

School-family relations: Greek parents' perceptions of parental involvement**Poulou, Maria and Matsagouras, Elias.** University of Patras, Greece

While the value of the home/school partnership is universally accepted, it is not always easy to promote effective parent/teacher partnership. A central question that emerges is how schools can ensure that they develop their home-school relationships in a way that acknowledges the needs, rights and perspectives of children and parents and enhances parents' participation in school activities. Our main assumption is that we can better understand home-school relations by examining the beliefs held by both teachers and parents about their relationship. This study addressed Greek parents' perceptions of their role, responsibilities and types of parental involvement. Analysis of 581 questionnaires to parents revealed that parents perceived distinctly separate roles between teachers and parents. Teachers were perceived as "experts" in academic subjects, while parents were perceived as "guardians" of children's physical, social and emotional growth. Both teachers and parents' role was to keep each other informed about children's achievement in school and home settings respectively. Results of the study are discussed in terms of implications for initiatives to increase family-school relations in teacher training programmes