FATHERS’ AND TEACHERS’ PERCEPTION ABOUT THEIR PARTNERSHIP

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This study is framed within the Theory of Overlapping Spheres of Influence by Epstein, which maintains that children have greater school success when their homes, schools, and communities work in partnership to support students’ learning. The main objective of this study is to analyze parents’ and teachers’ perceptions of their partnership in Compulsory Secondary Schools in Spain. A sample of 400 teachers and 400 parents from two different geographical areas of Spain –Asturias and The Canary Islands-, whose children are enrolled in state and semi-state compulsory secondary schools, took part in the study.

The procedure to gather information was a questionnaire with a Likert type scale of five categories, open questions and background information, administered to both parents and teachers. The results show that parents and teachers differ in their perceptions about their partnership at school: while parents think they attend school meetings and participate in school activities, teachers do not perceive so; a high percentage of teachers consider parents do not participate because they are not interested in, while parents consider nobody invites them to participate. These results show it is necessary to work in avoiding prejudices parents and teachers might have about each other in order to eliminate barriers that prevent parents to participate more actively in their children’s school life.

Keywords:
Parents-teachers partnership, Compulsory secondary schools, Prejudices