

PARENT AND Z GENERATION CHILD RELATIONSHIP HARMONIZATION: ANDRAGOGIC ASPECT

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ABSTRACT: *The article discusses Z generation parents education through andragogical systems. Generation Z refers to those individuals who were born in the decade following the widespread emergence of the World Wide Web, from the mid-1990's to the early 2000's. Most of Generation Z comprises children of Gen X, although some may be children of later Baby Boomers. Generation Y and Generation Z are often combined and share many characteristics, most notably a savvy with technology and a comfort-level with the global world. However, Generation Z will likely to show some strong consumer-oriented differences from Generation Y because of the age of these individuals during periods of economic recession.*

What is more, the article deals with andragogical system provided to parents to parents' engagement in school life, suitable for a child learning to create a climate, the motivation to maintain in order to make appropriate learning and life conditions. Andragogical means of encouraging parents to become involved in community activities in educational institutions as being of its members are active not only contributes to children's education institutions in management, but it will be acquired from the planning, coordination, organization and evaluation skills.

KEY WORDS: *andragogic aspect, parents, Z generation*

INTRODUCTION

Twentieth century, the intensive pace of development of the system leads to “man and society” in a permanent change, and thus dictate a new educational dimension of thinking and an opportunity to review difficult “child - adult – education” for the links. This involves multi-integrals and the Z generation child and childhood education and understanding of nature – which involves continuous development of the child's socio-cultural conditions of society change. Z generation children's education has long been seen only in adult human aspiration – and protects their children. These processes often have been based on the child and adult natural interaction, the development of childhood education as adult only process-based efforts. At the end of the twentieth century a new social image of the child and childhood, which is based on personal childhood experiences with adults, and the desire to seek this experience sense in the children educational process and to build upon basic characteristics of childhood, referring early child social-cognitive access to self-knowledge and active the surrounding world.

Priority education accrues to the family as the overriding social institute, where people suffer first and most important socialization. Other public structures, socialization is a little later. Families with no auxiliary Institute, seeking to create and maintain the existing structures and relations in the country, while the main condition for realizing human potential, is an institution which has unique features, a significant impact on personality formation and social development.

However, the parents of the Z generation child's education begin to pay less attention to him after school, as all education, training, and training functions transferred educational institution. But we understand that the school without parental participation in community life, they are not interested in, or very little interested in stay on the achievements of children can not properly and fully implement the objectives entrusted to fully develop and personality¹. The purpose of Article-analysis of Z generation parents education through andragogical systems Methods-analysis of the scientific literature.

CHARACTERISTIC Z GENERATION

The scientific literature² generation Z is characterized as it has an innate comfort with the virtual world. For these consumers, the Internet has always existed. Since the time of their growing independence from children to pre-teens to teenagers, great strides have been made in technological devices (e.g., cellphone capabilities, streaming video, social networks). This generation is not surprised by product obsolescence and has a high expectation for the pace of „more, smaller, and better” versions of technological products. Rather than feel outpaced and over-charged by planned obsolescence (as evidenced by their more frugal or market-cynical parents and grandparents), these consumers are likely to feel that constant innovation is a given. As consumers, Generation Z has always had more choices in the marketplace (both in big-box brick-and-mortar retailers and in e-commerce) than their predecessors and so their reliance on using design-based or aesthetic differentiation to make choices is likely to be strong. While spending may be discriminating in many areas (as described in greater detail below), being current in technological and design-based innovation is one area where this generation is willing to spend its money³.

The only limit to their expectation for innovation may be, counter-intuitively, in their youth. Some of my research (published in the Journal of Retailing) demonstrates that Generation Y consumers (tested during their college years) had lower expectations for future “radical” changes in retail environments and marketplace delivery than their Baby Boomer parents because they had seen less change in their lifetime than had their parents. For younger consumers, the „new” way (e-commerce, bar-codes, etc.) was

¹ Cf. P. Mazur, M. Gwozda, Teen-aged Citizens: Realists or Pessimists?, „Bulletin Of Kemerovo State University Of Culture And Arts Journal Of Theoretical And Applied Research” 2013 nr 1, s. 197-201.

² Cf. A. Cross-Bystrom, *What is you need to know about Generation ?2010*;
<http://www.imediainconnection.com/content/27425.asp>> (dostęp: 21.02. 2015); G. Wood, *Recognizing the generational divide: When x meets y at the tribal college*, „Tribal College Journal” 2006, nr. 17(4), s. 24-25.

³ Ibidem.

the way it had always been. On the other hand, older consumers who had seen the seismic shifts in retail over the past two decades were more prone to expect continuing changes.

Generation Z is likely to be unique in many ways, one way that they will reflect their parental upbringing is in the insistence on convenience. Recall that most of Generation Z are the children of Generation X. Generation X has often been an overlooked age cohort by marketers because they do not have the size of either their Baby Boomer predecessors or the following “boomlet,” Generation Y. Generation X is known for their independence, cynicism, and lack of brand loyalty. Generation X was hit by a combination of difficult trends including the growth in the divorce rate, the economic distress of the 70’s, and the rise of working single parents. Many Gen X-ers were latch-key kids, responsible for taking care of themselves and siblings as they grew up. They aren’t necessarily expert multi-taskers and have a heavy reliance on convenience goods. This use of convenience goods in the home is likely to rub off on Generation Z. The lack of exposure to „from scratch” consumption and the increased pressure on today’s youth to achieve at young ages is likely to be reflected in an increased reliance on convenience in both product attributes (e.g., time-saving devices or mobile devices), product delivery (e.g., retail channels that increase ease of acquisition), product experience (e.g., products that are easy to cook, consume, set-up, etc.) and product messaging (e.g., ads that are delivered in a „just in time”, mobile, or shortened form). It is clear that much of the e-commerce characteristics that cause uncertainty or concern for Baby Boomers or Generation X (e.g., delivery charges, consumer monitoring, lack of brick-and-mortar presence) will not have the same worry for Generation Z.

Like their Generation X parents, Generation Z will be much affected by growing up in economically difficult times. Research from both the recessionary periods around the Great Depression and the 1970’s shows that kids who grow up in recessions are often less confident, „settle” in lower paid jobs, and are more fearful about financial difficulties. However, how children respond to this kind of environment differs greatly by age (e.g., college-age individuals are often hardest hit in terms of future earning potential), family situation (e.g., sons of fathers who were laid off in a recession versus those who kept their job were more likely to have reduced earning power themselves), and personality. Often, such periods create an increased reliance on education as families work to protect future generations through upward mobility. There is often a greater interest in saving and conservative spending, however this is strongly reliant on opportunities for financial education or the financial literacy of the parents.

Generation Z is likely to be a strong market for goods that cater to escapism. This is due to several reasons. First, this behavior in the home will likely mirror their parents’ generation. Generation X is often characterized as a generation highly prone to escapist consumption pursuits including entertainment (e.g., movies, music, video-games), extreme sports, dining out, and fostering social “tribes” (networks of friends that take the place of distant family). For Generation X, this was a response to economic

challenges, increased responsibilities at young ages, and displaced families. For Generation Z, the economic environment is similar and, while increased responsibilities are not in the „latch-key kid” mode, many kids today report greater stress and pressure to achieve at a young age, a phenomenon that is fueled by „helicopter parent” trends⁴.

This desire for an opportunity to escape is likely to be facilitated by technological advances that 1) make entertainment products like video-games more real and compelling, 2) offer greater 24-7 access to social networks, and, 3) offer greater mobility in devices that offer escapism (e.g., mobile phones with media and Internet availability). Since many of the escapist consumption pursuits available to children are computer-based, this may underlie current trends in childhood obesity, increased concern over age-appropriate access to websites, and increasing trends in savvy virtual relationships, but eroded skills in face-to-face social encounters and relationships. Given the commonly reported characteristic of Generation Y as a highly idealistic generation, it may be that this idealism trickles down to Generation Z, but combines with increased security needs and escapist tendencies to create situations where Generation Z is increasingly.

PARENTAL COOPERATION WITH THE PEDAGOGICAL EDUCATIONAL INSTITUTION

Education and particularly social assistance is the family-based systems approach. C. Petr⁵ and B. Thomlison⁶, argue that substantial changes to the family, one of the most effective strategies is a systematic approach to the family. This means that the family is treated as a monolithic, single unit and whole. Educational and social difficulties experienced by one member, operates, and any other family members⁷. O. Monkevičienė⁸ argues, "that parents are not encouraged to send their children to educational institutions begin to be introduced at the age of just one or two years. The age of puppy growth medium is most favorable to a loving, sustainable, responsible family. However, different - social, material, jobs - the reason, families education institutions in service “.

Parents-the largest and most influential directly connected with the school, or inside, interest group⁹. Educational institutions work depends very much on parental involvement in its activities. N. Dale¹⁰, A. Juodaitytė¹¹ and others indicate that a successful pedagogical co-operation can take place only in the dialogue where parents and children are as indivisible unit of education and training institution is inseparable

⁴ Cf. ibidem.

⁵ Cf. C. G. Petr, *Social Work with Children and Their Families*: Pragmatic Foundation, Oxford 2004.

⁶ Cf. B. Thomlison B., *Family assessment handbook: an Introductory Practice Guide to family assessment and Intervention*, Belmont 2002.

⁷ Cf. A. Varga, *Sistemnaja semeenaja psichoterapija*, Moskva 2001; K.B. Walsh, *Įvaiką orientuotų klasių kūrimas*: 6-7m, Vilnius 1998.

⁸ Cf. O. Monkevičienė, *Vaiko ir pedagogo sąveikos kryptys šiandieniniame ikimokykliniame ugdyme*, Klaipėda 2000.

⁹ Cf. R. Želvys, *Švietimo vadyba*, Vilnius 2003.

¹⁰ Cf. N. Dale, *Working with Families of Children with Special Needs-Partnershi and Practice*, London 2000.

¹¹ Cf. A. Juodaitytė, *Vaikystės fenomenas: socialinis-edukacinis aspektas*, Šiauliai 2003.

from education at home. Human socialization begins in the family, which formed the grounds of personality, which establishes the more education institution.

The researchers¹² highlights that the successful cooperation between the teacher and parents have a positive impact on the child's educational performance, so parents and teachers must work together, and the interaction between teachers and children to keep a strengthening of the parents. J. Williams¹³ children's education and training in the context of the proposed partnership period. The partnership, according to the authors, necessarily implies two-way exchange. Such international instruments and documents as the UN Children's Convention (1989) a partnership is treated as a central principle.

The Partnership for the daily interaction between parents and professionals give meaning to¹⁴, allows the participants to a common decision-making by consensus, they offer real choice, information sharing and joint responsibility.

Partnership and communication school can be formal and informal¹⁵. There is importance of communication and informal educational institutions and parents, between parents and teachers. V. Gevorgianienė¹⁶ that suggests that the trips, general holidays, sporting events and other activities are conducive environment for parents to communicate informally with teachers, other children's parents, the child's friends. Parent teacher communication important to a reduction in a structured activity more pronounced parental relationship with the child, he claims the validity, relevance and nature of the assistance.

Educational institutions, the community is micro model society in which the children's quality of life for every community member assuming certain responsibilities and obligations. Parents and teachers are united by one common goal-the child's welfare¹⁷. A child-oriented horizontal issue when the harmonious family, and agree to an educational establishment, some of children in the family and kindergarten are complementary¹⁸. An educational institution is a community where intensive establish social relationships with different adults and peers, it affects the child's further integration into society. So this community is to create maximum conditions fostering cognitive, social, spiritual child development.

Lithuanian scientists recognizes the tremendous parental role in creating an effective educational institution management system. Parents are encouraged to be involved in the educational institutions in the community, being active as its members

¹² Cf. L. Stoll, L., D. Fink, *Keičiame mokyklą*, Vilnius 1998.

¹³ Cf. D. Gerulaitis, *Tėvų įsitraukimo į vaiko ugdymo(-si) procesą plėtotė specialiojoje mokykloje*, Šiauliai 2007.

¹⁴ Cf. B. Thomlison, op. cit, 2002.

¹⁵ Cf. L. Cook, M. Friend, *Principles for the practice of collaboration in schools*, "Preventing School Failure" 1991, vol. 35(4).

¹⁶ Cf. V. Gevorgianienė, *Vidutiniškai sutrikusio intelekto ugdytinių bendravimo gebėjimų ugdymas*, Šiauliai 1999.

¹⁷ Cf. I. Jorutytė, A. Budreikaitė, *Tėvų dalyvavimas ikimokyklinės įstaigos bendruomenės valdymo procese*, „Pedagogika“ 2005, nr 76, s. 53-63.

¹⁸ Cf. J. Litvinienė, *Šeima - vaiko ugdymo institucija*, Klaipėda 2002.

are not only contributes to the nursery school of management, but it will be acquired from the planning, coordination, organization and evaluation of competencies¹⁹..

ENVIRONMENT PEDAGOGIZATION. FAMILY-AND CHILD-RAISING AUTHORITIES COOPERATION RATE

The school in order to foster the virtuous man, citizen, patriots of their homeland, must not close themselves from society, but to establish any possible links with the various social institutions and use them active work. According to I. Leliūgienė²⁰ environmental pedagogization is a personality development / self one of the most important conditions. Micro-pedagogization condition is an educational institution of the family in the village and the development of cooperation. The main aspects of cooperation to be considered as follows:

- Child, developmental characteristics, capabilities and knowledge of talent;
- Educational goals and targets;
- Educational process for establishing the content;
- Exchange of information about the content of the process;
- Social role of children's environmental education;
- Educational efforts of the adjustment on the basis of educational impact analysis of the results of child development and suavity level assessment.

Child assessment is important for parents seeking to understand their child's behavior, self-education, success, failure causes. N. Dale²¹ has the following practical guidelines for professionals seeking the inclusion of parents and the child's evaluation of information sharing:

- Launching a dialogue, taking into account the parents' emotional state;
- Caution is needed, because teacher's communication style is direct participants in the communication process;
- Invite parents to share their thoughts, expectations, and to ask questions. This is fully developed dialogue;
- Login User Content must be clear and concise. Need to avoid technical jargon and complicated lingo, the report use short sentences, simple and clear words;
- If message content is extremely complicated, it can be categorized²².

Basic parents (of) listening elements concentration and accuracy, empathy, and feedback. Often the family and pre-school institutions are based on the concept of human relations philosophy of conduct in support of family building, grounds. Such a philosophical position reflects the eco-family as a social system model and the prospects for empowerment. It reflects the outlook of families is treated as the knowledge, skills and children's educational and training resources. Emphasis is placed on knowledge and skills to help parents make decisions, choosing and acting on

¹⁹ Cf. I. Jorutyte, A. Budreikaitė, op. cit.

²⁰ Cf. I. Leliūgienė, *Žmogus ir socialinė aplinka*, Kaunas 1997.

²¹ Cf. N. Dale, op. cit.

²² Cf. J. Fiske, *Įvadas į komunikacijos studijas*, Vilnius 1990.

a voluntary basis, the acquisition. Custom and family reflecting the individuality of the program encourages parents and teachers to achieve a common goal.

Education authorities must worry about how to involve parents in their lives. Suggests the following list of practices to show how the educational organization is to implement:

- Fatherly- every household to create a supportive learning environment;
- Chat t, y clearly and directly informing parents about their activities;
- A voluntary basis, namely by means of voluntary parental and community support and promote it;
- Advice, namely advising parents how to participate in education and other children with the education-related activities;
- In its decisions, namely decision-making process involving parents and encouraging them to participate in the garden covers important matters;
- In collaboration with the community, namely through its resources and by using services that help families and children.

Teachers and parents of children with co-shaped R. Kontautienė²³ divided into 2 main groups-the individual and collective. In today's educational establishment, usually subject to the following individual teachers' cooperation with the parents the following forms:

- Individual pre-scheduled interview with the child's parents at an educational establishment;
- Correspondence letters;
- Telephone calls;
- Daily from early unplanned conversation coming from the child's parents educational institutions;

S. Redding²⁴ identifies key educational co-operation with parental principles: confidence, optimism, respect, and awareness. The researchers draw attention to possible errors and problems to be avoided in order to guarantee the success of parental involvement in school activities. First, that is too narrowly construed parental involvement is a simply formal meetings or other events visit the educational institutions. Second, the school is too small expectations. Often, it is considered that single mothers or low social class parents might not be able to provide any assistance and not be able at least as far as participation in school life. Third. There is an academic staff's lack of preparation. Teachers are able to mobilize parents so that their involvement would enrich the education process. Fourth. There is an inadequate time for planning. On employment parents are often unable to meet with teachers at a time that is favorable to the staff. Fifth, parents experience negative psychological and provisions for which they are to avoid contact with teachers and educational staff.

²³ Cf. R. Kontautienė, *Bendradarbiavimo sistema ir jos valdymas mokykloje*, Klaipėda 2006.

²⁴ Cf. S. Redding, *Parents and Learning*, Brussels 2000.

When working with families and parents it must take into account all the various context and environments that surround the child and his family. According to Mr Weiss, H. Kreider and other²⁵, a family-nursery program is effective only when they focus on interactions between the family (parents and children) and formal (educational institutions) and informal (friends) communications. It grows and the child and family. It is also increasing and educational institutions as a favorable environmental development, expertise.

Program to include parents in school community life and child development processes, objectives should be reflected in the principle of family support. The latter allows them to strengthen the competencies of the family. Family support is based on a unique family situation, reflects the values of cultural specificity and social characteristics of communities where the family lives. Active communication and cooperation between all participants in the education process, it is important to organize the work so that everyone feels that they are equivalent to those team members together towards the objective.

The family as an institution leads to pre-school children's education office complexity. Development of parental rights and obligations occurs from the need for them to find a qualified educational assistance to children's education area. Therefore, educational institutions are addressing both issues of parental education, development of formal models micro studying. In this way, it allows parents to learn the same environment in which nurtures and their children. This is consistent with parents' needs, helping them with teachers to address children's educational development issues. At the same time pre-school institutions is enhanced by both parents, as adults group, a personal interest in education in general, as well as orientation to the pre-school modernization.

According to A. Juodaitytė²⁶ pre-school education institutions through the development of socio-educational parents of connecting families and the educational community. Providing opportunities for parents is practically participated in the development of child education. New parents' educational ideology is maintained in certain ways: creating the stakeholder groups and they offered non-formal education programs, which expresses the general change in public education ideas, and in particular a sustained, continuous training (learning). In this way, is supported by the new ideology of education is ensured in formal and informal adult education access. New socio-educational parents' conceptions of the early pre-school institutions are up to help them to overcome old stereotypes and the traditional approach to pre-school education. Through socio-educational development of pre-school institution functions better integrated into public education and adult education (learning) direction. At the same time it focus on realization of democratic and humanist children's

²⁵ Cf. H. Weiss Kreider, E. Levine, E. Mayer, J. Stadler, P. Vaughan, Beyond the parent-teacher Conference: Diverse Patterns of Home-School Communication. Presented April 1998 at the AERA Annual Conference in San Diego, California 1998.

²⁶ Cf. A. Juodaitytė, Ikimokyklinio ugdymo sisteminė kaita Europos Bendrijos ir pokomunistinėse šalyse, „Acta Pedagogica Vilnensia” 2001, nr 8, s.152-162.

development patterns. Emphasis is placed on constructive interaction with the adult children of a new, valuable context: The child's autonomy, freedom, independence, etc. In particular, great attention is paid to community - the democratic culture of adult life with a child to foster.

Note that these parents' educational emphasis of education:

- focus on a small child as a person, to the complete individual, his / her social competence characteristics;
- Activation of parents, encouraging them to focus on the early pre-school educational opportunities for institutions to interact with teachers, continuously offering them focus on the diversity of situations in a child's life.

A. Honing²⁷ tends to emphasize the importance of parental involvement in pre school life of the community from the earliest possible age. N. Haynes and J. Comer appointed by the three parental involvement in educational institutions the standard of living: 1) parental involvement in schools to support activities only when it is considered that this will enrich the child's educational skills, 2) universal parental involvement when parents respond to teachers' inquiries, and educational institutions involved in promotional activities, and in another, such as parents' meetings, creative afternoon, etc. 3) parental involvement in local body activities. This is time-consuming process, but parents know how the pot body, and what challenges it faces.

Parental involvement in children's education would increase the child's academic achievement. Parents shall give the institution new ideas and approaches are not only educational but also in other fields, as artistic, sports and education. However, according to scientists despite the favorable legal context, the parents still feel deprived of all rights and distant education system, providing assistance to their children: teachers are often reluctant to listen to their concerns, parents often took a passive role of observer and listener.

A. Juodaitytė²⁸ according to communicating with teachers, friends and other people close to him see the child as it grows and expands social experience. According to the researcher, children's education is based on communication training plan is constantly changing and is improved because it is enrichment in other people's experiences. Children, teachers and other adult education promote communication with the following principles:

1. develops between the sphere of exchange of views between the adult and the children;
2. teachers have to keep an interest in collaboration as a key tool to stimulate communication interaction;
3. didactic education on the basis of unity of socialization can be seen as a process focused on the development of the child's social competence;

²⁷ Cf. A.S. Honing, *Parental Involvement in Early Childhood Education*, Washington 1990.

²⁸ Cf. A. Juodaitytė, *Vaikystės fenomenas: socialinis-educacinis aspektas*, Šiauliai 2003.

This education plan is tantamount to the process of the development depends on the communication interaction of the people who participate in it. Acquired a new teacher and children's communication competence is a measure for the new building plan for the development of experience-based and contain as equal partners involving children, teachers and adults, parents.

CONCLUSIONS

Four trends are likely to characterize Generation Z as consumers: a focus on innovation; an insistence on convenience; an underlying desire for security, and a tendency toward escapism. Each of these trends are discussed in turn below.

From the scientific literature analysis, it was found that the parents-the largest and most influential directly connected with the school, or inside, interest group. Educational institutions work depends very much on parental involvement in its activities. Successful pedagogical co-operation can take place only in the dialogue where parents and children are as indivisible unit of education and training institution is inseparable from education at home. Human socialization begins in the family, which formed the grounds of personality, which establishes the more education institution.

The school, often accusing the parents of children passivity education, most often unable to pay, and parents in community activities, encourage children's interest in learning and creative achievements. Parental involvement in community life programs is often not a time of parental expectations and interests. Parents are often still feel deprived of all rights and distant education system, providing assistance to their children: teachers are often reluctant to listen to their concerns, parents often took a passive role of observer and listener.

During andragogical systems in parents can be properly prepared to participate in community life education institutions, educational institutions included in community activities, being active as its members are not only contributes to the educational institution's management, they also gain from the planning, coordination, organization and evaluation of competencies and able to take the environmental pedagogization.

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