

Abstract

Action research was conducted to determine whether or not teacher-initiated, regular communication with parents makes an impact on parents' participation in school activities, helping their children with homework, and helping their children remember to return items to school on time. The researcher's goal was to communicate with parents in their native language about school activities once every two weeks. There was no significant improvement in rate of return of homework or the rate of returning weekly communication folders on time, and the results of parents attending school-related, after-school activities were inconclusive.



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