

School-parents relationships as seen by the academy. A survey of the views of Italian researches

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Abstract

About 350 university professors and researchers among Italian academics in the field of Educational Child Psychology, and General Pedagogy, participated in a research into their perception of school-parents relationships. They were interviewed via e-mail, asking a wide set of questions, among which:

- their definition of the main problems in school-family partnership, differentiating, if necessary, among different age levels;
- a description of the Italian situation, contrasting it with the European scenario;
- the expected positive outcomes of a good partnership between parents and school;
- the main difficulties in creating positive relationships, and suggestions about practical ways of overcoming these difficulties;

- the importance of these themes for what concerns the training of teachers;
- ratings of the relative importance of these themes in their actual research and professional practice, and in the actual research and professional practice of their colleagues.

Data have been treated using different methodologies and software for the analysis of textual materials (among others, NUDIST and TACT).

A preliminary survey of the data at present collected shows a wide range of contrasting positions: although centering round a generic recognition of the importance of school-home relationship, perspectives remain very differentiated. Differences emerge not only on the basis of cultural backgrounds and theoretical orientation, but also depending on diverse kinds of social representations involved.