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Title/Título: The Mismatch between Results on Parental Involvement and Teachers' Attitudes: is Convergence ahead?

La incoherencia entre los resultados sobre la implicación de los padres y las actitudes del profesorado: ¿Es posible la convergencia?

Topic: Parents-teachers mutual obligations and different dimensions of partnerships

Obligaciones mutuas entre padres y profesores y educadores, y las distintas dimensiones en que se establecen sus relaciones

Presentation time/Día de presentación: Plenary Round Table. Thursday 15, 6:00-7:30 p.m. Conference Room, Ground Floor

Mesa Redonda Plenaria. Jueves 15, 6:00-7:30 p.m. Sala de Cámara, Planta Baja

Abstract

For the last few years research has supported the notion of the importance of parental involvement to promote students' learning and success. The variety of partnerships among school, family and community has shown that parents, teachers and community agents may change their attitudes and practices. Also, their self-esteem can be positively increased in the process. Despite the fact that those studies have been published, results from studies focusing on teachers' perspectives have consistently presented a different picture. Most teachers have negative images of parental role and show reluctance to parental involvement in schools. Recently, a new situation seems to be emerging. Case studies on class tutors indicate that they have taken the initiative to follow the current legislation fully and creatively to involve parents and develop partnerships with them and their children. Also, another recent study designed to have a better insight of teachers' attitudes used the focus group interview. This way we collected data not only about their own opinions but also data from the emergent discussion. The sample was constituted by teachers from every grade level forming heterogeneous groups. The analysis of the data confirmed some previous negative results. However, teachers seemed eager to cooperate with families to promote students' success. Also, they acknowledged that legislation could be improved in order to clarify both parents' and teachers' roles. The bottom line was that school and teachers can change for the better and that it is the teachers' job to involve and help parents.