



**Janina Florczykiewicz**

<https://orcid.org/0000-0003-3917-3112>

University of Siedlce, Poland

[janina.florczykiewicz@uph.edu.pl](mailto:janina.florczykiewicz@uph.edu.pl)

**Marek Jeziorański**

<https://orcid.org/0000-0002-9770-835X>

John Paul II Catholic University of Lublin, Poland

[marek.jezioranski@kul.pl](mailto:marek.jezioranski@kul.pl)

## Educational partnership in primary schools in light of the experiences of parents of students in grades 1–4

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### **Keywords:**

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### **Abstract**

**Research objective:** The pilot study aimed to gather parents' opinions on the implementation of the educational partnership concept in selected schools.

**The research problem and methods:** The research problem was formulated as follows: How do parents of students in grades 1–4 perceive the implementation of the educational partnership concept in primary schools? A diagnostic survey was conducted using an original questionnaire with a 5-point response scale. The research material was analyzed using statistical methods.

**Structure of the article:** The introduction refers to the humanistic principles underlying contemporary educational concepts. The essence of educational partnership is discussed, with an emphasis on the relationship between the school and parents. The subjects of cooperation, determinants of partnership relationships, and factors that may pose a threat to them are identified. The discussion is situated in the context of partnership models developed by Joyce L. Epstein and Urie Bronfenbrenner. The following section presents the methodological assumptions, statistical analysis results, and a discussion of the findings and conclusions.

**Research results and their impact on the development of pedagogical sciences:** Parents positively evaluate educational partnership across all key components (communication, cooperation, trust, and the nature of the relationship). They trust the school, feel like co-decision-makers in matters concerning their child, and receive the necessary support from teachers. Communication with teachers takes the form of dialogue. The findings expand knowledge in the field of educational partnership and serve as a reference point for further comparative studies.

**Conclusions, innovations, and recommendations:** Although the results confirm the implementation of educational partnerships, it should be noted that some parents expressed less positive assessments. This indicates the need to continue efforts to optimize school–parent relationships and to identify parents’ needs regarding communication with the school.

## Introduction

The transformations currently taking place in Polish schools, following the adoption of humanistic principles that promote ideas of subjectivity, freedom, and attention to students’ needs, have contributed to the democratization of relationships between teachers, students, and parents. Implementing the postulate of supporting the comprehensive development of the student, which is the primary goal of education, requires engagement from both the school and the child’s wider environment. The possibility of a child’s full and uninterrupted development lies in the coordination of the school’s educational efforts with those of its environment. This premise underlies the concept of educational partnership.

## The essence of educational partnership

Educational partnership refers to the network of interactions among three educational entities: students, teachers, and parents, united by a shared goal (Karbowniczek, 2016; Janke, 2002; Milerski & Śliwerski, 2000) and carried out at the intersection of two social systems: the school system and the family system. The objective is the child’s comprehensive development. Partnership is a particular way of organizing mutual relationships:

its principles are realized through activity, multidirectional communication, and negotiation (Mendel, 2009). It may take the form of joint action or the inclusion of one party in the initiatives of the other (Janke, 2002), although the optimal form is collaborative action by both partners, based on co-decision-making and the development of constructive solutions in pursuit of agreed-upon goals.

Partnership is defined by the nature of interpersonal relationships among the entities involved. In the school environment, such relationships exist 1) between teachers and students, 2) between teachers and parents, and 3) between parents and children. A prerequisite for building constructive relationships is a pedagogical orientation toward the developmental well-being of the student (Kunowski, 2004). An optimal partnership between school and family is supported by trust, cooperation, shared goals, and co-decision-making. Collaboration mainly concerns school matters, such as agreeing on requirements and conditions for their fulfillment, determining educational strategies, and providing information about the child's progress (Szempruch, 2009).

The course of the partnership is shaped by a positive emotional attitude among those involved, the demonstration of respect, a willingness to cooperate, and a sense of responsibility (Milerski & Śliwerski, 2000). The nature of communication is especially important. Sandra Christenson et al. (2009) emphasize that true partnership is based on the exchange of information between teachers and parents and on dialogue aimed at developing beneficial modifications to interactions with children, taking into account cultural differences and overcoming barriers (such as stereotypes, limited communication skills, and assigning blame instead of seeking solutions).

A partnership relationship is not facilitated by one-way communication from teachers, such as sending notes or information focused only on the child's (often negatively assessed) behavior, nor by prioritizing one's own concerns while disregarding the needs of parents and children (Christenson et al., 2009). Other factors identified as threats to partnership include rivalry, dominance, directiveness, reactivity, irregular contact, entitlement, authoritarianism, rigidity, lack of openness to dialogue,

monologic and transmissive communication models, fear, stress, limited communication skills, and difficulty organizing meetings (Karbowniczek, 2016).

### **Selected models of educational partnership**

In the school–family partnership model, the student is placed at the center, viewed as an autonomous subject who shapes their own school experience (development, achievements, success). Joyce L. Epstein (1992, 1995; Epstein & Sheldon, 2019), in developing a model of partnership among the family, school, and local community, identifies six types of involvement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the local community. Support in the area of parenting involves helping families create an optimal home environment. It includes educating parents about parenting practices, assisting with learning and the development of the child's abilities, and raising awareness of the ways in which the school and family are interconnected.

Communication concerns the forms and techniques used to exchange information between the school and the family about the child's school situation: educational needs, achievements, social functioning, developmental paths, as well as programs and forms of instruction. Volunteering involves organizing opportunities for parents to assist at school, at home, or in other settings, such as picking up students, helping organize field trips, and supporting school events. The area of learning at home concerns providing parents with information about academic requirements and guidance on how to support learning, exam preparation, and other curriculum-related tasks.

Decision-making involves including parents in processes related to matters concerning their children, such as school safety initiatives. Collaboration with the community focuses on identifying and integrating resources and services available in the local environment to strengthen the implementation of school programs (Epstein, 1992, 1995; Epstein

& Sheldon, 2019). According to Urie Bronfenbrenner's ecological systems theory, child development is viewed through the lens of environmental influences. Educational partnership encompasses interactions that occur at the level of the microsystem, the setting closest to the child and parent. According to Bronfenbrenner, the effectiveness of educational partnership depends on:

1. Mutuality, meaning the sharing of experiences, joint efforts in building a community of relationships and actions for mutual benefit, and the development of relationships based on equality, understanding, trust, and shared goals;
2. Reciprocity, meaning the equal exchange of "goods"—feelings, actions, benefits, information—through a balanced and fair exchange of care, attention, and effort; it includes reciprocating respect and acknowledging the competencies of one's interaction partner;
3. Shared decision-making.

In light of these assumptions, partnership is understood as a relationship in which parents and educators value each other's contributions to the child's development and recognize the role of each party, sharing observations and striving for a multidimensional understanding of the child's needs. It is based on trust and joint decision-making through open communication, with mutual respect for all interaction partners (Rouse & O'Brien, 2017).

### **Research assumptions**

The study was pilot in nature, and its subject was the implementation of the concept of educational partnership in contemporary schools. An attempt was made to define this concept from the parents' perspective. It was assumed that the key determinant of partnership is the nature of the relationships established between the school (teacher/educator) and the parent. This refers to the pedagogical relationship, which

presupposes intentional collaboration aimed at supporting the child's (student's) personal development (Jeziorański, 2022).

The aim of the research was to determine how parents of early-grade students assess the implementation of the principles of educational partnership in their collaboration with the school, particularly in relation to their children's education and school experience. The research problem was formulated as follows: How do parents of students in grades 1–4 perceive the implementation of the educational partnership concept in primary schools?

### **Variables and indicators**

*Independent variables included in the study:*

- Parent-related variables: gender, age, education (primary, vocational, secondary, higher)
- Child-related variables: gender, grade level
- Place of residence

*Dependent variables:* forms of communication, communication quality, cooperation, trust, and the nature of relationships. Indicators are presented in the description of the research results.

### **Methods, techniques, research tools**

A diagnostic survey method was used, employing a questionnaire as the research technique. An original tool was developed: a questionnaire for parents of students in grades 1–4. It contains 32 single-response items formulated as affirmative statements, with a five-point response scale:

- 1 – completely disagree,
- 2 – disagree,
- 3 – no opinion,

- 4 – agree,  
5 – completely agree.

The reliability of the tool was confirmed using Cronbach's alpha,  $\alpha = 0.923$ .

The research was conducted online using a Google Forms questionnaire, which was distributed through the electronic school journal.

### Sample characteristics

The respondents were parents of students in grades 1–4,  $n = 125$ . Demographic characteristics are shown in the tables below.

**Table 1. Gender, age, and place of residence of parents,  $n = 123$**

Variable	Gender			Age				Place of residence			
	Woman	Man	No data	Under 30 years old	30–40	40–50	Over 50	Rural area	Small city	Medium city	Large city
n	108	15	2	3	74	44	4	95	6	16	8
%	86	12	1.6	2.4	59	35	3.2	76	4.8	12	6.4

**Table 2. Parents' education,  $n = 125$**

	Primary education	Vocational	Secondary	Higher education
Mother	3	6	37	79
Father	NA	23	48	54
n	3	29	85	133
%	1.2	11.6	34.0	53.2

**Table 3. Grade level and gender of the child,  $n = 125$**

Variable	Child's gender		Grade			
	Girls	Boys	1	2	3	4
n	56	69	34	37	23	29
%	44.8	55.2	27.6	30.1	18.7	23.6

## Statistical procedure

The collected data were subjected to statistical analysis. Basic descriptive statistics were used to characterize the variables. Comparisons of grade levels based on the scores obtained for each indicator were performed using the Kruskal–Wallis H test. The Mann–Whitney U test was used to examine differences between two groups, as the assumption of normal distribution was not met.

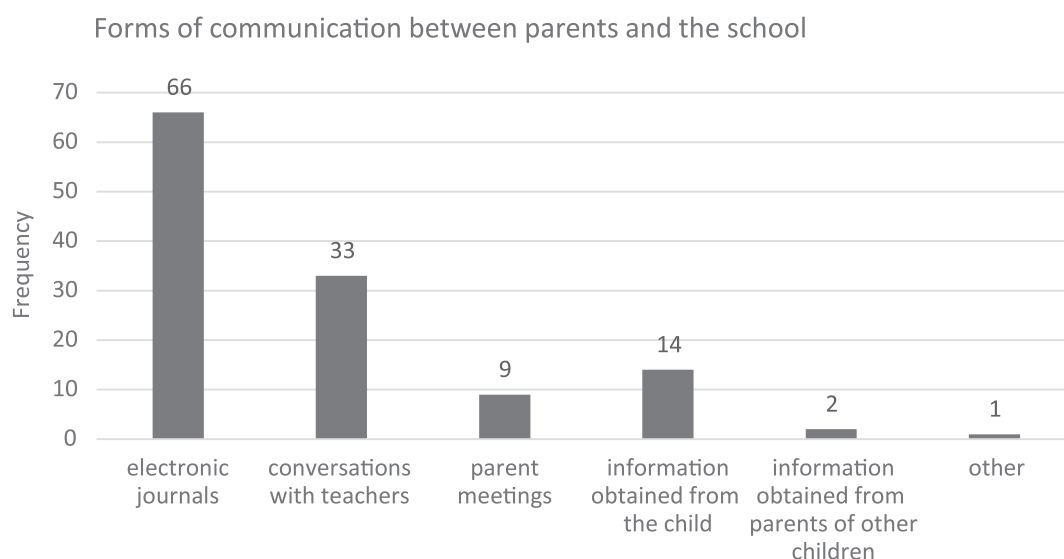
## Implementation of educational partnership in parents' assessments – research findings

The implementation of the idea of educational partnership was evaluated based on parents' assessments of its four components: communication, cooperation, trust, and the nature of the relationship.

### Communication between the school and the parent

Respondents were asked about the forms of communication used with the school. The results are shown in Chart 1.

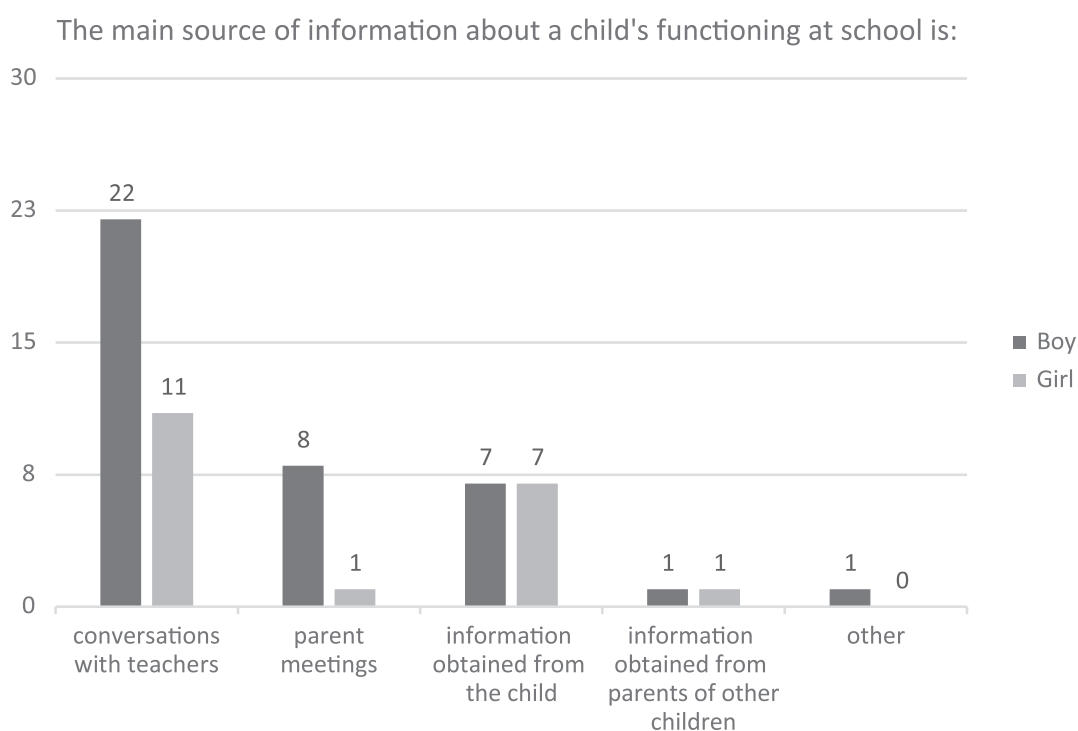
**Chart 1. Forms of communication between parents and the school**



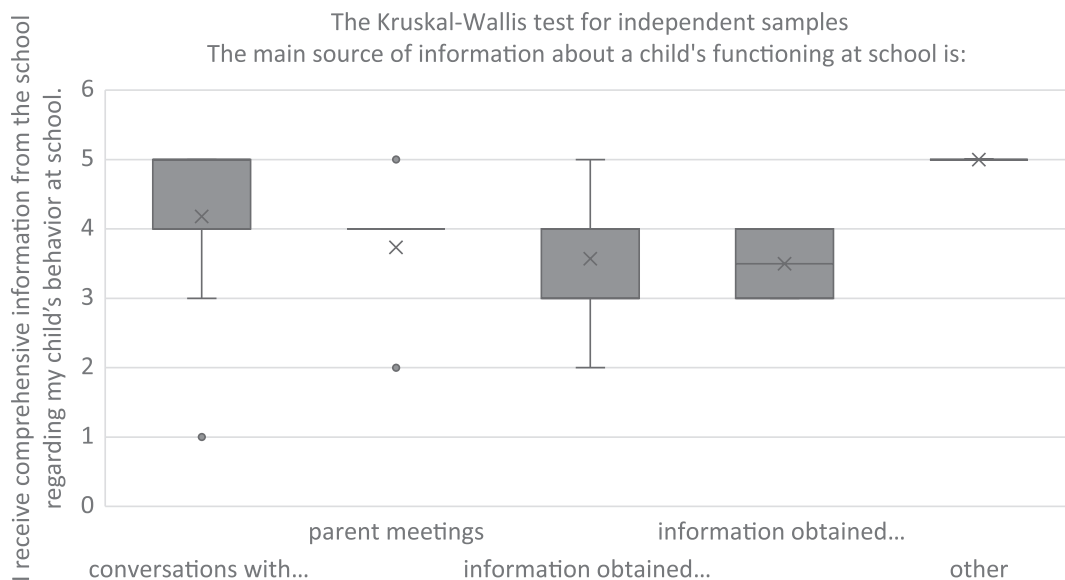


Two main sources of information about the child's functioning in the school environment were identified: electronic journals (66 respondents) and conversations with teachers (33 respondents). Analysis using the Mann–Whitney rank-sum test showed that the scores of parents of boys were higher ( $M_{rang} = 68.41$ ) than those of parents of girls ( $M_{rang} = 56.34$ ), with the differences being statistically significant ( $p < 0.05$ ). Parents of boys are more likely to contact the teacher directly (e.g., by phone) compared with parents of girls (see Chart 2).

**Chart 2. Sources of information versus the child's gender, n = 125**



To test for differences between the type of information about the child and the source from which it was obtained, the Kruskal–Wallis test for independent samples was conducted. Significant differences were found between the number of indications for the electronic journal and for conversations with teachers,  $p = 0.001$  (after applying the Bonferroni correction). Information is obtained more often through conversations with teachers than through the electronic journal.

**Chart 3. Type of information about the child  
vs. source of information**

The quality of communication between the parent and the school was assessed using the following indicators:

1. the provision of information about the child's school situation (educational achievements, needs, social functioning);
2. whether communication is one-way or two-way;
3. the provision of information about school programs, methods and forms of instruction, and the rules for assessing and verifying knowledge.

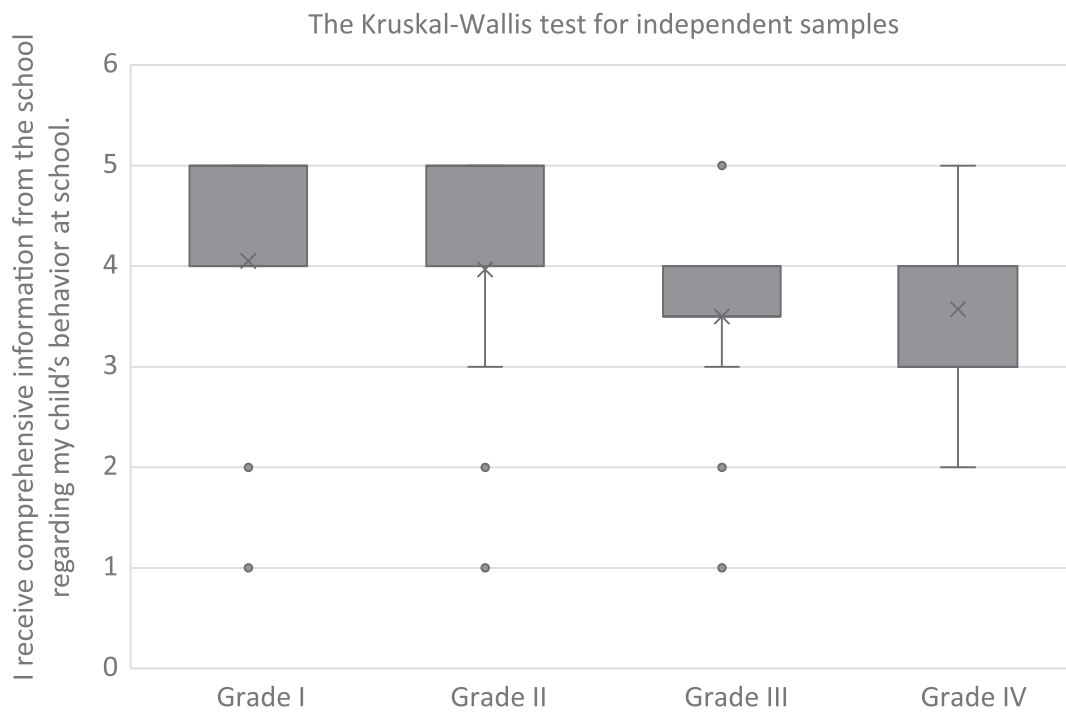
Parents evaluate communication with the school positively when it comes to obtaining information about their child's school situation. This is borne out by the mean values obtained for each indicator and in the left-skewed distributions, which indicate that most responses are above the average (Table 4).

**Table 4. Provision of information about  
the child's school situation**

Descriptive statistics		a.	b.	c.	d.
N	Valid	125	125	125	125
	No data	0	0	0	0
Average		3.81	4.05	3.74	3.86
Median		4.00	4.00	4.00	4.00
Dominant		4	4	4	4
Standard deviation		1.090	.958	1.069	.877
Skewness		-1.051	-1.329	-.637	-.806
Standard error of the skewness		.217	.217	.217	.217

- a. I receive comprehensive information from the school regarding my child's behavior at school,
- b. I receive comprehensive information from the school regarding my child's academic performance,
- c. I receive comprehensive information from the school regarding my child's learning difficulties,
- d. I have a good understanding of my child's school-related matters through cooperation with the educator/teachers.

Comparisons between grade levels made using the Kruskal–Wallis test for independent samples revealed significant differences in parents' assessments of information received about their child's behavior in 1st and 4th grade:  $p < 0.05$  (after applying the Bonferroni correction). Parents of first-graders rated the information that they received in this area more positively than parents of fourth graders (Chart 4). These differences may result from the transition in the form of instruction—from integrated teaching to subject-based teaching. The increase in the number of teachers working with fourth-grade students, along with the change of home-room teacher, may contribute to a weakening of parents' contact with the school (although this hypothesis requires separate research).

**Chart 4. Reporting on a child's school behavior – comparison of mean values across grade levels**

Significant differences also appeared in the evaluations provided by parents of first- and third-grade students regarding the receipt of comprehensive information about their child's academic performance,  $p < 0.05$  (after the Bonferroni correction). Parents of first graders gave higher ratings than parents of third graders.

The results for the remaining indicators of the variable *parent-school communication* are summarized in Table 5.

**Table 5. Descriptive statistics**

Variables		One-way, one-sided communication		Providing information on school programs, methods of teaching and testing knowledge, and rules of assessment		
Descriptive statistics		a.	b.	c.	d.	e.
N	Valid	125	125	125	125	125
	No data	0	0	0	0	0
Average		3.22	2.77	3.60	3.40	3.50
Median		3.00	3.00	4.00	4.00	4.00
Dominant		4	3	4	4	4
Standard deviation		.999	.917	1.070	1.063	1.104
Skewness		-.120	.033	-.666	-.451	-.594
Standard error of the skewness		.217	.217	.217	.217	.217

- a. The school mainly contacts me about difficulties concerning my child.
- b. In their interactions with me, teachers focus on their own needs and preferences in the teaching process.
- c. The school keeps me informed about both my child's successes and failures.
- d. I receive comprehensive information from the school regarding the curriculum being implemented.
- e. I receive comprehensive information from the school on how my child's achievements are assessed.

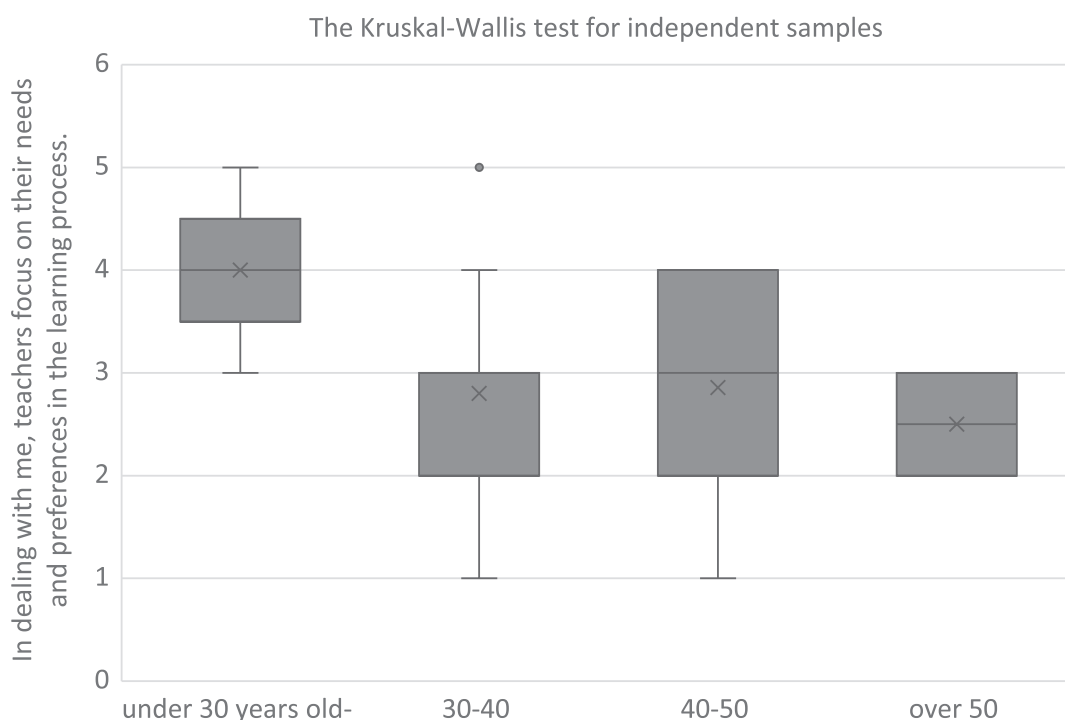
Parents view communication with the school positively when it comes to receiving information about the school curriculum, as well as the methods and rules for verifying knowledge and assessment. This is demonstrated by the mean values for the indicators—"I receive comprehensive information from the school regarding the curriculum," "I receive comprehensive information from the school regarding the methods of assessing my child's performance," and "The school informs me about both my child's successes and failures", and by the left-skewed distributions, which indicate that most responses fall above the average.

Parents' opinions on the direction of communication are less favorable. Most respondents stated that the main reason that the school contacts them is their child's difficulties: their responses clustered around 3 ("neutral") and 4 ("agree"), and the left-skewed distribution again shows that most responses are above the average. This suggests the presence of one-way communication from the school, usually initiated only when problems arise.

In contrast, for the statement “In their interactions with me, teachers focus on their own needs and preferences in the teaching process,” most respondents selected 3 (“neutral”) or 2 (“disagree”). The mean score was 2.77, and the right-skewed distribution indicates that most responses fall below the average. Still, a smaller portion of respondents explicitly disagreed with the presence of one-way communication: 37 people (29.6%) answered “disagree,” and 10 respondents (8%) answered “strongly disagree.”

It was also found that the variable *age* differentiates parents’ responses to the statement “In their interactions with me, teachers focus on their own needs and preferences in the teaching process”:  $p < 0.05$ . Respondents under the age of 30 were more likely to notice this attitude in teachers; however, this group was not representative ( $n = 3$ ) (Chart 5). No significant differences were found between grade levels.

**Chart 5. Parent age vs. views on teachers’ focus on their own needs and preferences in the teaching process,  $n = 125$**



## Cooperation between the school and parents

Another component of the educational partnership analyzed in the study was cooperation. To determine parents' assessments, four indicators were used:

1. parents' involvement in decision-making regarding their child's education,
2. cooperation in providing educational support for the child,
3. cooperation in providing social support for the child (in interactions with peers), and
4. cooperation in organizing school events.

The descriptive statistics indicate that parents view their cooperation with the school positively in all of these areas (Table 6). The left-skewed distribution suggests that most ratings fall above the average.

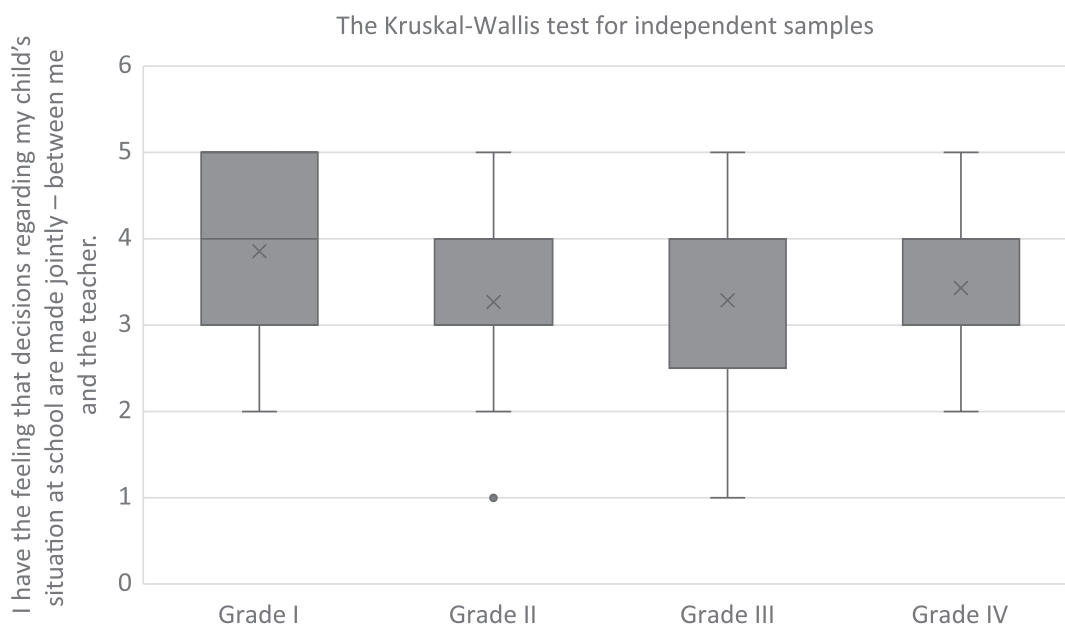
**Table 6. Descriptive statistics for indicators  
of the "cooperation" variable**

Descriptive statistics		a.	b.	c.	d.	e.
N	Valid	125	125	125	125	125
	No data	0	0	0	0	0
Average		3.34	3.58	3.50	3.42	3.46
Median		4.00	4.00	4.00	4.00	4.00
Dominant		4	4	4	4	4
Standard deviation		1.219	.977	1.021	1.226	1.195
Skewness		-.472	-.503	-.613	-.488	-.485
Standard error of the skewness		.217	.217	.217	.217	.217

- a. I influence the choice of the supplementary forms of education offered by the school (concerts, performances, exhibitions, trips, etc.).
- b. I feel that decisions regarding my child's situation at school are made jointly—between me and the teacher.
- c. I cooperate with the school in organizing various events.
- d. I receive the necessary information from the school about ways to help my child with learning (methods of working with the child, material to review or supplement).
- e. I receive the necessary information from the school about possible ways to support my child in interactions with peers.

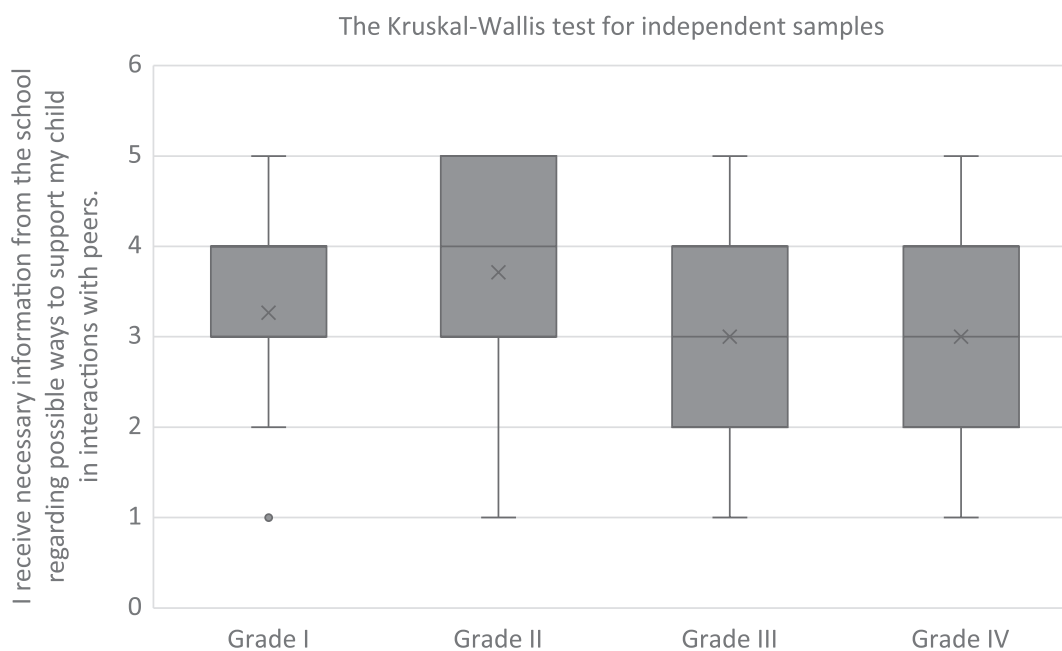
The child's grade level differentiates respondents' answers on the following indicators: "I feel that decisions regarding my child's situation at school are made jointly between me and the teacher" ( $p < 0.05$ )—parents of first-grade students are more likely to agree with this statement compared to other parents (see Chart 6); and "I receive the necessary information from the school about possible support for my child in interactions with peers" ( $p < 0.02$ )—parents of second-grade students are more likely to agree with this statement than other respondents (Chart 7).

**Chart 6. Grade level and agreement with the view that decisions concerning the child's school situation are made jointly by the parent and the teacher,  $n = 125$ .**





**Chart 7. Grade level and parents' views on receiving the necessary information from the school about ways to support the child's interactions with peers, n = 125.**



### Trust of parents in the school

An important determinant of educational partnership is the trust that parents place in the school. Trust was assessed using four distinct indicators:

1. the extent to which parents feel fear in interactions with the school,
2. their sense of freedom in expressing their point of view,
3. their declared trust in the school/teachers' methods/assessment practices, and
4. their declared lack of trust or attribution of blame.

**Table 7. Descriptive statistics for the indicators of the trust variable**

Descriptive statistics		a	b	c	d	e	f	g	h
N	Valid	125	125	125	125	125	125	125	125
	No data	0	0	0	0	0	0	0	0
Average		2.34	2.96	4.15	3.55	3.52	3.68	3.59	2.22
Median		2.00	3.00	4.00	4.00	4.00	4.00	4.00	2.00
Dominant		2	4	4	4	4	4	4	2
Standard deviation		1.031	1.081	.934	1.058	1.013	.964	1.033	.885
Skewness		.585	-.270	-1.397	-.429	-.576	-.744	-.809	.765
Standard error of the skewness		.217	.217	.217	.217	.217	.217	.217	.217

- a. Contact with teachers is stressful for me.
- b. I feel anxious when the school contacts me.
- c. I am convinced that I can talk to the class teacher about all matters concerning my child.
- d. I am convinced that I can talk to all teachers about all matters concerning my child.
- e. I am convinced that I will always receive support from the teachers.
- f. I am confident that my child is being assessed fairly.
- g. I trust the school.
- h. I sometimes blame teachers for my child's failures instead of working toward a joint solution.

The results indicate that parents trust the school: they feel confident about the possibility of having a dialogue with the class teacher and other teachers regarding their child, receiving the necessary support, and the fair assessment of their child. The average values for the trust-related indicators are high (Table 7, c–g), and the left-skewed distribution suggests that most responses fall above the average. For a significant portion of respondents, contact with the school is not stressful. Furthermore, most parents do not blame teachers for their children's failures—the average values for these items show that the majority selected negative responses. The right-skewed distribution indicates that most responses fall below the average (Table 7, a, h).

Despite the declared trust in the school, some parents feel anxious when the school contacts them. The left-skewed distribution shows that most responses were above the average (Table 7, b), which means that more respondents chose “agree” or “strongly agree.”

A comparison of averages across respondent groups revealed that the variable “grade level” differentiates responses in the following indicators at a statistically significant level:

- “I am convinced that I can talk to the class teacher about all matters concerning my child,”  $p < 0.05$
- “I am convinced that I will always receive support from teachers.”  $p < 0.05$
- “I am convinced that my child is graded fairly.”  $p < 0.01$
- “I trust the school.”  $p < 0.05$

Significant differences were found between parents of first-grade students and parents of fourth-grade students regarding opinions on fair assessment,  $p < 0.05$  (after applying the Bonferroni correction) (Table 7).

**Table 8. Grade level of the child and parents’ declarations regarding fair assessment by teachers,  $n = 123$ .**

Grade level of the child		I am convinced that my child is graded fairly					Total
		1	2	3	4	5	
Grade 1	Count	0	1	5	21	7	34
	%	0.0%	2.9%	14.7%	61.8%	20.6%	100.0%
Grade 2	Count	1	3	5	18	10	37
	%	2.7%	8.1%	13.5%	48.6%	27.0%	100.0%
Grade 3	Count	2	2	7	10	2	23
	%	8.7%	8.7%	30.4%	43.5%	8.7%	100.0%
Grade 4	Count	0	7	7	13	2	29
	%	0.0%	24.1%	24.1%	44.8%	6.9%	100.0%
Total	Count	3	13	24	62	21	123
	%	2.4%	10.6%	19.5%	50.4%	17.1%	100.0%

The variable “father’s education” significantly differentiates the results for the statement: “I sometimes blame teachers for my child’s failures

instead of trying to work toward a joint solution,”  $p < 0.03$  after applying the Bonferroni correction. Fathers with vocational education are more than four times as likely to report assigning blame (17.3%) compared to fathers with higher education (4%). See Table 9.

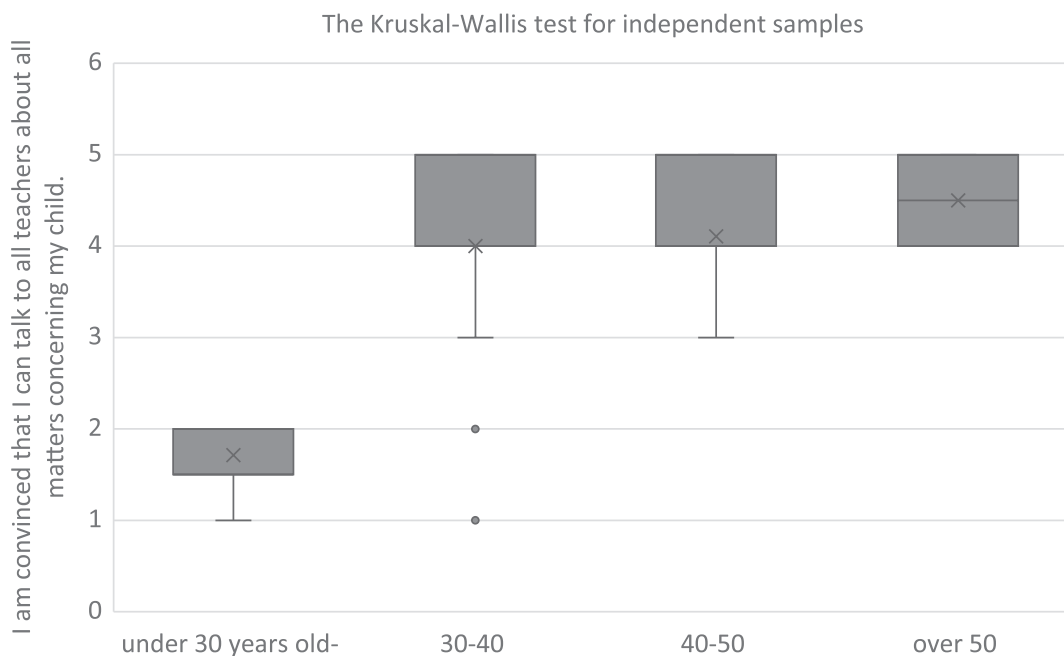
**Table 9. Education level and fathers’ tendency to blame teachers for their child’s failures,  $n = 123$**

Father’s education		I sometimes blame teachers for my child’s failures instead of working towards a joint solution.					Total
		1	2	3	4	5	
Vocational	Count	1	11	7	3	1	23
	%	4.3%	47.8%	30.4%	13.0%	4.3%	100.0%
Secondary	Count	9	26	10	2	1	48
	%	18.8%	54.2%	20.8%	4.2%	2.1%	100.0%
Higher education	Count	13	28	9	4	0	54
	%	24.1%	51.9%	16.7%	7.4%	0.0%	100.0%
Total	Count	23	65	26	9	2	125
	%	18.4%	52.0%	20.8%	7.2%	1.6%	100.0%

Age differentiates respondents’ beliefs, and the differences are statistically significant for the following indicators:

- “I am confident that I can talk to the class teacher about all matters concerning my child,”  $p < 0.01$  – parents under the age of 30 do not share this belief, in contrast to the other respondent groups (Chart 8). However, it should be noted that this group is not representative ( $n = 3$ ).
- “I am convinced that my child is graded fairly.”  $p < 0.05$  (Chart 9).
- “I tend to blame teachers for my child’s failures instead of working toward a joint solution.”  $p < 0.05$  – as age increases, parents are less likely to agree that they blame teachers (Chart 10).

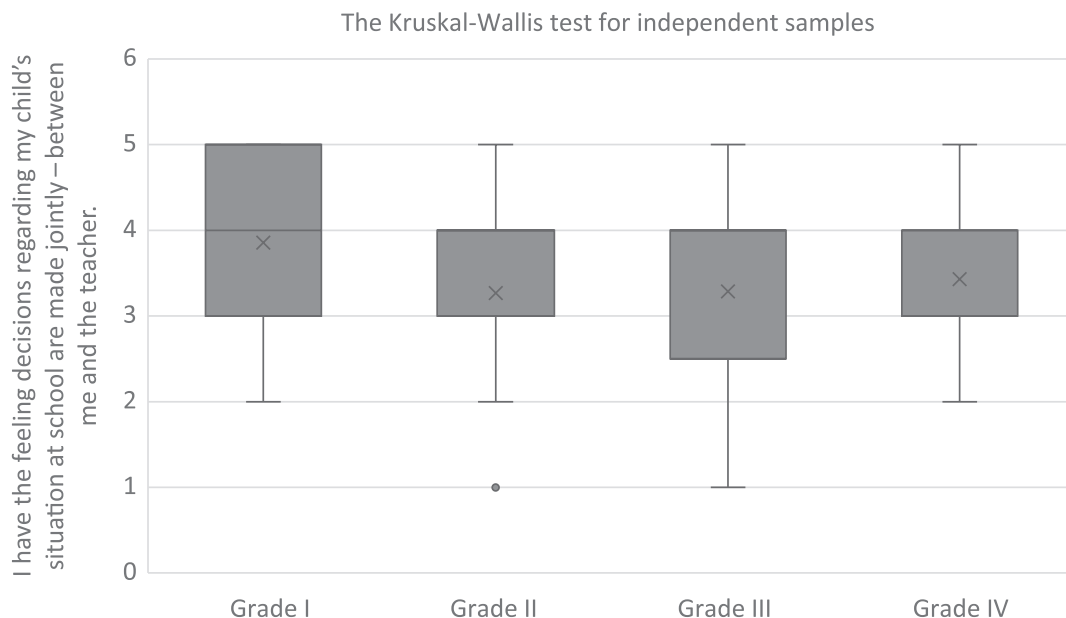
**Chart 8. Age and confidence in being able to discuss  
all child-related matters with the class teacher, n = 125**



**Chart 9. Age and confidence that the child is graded fairly, n = 125**



**Chart 10. Age and the tendency to blame the teacher for the child's failures, n = 125**



### Nature of the relationship

The final component of educational partnership examined was the nature of the relationship: partnership vs. directive. Two indicators were used to assess this aspect:

- My conversations with teachers always take the form of a partnership-based dialogue.
- In conversations with teachers, I can freely share my observations and my point of view regarding my child's school situation. (Table 10)

**Table 10. Descriptive statistics – nature of the relationship  
(partnership/directive)**

Descriptive statistics		a	b
N	Valid	125	125
	No data	0	0
Average		3.71	3.68
Median		4.00	4.00
Dominant		4	4
Standard deviation		.878	1.052
Skewness		-.779	-.931
Standard error of the skewness		.217	.217

- a. My conversations with teachers are always characterized by a partnership-based dialogue.  
b. In conversations with teachers, I can freely share my observations and points of view regarding my child's school situation.

Most parents evaluate their communication with the school as collaborative. This is evidenced by the high average values obtained. The left-skewed distributions indicate that most responses were above the mean. No significant differences in mean values were found among the analyzed groups for the examined variables.

## Discussion of results and conclusions

The analyses allow for the formulation of conclusions about how parents perceive the school's implementation of educational partnership principles. These findings reflect the tendencies expressed in the respondents' assessments. Respondents evaluate educational partnership positively across all four components examined. The majority report good communication with teachers and homeroom teachers regarding all matters related to their child. They also give positive assessments of their cooperation with the school. Parents feel like co-decision-makers in matters related to their child's education and believe that the school works with

them to support both learning and social interactions. Collaboration is bidirectional—parents also declare their involvement in organizing school events.

Parents trust the school and teachers; communication is described as dialogue-based, and the overall nature of the relationship with teachers is perceived as partnership-oriented. Although most parents state that contact with the school is not stressful, some report feeling anxious when the school reaches out. Given that several parents believe that the school contacts them mainly when difficulties arise, it can be assumed that this anxiety may stem from concerns that their child has been injured or has violated school rules. Independent variables such as gender, age, parental education, the child's grade level, place of residence, and the child's gender generally do not differentiate the results regarding partnership. The exceptions are that grade level differentiates assessments related to cooperation and trust, and parental age differentiates assessments related to communication and trust.

The findings indicate that the principles of educational partnership are being implemented in the lower grades of primary school; however, it should be noted that some parents provided negative evaluations. This suggests the need for continued efforts by schools to strengthen partnership relations and, most importantly, to identify parents' communication needs in their interactions with the school.

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