success through personalized education approaches. Overall, ongoing training and workshops play a vital role in enhancing parent-teacher relationships and facilitating student development in Baku schools.

#### **4.2.11 Using technology and digital platforms for enhancing communication and collaboration.**

Utilizing technology and digital platforms to enhance communication between teachers and parents in Baku schools is seen as crucial by educators. Various tools such as Google Classroom, email, WhatsApp, Microsoft Teams, and learning management systems (LMS) like Blackboard or NEO are already being employed. These platforms facilitate daily updates, and progress reports, and address concerns efficiently. For instance, Google Classroom allows teachers to upload homework and lesson materials, keeping parents informed about their child's academic activities.

Respondent D from school XX mentioned:

*[ Yes, 21st-century technologies are very important, and I can say that technology has made it easier for educators and parents to communicate regularly. We, teachers, can use emails like different messaging applications or other management systems to share updates and information. Sharing information with parents via media platforms helps teachers to have effective virtual meetings.]*

Respondent B from school YY mentioned:

*[ In my opinion, yes, utilizing platforms such as Blackboard or NEO, or various types of Learning Management Systems (LMS), is an excellent method for enhancing communication between teachers and parents. These platforms enable parents to stay informed about their children's attendance, performance, and grades at school. Beginning implementation in central schools is preferable, as many parents in urban schools of Baku may encounter challenges in adapting to new management systems. However, despite the initial difficulties, this step is crucial, as WhatsApp groups, while convenient, are informal means of communication and lack confidentiality for teachers.]*

Additionally, online portals provide real-time access to grades, assignments, and school events, ensuring transparency and collaboration between teachers and parents. Virtual meetings via platforms like Google Meet or Zoom are also preferred, especially when face-to-face discussions are not feasible due to time constraints or external factors like the pandemic. Overall, technology-enabled communication fosters effective dialogue and decision-making between educators and parents, ultimately benefiting students' academic success and well-being.

## Chapter 5. Discussion

This chapter discusses the vital connection that exists between the results of the capstone project and the work that has been evaluated. All respondents emphasize how important it is to work with parents to guarantee positive student results, a sentiment that is also reflected in authors Acikalin & Turan's (2015) discussion of the importance of parent-school interactions. Employing a variety of communication techniques, including in-person meetings and online discussions, respondents exhibit their dedication to successfully interacting with parents. This is consistent with Barlow's (2015) research, which highlights the value of effective communication in resolving conflicts.

The respondents' emphasis on real-time communication aligns with the study conducted by Herrenkohl et al. (2019) which found that immediate interaction is preferred. Furthermore, the differences noted among participants regarding communication preferences—specifically, the preference for written communication for engagement—are in line with Baker's (2011) study on encouraging cooperation between teachers and parents using a variety of communication methods. As they address issues such as expectations management and moving past bad experiences, the interviewees present a variety of viewpoints that are evocative of the nuances described in Gonzalez & Hartley's (2017) research on conflicts in educational settings. Some respondents struggle with parental availability, while others resolve conflicts over instructional strategies like an issue Baker (2011) examined in relation to difficulties in promoting collaboration.

The respondents' general agreement that collaboration improves student outcomes and learning environments is consistent with the research findings of other researchers. Notably, Baker (2011) and Saritas (2005) capture the variety of perspectives voiced by the respondents by delving into the nuances of striking a balance between outcome enhancement and professional advancement.

All respondents supported strategies including the involvement of parents, open communication, and active listening, which are in line with best practices found in the literature. The focus on conflict resolution through open communication, along with a variety of strategies that span from quick settlement of conflicts to empathetic interventions, reflects the complex nature of ways to resolve conflicts as explained by Kourmoussi et al. (2017). Research has shown that conflicts resulting from behavioral contradictions, unfulfilled expectations, and educational issues can be identified as common triggers, such as miscommunication and different points of view. Beyond this complex network of triggers, Epstein (2018) and Jares (2002) provide additional context for the talks by placing them in the context of previous literature. The insights provided by the respondents support the acknowledgment of the critical role that training sessions play in improving collaboration and communication between teachers and parents. This is consistent with Sever's (1998) emphasis on the need for educators to have specific training in conflict resolution and effective communication techniques, emphasizing the critical role that professional development plays in promoting positive interactions. Since all respondents recognize that technology may significantly improve communication and involvement of parents, the academic discourse on using technology to strengthen teacher-parent collaboration as highlighted by Harismawati&Mustadi(2019) is supported.

An in-depth review reveals that respondents were in complete agreement on the critical role that communication and collaboration play in fostering a positive learning environment and assisting students in achieving their goals. Although the respondents demonstrate common approaches such as active listening, open communication, and parental integration, small differences in their techniques highlight the need for customized, situation-specific solutions. Teachers can improve the quality of instruction and promote student success by organizing their parent-teacher

relationships, utilizing technology, and taking advantage of professional development opportunities.

## **Chapter 6. Conclusion**

### **6.1 Limitations of the study**

Gender: Like many educational environments around the world, Baku schools could have a gender imbalance in the teaching profession, with a higher proportion of female teachers than male teachers (Elnur, 2021). For formulating a problem statement of research preliminary data was collected through a survey. Ninety-three percent of whole respondents were female, according to the preliminary data analysis. During the data collection process, teachers from Baku's public and private schools were interviewed. Additionally, all interview participants were female. In this regard, data addressing potential conflict scenarios involving male representatives could not be gathered. There is a chance that the experiences and viewpoints of male teachers are ignored because a sizable portion of educators in Baku's schools are female. A potential bias toward interpreting communication and conflict resolution primarily from the perspective of female teachers is suggested by the early data analysis, which shows a high number of female responders. This could lead to an insufficient understanding of the difficulties male teachers encounter when trying to effectively communicate with parents and resolve conflicts. A more thorough understanding of communication dynamics and conflict prevention strategies in Baku schools might be achieved by including the important findings that the research overlooks. By concentrating just on female teachers, the research may miss the whole range of experiences and useful tactics applicable in varied educational contexts. Different genders may face different obstacles or use different communication ways.

Sample size: A small sample size decreases the study's statistical validity. It is possible that a small sample size did not capture the diversity and variability of the population. There may be a risk to the findings' validity and reliability. While validity relates to the accuracy of the study's intended

measurement, reliability refers to the consistency of the results (Brinberg & McGrath, 1985). Due to the limited number of interview participants, difficulties were identified regarding the type of conflicts faced by teachers in Baku schools, as well as the strategies they use to prevent conflict situations. During the study, four schools in Baku were selected and interviews were conducted with four teachers from Baku schools. The specified number of study participants limited the data obtained during the research analyses. The study's limited sample size imposes additional restrictions that affect the scope and depth of the research findings. First off, the limited sample size may not accurately reflect the range of experiences and perspectives held by educators in Baku's many schools. Due to this lack of representativeness, results may be skewed and not fairly represent the entire spectrum of conflict situations and communication techniques employed by the larger teaching community. The study's reliability is additionally impacted by the small sample size. There is doubt about the consistency of the results since there may be inconsistencies that would not be as noticeable in a larger, more varied sample due to differences in the experiences of the four teachers that were questioned. The general credibility of the study's conclusions may be weakened by this inconsistency. The limited sample size severely restricts the validity, reliability, and generalizability of the study's conclusions, even though it offers preliminary insights to conflict prevention strategies through effective communication in Baku schools.

## **6.2 Recommendations**

Based on the findings of this study, the following recommendations are made to improve the efficiency of communication as a technique for reducing conflicts between teachers and parents in Baku schools:

**Training and Workshops for Effective Communication:** Provide thorough training programs for teachers and administrators to improve their communication skills. Schools may educate educators with the tools and strategies to negotiate difficult circumstances, create connections with parents, and encourage cooperation and teamwork within the school community (Kraft & Rogers, 2015).

**Using Diverse Communication methods:** Encourage continual discourse between teachers and parents by utilizing a range of communication methods in addition to regular meetings. Schools should use a variety of communication methods, including digital platforms like Moodle, Google Classroom, newsletters, surveys and feedback forums, and parent-teacher conferences, to ensure information is accessible, current, and inclusive.

**Parent-Teacher Groups (PTAs):** Encourage active engagement in parent-teacher groups or committees that work together on school-related activities, events, and projects. PTAs provide opportunities for open communication, idea sharing, and partnership formation, hence increasing trust and collaboration between teachers and parents.

**Community Engagement Platforms:** Collaborate with community organizations, local companies, or civic groups to develop community engagement platforms or events that bring together parents, and educators. These platforms encourage cross-sector collaboration, resource sharing, and community participation in education, therefore building relationships between schools and the larger community (Auerbach, 2010)

Baku schools can improve communication effectiveness, promote parent-teacher collaboration, and reduce conflicts by incorporating these new communication techniques into their strategies, resulting in a positive and supportive school environment that promotes student success and well-being.

### **6.3 Final Product**

The capstone project wraps up in a comprehensive workshop intended to give teachers valuable ideas and strategies for improving communication and resolution of conflicts in educational environments. The session is divided into two main sections: Section A Conflicts in schools, while Section B concentrates on developing strategies for effective communication.

#### **Section A: School Conflicts**

Description of the Session: The purpose of this session is to provide participants with a deeper knowledge of the conflicts that are common in school environments, with a focus on teacher-parent conflicts and the effects they have. Participants are going to explore a variety of conflict situations and understand both the advantages and disadvantages they may have for the school community.

Learning Objectives:

- Define what constitutes a conflict in a school environment.
- Identify various types of conflicts that can occur.
- Recognize the specific nature of teacher-parent conflicts.
- Understand the positive and negative impacts conflicts can have on schools.

#### **Section B: Developing Communication Using Strategies.**

Description of the Session: This session highlights how crucial it is for parents and teachers to improve their communication strategies to promote positive relationships and prevent conflicts. It explores practical techniques for creating strong channels of communication within the educational environment.

Learning Objectives:

- Define the concept of communication in the context of teacher-parent interactions.

- Explore specific strategies to build effective communication channels.
- Understand the role communication plays in conflict prevention and resolution.

### **Participant Handbooks**

Each participant will have a handbook during the workshop session. A comprehensive handbook that summarizes the workshop content for both sections will be provided to participants. An overview of the next section, concise explanations of the content of the session, important terminology, and notes section for teachers are all included in each handbook. These handbooks are excellent sources of information for after-workshop study and reference.

In conclusion, the Workshop provides teachers with a dynamic platform to empower them with the information and skills they need to effectively handle conflicts and foster harmonious relationships within the school community. A healthy and supportive learning environment that benefits all stakeholders can be greatly enhanced by teachers placing a high priority on communication and conflict resolution strategies.

### **‘6.4 Conclusion**

Effective communication is essential for building harmonious relationships and resolving conflicts between teachers and parents in Baku schools. This Capstone Project has shed light on the importance of open, transparent, and collaborative communication channels in improving understanding and cooperation among teachers and parents by exploring the function of communication methods in conflict resolution.

Our findings from the interviews performed as part of this research highlight the critical importance of communication in preventing and resolving conflicts between teachers and parents.

Participants stated that successful communication acts as a channel for communicating information, resolving conflicts, and fostering mutual trust and respect. Teachers and parents may help students more successfully by promoting an environment of open discussion and active listening (Epstein, 2018).

Furthermore, our findings emphasize the necessity of proactive communication methods in anticipating and resolving possible conflicts before they escalate. Regular communication channels, such as parent-teacher meetings, emails, and WhatsApp messages may keep parents up to date on their child's growth, academic achievement, and any concerns or difficulties that may emerge.

While good communication is critical in reducing conflicts, it is important to recognize that conflicts may still occur despite proactive communication attempts. In such cases, it is critical to approach conflicts with empathy, transparency, and a desire to listen to and comprehend the viewpoints of all concerned parties. Schools may turn conflicts into opportunities for development, learning, and stronger connections by addressing them quickly, openly, and collaboratively.

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## **Appendix A**

### **Respondent A ( School X)**

*Interviewer: Dear participant. First, thank you for accepting my invitation. Did you read the consent form?*

*Interviewee:* Yes, I did!

*Interviewer: Do you agree with everything with the content?*

*Interviewee:* Yes, I agree.

*Interviewer: Please introduce yourself, your education, gender, years of experience, years of working in the school subject taught etc.*

*Interviewee:* OK, my name is xxx. I'm 28 years old I graduated from the Azerbaijan University of Languages with my bachelor's degree and right now I'm doing my master's degree. So, as you see I'm a female and I am working as an English teacher in one of the private schools. I have been working for 5 years in this school.

*Interviewer: Do you communicate with parents? If yes how?*

*Interviewee:* Yes, daily, I communicate with their parents, sometimes I communicate with the guardians or their grandparents. I sometimes prefer face-to-face meetings with them but sometimes I do it online via e-mail, most of the time yes, it's e-mail. Sometimes I use online tools like Class Dojo. I send them messages so they get it, and we communicate like that and sometimes if something is really serious, I give them my number so they can call me, or they can write me a message.

*Interviewer: What are your communication practices or channels with parents?*

**Interviewee:** OK, as I said sometimes if something is serious, I use face-to-face meetings with them so but sometimes I use online tools like WhatsApp which can be Class Dojo. It can be e-mail most of the time, I try to use e-mail because it's more formal but sometimes I also use WhatsApp because not all the parents have their e-mail addresses but all of them have their WhatsApp, so I use WhatsApp a lot.

**Interviewer:** *Have you faced any challenges with that communication? What kind of?*

**Interviewee:** Uh sometimes yes. I had I have had for example sometimes I invite their parents to the meetings they tell me that they don't have time to come because they are working or sometimes, I send them an e-mail. Still, they say that they are sorry they haven't seen that e-mail, so this could create some misunderstanding or misinterpretations between us.

**Interviewer:** *What are the key benefits of fostering collaboration and communication between teachers and parents?*

**Interviewee:** OK, this is something we must do, we have to communicate with parents daily because if we don't communicate with them daily, they will not have information about their child's progress or strengths and even weaknesses. So, we have to be all the time in touch with them to inform parents about their children's academic progress or weaknesses which also builds trust between parents and teachers. They should feel free to reach out to us and we do too. We also have regular meetings with parents to build collaboration and communication easily. It also enhances the lifelong learning process in the learning setting.

**Interviewer:** *In your experience what strategies or practices have been effective in promoting collaboration between teachers and parents? Why do you think so? Could you please provide some samples?*

**Interviewer:** I think that we have to be able to persuade parents and always use soft and welcoming language. We should show them how we care about their children. If parents believe that we are doing everything for our children's progress because we love their children, in that case, everything can get better. We want to do all these things because of their child's future. For example, I try to use positive language in the parental meeting and in my writing when I give information about their children. We have to start all the time with positive comments then if there is something negative keep it to the end. For instance, if you ask for feedback about your child, I start the conversation in this way. Nijat is a very good student, he's trying his best but sometimes his misbehaving can cause less focus, or he cannot concentrate more because he's talking too much. I know that if we work together, it will be more beneficial for their children, so all the time I start with the positive, then in that case parents also will not be in defensive mode. Our school also sometimes holds workshops to recognize our culturally diverse community and respect each other. These workshops also build collaboration between teachers and parents.

**Interviewer:** *Have you and your colleagues faced conflicts with parents? Could you please bring examples?*

**Interviewee:** I have faced it, but it happened not so far. It happened a month ago. OK, one of my students in my class started fighting with each other then I invited their parents to the school to inform them about the incident and to be able to work together to solve the problem. To my surprise, one of the parents even told me that you know I told my child that if someone hits you have to do the same to him and I tried to explain to him that no this is not a good way to solve the problems they have to respect each other and he said that no you are wrong, this is my son so I know better than you. That conversation caused tension between us, and I did not know how to explain that parent. But I started to hold myself and keep silent and explain to parents our school's

policy and rules. I talked professionally and said that it would be to work together to solve the problem. Maybe that conversation started with a misunderstanding and caused a conflict between us but my willingness to work together and respectful behavior soothed the situation. So, understanding each other and positive language and communication a key to solving all kinds of conflicts.

***Interviewer: Do you think potential conflicts could be identified and addressed before they escalate into more serious issues? Why do you think so?***

***Interviewee:*** Good question. I think that we should always have plan B in those moments. We have to plan everything when we enter the class or parental meeting. If we see that there is a problem, for example, about the misbehaving child in that case we have to know what we will do next. By saying plan B I meant this. The second is the right communication. If you use positive and respectful language you can calm the situation before escalating or when parents have concerns about something and they know who to approach and how. If they have a good collaboration, the parents can easily reach out to teachers to talk about their concerns with them. So, collaboration is very important in that case to address their problems and find solutions. Another important thing is active listening to be able to know what the problem is and how to address it before escalating. By listening to each other we can build respect among each other.

***Interviewer: From your experience what are some common reasons that may lead to conflicts between parents and educators?***

***Interviewee:*** Some of the things can be related to the children's behavior because parents could think that their children are better than others or they are very clever, but we are always with them in the class, and we know each other better than them. So, something can be related to their grades

all the time, it happens because we give them grades then parents think that their child is better at home why do you give him or her bad grades? And the behavior of course because I heard from so many parents that you know teacher my child is super calm at home, I don't know what happened to him at school or why you are complaining all the time about my child. One of the main reasons can be being biased. Some teachers can be biased towards their students, leading to conflicts between teachers and parents. Or some parents do not like teachers' strategies, and teaching methods which can cause conflicts. Sometimes there are not enough resources in the classroom for students from different cultures or students with special needs, which is one of the main reasons for the conflicts. Lastly, maybe this can be poor communication. If there is not enough communication between teachers and parents about students' grades, behaviors, expectations, needs, etc. there could be conflicts between them.

***Interviewer: Does your school provide any courses, training sessions, or meetings on parent-teacher communication? If yes share more information about it, please? And how does it affect the development of parent-teacher relationships?***

***Interviewee:*** Every month we have some CPDs, and continuous professional development sessions which give us real-world scenarios related to teachers and parents or classroom situations and make us think critically. These critical thinking and case studies make teachers work collaboratively with other teachers and hear each other's opinions in different situations, mostly the topics are about parents and teachers, their collaboration, and communication. They invite all class teachers so that novice teachers also have an opportunity to get more expert teacher's opinions. There are also parental meetings at the end of each month which allow interacting with each other, to address the concerns. These training and workshops have an essential role in building trust and addressing

potential issues and concerns. At the same time, these kinds of meetings foster collaboration between teachers and parents, supporting students' academic success and development.

*Interviewer: Can technology and digital platforms be utilized to enhance communication between teachers and parents?*

**Interviewee:** Good question. I cannot imagine our lives without digital platforms and technology. Modern teachers should especially know how to use technology to have interactive and engaging lessons which enables students to understand better. For example, we use Google, email, WhatsApp, Microsoft Teams, and so on to communicate with parents about daily updates, and progress or if there are concerns that need to be addressed technology is a lifesaver in that case. Our school also uses Google Classroom which allows us to upload students' homework, lesson objectives, or links to books and videos if they are needed. The students write their homework and upload it on that platform. It enables parents also to see their students' homework and their work. All these platforms foster collaboration and good communication between parents and students, even students. Parents stay informed and updated with the help of these platforms.

**Interviewer: Thank you very much for your participation.**

**Interviewee:** Thank you. It is my pleasure.

## **Appendix B**

### ***Respondent B (Shool Y)***

***Interviewer:*** *If you are ready, we can start our interview.*

***Interviewee:*** Yes, I am ready. We can start.

***Interviewer:*** *Pls introduce yourself (education, gender, years of experience, years of working in this school, subject taught, etc).*

***Interviewee:*** Hello! My name is xxxx. I'm 30 years oldş I graduated from Azerbaijan University of Languages with a major in English Language Teaching, earning an honorary degree. I successfully passed the Teacher Recruitment Exam and began teaching ESL at public school number xxx. I have eight years of experience working as an ESL teacher.

***Interviewer:*** *Do you communicate with parents? If yes, how?*

***Interviewee:*** Since I started teaching at school, I have requested parents to create a WhatsApp group and add me. This allows me to keep them informed about their children's progress or any difficulties they may encounter. Additionally, I write notes in students' gradebooks every day to ensure regular communication.

***Interviewer:*** *What are your communication practices or channels with parents?*

***Interviewee:*** As mentioned previously, I regularly utilize WhatsApp groups to communicate with parents and share any necessary information regarding the students. Furthermore, I actively engage in all parent-teacher conferences to both receive and provide feedback.

***Interviewer:*** *Have you faced any challenges with that communication? What kind of?*

***Interviewee:*** Since maintaining confidentiality is crucial, WhatsApp groups may not be the most appropriate channels for providing individual feedback on student performance. Additionally, there are instances where some parents decline to join these groups or attend conferences, which poses challenges in delivering feedback about their children. Regrettably, some parents also neglect to check their children's gradebooks, resulting in a lack of awareness regarding their performance at

school. Consequently, these students not only exhibit a reluctance to study but also engage in disruptive behavior.

***Interviewer: What are the key benefits of fostering collaboration and communication between teachers and parents?***

***Interviewee:*** Clear communication is indeed highly beneficial for creating a strong connection among students, parents, and teachers. I've observed that students whose parents regularly reach out to me for feedback tend to improve in English. They demonstrate a strong commitment to their studies, diligently complete their tasks, and exhibit positive behavior in class. Moreover, I firmly believe that feedback should not be limited to just one direction. Students and parents should also feel empowered to communicate their needs and concerns to teachers. For example, one parent suggested incorporating more reading and listening activities into the curriculum, as their child's previous teacher had not emphasized these areas. Taking this feedback into consideration, I adjusted my teaching approach accordingly, and I've noticed significant progress in students' performance since we began focusing on additional readings and listening activities.

***Interviewer: In your experience, what strategies or practices have been effective in promoting collaboration between teachers and parents? Why do you think so? Could you please provide the samples?***

***Interviewee:*** Before fostering collaboration, it's crucial to break down certain stereotypes. It's essential for parents to recognize that teachers are not adversaries. Some parents struggle to accept feedback from teachers, viewing it as a threat. Once parents grasp that feedback is provided with the best interests of their children in mind, collaborating with teachers can greatly benefit a child's development. Furthermore, teachers need to understand that feedback should be provided consistently, ideally on a daily basis or at least weekly, rather than waiting for conflicts to escalate before addressing issues.

***Interviewer: Have you or your colleagues faced conflicts with parents? Could you please bring examples?***

***Interviewee:*** I encountered a challenging situation with a parent regarding their child's homework and assessment. Despite the conflict, it's positive that the issue was resolved relatively quickly. I had a newcomer in my 7th-grade class who hadn't received his books from school on time. Despite

this, he managed to complete his homework assignments. However, when he didn't complete one assignment, I made a note of it in his gradebook.

Later that day, the student's parent called me and expressed their frustration, seemingly due to their child receiving a lower grade than expected. The parent's anger stemmed from their previous experience in Turkey, where daily grades significantly influenced a student's overall academic performance. They believed that since their child hadn't received his books

***Interviewer: From your experience, what are some common reasons that may lead to conflicts between parents and educators?***

***Interviewee:*** In my opinion, the most common issue arises from assessment. Unfortunately, many parents tend to place excessive importance on grades and overlook the fact that they are simply numerical indicators of a student's performance. Viewing grades as a competition, parents often pressure teachers to assign high grades so they can feel reassured.

Another issue revolves around student misbehavior and teachers' punishment methods. Some parents perceive their children as angels and may be unaware of their actual behavior in the classroom. Consequently, when teachers provide feedback about their children's behavior, it can be difficult for parents to accept.

***Interviewer: Do you think potential conflicts could be identified and addressed before they escalate into more serious issues? Why do you think so?***

***Interviewee:*** I strongly believe that providing daily feedback is essential to prevent conflicts from escalating. Some teachers only reach out to parents when issues become very serious, which can come as a shock and lead to negative reactions. Unfortunately, many teachers at public schools do not provide daily feedback aside from using gradebooks.

When I informed my colleagues that I am in WhatsApp groups with parents, they were surprised and considered it an additional task, as they perceive it as the responsibility of the class leader.

***Interviewer: Does your school provide any courses, training sessions or meetings on parent-teacher communication? If yes, share more information about it and how it effects on development of parent-teacher relationships?***

**Interviewee:** We have just pedagogical meddting in our school. And in every pedagogical meeting with the principal, she emphasizes the significance of parent-teacher communication and encourages teachers to cultivate empathy and understand both students' and parents' perspectives. However, I don't believe that simply repeating this information significantly impacts the development of parent-teacher relationships. Despite being reminded numerous times, some teachers still find themselves in conflicts with parents and students.

**Interviewer:** *Can technology and digital platforms be utilised to enhance communication between teachers and parents in Baku schools? Please provide samples.*

**Interviewee:** In my opinion, yes, utilizing platforms such as Blackboard or NEO, or various types of Learning Management Systems (LMS), is an excellent method for enhancing communication between teachers and parents. These platforms enable parents to stay informed about their children's attendance, performance, and grades at school. Beginning implementation in central schools is preferable, as many parents in urban schools of Baku may encounter challenges in adapting to new management systems. However, despite the initial difficulties, this step is crucial, as WhatsApp groups, while convenient, are informal means of communication and lack confidentiality for teachers.

**Interviewer:** *Thank you for your participation. I highly appreciate your answers and thoughts.*

**Interviewee:** Thank you. It was pleasure to me.

## Appendix C

### *Respondent C ( School YY )*

***Interviewer:*** *If you are ready, we can start our interview.*

***Interviewee:*** Yes.

***Interviewer:*** *Pls introduce yourself (education, gender, years of experience, years of working in this school, subject taught, etc).*

***Interviewee:*** I've been teaching English at a public school for six years now. I'm 27 years old and have always loved reading and writing. I studied English Teaching in Azerbaijani University of Languages university. Teaching is something I've always wanted to do, and it's been amazing so far. One cool thing about teaching in a public school is that I get to meet students from all different backgrounds. It's really interesting to hear their different perspectives and learn from each other. Besides teaching in the classroom, I also try to create a fun and supportive environment for my students. We do activities together and I'm always there to help them if they need it.

***Interviewer:*** *Do you communicate with parents? If yes, how?*

***Interviewee:*** Yes, communication with parents is an essential aspect of my role as a teacher. Building a strong partnership with parents is crucial for supporting students' academic progress and overall development. There are several ways I communicate with parents. I schedule regular meetings with parents to discuss their child's progress, strengths, areas for improvement, and any concerns they may have. These conferences provide an opportunity for open dialogue and collaboration in supporting the student's learning journey. Then, I often make phone calls to parents to provide updates on their child's academic performance, behavior, or any noteworthy achievements. This direct communication allows for immediate feedback and addressing any pressing issues.

***Interviewer:*** *What are your communication practices or channels with parents?*

***Interviewee:*** I schedule regular face-to-face meetings with parents to discuss their child's progress, strengths, and areas for improvement. These meetings provide an opportunity for in-depth

discussions and building a strong partnership between home and school. I also make phone calls to parents for more immediate updates or to address any concerns regarding their child's academic performance, behavior, or participation in class activities. Using a student markbook is also a great way to keep parents informed about their child's academic progress.

***Interviewer: Have you faced any challenges with that communication? What kind of?***

***Interviewee:*** Indeed, teaching has proven to be more challenging than I initially anticipated. As a teacher, I face a myriad of challenges on a day-to-day basis. One of the most significant challenges is meeting the diverse learning needs of my students. Every student comes to the classroom with unique abilities, backgrounds, and learning styles, which requires me to tailor my instruction to accommodate this diversity effectively.

Another challenge that I encounter as a teacher is when students lose interest in learning, particularly in subjects that they find challenging or uninteresting.

One of the biggest challenges is maintaining a positive and inclusive classroom environment while teaching, including disruptive behavior, aggression. Consistency and patience are also key when working with students with behavioral issues.

Dealing with students who talk excessively during lessons might also be challenging. I typically use non-verbal cues, such as proximity or eye contact, If the behavior persists, I may address it privately with the student after class to discuss the impact of their behavior and brainstorm strategies for improvement.

Despite the challenges, the satisfaction I derive from seeing my students learn and succeed makes it all worthwhile. I always strive to approach discipline with empathy and understanding, taking into account any underlying factors that may be contributing to the behavior

***Interviewer: What are the key benefits of fostering collaboration and communication between teachers and parents?***

***Interviewee:*** Collaboration and communication between teachers and parents hold significant advantages for students, schools, and the broader educational community. By working together, teachers and parents can create a more supportive and enriching environment for children to learn and grow. When teachers and parents collaborate, students tend to perform better academically.

This is because both educators and caregivers can provide consistent support and guidance, ensuring that children receive the help they need to succeed in their studies. By sharing insights into students' progress and learning styles, teachers and parents can tailor their approach to meet the individual needs of each child, thus maximizing their academic potential. Moreover, fostering collaboration between teachers and parents goes beyond academic achievement. It allows for a more holistic approach to education, where the focus extends to the overall well-being and development of the child. By sharing information about students' social and emotional growth, teachers and parents can work together to address any challenges or concerns that may arise, promoting a well-rounded and resilient individual.

***Interviewer: In your experience, what strategies or practices have been effective in promoting collaboration between teachers and parents? Why do you think so? Could you please provide the samples?***

***Interviewee:*** In my experience, several strategies have proven effective in promoting collaboration between teachers and parents. One successful approach is to establish regular communication channels. For instance, maintaining open lines of communication through emails, newsletters, or communication apps enables teachers to share updates on classroom activities, upcoming events, and student progress with parents consistently. This ensures that both teachers and parents are informed and involved in their child's education.

Furthermore, parent-teacher conferences have been a key component in encouraging collaboration between parents and teachers. Students' academic performance, strengths, and opportunities for growth can be discussed face-to-face during these scheduled meetings. Teachers and parents can better understand the needs of their children and collaborate to support their learning journeys by meeting on a regular basis. Collaboration has also benefited from giving parents voluntary chances to take part in school events or classroom activities. Teachers can actively involve parents in their children's learning experiences and fortify the bond between the home and the school by inviting parents to participate in events like investigations or reading sessions.

Lastly, establishing parent advisory groups or committees has encouraged ongoing collaboration and feedback between teachers and parents. These groups provide a platform for parents to voice their opinions, share concerns, and contribute ideas on school-related matters. By involving parents

in decision-making processes, teachers can strengthen the partnership between home and school and create a supportive educational environment for all students.

***Interviewer: Have you or your colleagues faced conflicts with parents? Could you please bring examples?***

***Interviewee:*** Yes, conflicts with parents can sometimes arise, and they are not uncommon in the educational setting. One common source of conflict is when parents have different expectations regarding their child's education compared to the teacher's approach. For instance, a parent may expect their child to receive top grades without putting in the necessary effort, while I believe in fostering a growth mindset and emphasizing the importance of hard work and persistence. This misalignment in expectations can lead to disagreements and tensions between the teacher and the parent.

Another example of conflict may arise when parents dispute a student's grade or assessment. For instance, a parent may feel that their child deserved a higher grade on a particular assignment or test and may challenge my assessment. Such disputes can escalate if there is a lack of clear communication and transparency regarding grading criteria and expectations.

Additionally, if a student consistently disrupts the classroom environment or displays disrespectful behavior, I can implement disciplinary measures. However, some parents may disagree with these actions, perceiving them as unfair or unwarranted.

***Interviewer: From your experience, what are some common reasons that may lead to conflicts between parents and educators?***

***Interviewee:*** From my experience, several common reasons may lead to conflicts between parents and educators. Parents and educators may have different expectations regarding their child's academic performance, behavior, or educational experiences. When these expectations are not aligned, conflicts can arise. For example, a parent may expect their child to excel academically without understanding the challenges their child may face, leading to frustration if the child does not meet those expectations.

Conflicts over grades, assessment methods, or academic progress can also lead to conflicts between parents and educators. If a parent disagrees with a teacher's assessment of their child's performance or feels their child is not receiving adequate support, it can create tension and disagreements.

***Interviewer: Do you think potential conflicts could be identified and addressed before they escalate into more serious issues? Why do you think so?***

***Interviewee:*** Yes, potential conflicts between parents and educators can indeed be identified and addressed before they escalate into more serious issues. This proactive approach is feasible for several reasons. Firstly, early warning signs often precede conflicts, such as differences in communication styles or disagreements over academic performance. Recognizing these signs allows both parties to intervene early and address underlying concerns before they escalate. Moreover, maintaining open lines of communication between parents and educators is essential. Regular check-ins, whether through parent-teacher conferences or informal conversations, provide opportunities to discuss emerging issues and prevent misunderstandings from festering into conflicts. Additionally, equipping educators and parents with conflict resolution strategies is crucial. By fostering skills such as active listening, empathy, and collaborative problem-solving, both parties can address disagreements constructively and find mutually acceptable solutions.

***Interviewer: Does your school provide any courses, training sessions or meetings on parent-teacher communication? If yes, share more information about it and how it effects on development of parent-teacher relationships?***

***Interviewee:*** Not any courses or traainings. But we have teacher-parent meetings. Regular parent-teacher meetings where parents have the opportunity to meet with teachers and discuss their child's progress. These meetings are important for maintaining open lines of communication between parents and teachers, and for fostering a positive relationship that can benefit the development of the student. During these meetings, parents can share their concerns, ask questions, and provide feedback to teachers. Teachers, on the other hand, can share information about the student's academic performance, behavior, and any areas of improvement. This exchange of information helps both parties to work together towards the best interest of the student.

***Interviewer: Can technology and digital platforms be utilised to enhance communication between teachers and parents in Baku schools? Please provide samples.***

***Interviewee:*** Sure, technology and digital platforms can certainly be utilized to enhance communication between teachers and parents in Baku schools. Schools can create online portals where parents can access important information about their child's academic progress, attendance,

and upcoming events. Teachers can upload grades, assignments, and class materials to the portal, providing parents with real-time updates on their child's learning.

*Interviewer: Thank you for your participation. I highly appreciate your answers and thoughts.*

*Interviewee:* Thank you very much. It was interesting.

## **Appendix D**

### **Respondent D ( School XX )**

***Interviewer: Hello, my name is Gunel and today we are going to conduct an interview with you. I'm a second-year student of master's degree at ADA university, "Teaching and Learning program", school of Education.***

***Interviewer: Could you please introduce yourself?***

***Interviewee:*** I have the background in economics mathematics. I began my career as a teacher approximately 11 years ago at the university and over the past six years I've told my skills in the field of lower secondary mathematics in English. Right now, I work in a private school as a math teacher. I write lesson plans like preparing different presentations, worksheets for the lesson that coordinating new teachers' newcomers to our school.

***Interviewer: Do you communicate with parents. If yes how?***

***Interviewee:*** Yes, of course. We communicate with parents. I would say not every day, but twice, once in a week we have to communicate with parents. And it's important to talk with parents. Here I want to underline that we always have to talk with the parents in a polite way. Sometimes we are complaining on the teacher, on the student's behavior, different school issues so I won't underline here that we have to make it and if we're complaining we have to complain it in the polite way. Sometimes to positively greet the parent to start from the positive moments, from achievements of the child and then to explain which problems we had maybe this week or last week. This is so important.

***Interviewer: What are your communication practices or channels with parents?***

***Interviewee:*** Overall, the posts of our school is based on regular parents and teachers communications. While we have special online programs where we can write short commands directly to parents about child's academic performance, behavior, different school issues. Anytime we can call parents or invite for a meeting if necessary. We are using diaries for handwritten short notes or messages to parents because they sign the diaries every week. Like they're reading the comments over commands and signing the diaries. So, from that signature we understand that the parent knows about the problem or knows about the issue which happens during the lesson or maybe at school during the break time. Furthermore, every five months approximately we have parents' teacher meetings. We have face-to-face communication. In my opinion in person

communication is the best of all communication methods because it allows to express thoughts clearly, so these are forms of communicating with parents the main points.

***Interviewer: Have you faced any challenges with that communication? If yes what kind of?***

***Interviewee:*** Yes, from time to time we're facing different challenges. For example, negative previous school experiences can affect parents' confidence. They may feel distanced or sometimes mistrustful to teacher and schools. Sometimes we meet perfectionist parents, overly anxious parents who constantly demand good grades from their child, putting too much pressure on their kids to be perfect. Of course, sends the wrong messages.

***Interviewer: What else can be challenges that you are facing with parents from your experience?***

***Interviewee:*** From my experience sometimes parents are not satisfied with the number of exercises which we give as homework, but the child is not ready to get the results that the parents expect from the child's. Sometimes they're all not satisfied with maybe English level or experienced teacher's experience, like too young for teaching my child.

***Interviewer: What are the key benefits of fostering collaboration and communication between teachers and parents?***

***Interviewee:*** Collaboration between teachers and parents enhances the learning environment first. First, improves students' outcomes of course, strengthens their relationship between home and school. So, I think that collaboration plays a crucial role in solving students' nonacademic problems. It's so important even for a child for a period and for a school.

***Interviewer: In your experience what strategies or practice have been effective in promoting collaboration between teachers and parents?***

***Interviewee:*** In my experience only the first year was difficult for me because I faced with a lot of problems, like what's happened said satisfied periods or like different problems with understanding this strategy which our school using enhancing and the learning process. I always try to create an environment where both parties, like I mean parents, teachers, children, learners feel comfortable. Sharing their thoughts is so important. They have to know that they can always share concerns and insights about the child's learning journey. It's a space for discussion everything like we're discussing from the academic progress to social development and in this space. Active listening

places very pivotal role, because when you start to meet with the parent it's very important to listen first, to show that you show your positive reaction on all that happens at school and to show that you're ready to listen, you're ready to assist, solve the problem. Effective collaboration starts with open communication. Communication should be open, parents should know that anytime that they write the message they will get a reply from the teacher not in one week, in one month, they will get this reply maximum for three days. This is my policy like I'm trying to answer all messages, short messages, long messages, WhatsApp or maybe e-mail maximum for three days. So that's why I mentioned that my parents are always confident, that I will always assist them and their child to overcome any challenges and difficulties in the learning process. They can come to me anytime and they will get only help.

Even the home to school a bridge that allows traffic in both directions and parents and teachers can send information and support back. For instance, teachers can provide parents with resources and I'm always doing it if they are asking to provide with extra books, with extra materials. It is not difficult for me to send it now, it takes only two minutes to send the materials but they're always happy. They're always thankful for providing extra materials. I'm especially trying to send it for example exercises with the answers, so they can self-check the child. I always add the short notes that if you have problems you can come to me, and I will help with the explanation. So, for the last four years I did not face any problems with parents by using these strategies which I've listed above. On the other hand, parents can offer insights into their child's interests, hobbies, personal challenges that can help teachers tailor the approach in the classroom, because sometimes when we're speaking with parents and they give the information about hobbies of the child or maybe progress, family problems we teachers would try to back the immediately if the child has problems at home. So, it means that we'll try to help them from the psychological view, we will try to feel more confident that school creates such type of environment where the child will always know that the teachers are on the side on the child. When the student sees that their parent and teachers are In Sync it's very important or in saying that squid. It creates a sense of security and trust. I'm not sure that students, learners know that if everyone working together and this knowledge can have a positive impact on their academic motivation and behavior, if they know that we are working all together.

***Interviewer: Have you or your colleagues' faced conflicts with parents and could you please bring examples?***

**Interviewee:** Yes, from time-to-time we are facing, especially newcomers for a short period of time. It depends on the person of course. Is very challenging for newcomers because they face a lot of problems, how to behave, how to interact, how to organize the lesson, how to prepare for the lesson. The conflicts can arise for various reasons of course such as like different expectations, teachers parents different expectations. Sometimes maybe communication gaps or maybe personal issues. However, this can also be an opportunity. In my opinion, I always accept these conflicts as a an opportunity to improve the learning environment, to build trust and to foster collaboration. Sometimes parents are coming and not satisfied with the child result, they are commenting like “Why the last year result was 100, but right now it is like 80%?”. The most frequent question they are not satisfied with the the number of exercises which we are giving as homework, assignment. Our school policies are based on them, on developing mathematical concepts, so they have to accept it. They have to understand that the number and the level of exercises will be identified from vision of teacher who knows how many exercises the child is ready cover.

**Interviewer:** From your experience, what are some common reasons that lead to conflict between parents and recently educators?

**Interviewee:** From my experience, the most common types of conflicts regarding the student’s ability, plus sometimes the child is a low achiever but the parents expectations are so high. So, in this case we try to explain to parents that let's keep time, let's keep this short period maybe not long but middle period and child will feel himself confident. He/she will overcome all these problems and you will see that in six months the results, the child's results will change. Sometimes, the most common source of dispute is the teaching style. Sometimes periods start to interfere with the teaching process, especially in the topic of percentages like in primary school where you're using better methods for solving percentages. For example, in secondary school we start to implement another waste of calculating or sometimes they start to explain the any word problems, or any exercises task based on the experience. As you know the program is changing, the size of teaching are changing. I always try to ask my parents not to interfere to the teaching process. The next source of dispute is student’s behavior of course and discipline, and behavior. So, we have to discuss it on time how to solve this problem, how we are explaining even during the lesson. We always explain our child, our learners how to behave in the classroom, at school. If we have any issues of course we have to discuss with parents the ways how the child will behave and the discipline of the class

which we expect from the child. It is very important because it can influence on the on the result not only on one child's result of the whole class because if it is noisy in the classroom. It is as I always say it is not the learning atmosphere you can maybe you will not hear any explanation, any important word you will skip it and then at home while doing the homework you will not be able to solve the word problem because of no static any mathematical terms. So, silence is very important in the classroom behavior appropriate behavior respect teacher, respect to classmates not teach about the teacher to be helpful in the classroom. So, I always try in my teaching strategy I always try to explain such standard ways how you have to behave in the classroom.

***Interviewer: Do you think that potential conflicts could be identified and addressed before they escalate into more serious issues?***

***Interviewee:*** Yes, I can see that you must identify the conflict before it escalates and if the problem situation is not so serious for example and has only happened once instead of raising out and demanding immediate corrective actions it's better to remain calm and wait. Do not make say a mountain out of a mole hill like not to raise the problem but if you see that situation becomes serious of course it's better to react immediately for not making small problem to convert to the bigger one. And of course if left unresolved the problem such type of conflicts can quickly escalate so my decision my opinion in my opinion we have to react immediately or even before if we see that the problem can appear to react before that's so important to read quickly for not making again small problem as a big one

***Interviewer: Does your school provide any courses training sessions or meetings on parent teacher communications? Could you share more information about it and how it effects on development of parent-teacher relationship?***

***Interviewee:*** Good question. Yes we have, in our school we have different workshops. We have training sessions, which helps teachers. Teachers should know how to solve different problems. Overall, training sessions is necessary the 21st century mainly because of the fact that current generation students don't comprehend traditional teaching methods. We cannot teach today's students with methods of yesterday. It's very important. We have to understand that students' learners in the 21st century need personalization in education because each student is unique. Major benefits of teaching training programs are I think that professional growth. After such type of training sessions, you become confident and it helps students so that's why it's very important. So

of course, you can provide better student management because you understand how to solve different problems, so that's why it helps to make the student management process better, to solve different problems quickly, more over work shelves training sessions from such double sessions. You can learn new methods and teaching techniques which are very important and these techniques we can implement in the classroom. Even I wanted to add here that even we can build these sessions and workshops, training sessions so to help us to build better relationship with parents through analyzing different conflict situations and asking questions how you can solve this problem or for example how you can react on this situation. It really helps and I think that our teachers of our school they must be trained regularly on the regular basis.

***Interviewer: Does your school provide any courses?***

***Interviewee:*** Yes, of course all the school provides a lot of training sessions. Every year at least once in three months we have training sessions. We have different workshops, and great coordinators. They're organizing such type of meetings even though we have special department and the specialist of this department always try to provide with all the information of how to react in different situations

***Interviewer: What about parent-teacher communication meetings?***

***Interviewee:*** Yes of course, we have at least once in five months. We have period of communication where we face to face communicate and as I said before, in person communication is the best communication method because it allows me as a teacher to express parent thoughts clearly. Sometimes from such both meetings I understand what the problem was. Maybe family issues, maybe family problems, or maybe hobbies or not having free time. So that is the best way of parent-teacher communication.

***Interviewer:*** Can technology and digital platforms be utilized to enhance communication between teachers and parents in Baku schools and could you please provide samples?

***Interviewee:*** Yes, 21st century technologies are very important, and I can say that technology has made it easier for educators and parents to communicate regularly. We teachers can use emails like different messaging applications or other management systems to share updates and information. Sharing information with parents via media platforms helps teachers to have effective virtual meetings. During the pandemic situation that was very poor that was really useful having a free a

face-to-face conversation. It is efficient in making a decision effective. The main problem that we are out of time, we have lack of time, so it's not always possible for the teacher to have a face-to-face discussion with the parents. So that's why we can invite parents to attend a virtual meeting why are like using virtual meeting platforms like Google meet, Zoom etc. These programs are a very effective way for conversation between parents and teachers. I said before we have our online program which we can open any time after the lesson. For example, if I want to send the command directly to parents in our school, we're using the special online program which I'm opening biting shrapnel commands. It depends on the child's behavior, so something immediately to parents or I can inform I can ask for example to bring some extra mathematical tools for the lesson from the homework. I'm asking teachers to send messages via WhatsApp, or we are not frequently using emails. So especially WhatsApp like special online program. We can even ask the coordinators to organize or to send the information officially on the management phase. So, it really helps to communicate and effect of discussions of different issues.

***Interviewer:*** It was the last question. Thank you so much for your participation and for your answers! Good luck in your teaching career!

## **Informed consent form**

**Introduction:** We Gunel Asgarova, Nuray Isayeva and Shabnam Aliyeva are master of Teaching and Learning program students at the School of Education of ADA University. We are inviting you to take part in a research study that will investigate communication strategies in conflict prevention between teachers and parents in Baku schools. You will need to dedicate about forty minutes to the interview. All information provided during the interview will be kept confidential and anonymous. You are free to discontinue participation in this study at any moment without facing consequences.

**About research:** This capstone project aims to explore effective communication as a strategy for preventing conflicts between teachers and parents in Baku schools. By identifying the barriers to communication, understanding the consequences of conflicts, and examining strategies for building effective communication, this study seeks to provide pragmatic recommendations and resolutions for improving collaboration and partnership between teachers and parents.

**Purpose of Interview:** To get insights about communication methods of a teacher who works in a Baku school. Since the study aims to identify communication strategies between teachers and parents, we are interested in distinguishing samples of communication and their impact on the overall relationship between teachers and parents.

**Benefits:** Your teaching experience can help us to advance communication strategies, which can have a positive effect on parent-teacher relationships. The results of the findings will be analyzed to determine the best ways employed by teachers and perceived as being effective in reducing conflict and facilitating communication in teacher-parent collaborations. The findings will be written in our paper as well as presented thoroughly through a presentation at ADA University, emphasizing important topics, concerns, and recommendations to foster effective collaborations and partnerships.

**Introduction:** By signing this form, I, the undersigned, grant permission to interview me at the time and date notified in advance. I am aware of the interview's purpose and consent to share my viewpoints and experiences as an experienced teacher.

**Voluntary Participation:** I understand that this interview is voluntary and that I can leave the interview at any time without facing any repercussions if I choose not to answer any questions or to decline to participate in the interview completely.

**Recording and information usage:** To ensure proper records are made, I provide permission for the interview to be recorded on audio. I am aware that the information I provided in the interview could be used by ADA University students to conduct analysis and provide as pertinent data for this study.

**Confidentiality:** I understand that any information shared during the interview will remain confidential. My name and any other personally identifiable information will never be disclosed without my express consent.

**Duration of Consent:** I understand that this permission is only applicable to the indicated specific interview. If there are any future interviews or uses of the recorded content, a new consent form will be needed.

**Contact information:** I consent to giving accurate contact information if correspondence regarding the interview is necessary.

**Information about research participant:**

**Name and surname of participant:**

**E-mail address of participant:**

**Signature of participant:**

**Name and surname of researcher:**

**Signature of researcher:**

**Date:**

Thank you for your participation!