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Abstract

This study, it was aimed to reveal the views of parents and teachers about the usage of social media tools in school-family communication. In this study, which was carried out with the phenomenological method, which is one of the qualitative research methods, the data were collected using a semi-structured interview form. As a result of the content analysis conducted on the data obtained, it was concluded that social media tools, especially WhatsApp, are widely used in school-family communication. It has been found that the advantages of these tools are free, fast, and easy to use, and they prevent waste of time and workload by sending mass messages. The disadvantages were determined to be used out of purpose and timeless, causing misunderstanding and violation of privacy. Participants suggested that while using these tools, they should not deviate from their purpose, some restrictions in terms of time and content should be introduced and their use should be expanded. The results obtained are expected to contribute significantly to the studies to be done to increase family participation in education and the practices to be developed in this sense.

Introduction

The family, which is defined as a group of people who are related to each other, such as a mother, a father, and their children, is seen as the first place where the foundations of child education are laid (Aydın, 2003). In other words, the first place where children gain experience about life, learn to trust themselves, socialize and exhibit attitudes and behaviors appropriate to the society they live in is family (Ertürk-Kara, 2017). The fact that the child who received her first education in the family started school does not mean ending the role of the family in the education process. On the contrary, the family's participation in education is one of the factors affecting the child's success in school (Boonk, Gijsselaers, Ritzen, & Brand-Gruwel, 2018; Broussard, 2003; Çelenk, 2003). Healthy communication between the school and the family will increase the student's success as well as reduce their unwanted behavior (Aslanargun, 2007; Çayak & Ergi, 2015). Family participation in education increases not only student success but also the performance of teachers (Hatipoğlu & Kavas, 2016).

School administrators, teachers, and parents have agreed on school-family cooperation (Ceylan & Akar, 2011;

Gökçe, 2000; Syriopoulou-Delli, Cassimos, & Polychronopoulou, 2016). As the child starts school education, the role of the family in the educational process is expected to continue increasing. But, studies show that the level of family participation in education is lower than expected, and the greatest role in increasing these falls to school administrators and teachers (Majzub & Salim, 2011). The parent role has the lowest level in terms of fulfilling their responsibilities in school, student, and parent roles (Ereş, 2010). It is asserted that parents need the education to fulfill their duties and that they communicate better with their children as a result of their education (Özbaş, 2013).

Just because parents have all kinds of information about their students does not mean that the family has participated in education. Thanks to healthy and fast communication, it can be possible for the family to provide support and be in close interest and relationship with the child when needed. While teachers perceive family participation in education as “parent's support for the child's education”, the parents perceive it as “spending time with the child” (Binicioğlu, 2010). When the family's participation in education is only ensured by parent meetings, there is a risk of encountering time and place barriers (Tümkiye, 2017).

In the literature, it is possible to encounter many studies on the use of technological tools for various purposes in the educational process. When used consciously, it can be said that mass media have positive effects on education (Günbayı & Işık, 2013). However, it is known that these tools have both positive and negative effects on preschool children's physical, social, cognitive, emotional, and language development (Bulut, 2018). It is claimed that using mobile-based applications as assistive technology in a problem-based learning process increases students' success and is effective in developing positive attitudes (Çetinkaya, 2019). There are studies showing that WhatsApp (Almekhlafy & Alzubi, 2016; Bouhnik & Deshen, 2014; Cetinkaya, 2017a), Facebook (Arteaga Sánchez, Cortijo, & Javed, 2014; Aydın, 2012; Susilo, 2014), and Instagram (Handayani, 2016; Khalitova & Gimaletdinova, 2016), which are among the social media tools, contribute positively to the educational environment. The common result of these studies is that the use of technological tools in the education and training process has a positive effect on student success. But does the use of these tools in school-family communication have an impact on the family's involvement in the education and training process or to increase student success?

In the literature, it is possible to come across studies investigating family participation in education (Çamlıbel-Çakmak, 2010; Ekinci-Vural, 2006; Gürşimşek, Kefi, & Girgin, 2007; Keçeli-Kaysılı, 2008). In addition to these, the list of the studies mentioned above for the use of technological tools such as social media tools in the educational process can be extended. However, the number of studies on the use of these tools in school-family communication is very low. To increase the number of these studies, firstly, current situations must be revealed and a needs analysis should be conducted.

When it comes to the education of children, it is inevitable that the school and the family meet on a common denominator, and the goals and interests unite at the same point (Şimşek & Tanaydın, 2002). Participation of the parent, one of the indispensable stakeholders of basic, primary, and secondary education, in the educational process positively affects the success of the student. Although family income was once a major factor

influencing family participation (Erdener & Knoeppel, 2018), today many parents are familiar with communicating with social media tools (Panaoura, 2017). In this case, it is not necessary to go to school in person for the family to participate in education. One of the best ways to ensure family participation in education is communication between the school and the parent (Chairatchatakul, Jantaburom, & Kanarkard, 2012). In other words, teacher-parent communication is part of parents' involvement in school activities (Hobjila, 2014). For parents who use these tools correctly, the more information they have about their students, the more opportunities they have to interfere with the student's progress. At this point, it becomes important to inform the parents and increase the control power over the student.

This study is important in that the findings obtained as a result of interviews with teachers and parents give important clues to the designers who want to develop such a tool. It is also important in terms of benefiting from the opinions of both teachers and parents who are students of preschool, primary and secondary education, to reveal which social media tools other than WhatsApp are used in school-family communication. In addition to these, it is important to have sufficient information about the methods and tools used in school-family communication, to increase the quality of primary and secondary education, to recognize the problems experienced by the student earlier, and to develop methods that will increase student success. Based on these comments, this study, it is aimed to reveal the usage methods and reasons of social media tools used in school-family communication by using the opinions of teachers and parents who use these tools. For this purpose, answers to the following questions were sought:

1. What are the social media tools used in school-family communication?
2. What are the opinions about the purpose of using social media tools in school-family communication?
3. What are the opinions about the benefits of social media tools used in school-family communication?
4. What are the opinions about the harm of social media tools used in school-family communication?
5. What are the suggestions for the usage of social media tools in school-family communication?

Method

In this research, phenomenology, one of the qualitative research methods, was used. It is a type of research that focuses on the cases that we are aware of the existence of a phenomenon pattern but do not have detailed knowledge and understanding of (Yıldırım & Şimşek, 2005). Phenomenology research is an in-depth study of the phenomenon defined by the participants while expressing their experiences (Creswell, 2014). Briefly, phenomenology is a common expression of a few people's experiences about a case (Creswell, 2013). The case emphasized in this study is determined as the usage of social media tools in school-family communication.

Study Group

A total of 218 teachers and parents, who are preschool, primary, and secondary school students, participated in the study. The distribution of the participants according to their roles in the educational process is given in Figure 1. 135 (61.9%) of the participants expressed their views as parents and 83 (38.1%) as teachers.

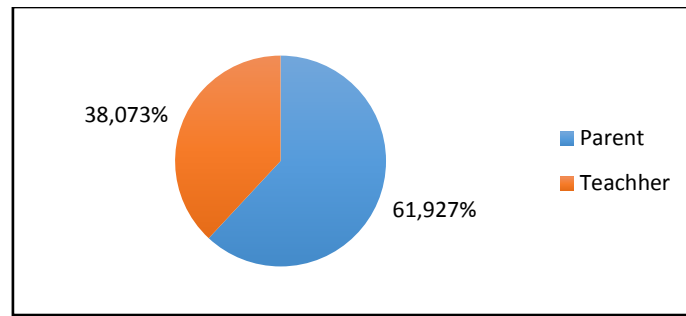


Figure 1. Distribution of the Participants according to their Roles in the Educational Process

The distribution of the students whose participants are parents or teachers according to their education level is given in Figure 2. Of the participants 54 from preschool, 68 from primary school, 47 from middle school, and 49 from high school students.

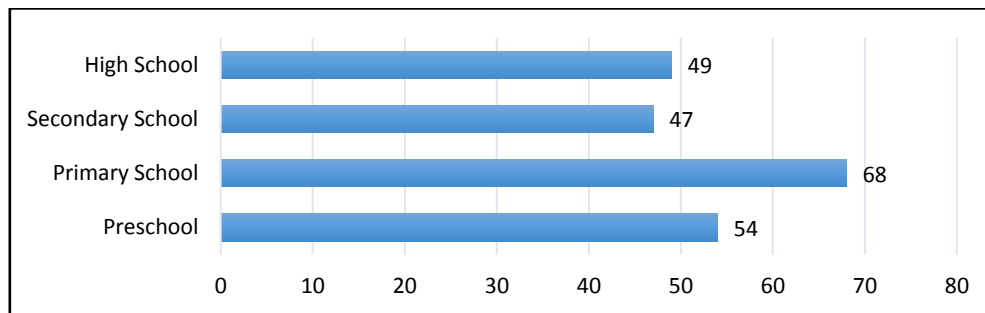


Figure 2. Distribution of the Students' Education Level

Data Collection Tool

In this study, a semi-structured interview form was used to collect the opinions and suggestions of parents and teachers who have preschool, primary, and secondary school students for the use of social media tools in school-family communication. In the prepared form, the participants were asked about their role in the education process, their students' level of education, and their opinions about social media tools that can be used in school-family communication. Multiple choice question type was preferred to get information about the participants, and open-ended question type was preferred to get opinions about the usage of social media tools. The semi-structured interview form was preferred as a data collection tool due to the ease of data analysis, the opportunity to present the opinions freely to the participant, and the advantages of collecting in-depth information (Büyükoztürk, Kılıç-Çakmak, Akgün, Karadeniz, & Demirel, 2009).

The statistics are given in Figure 3 (Ortiz-Ospina, 2019) were used when determining the social media tools for which the opinion was requested in the data collection tool. Among these tools, Facebook, which has the most user members, WhatsApp, the most used messaging tool, and Instagram, the platform with the most image sharing, were preferred. The data collection tool was examined by experts with different doctorate degrees in education. Experts evaluated the prepared data collection tool in terms of fitness for purpose and language, and necessary corrections were made in the data collection tool in line with the suggestions made by the experts.

Twitter, one of the restricted message sending tools, has been added to the data collection tool on the recommendation of experts. Again, on the recommendation of experts, the "Other" field has been added to detect uses other than these tools.

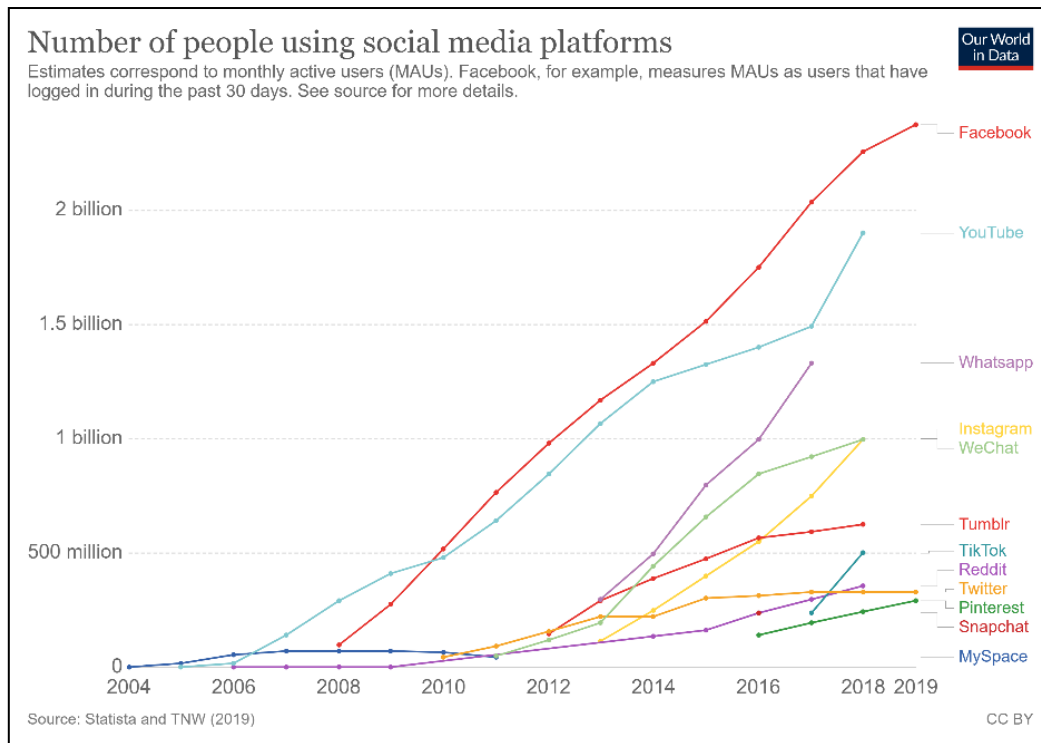


Figure 3. Number of Uses of Social Media Tools (Ortiz-Ospina, 2019)

With the expert opinions and the improvements made after the pilot application, the data collection tool has been finalized and the data collection tool has been moved online to reach more participants. The qualitative data collection method over the internet has advantages in terms of reducing the cost of transportation and transcription to the researcher and giving the participant more time to think and respond to the questioned information by providing flexibility in time and space (Creswell, 2013). The data were collected through a semi-structured interview form used in face-to-face interviews and shared over the internet.

Data Analysis

The data collected through the semi-structured interview form were analyzed by the content analysis method. The content analysis method is used to make repeatable and valid inferences from the data obtained for the usage contexts of this data (Berg & Lune, 2019). In the first step of the content analysis, the coding processes were made by analyzing the opinions expressed by the participants. The coding process involves classifying text or visual data into small information and giving a label to this class (Creswell, 2013). Microsoft Excel program was used in the extraction of the frequencies of the participant information and codes, which is the second step.

The validity of qualitative studies is defined as the degree of mutual meaning between the participants and the researcher (McMillan & Schumacher, 2014). To achieve this, the validity and reliability study was performed on

66 (30.3%) records randomly selected from the data. A volunteer expert was asked to re-analyze and code these data. An agreement was achieved by comparing the codes obtained as a result of the expert analysis and the analysis of the researcher.

Findings

Data was collected from the parents and teachers who had students in preschool, primary, and secondary education with a semi-structured interview form and subjected to content analysis. In the presentation of the findings that emerged as a result of the analysis, the order in the research questions was taken into consideration.

Social Media Tool Usage Status in School-Family Communication

Social media tools used in school-family communication are separated according to the roles of the participants in the educational process and are given in Table 1. When Table 1 is examined, it is seen that the participants use WhatsApp, Instagram, Facebook, and Twitter as social media tools in school-family communication. Since the text messages, phone calls, and similar methods mentioned under the “other” category by the participants are not used as a social media tool, these data are given only as numbers but are not evaluated.

Table 1. Social Media Tools Used in School-Family Communication

Role	Social Media Tools	<i>f</i>	%
Teacher	WhatsApp	52	23.85
	WhatsApp, Other	9	4.13
	WhatsApp, Instagram	6	2.75
	WhatsApp, Facebook, Instagram	6	2.75
	Other	3	1.38
	WhatsApp, Facebook, Instagram, Twitter	3	1.38
	WhatsApp, Facebook	2	0.92
	Facebook, Other	1	0.46
	Facebook	1	0.46
Parent	WhatsApp	102	46.79
	WhatsApp, Instagram	13	5.96
	WhatsApp, Facebook, Instagram	6	2.75
	WhatsApp, Facebook	5	2.29
	WhatsApp, Other	3	1.38
	WhatsApp, Instagram, Twitter	2	0.92
	Other	2	0.92
	WhatsApp, Facebook, Instagram, Twitter	1	0.46
	WhatsApp, Facebook, Twitter	1	0.46
Total		218	100.00

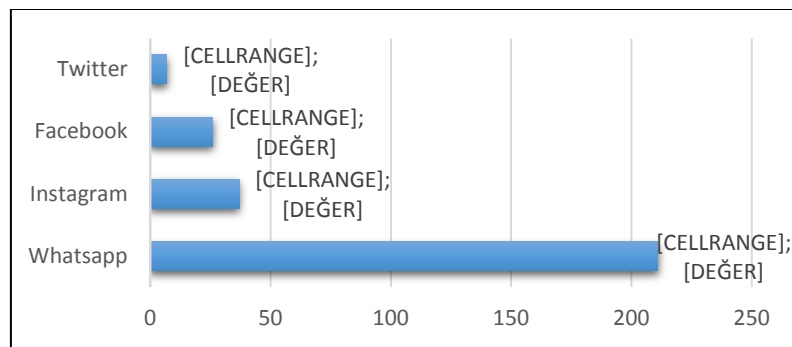


Figure 4. Social Media Usage Status in School-Family Communication

The use cases of social media tools in school-family communication are calculated separately and presented in Figure 4. When Figure 4 is examined, it is seen that the vast majority of the participants (96.79%) use WhatsApp as a communication tool. This is followed by Instagram (16.97%), Facebook (11.93%), and Twitter (3.21%) respectively.

Opinions on the Purpose of Using Social Media Tools in School-Family Communication

The findings of the usage purpose of the teachers and parents who use social media tools in school-family communication are presented in Table 2. While evaluating the numbers obtained, it should not be ignored that the participants stated opinions about more than one social media tool for more than one purpose.

Table 2. Social Media Usage Purposes in School-Family Communication

Usage Purposes	WhatsApp	Facebook	Instagram	Twitter	Total
Information / Announcement	136	18	15	10	179
Communication	73	6	6	5	90
Photograph etc. sharing	34	16	23	-	73
Homework notification	53	-	-	-	53
Absenteeism notification	11	-	-	-	11
Student tracking	-	2	8	-	10

When Table 2 is examined, it is seen that the participants use social media tools mostly for information or announcement in school-family communication. Opinions about being used as a means of mutual communication between the teacher and the parents take second place. Also, social media tools are mostly used for photography and sometimes for file sharing. Using only the WhatsApp application to inform about the assignments and to report absences is among the opinions given by the participants. Some participants stated that they used Facebook and Instagram to follow students. Sample participant opinions regarding social media usage purposes in school-family communication are as follows:

“I use it to make announcements about our class, to give homework information, and to share our student photos taken during the activities.” (Teacher, Preschool)

“I use it for everything to be conveyed to the family.” (Teacher, Primary School)

- “I use it to share announcements, homework, and absentee information.” (Teacher, High School)
- “I use it to share the activities and images at school with parents.” (Parent, Primary School)
- “If the child has a condition of illness etc., I use it to find out how the child is.” (Parent, Preschool)
- “We get information about notifications, homework, exams, lecture notes.” (Parent, High School)
- “We learn the events and activities of children. The teacher reaches us with this social media tool. Besides, we share a situation related to children here.” (Parent, Preschool)
- “I use it to get information from teachers about notes, activities, and assignments.” (Parent, Primary School)
- “Those who do or don't homework, photos of the activity. Pictures of soup days, etc.” (Parent, Secondary School)
- “The activities of our children in all areas are conveyed to the parents by our teachers. I like it very much.” (Parent, Preschool)

Views on the Benefits of Social Media Tools Used in School - Family Communication

The findings of the opinions expressed by teachers and parents about the benefits of social media tools used in school-family communication are given in Table 3. While examining Table 3, it should not be ignored that teachers and parents stated opinions about more than one social media tool and mentioned more than one benefit among these opinions.

Table 3. Benefits of Social Media Tools Used in School - Family Communication

Benefits	WhatsApp	Facebook	Instagram	Twitter	Total
No benefits	-	33	36	32	101
Fast / Instant	69	3	2	-	74
Easy communication	43	7	3	-	53
Visual student tracking	29	2	5	-	36
Group notice / contact	30	1	1	1	33
No need to go to school	26	-	-	-	26
Delivery report	6	1	-	-	7
Cost / Free	4	-	-	-	4
Official / Elite	-	-	-	2	2
Administrator restriction	1	-	-	-	1
Interaction between parents	-	1	-	-	1

When Table 3 is analyzed, it is seen that the opinions that other social media tools other than WhatsApp are not useful are the most repeated in total. Among the positive opinions about the benefits of social media tools, while the most stated opinion is that it is fast and provides instant communication, the opinions that it is easy to use or communicate are in second place. The use of visual media such as photos in exchange for information about students between teachers and parents is taking place among the mentioned benefits. Another remarkable benefit is the fact that teachers can announce the news collectively and that parents can communicate collectively when

discussing an issue with other parents. One of the views stated for the WhatsApp application is that parents do not need to go to school to get information about their students or to ask teachers questions.

Only 6 participants are talking about the notification feature that the sent messages in WhatsApp are read, while all applications are free, there are only 4 participants who mentioned this feature. While 2 participants stated that Twitter provides a more elite environment compared to other tools, only 1 participant stated WhatsApp's administrator restriction feature in the groups. There was only one participant who mentioned that parents can communicate not only with the school but also among themselves. Sample participant opinions about the benefits of social media tools used in school-family communication are given below:

“We cannot always communicate by phone. We can convey what we want to say with WhatsApp as soon as we can think of it. Parents write what they want to say more comfortably.” (Teacher, Secondary School)

“I see if my child is doing the activity.” (Parent, Preschool)

“We learn from the teachers some things that the student doesn't say or can't say.” (Parent, High School)

“It provides access to any image or file in bulk. It is permanent. Shares can be interpreted.” (Teacher, Preschool)

“It allows us to give feedback, to receive comments, to form a criticism platform.” (Teacher, Secondary School)

“I can also see my child's in-school activities without going to school.” (Parent, Primary School)

Opinions on the Damages of Social Media Tools Used in School - Family Communication

The findings of the opinions expressed by teachers and parents about the damages of social media tools used in school-family communication are given in Table 4. While examining Table 4, it should not be ignored that teachers and parents stated opinions about more than one social media tool and mentioned more than one damage among these opinions.

Table 4. Damages of Social Media Tools Used in School-Family Communication

Damages	WhatsApp	Facebook	Instagram	Twitter	Total
No damage	59	7	8	10	84
Using the unnecessary	46	7	6	8	67
Waste of time	17	2	7	2	28
Privacy violation	6	8	6	-	20
The negative influence of other parents	9	-	-	-	9
Misunderstanding	6	-	-	-	6
No time limit in communication	5	-	-	-	5
Smartphone requirement	3	-	-	-	3

When Table 4 where the findings of teachers' and parents' opinions about the damages of social media tools used in school-family communication are given are examined, it can be seen that the opinion with the highest

frequency is these tools are not harmful. Despite this, the participants stated that when these tools are used, they digress from the subject and unnecessary discussions are experienced. After the unnecessary use, it is stated that the most mentioned damages to social media tools are time loss. Participants, who were disturbed by the appearance of phone numbers in WhatsApp groups and easy access to personal information in other tools, evaluated this situation as a violation of privacy.

Constituting an environment of negative attitude by being affected by other parents, cause messages to be misunderstood because messages are transmitted only in text form, no time limit for sent messages is also among the negative aspects stated by the participants. Only 3 participants see the necessity of having a smartphone to use social media tools as a negative situation. Sample participants' opinions about the damages of social media tools used in school-family communication are given below:

“I can’t find a negative side since I use it for these purposes.” (Teacher, Preschool)

“My phone number is accessible to all people in the group.” (Teacher, High School)

“There is no concept of time. We can be disturbed at any time of the day. They also write about an off-topic, etc.” (Teacher, Secondary School)

“Because it cannot give emotion, discourses can be shaped according to the psychology of the other side. It may cause misunderstanding. This can negatively affect communication.” (Teacher, Preschool)

“Needless conversations and notifications are shared. Reading them also a waste of time.” (Teacher, Primary School)

“When somebody stirs the people in the group up, they immediately lynch that person with words.” (Parent, Secondary School)

“The private life of the teacher is always being in view because of the sharing.” (Teacher, Secondary School)

“Deciphering private life and privacy.” (Parent, Primary School)

Suggestions for the Use of Social Media Tools in School-Family Communication

The findings of teachers’ and parents’ suggestions for the use of social media tools used in school-family communication are given in Table 5. It should be noted that while the participants made suggestions for the use of social media tools in school-family communication, they made more than one suggestion for more than one tool.

Table 5. Participants' Suggestions for the Use of Social Media Tools in School-Family Communication

Suggestions	WhatsApp	Facebook	Instagram	Twitter	Total
Should be restricted	44	10	7	3	64
Purpose of use should be specified	6	2	10	4	22
Should be increased	11	-	-	-	11
Privacy	1	3	-	-	4

When Table 5, where suggestions of participants are given for the use of social media tools in school-family

communication, it is seen that many of the participants suggest that their use should be restricted. In the second place, participants expressed their opinion that the purpose of using these tools should be stated in advance. While 11 participants who are satisfied with the tools recommend increasing the events made with WhatsApp groups, only 4 participants suggested that should be paying attention to privacy in social media tools. Sample participants' opinions regarding the suggestions of using social media tools in school-family communication are given below:

“Only administrators in groups should see their phone numbers.” (Teacher, Secondary School)

“In the group, only the manager (teacher) should be able to write. It should be said from the very beginning that parents should talk to the person in person in their special situations.” (Teacher, Secondary School)

“Group members should be informed about what should be shared about the group established.” (Parent, High School)

“There can be a time limit for chats. For example; they should not send a message after 8 pm.” (Parent, Primary School)

“In general, parent-teacher communication should be provided more for all subjects and teachers.” (Parent, Primary School)

Discussion and Conclusion

This study was carried out to determine the opinions and suggestions of parents and teachers who have preschool, primary, and secondary education students for the use of social media tools in school-family communication. The results obtained in this study, in which 218 parents and teachers gave opinions, were presented in the order observed in the research questions. In school-family communication, teachers and parents use WhatsApp, Instagram, Facebook, and Twitter, respectively, as a social media tool, according to their usage preference. Based on this finding, it can be concluded that these tools, which are frequently encountered in computer-aided education, are also widely used in teacher-parent communication. It is seen that WhatsApp, which has the highest preferred rate, is the most preferred text message application in daily life (Yazıcı, 2015).

In school-family communication, teachers mostly use social media tools to make announcements and information to parents, while parents use them to get information about their students. Besides, social media tools are also used for communication, photography, etc. sharing, assigning homework/learning what homework is, giving absentee information, and following the student's activities in class. Sending messages and files of social media tools individually and collectively is widely used by both teachers and parents. Preschool teachers both send the photos of the activities held in the classroom to parents via WhatsApp groups and in some sense advertise the school by sharing them on Instagram. Even though the few parents who follow their students have done this job using Facebook and Instagram, this results that WhatsApp is not used for this purpose. It is seen that Twitter, which has the least usage, is used only for information and communication purposes. It is seen as a disadvantage that Twitter allows a small number of characters. However, although Twitter later allows video and picture sharing, this did not increase the preference rate in school-family communication.

Considering the opinions of teachers and parents about the benefits of social media tools used in school-family communication, it is concluded that the opportunity to reach the target audience quickly and easily is the most emphasized feature. It is also worth noting that teachers and parents say that it has no benefit from social media tools except WhatsApp. In his study, Çetinkaya (2019) concluded that the vast majority of the participants (96.7%) presented the view that the use of WhatsApp is beneficial. Participants who state that they have some benefits for WhatsApp declare that they are useless for others, explaining why these tools are less preferred than WhatsApp for school-family communication. The collective message sending feature, which is seen among the benefits of social media tools, saves users time, and giving information is easier. As a benefit of social media tools, it is seen as a very useful feature especially for parents to see what their students are doing at school without going to school. Many situations such as excessive distance between home and school, forwarding the information late to the parents, having a work intensity of the parents, transferring the information to the family through the student (Koçak, 1991) are now eliminated thanks to social media tools or mobile communication. Church and De Oliveira (2013), in their study of the features of social media tools, concluded that while WhatsApp offers benefits such as low cost, making them feel a sense of community and intimacy, SMS is still considered more reliable in terms of protecting privacy for mobile communication. Knowing that the sent message is received by the receiver is seen as a useful feature for both parents and teachers. Although the preferred rate is low, the reason Twitter is used more officially in the communication process and the negotiations are more elite might be because of the messages published here being seen by everyone. Only one participant mentioned the fact that WhatsApp has an administrative restriction in group messaging. Participants may not know this feature of WhatsApp.

When the participants were asked about their views on the damages of social media tools used in school-family communication, answers were received that were mostly harmless. It is concluded from the answers received that the use of these tools is generally satisfied. However, it is the most frequently complained by the participants that these tools can be used beyond their intended purpose and take a lot of time to read the accumulated messages. Parents reported that they were disturbed by the fact that their phone numbers were seen by others in the group. At this point, parents complain about social media tools other than Twitter due to a violation of privacy. Dwyer et al. (2007), in their study, concluded that the participants had strong concerns about the confidentiality of their personal information, but were less careful about protecting them. Teachers sometimes complain that parents react negatively by being affected by others in group messaging. The problem becomes difficult because of other parents who react immediately, regardless of what a parent means. Also, the fact that only the written language is used in the communication tool and the absence of mimics in the statements causes misunderstandings. Similarly, Zaidieh (2012) concluded that the lack of physical cues such as voice tone and body language used in face-to-face communication caused misunderstandings. Bouhnik and Deshen (2014) reported similar problems in WhatsApp groups including teachers. Slang language usage and misunderstandings are the leading problems in social networks (Çetinkaya, 2017b). The teachers also declared that the messages sent around the clock are sometimes disturbing.

The primary recommendation of the participants for the use of social media tools in school-family communication is that usage of the tools should be limited. It is one of the results obtained from this study that

the purpose of the established message groups should be clearly stated. Especially when the teacher sets up a group, it is expected from the very beginning to indicate what purposes and when to use it, and that parents should follow these rules. The teacher, who is an administrator in WhatsApp groups, can prevent group members from sending messages so that they can only be used for announcements and information purposes. However, given the opinions expressed by the participants, it is concluded that the existence of this feature is not known. Despite the use of this feature, the teacher can't restrict a parent who has a teacher's phone number from sending private messages outside the group. Despite their negative aspects, parents who are satisfied with the use of social media tools in school-family communication think that these practices should be increased and applied for each lesson. Participants who are disturbed by sharing contact information in group messaging argue that this information should be hidden. Currently, it is not possible to make these requests, since the current version of the currently used WhatsApp application does not have the feature of hiding the phone number from group members.

Suggestions

To summarize the results obtained from this study; although social media tools are widely used in school-family communication, it can be said that they have advantages and disadvantages. While it is among the advantages of being free, fast, and easy to use, sending mass messages, and preventing the waste of time and workload, it is seen among its disadvantages that it is used out of purpose and timeless, causing privacy violation and misunderstanding. The results show that social media tools do not meet all the features needed in school-family communication. A mobile application can be developed to fully meet these needs. The results of this study can be used while determining the features that should be found in the mobile application to be developed.

The important thing is not only to communicate with families but as a result of this communication, it can have an effect that increases students' performance and school success (Broussard, 2003). While teachers are sharing in parent groups, they mostly aim to inform and make announcements. Activities that will ensure the active participation of parents of students at especially preschool and primary education levels can be organized. The flipped classroom model can be used in these activities. As emphasized by the constructivist approach, parents should actively participate in the education of their children by doing in-class activities when necessary (Woolley, Benjamin, & Woolley, 2004).

A study shows that the use of WhatsApp promotes meaningful learning in accessing content produced by students' peers (Rambe & Chipunza, 2013). Shy and less self-confident students have the opportunity to work more efficiently and participate in the lesson with the use of WhatsApp in asynchronous and collaborative learning activities (Rambe & Bere, 2013). With an experimental study, parents can also participate in pre-planned and structured activities through social media tools and it can be investigated how these activities affect student success. In the review of the literature, it is seen that the studies on parent participation in higher education are not sufficient. The use of social media tools in communicating with parents of undergraduate and graduate students can have positive results.

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