

2001

## A study of attitudes and beliefs of teachers and site council members toward parental involvement within the framework of four models of home-school relations

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A STUDY OF ATTITUDES AND BELIEFS OF TEACHERS  
AND SITE COUNCIL MEMBERS TOWARD PARENTAL  
INVOLVEMENT WITHIN THE FRAMEWORK OF  
FOUR MODELS OF HOME-SCHOOL RELATIONS

A Dissertation

Submitted

in Partial Fulfillment


of the Requirements for the Degree

Doctor of Education

Approved:



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December 2001

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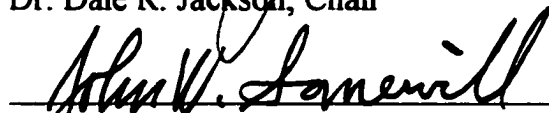
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Dr. Dale R. Jackson, Chair



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December 2001

## **ABSTRACT**

**The purpose of this study was to examine the attitudes and beliefs of faculty and site council members toward the type of parental involvement model desired in their schools and to assess whether or not a consistent opinion of parental involvement existed between the two school role groups. This study investigated the prevalence of four models of home-school relationships developed by Swap (1993). The four models are the Curriculum Enrichment Model, the Partnership Model, the Protective Model and the School to Home Transmission Model. Participants of the study consisted of faculty and site council members from five selected schools in an urban district in Iowa. A modified Delphi technique was used for this study in that the two-round questionnaire based on Swap's models was developed by the reader for the purpose of assessing rather than achieving consensus.**

**Three research questions were investigated in this study:**

- 1. Did consensus exist within each role group on the type of parental involvement model for their individual school?**
- 2. Was there a difference between the opinions of faculty and site council members regardless of their school in what they believed to be the best type of parental involvement?**



**3. Was there a difference in the opinions of faculty and site council members in what they believed to be the best type of parental involvement for their individual school?**

**Descriptive statistics were reported and chi-square was used to further analyze the data. Chi-square values were reported at the .05 significance level.**

**The principal findings of this study were:**

**1. Although the criterion for consensus was not met within all role groups there was evidence of agreement between site council members and faculty members at each school.**

**2. There were no statistically significant differences in the beliefs of site council members and faculty members among schools.**

**3. There were, with one exception, no statistically significant differences in the beliefs of faculty and site council members at each school.**

**4. A significant difference in the beliefs of faculty and site council members did exist at one school on the Protective Model. Implications of the data and recommendations for practices that could be implemented by schools were suggested.**

**Implications for practice and recommendations for future studies are drawn from the findings of this study.**

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## CHAPTER 1

### STATEMENT OF THE PROBLEM

#### Introduction

Parental involvement can positively impact a child's success in school. In fact, positive home-school relations are accepted by educators as being critical to the educational process. The factors involved in this relationship and their potential impact on families and schools have been discussed by a number of educators (Burns, 1993; Chavkin & Williams, 1993; Darling-Hammond, 1997; Fruchter, Galleta, & White, 1993; Henderson & Berla, 1994; Leichter, 1980; Rich, 1992; Swap, 1993).

The federal government focused on the importance of parental involvement through increased emphasis on research and legislative action. Rich (1992) asserted that "Family involvement in education is too important to ignore if we really want to create a stronger, safer and more enriching future for our children" (p. 3).

Goals 2000: Educate America Act, legislation that requires the involvement of parents in establishing standards for educational reform, was launched in 1994 by the U.S. Department of Education and the U.S. Congress. This act emphasizes the importance of parents in children's school



achievement and encourages school and community organizations to assist families in supporting their children's education. One of the objectives of Goals 2000 relates specifically to parental involvement; ". . . every school will promote partnerships to increase parental involvement and participation in promoting the social, emotional, and academic growth of children" (Rich, 1992, p. 3).

The reauthorization of the Elementary and Secondary Education Act also mandated home-school partnerships by requiring Title I schools to form parent-teacher contracts. These signed agreements define common expectations and mutual responsibilities for children. In addition, school districts may provide opportunities for teacher training and parent education. However, in the process of providing strong legislative support of these initiatives, the federal government stated its concerns about educational partnerships:

Any effort to give parents more opportunities to help their children will require a shift in public attitudes regarding the importance of learning, a willingness of educators to fundamentally rethink the role of parents and school-family relationships, and the cooperation of the entire community. (Rich, 1992, p. 3)

The major dilemma facing educators is concerned with the role that schools play in determining how to access the involvement of parents and

community in shaping instructional programs and activities that increase learning opportunities for students. A second part of this dilemma is the increasing need for teachers to become less resistant to the involvement of parents and community in what these learning opportunities should be.

### Conceptual Framework

Much of the research on parental involvement has pointed to the diverse ways that educators view the importance of involving constituent groups in decision-making and instructional delivery in schools.

Consequently, a variety of approaches are employed when schools seek to involve citizens in school matters.

This study investigated the prevalence of four models of home-school relationships (Swap, 1993) as perceived by faculty and site council members of five selected schools. The models are Curriculum Enrichment, Partnerships, Protective, and School-to-Home Transmission. Each model is defined by a different set of goals, assumptions, attitudes, and behaviors. The Curriculum Enrichment model is based on the assumption that families have the expertise to contribute to the revision and implementation of curriculum that can enhance the learning environment. The Partnership model requires the development of alliances between parents and educators which are based

on mutual respect and support. The purpose of the Protective model is to reduce conflict between parents and teachers by clearly separating their roles and responsibilities. The School-to-Home Transmission model is based on recognition of the importance of the parental role in preparing their children for school and transmitting the attitudes and skills necessary for school success.

This study differed from other studies in that it utilized a consensus building process to determine the type of involvement desired by two groups for an individual school using the four models of home-school relationships. A modified Delphi process allowed group members to examine their individual beliefs about parental involvement within the context of the beliefs of others within their group. The ultimate outcome was an assessment of the type of involvement that is the “best fit” for their individual school.

#### Purpose of the Study

The purpose of this study was twofold: (a) To examine the attitudes and beliefs of faculty and site council members toward the type of parental involvement model for their schools, and (b) To assess whether or not a consistent opinion of parental involvement existed between faculty and site council members within the schools they represent.

This study investigated parental involvement utilizing Swap's four models of home-school relationships. Swap (1993) developed these models after extensive research on the types of parental involvement in schools. Her research focused on the considerable impact that the home-school relationship has on the school's efforts to involve constituent groups in enhancing student achievement.

### Definition of Terms

#### Consensus

Consensus is determination of general agreement of the respondents with respect to the appropriateness of a model for their school. In this study, consensus was achieved when at least 75% of the respondents fell within the interquartile range (the middle 50% of scores).

#### Curriculum Enrichment Model

The goal of this model is to expand and extend the school's curriculum by incorporating contributions of families (Swap, 1993).

#### Faculty

Faculty are certified staff members assigned to a building.

### Modified Delphi Technique

The purpose for utilizing this technique was to determine if agreement existed by allowing respondents two opportunities to reflect upon the issues with the knowledge of the opinions of those within their group. A modified version of the Delphi technique was used for this study. The questionnaire used in the two-round process was developed by the researcher for the purpose of assessing rather than achieving consensus. The questionnaire used in a traditional Delphi is developed based on an initial expert group information gathering process (Murry & Hammons, 1995).

### Parental Involvement

In this case the questionnaire was based on Swap's (1993) work. A term used broadly to include several forms of participation by parents in the educational process both at home and at school. For the purpose of this study the terms parental involvement and parent involvement are used interchangeably.

### Partnership Model

The goal of this model is for parents and educators to work together to accomplish a common mission: generally for all students to achieve educational success.

### **Protective Model**

The goal of this model is to reduce conflict between parents and educators through the separation of functions and to protect the school from interference by parents.

### **Role Group**

Membership of respondents in a particular group, either faculty or site council. Faculty who indicated membership on the site council were considered site council members for all analyses.

### **School-to-Home Transmission Model**

The goal of this model is to enlist parents in supporting the objectives of the school, as determined by school personnel.

### **Site Council**

A formal group of staff and parents representing a school is a site council. The site council serves as an advisory structure that has a shared-decision-making capacity in schools represented in this study.

## Design of the Study

### Research Questions

This study investigated the attitudes and beliefs of faculty and site council members in five selected elementary schools. Three research questions were posed to guide this study.

Research Question 1: Did consensus exist within each role group on the type of parental involvement model for their individual school?

Research Question 2: Was there a difference between the opinions of faculty and site council members regardless of their schools in what they believed to be the best type of parental involvement?

Research Question 3: Was there a difference in the opinions of faculty and site council members in what they believed to be the best type of parental involvement for their individual schools?

### Assumptions

The following assumptions were made for this study.

1. Respondents had a basic understanding of the concept of parental involvement. The nature of the role groups would support this assumption.

2. The four models of home-school relationships can serve to describe what respondents might believe to be the best type of parental involvement for their schools.

3. The modified Delphi technique is an appropriate method for assessing the degree to which consensus exists on the respondents' perceptions on parental involvement.

4. Faculty and site council members have not had formal opportunities to examine their beliefs about parental involvement.

#### Limitations

The following limitations were identified for this study.

1. The study focused only on parents who served as site council members. The perceptions of other parents were not solicited.

2. The concept of parental involvement was defined by the four models of home-school relationships developed by Swap (1993).

3. The size of site councils and faculty groups was uneven.

4. The size of site councils was small.

#### Organization of the Study

This study is divided into five chapters. Chapter I, "Statement of the Problem," includes an introduction, conceptual framework, purpose of the



study, definition of terms, research questions, assumptions and limitations.

Chapter II, "Review of Literature," reviewed research and literature related to parental involvement. Chapter III, "Design of the Study," detailed the methodology used in this study. Included were participants, instrumentation, research questions, modified Delphi technique, data collection, and treatment of the data. Chapter IV, "Presentation and Analysis of the Data," provides an analysis of the results of the study to include data collection and research questions. The results are presented by role groups within schools and among schools. The fifth chapter offers a summary of the Findings, Implications, Recommendations, and Conclusions.

## CHAPTER II

### REVIEW OF LITERATURE

The purpose of this study, as stated in Chapter I, was to examine the attitudes and beliefs of faculty and site council members toward the type of parental involvement model desired in their schools. A second purpose was to assess whether or not a consistent desired approach to parental involvement existed between faculty and site council members within the schools that they represent. This chapter reviews the literature related to parental involvement. The review of literature is organized in the following four sections:

1. Importance of Parental Involvement
2. Attitudes and Beliefs Toward Parental Involvement
3. Approaches to Parental Involvement Strategies Used in Schools
4. Process of Achieving Shared Beliefs.

These sections all emphasize the importance of attitudes and beliefs of parents and teachers in the development of home-school relationships.

There is a general agreement among researchers and educators that parental involvement is an important part of the educational program in schools. Educators also agree that the need exists for enhanced efforts to

involve parents in their children's education. Moreover, teachers identified the need to strengthen parent's roles in the educational process as the issue deserving the highest educational policy priority. Nonetheless, teachers have been criticized for not implementing successful parental involvement strategies. Likewise, schools have been criticized for failing to create an environment that values, promotes, and supports parental involvement. Teacher training institutions have also been criticized for not adequately preparing teachers to develop partnerships with parents.

A variety of parental involvement programs and activities have been implemented in schools with the goal of enhancing student success in school. However, these activities and approaches are often based on very different approaches to parental involvement.

### Importance of Parental Involvement

Epstein's (1987) theory of overlapping spheres of influence presents a framework of the basic components of school, family, and community partnerships. The model emphasizes these basic components as central to student learning and growth. Her comprehensive study of parental involvement indicates numerous benefits including raised academic

achievement, improved student attitudes, increased understanding of school programs, and the establishment of on-going home-school relationships.

Winter (1993) presented the importance of this relationship in terms of reciprocal enculturation. She explains this process as the acquisition of new cultural patterns by both family and school through the development of relationships. She notes that as the relationships develop and mature, new energy is created to change the configuration of each system.

Comer (1980) stresses the importance of parents as the first and most important models and teachers of their children. He notes that parents influence the perceptions of their children of the schooling process. Comer cautions that parents can transmit negative attitudes toward school that can have behavioral consequences that are in conflict with school learning. Other researchers (Gibson & Ogbu, 1991; Greenwood & Hickman, 1991; Lightfoot, 1978) support this notion that the family determines the socialization and acculturation processes of children. This is consistent with brain research which emphasizes the parent's role during the first years of life in the preparation of receptors for learning.

As a result of an extensive review of studies on various aspects of parental involvement and student achievement, Henderson (1987) stated, "the

evidence is beyond dispute: parent involvement improves student achievement. When parents are involved, children do better in school, and they go to better schools” (p. 2). Benefits of parental involvement identified in her review included higher grades, test scores, long-term achievements, and more positive attitudes and behavior.

Greenwood and Hickman (1991) believed the research on parental involvement clearly suggests that the home has at least as much influence on student behavior as do the teacher and the school. Irvine (1979) conducted a study of parental involvement activities in an experimental pre-kindergarten program. Strategies considered included school visits, home visits by school personnel, employment with the program, and incidental contacts. Levels of involvement were determined based on the number of hours spent in involvement activities over the year. Assessments administered to the students involved in the study included the Walker Readiness Test for Disadvantaged Children, Cooperative Pre-School Inventory, and the Peabody Picture Vocabulary Test. Irvine found that the parent involvement program had a highly significant effect in the areas of general reasoning, school-related knowledge and skills, and verbal concepts.

Phillips (1992) investigated the relationship among student achievement and parental expectations and goals, education and socialization activities, and formal school involvement. Data were gathered from 180 elementary school children and their parents. Parents involved in this study completed questionnaires to determine their involvement in and expectations for their child's success in school. The Metropolitan Achievement Test was used as a pre- and post-test measure. Significant differences in achievement were found to be related to parental expectations, activities, goals, and school involvement.

Olmsted (1991) indicated that a strong commitment to parental involvement can have benefits for children, parents, the school system, and the community. An analysis of data collected from the first twenty years of a program called Follow Through revealed significant positive outcomes of parental involvement in three specific areas: advocacy, decision-making, and instruction. The Follow Through program provided opportunities for parents to serve as advocates for the program, the system, and their own children. The structure of the program involved parents in the decision-making process. A positive outcome was reflected in the high attendance and involvement of parents in the Parent Activity Council. Efforts to increase parent awareness

of the teaching aspects of their interaction with their children included: involvement in the classroom, participation in home visits, the completion of home learning activities, and the use of desirable teaching behaviors.

Lareau (1987) noted that parental involvement can positively effect teachers' work satisfaction. She identified three factors that contribute to this impact on teachers: (a) children are prepared, (b) parents can help in the classroom, and (c) parents can work with their children on homework and other learning activities.

#### Attitudes and Beliefs Toward Parental Involvement

Attitudes and beliefs of teachers and parents can serve as barriers to effective parental involvement. Lortie (1975) conducted a study involving teachers from five communities. Participants were asked if they would like to see the parents of their pupils more or less often. They were also asked to consider the qualities of a good parent. The common theme of responses was that parents failed to give teachers sufficient support in their work. Parents either interfered in teachers' classroom work or didn't back them up at home. Though most teachers desired more contact with parents, they indicated that this increased contact was necessary only when children were having trouble in school. Very few teachers expressed interest in more interaction with

parents of successful students. These responses reflected the teachers' desires to define parent involvement. According to Lortie (1975), teachers believe that they should determine what part parents play in schools. Basically, teachers rely on parents to show "voluntary restraint if boundaries of the classroom are to be respected, parents must choose to avoid excessive intrusions" (p. 189). Comer (1988) noted that a critical barrier to parental involvement is the expressed willingness of parents to leave education matters to educators. Comer developed a comprehensive program that involved parents as an integral part of all aspects of the educational process. He contends that for parental involvement initiatives to be successful, they should be part of a focused school improvement process. In schools utilizing the Comer program, parents are involved through general support of the educational programs, participation in daily activities, school planning, and school management.

According to a study conducted by Lindle (1989), parents desire to be equal partners in the educational process. Critical to that partnership is effective communication. Parents expressed a preference for informal interactions with teachers such as notes and phone calls. They identified the



“personal touch” as a valuable factor in developing home-school relationships.

Langdon and Stout (1954) reported that some teachers feel threatened by parents. Teachers have reported feeling uncertain about their interactions with parents. They attribute these feelings to being inexperienced, uncertain of parents reactions or concerned that parents will not accept their recommendations. Some teachers fear criticism and interference. In contrast, other teachers feel that their knowledge of educational methods and the learning process gave them a superior status in the parent-teacher relationship.

Spiker and Hardy (1996) conducted a study of public school teachers in an Ohio school district. Teacher responses were compared by grade, education, age, years of service, gender, and parental status. There was a general opposition to parental involvement in decision-making roles. No junior high teachers and very few elementary or high school teachers supported participation in the screening and interviewing of new teacher applicants. Almost all (90.3%) elementary teachers believed that students liked their parents to volunteer in school. Only 60% of the junior high and 59.8% of the high school teachers supported this idea. Significant differences

were also reported among grade level groups in attitudes towards parents assisting with school work at home. While 81% of the elementary group felt that teachers should provide specific activities that parents and students could do together, only 55% of the junior high and 66% of the high school group agreed. Findings related to respondent demographics included significant differences among age groups. Teachers under the age of 30 were less supportive of parents as advocates for their children than older teachers. Teachers who were parents were more likely to support parental involvement activities.

Ostrander and Ostrom (1990) questioned the reluctance of teachers to work collaboratively with parents. Participants responded to a 60-item Q-sort instrument. The analysis of data indicated two underlying attitude sets. One group of teachers believed that more should be done to involve parents in their children's education. A second group believed that teachers were expected to do too much. In general respondents expressed reluctance to involve parents. The study suggested that some teachers felt justified in determining not to involve parents in school matters.

Stallworth (1982) administered an instrument to 2,000 elementary teachers and 1,500 principals to investigate their attitudes toward parent

involvement and to identify barriers to parental involvement. The results indicated that both teachers and principals favor parental involvement in helping their children with school work and supporting the school program. Respondents in general did not favor parental involvement in curriculum, instruction, and school governance matters.

Storer, Licklider, and Cychosz (1996) examined the perceptions and misconceptions parents and educators have that may serve as barriers to increasing parental involvement. In this study educators were asked to rank items in order of their impact on effective performance. They were also asked to rank the same items as they thought parents and community members would respond. A comparison of the rankings of the two groups indicated that parents and educators have very similar perceptions of what factors are important to the school operation. One noted exception is the concern parents expressed related to school outcomes. Parents ranked the importance of graduation of all students much higher than educators. They also perceived educators to rank this area higher. Other discrepancies included factors related to family values, staff qualifications, staff development, class size, grading, and work load.

Many researchers have investigated the impact of the cultural context of parental involvement (Chavkin & Williams, 1993; Comer & Haynes, 1991; Epstein & Dauber, 1991; Fruchter, Galletta, & White, 1993; Lareau, 1987; Lightfoot, 1978). Within this context, Lareau (1987) suggested that though a variety of factors influenced the degree to which parents are involved with their children's education, teachers interpreted parent behavior to reflect the emphasis parents placed on their child's success. An analysis of parent responses from African-American families indicated that parents wanted their children to succeed in school. They also expressed the belief that they were supporting their children in the educational process.

Chavkin and Williams (1993) conducted an exploratory study of the attitudes of minority parents toward involvement in their children's education. African-American and Hispanic parents responded to a questionnaire that explored their attitudes about parental involvement and parent involvement roles. The attitudes of the minority parents were similar to those of Anglo parents, particularly in their strong support for parent involvement. The significant differences between minority parents and Anglo parents appeared in three areas. More than 62% of the minority parents agreed that teachers

should be in charge of getting parents involved in school, compared to 38% agreement among the Anglo parents.

Seventy-nine percent of African American parents and 75% of the Hispanic parents agreed that school districts should make rules for involving parents compared to 49% agreement among Anglo parents. The third area of significant difference was regarding working parents not having time to be involved in school activities. Thirty-eight percent of the Hispanic parents and 32% of African-American parents agreed with this statement compared to 14% agreement of Anglo parents. The results of the study indicated that ethnicity did not determine the interest in types of parental involvement roles. This study also demonstrated that all parents regardless of their ethnicity have a real concern about their children's education and desire involvement.

Hudley and Barnes (1993) examined the beliefs of African-American parents about home-school relationships. The purpose of their study was to determine the perceptions of roles as partners, their satisfaction with their own and the school's efforts to develop partnerships, and their beliefs about the relationship between their involvement and their children's school success. The data revealed the need for enhanced home-school

**communication and the need for cultural awareness and sensitivity within the school.**

**Lortie (1975) found that 88% of the teachers who worked in lower socio-economic status (SES) elementary schools desired more contact with parents compared to 23% of teachers working in higher SES schools.**

**Teachers reported that parents from lower SES schools often failed to show up when invited to come to school to discuss their child's progress. Parents from higher SES schools reportedly show up more often without invitation.**

**In a similar study, Davies (1988) examined the nature and extent of contacts between schools and low-income families. Interviews were conducted in Boston, England, and Portugal with 350 teachers and parents. The ecological premise of this study was that children grow up in a web of institutions and that positive connections among all parts positively impact them. The findings included the following: (a) few low-income families have much contact with the schools, (b) communication with the schools is primarily negative, (c) many teachers believe that families should follow a middle class model of contact, (d) teachers think that low-income families are deficient, (e) teachers view low-income parents as hard-to-reach and/or apathetic, (f) many low-income parents lack self-confidence and self-esteem,**

(g) parents expressed a strong interest in their children's education, (h) many parents expressed satisfaction with the schools, (i) cross cultural differences exist in how parents help their children with schoolwork, and (j) teachers were not interested in addressing inequities experienced by low-income families. Fruchter et al. (1993) characterized the efforts to involve poor and disadvantaged parents in schools as “broad-based but ritual . . . to fulfill the letter rather than the spirit of federally funded compensatory education programs” (p. 33).

Radcliffe, Malone, and Nathan (1994) contend that educators are not adequately trained to develop home-school partnerships. In their study, they found that the majority of the states do not require teachers and administrators to study parental involvement or to develop skills in promoting parental involvement. It is their belief that as a result, educators are not prepared to facilitate the necessary enhancements in parental involvement. Fuller and Olsen (1998) note that educators must not only understand the issues that are traditionally embodied in the subject matter of home-school relations, but they must also study families within sociological and educational frameworks to understand how they function.

A study by Grossman, Osterman, and Schmelkin (1999) explored the beliefs and practices regarding parental involvement. Parents were asked to identify beliefs about parental involvement and to classify their specific involvement strategies. The findings of the study indicated that parents felt welcomed and valued; parents felt that teachers did not encourage parents to provide direct academic support; and that parents preferred providing support at home as an involvement approach. Overall, a relationship was found to exist between parents' beliefs and practices regarding parental involvement.

#### Approaches to Parental Involvement Strategies Used in Schools

While the research clearly indicates a positive relationship between parent involvement and student achievement and other indicators of school success, no particular form of involvement has been determined to be most likely to yield desired results. A number of researchers have developed typologies to examine the range of parental involvement activities in schools. Arnstein (1969) designed a ladder of participation to display the extent of citizens' power in program decision making. The lower levels of Arnstein's ladder of citizen participation represent nonparticipation while the higher rungs reflect progressive amounts of power. In essence, citizens are limited in their involvement at higher levels. This analysis can be illustrated in the



public schools. Parents are provided limited opportunities to be involved in higher levels of participation (developing goals, setting policy, and making decisions).

According to Salisbury (1980), only these higher levels of participation can bring about change in the schools. He questioned if participation that was limited to supportive activity can really be considered viable participation. He noted that citizens who participate in school affairs remain positive in their supportive attitudes toward the schools, trusting in the general integrity and effectiveness with which the schools are administered and confident about their ability to have some influence over the course of educational policy in their respective communities.

Steinberg (1980) studied school and community factors that encourage parent participation in decisions that affect the quality of children's schooling. Five parent groups mobilized by middle class suburban residents to foster school related networks were reviewed. This information was contrasted to opportunities for parental involvement by minority parents in five innercity Chicago neighborhoods. A number of recommendations resulted including: (a) providing support for independent groups that are interested in reforming schools, (b) developing new procedures to represent and validate parental

concerns, (c) implementing training programs for parents to increase their access to new ideas, and (d) encouraging the clarification of parents' roles and promote meaningful parent participation.

Flaxman and Inger (1992) noted three ways parents can become involved in their child's education: (a) involvement in school management and choice; (b) involvement at the school; and (c) involvement in parent training, family resource, and support activities.

The participants in a study conducted by the New Iowa Schools Development Corporation (1997) described their involvement with schools and their shared frustration with providing meaningful involvement. The participants in the survey included parents, school administrators, teachers, school board members, and business and community members. Suggestions to increase parent involvement included: (a) having more meetings to keep parents informed, (b) inviting parents to participate in teacher inservices, (c) providing an environment for parents that make them feel welcome, (d) encouraging parents to become involved beyond joining the PTA, (e) providing transportation for needy parents, and (f) involving the community businesses in recruiting parent support.

According to Swap (1993) parents should be viewed as valuable resources to schools. Parents can enrich the learning environment through contributing volunteer hours, providing expertise to support specific initiatives, and serving as resource speakers. Swap notes that the collaboration between teachers and educators can result in more support and appreciation of the school program as well as enhanced parent awareness of the complexity of the teacher role. “Teachers are impressed by the mutuality of interests and find that collaboration both broadens their perspectives and increases their sensitivity to varied parent circumstances” (Swap, 1993, p. 10).

Comer (1988) developed a comprehensive program that involved parents as an integral part of all aspects of the educational process. He contends that for parental involvement initiatives to be successful, they should be part of a focused school improvement process. In schools utilizing the Comer program, parents are involved through general support of the educational programs, participation in daily activities, school planning, and school management.

Gordon and Breivogel (1976) supported this focused, comprehensive approach to involving parents.

**Working with parents is not a missionary but a cooperative program, one we have learned can be done. We believe, with good evidence, that virtually all parents want a better life for their children than they have had. . . . We know that parents, when properly approached, want to be involved in the education of their children. They will become involved in a variety of ways when approached as equal partners on their own territory in ways that make sense to them. (p. 10)**

**Wolfendale (1992) discovered that variation in the manner in which parents are viewed in an educational setting determined the type of parent involvement strategies employed. The more traditional view recognized parents as clients. The concept involved: (a) parents dependent on expert opinions, (b) parents passively in receipt of services, (c) parents needing redirection, (d) parents outside of the decision-making process, and (e) parents perceived as deficient and inadequate. Conversely, more recent views recognized parents as partners. This concept involved: (a) parents active and central in decision-making and implementation, (b) parents perceived as having equal strengths and equivalent expertise, (c) parents able to give as well as receive service, and (d) parents share responsibility and accountability with professionals.**

**Vandergrift and Greene (1992) identified two components of parental involvement: parents as supporters and parents as active partners. They noted that both components are essential to effective parental involvement.**

Parents who are active, but not supportive of the school, do not contribute to the effectiveness of the home-school partnership. Likewise, parental involvement will not be enhanced if supportive parents are not active in the school program.

Epstein (1987) identified four types of parent involvement in schools:

- (a) basic obligations--assisting families in supporting education at home;
- (b) school-to-home communications--designing effective strategies to communicate with parents;
- (c) parent involvement at school--recruiting and organizing parent assistance; and
- (d) parent involvement in learning activities at home--providing education to parents on helping their children at home.

Later, Epstein (1995) refined and expanded this framework providing six types of involvement. The two additional categories reflected higher levels of participation. Types of involvement in the revised model include parenting, communicating, volunteering, learning at home, decision-making, and collaborating with community. The decision-making category describes activities which provide opportunities for parents to participate in school decisions. The community collaboration model describes the utilization of a variety of community resources and services to support schools, students, and families.

Gordon (1979) described the impact of parent involvement activities within three models. The Parent Impact Model reflects the influence of parents and the home in a child's learning patterns. The School Impact Model describes the involvement in the school from volunteering to serving on governance councils. The Community Impact Model supports parent involvement in all possible roles from teacher at home to active community member.

Swap (1993) conducted a comprehensive study of the broad range of parental activities in schools. This analysis provided practical perspectives of the ecological models of Bronfenbrenner (1979) and Epstein (1995). Swap (1993) identified four approaches to developing home-school relationships based on teacher and parent assumptions. She noted advantages and disadvantages to each model, stressing the mutuality of the interaction between home and school. It is from these models that schools can better understand the ecological nature of home-school relationships and examine current parental involvement efforts. Each model is defined by a different set of goals, assumptions, attitudes, behaviors, and strategies.

The goal of the Curriculum Enrichment Model is “to expand and extend the school’s curriculum by incorporating into it the contributions of families.” The assumptions that drive this model include:

1. Continuity of learning between home and school is of critical importance in encouraging children's learning.
2. The values and cultural histories of many children are omitted from the standard school curriculum, leading to a disruption of this continuity between home and school, and often to less motivation, status and achievement for these children in school.
3. These omissions distort the curriculum, leading to a less accurate and less comprehensive understanding of events and achievements and to a perpetuation of damaging beliefs and attitudes about immigrant and oppressed minorities. (Swap, 1993, p. 38)

The goal of the Partnership Model is "for parents and educators to work together to accomplish a common mission, generally for all children in school to achieve success" (Swap, 1993, p. 48). This model is based on two assumptions:

1. Accomplishing the joint mission requires a re-visioning of school environment and a need to discover new policies and practices, structure roles, relationships, and attitudes in order to realize a vision.
2. Accomplishing the joint mission demands collaboration among parents, community representatives, and educators. Because the task is very challenging and requires many resources, none of these groups acting along can accomplish it. (Swap, 1993, p. 48)

The goal of the Protective Model is "to protect the school from interference by parents." In this model, the following assumptions are made:  
"1) Parents delegate to the school the responsibility of educating their

children, 2) Parents hold school personnel accountable for the results, and 3) Educators accept this delegation of responsibility” (Swap, 1993, p. 28).

The goal of the School-to-Home Transmission Model is “to enlist parents in supporting the objectives of the school” (Swap, 1993, p. 29). In this model it is assumed that:

1. Children’s achievement is fostered by continuity of expectations and values between home and school.
2. School personnel should identify the values and practices outside school that contribute to school success.
3. Parents should endorse the importance of schooling, reinforce school expectations at home, provide conditions at home to nurture development and support school success, and ensure that the child meets minimum academic and social requirements. (Swap, 1993, p. 30)

### Process of Achieving Shared Beliefs

In this complex world, it takes more than a good school to educate children. And it takes more than a good home. It takes these two major educational institutions working together. To bring this about demands a restructuring of how teachers and parents relate and connect to one another. (Rich, 1992, p. 256)

It is this process of developing the connection that has presented challenges for schools. Lambert (1998) believes that to develop these connections teachers and parents must first consider our personal schemas (what we believe, think, and know). “Fundamentally, learning is clarifying



and altering these personal schemas as shared beliefs and purpose are created and evolved” (p. 7).

Sergiovanni and Carver (1973) note that values and beliefs are a crucial part of educational planning, decision-making, and implementation. They contend that administrative and educational goals must be generated through the exploration of belief systems.

Brown, Perry, and McIntire (1995) reported that shared decision making has been a major focus of many school improvement efforts. In these endeavors, educators are encouraged to involve parents and community members. In their study conducted to involve parents and community members. In their study conducted in rural Maine, principals and teachers indicated a desire to have greater involvement of staff, students, and community in school issues. Students, staff, community members, parents, administrators, and school board members responded to a survey to assess decision making. Participants were asked to determine their level of involvement in a number of decisions:

Areas of decision making included: 1) mission, goals, and objectives as they relate to the district, buildings, and classrooms; 2) curriculum, from specific learning outcomes to the development of curriculum documents; 3) communication and how it relates to procedures to adequately involve staff, students, and community in school issues; and

4) students, which includes methods of assessing student progress and program of study requirements. (Brown, Perry, & McIntire, 1995, p. 3)

A majority of teachers and principals desired more parental and community involvement in determining the program of study and areas of communication. Lower levels of support were expressed for parents and community involvement in curriculum content development and curriculum assessment.

It is clear that the processes for achieving shared beliefs is integral to the development of home-school relationships. Rich (1992) notes that the success of home-school partnerships depends on how teachers and parents feel about one another and what they do to meet each others' needs. She notes that teachers need to make parents feel needed and that parents need to let teachers know that they are important to their families.

The site council structure has been adopted by some schools to facilitate the development of more positive home-school relationships by providing opportunities for parents and teachers to work collaboratively toward established goals. Peterson-del Mar (1994) notes that school site councils can facilitate school reform and renewal by providing opportunities for a representative group of people to blend their diverse experiences and

viewpoints. Site councils “require their members to leave behind accustomed roles and compromise strongly held beliefs” (p. 2).

Peterson-del Mar (1994) found that elementary principals believe that the site council structure could enhance a sense of community within their school. It is noted, however, that the effectiveness of the site council is enhanced through training that explores topics like building group culture, decision-making, and conflict resolution.

Sergiovanni (2000) stresses the importance of shared values and beliefs as the heart of the school culture which steers people in a common direction. He notes that when the right culture is in place, parents, teachers, and students interact with the school in meaningful ways.

We still have to worry about standards, the curriculum, teacher development, tests, resources, and the creation of appropriate management designs that help get things done. But these concerns will not matter much unless the right culture is in place and unless parents, teachers, and students interact with the school in meaningful ways.  
(Sergiovanni, 2000, p. 1)

Sergiovanni argues that purpose and meaning are essential in developing an effective learning community. Central to this process is the examination of values and beliefs that serve as sources of identity for parents, teachers, and students. It is through this process that their school interactions become

meaningful. Sergiovanni contends that meaningfulness leads to greater levels of commitment and ultimately impact academic engagement for students.

Swap (1993) contends that development or enhancement of a parent involvement program must be based on a model that is consistent with the beliefs and values of the families and educators of the particular school. She presents four models of parental involvement without noting desirability.

## CHAPTER III

### DESIGN OF THE STUDY

A review of the literature on parental involvement has provided evidence that parental involvement efforts enhance the educational programs in schools. The research also indicates that attitudes and beliefs about parental involvement can serve as barriers in the development of partnerships between home and school. Although these attitudes and beliefs are prevalent, the literature suggests that parents and teachers desire some level of parental involvement.

The procedures used in this study have been outlined under the following main headings: (a) Participants, (b) Instrumentation, (c) Research Questions, (d) Modified Delphi, (e) Data Collection, and (f) Treatment of the Data.

#### Participants

The participants for this study were faculty and site council members from five selected elementary schools in an urban district in Iowa. Site councils were comprised of teachers, parents, and community members. The site council concept adopted by this school district was based on research that supports the premise that teachers, administrators, and parents best

understand the contexts and culture of the school and should therefore, be jointly responsible for student learning (Darling-Hammond, 1997; David, 1996). The councils provide a context for more substantive parental involvement (Cross & Reitzug, 1996). The site council structure provides opportunities for enhanced communication and shared decision-making at the building site.

The five elementary schools selected for this study had programs designed to develop linkages with parents and community. Specifically, a staff person was assigned to each building with the responsibility of building home-school relationships. According to district administrators, these personnel were assigned to these particular buildings because of the lower socioeconomic status of the student enrollment (as determined by the percent of students receiving free or reduced lunch) and low achievement scores. The following schools were included in the study.

School A, a Pre-K-5 school, serves approximately 230 students from diverse socio-economic and ethnic backgrounds. Sixty percent of the students qualify for free or reduced lunch; 54% of the enrollment is comprised of minority students.

School B, a K-5 school, serves approximately 259 students from diverse socio-economic and ethnic backgrounds. Fifty percent of the students qualify for free or reduced lunch; 40% of the enrollment is comprised of minority students.

School C, a K-5 school, serves approximately 354 students from diverse socio-economic and ethnic backgrounds. Ninety-four percent of the students qualify for free or reduce lunch; 59% of the enrollment is comprised of minority students.

School D, a Pre-K-5 school, serves approximately 496 students from diverse socio-economic and ethnic backgrounds. Sixty-six percent of the students qualify for free and reduced lunch; 48% of the enrollment is comprised of minority students.

School E, a K-5 school, serves approximately 259 students from diverse socioeconomic and ethnic backgrounds. Seventy-six percent of the students qualify for free or reduced lunch, 78% percent of the enrollment is comprised of minority students.

#### Instrumentation

The instrument used in this study was developed by the researcher. It was based on Swap's (1993) models of parental involvement. Five

statements representing each of the four models of parental involvement were developed. The instrument was validated by graduate students enrolled in a graduate course in school-community relations at the University of Northern Iowa. These students, familiar with Swap's work, were asked to identify the model that each statement reflected. All participants were able to identify each statement consistent with the researcher. Students were also asked to provide feedback on the readability and clarity of the instrument. A few modifications were made based on this feedback. The instrument was used in a pilot study conducted in the fall of 1998.

Participants in the final study were asked to respond to two rounds of an original questionnaire designed by the researcher (see Appendix B and C). The questionnaire consisted of 20 belief statements related to parental involvement. The statements reflected general indicators of the models as validated by students at the University of Northern Iowa, of parental involvement researched by Swap (1993); the Curriculum Enrichment Model, the Partnership Model, the Protective Model, and the School-to-Home Transmission Model. Five items were designed to represent each of the four models:



### **Curriculum Enrichment Model**

Five items focused on parents interacting with school personnel to revise curriculum. Examples of these: (a) parents and teachers serving as experts and resources; (b) parents and educators working together to enrich curriculum content and objectives; and (c) curriculum reflecting the views, values, history and learning styles of families.

### **Partnership Model**

Five items focused on parents and educators working together to develop strong relationships for the enhancement of student success. Examples of these include: (a) parents and educators working together to solve problems, (b) parents participating in school decision-making, and (c) parents being an important part of improving schools and academic achievement.

### **Protective Model**

Five items focused on a home-school relationship that separates parents' and educators' functions. Examples of these include: (a) delegating the responsibility of their child's education to schools, (b) educators taking responsibility for educating children, and (c) parents excluded from decision-making.

### **School-to-Home Transmission Model**

Five items focused on parents playing a supportive and subordinate role in the home-school relationship. Examples of these include: (a) parents providing conditions at home that support school success, (b) parents reinforcing school expectations at home, and (c) parents helping their children succeed within the guidelines established by the school culture.

Respondents were asked to indicate a level of agreement with each statement in a Likert-type format with a range of 1 (Strongly Agree) to 5 (Strongly Disagree). An opportunity to provide comments was also included on the Questionnaire #1.

### **Research Questions**

Three research questions were investigated in this study. These questions specifically focused on beliefs of faculty and site council members on parental involvement based on their membership in a particular role group.

#### **Research Question 1**

Did consensus exist within each role group on the type of parental involvement model for their individual school?

### Research Question 2

Was there a difference of opinions of faculty and site council members regardless of their schools in what they believed to be the best type of parental involvement?

### Research Question 3

Was there a difference in the opinions of faculty and site council members in what they believed to be the best type of parental involvement for their individual schools?

### Modified Delphi Technique

The Delphi technique was first employed in a study in the 1950s, Project Delphi. This study was conducted by the Rand Corporation to obtain a consensus of opinion of a group of experts (Linstone & Turoff, 1975). The purpose of this investigation was to determine an optimal industrial target system and to estimate the required number of atomic bombs necessary to reduce the munitions output.

The Delphi is generally characterized by three features: (a) anonymous group responses, (b) multiple rounds of questionnaires, and (c) presentation of statistical group responses. Typically the first-round questionnaire uses an open-ended format to elicit ideas for developing the questionnaire. The goal

of subsequent rounds is to achieve consensus. The process ends when consensus is reached. Murry and Hammons (1995) note that the Delphi requires a minimum of two rounds but usually no more than four to achieve consensus. Sergiovanni and Carver (1973) recognized the Delphi as a teaching tool, since the repeated rounds of feedback can heighten interest and encourage reflection.

Linstone and Turoff (1975) pointed out that the Delphi may be employed as a valid research method if three questions are addressed: “Who is it that should communicate about the problem?, What alternative mechanisms are available for that communication?, and What can we expect to obtain with these alternatives?” (p. 4). They noted a number of circumstances that would warrant the use of the Delphi technique.

Circumstances that would be applicable to this study would include: (a) time constraints made frequent group meetings unfeasible, (b) individuals involved in the study represent diverse experiences and backgrounds, (c) domination by individuals within a group could be avoided, and (d) possible disagreements among individuals face-to-face could cause problem situations.

The “modified” version of the Delphi begins the process with a structured questionnaire (Murry & Hammons, 1995). A modified version was

was used for this study in that the questionnaire was developed by the researcher for the purpose of assessing rather than achieving consensus.

### Data Collection

Lists of site council members and faculty members of each school were obtained from the district's central office. The initial questionnaire packets included: a letter of introduction which briefly described the study and requested participation and Questionnaire #1 (see Appendix A and B). Questionnaires were distributed in April. Identification codes allowed the researcher to report the participants' responses and the group median responses on the second round of the questionnaire. Follow-up calls were made to non-respondents two weeks after the initial distribution.

The second round of questionnaires was distributed one month after the distribution of the initial survey packet. Data were entered in the computer in June 1999.

### Treatment of the Data

1. The median scores were determined for each item by role group.
2. These median scores as well as respondents' responses to the first questionnaire were reported to the respondents on Questionnaire #2 (Appendix C).

3. The responses to Questionnaire #2 were then sorted into model categories. The questionnaire items sorted by models of parental involvement are presented in Appendix D.

4. The median scores on each model were determined for each respondent. Thus, each respondent in the study had four median scores.

5. The quartiles were computed for each array of median scores for each model by role group.

6. Consensus was determined by role group within school when at least 75% of the median scores on a particular model fell within the interquartile range (range of the middle 50% of scores).

7. These data were entered into the Statistical Package for the Social Sciences (SPSS) Version 9 to prepare the data for further analysis and to perform the statistical computations.

8. Descriptive statistics were computed. These statistics were frequency counts and percentages for each model.

9. The chi-square test was performed to determine the differences between observed and expected frequencies of responses. Chi-square values were reported at the .05 significance level.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

The purpose of this study was to examine the attitudes and beliefs of faculty and site council members toward the type of parental involvement model desired in their schools. A second purpose of the study was to assess whether or not a consistent opinion of parental involvement existed between faculty and site council members. Faculty and site council members at five selected schools in an urban district in Iowa were requested to respond to two rounds of a questionnaire representing four parental involvement models. The results of this investigation are presented in this chapter.

#### Data Collection

From April through June of 1999 respondents completed two rounds of a questionnaire. Respondents were asked to indicate their level of agreement or disagreement with twenty statements about parental involvement on a Likert-type scale instrument. The first round questionnaire also provided an opportunity for respondents to submit additional thoughts about appropriate parent and/or teacher behavior based on their beliefs about parental involvement. The responses to the first questionnaire were obtained and analyzed in April, 1999. Median scores were determined for each

questionnaire item within each role group. These median scores and responses to the first questionnaire were provided for each individual on the second questionnaire. Respondents were directed to review the information about the responses to the first questionnaire and to make any desired changes in their responses on the second questionnaire. Item responses were then sorted into model categories. Median scores reflecting the level of agreement or disagreement with the tenets of each model were then calculated for the five items within each model category. Thus, each respondent had four median scores (one score for each of the models). Consensus was determined by school within role group when over 75% of these median scores on a model fell within the interquartile range (the range of middle 50% scores). To further analyze the data the chi-square test was performed.

Table 1 shows the number of respondents participating in the study. There were 124 faculty and site council members representing five schools (82 faculty and 42 site council members). The site council return was 44 of a possible 54 or 81%. The faculty return was 82 of a possible 104 or 78%. The overall return of questionnaires was 79%. Due to the school district's site council structure some of the 42 site council members were teachers.



Although this issue presented potential for confound, it was the intent of the researcher to examine the beliefs of individuals based upon their membership in one of the two role groups.

Table 1

Group Breakdown of Respondents

School	<u>Faculty</u>	<u>Site Council</u>	Total
	<u>N Respondent</u>	<u>N Respondent</u>	
A	10	5	15
B	12	9	21
C	19	11	30
D	31	11	42
E	10	6	16
TOTAL	82	42	124

### The Research Questions

Three research questions were investigated in this study. Median scores, as well as frequency counts, percentages, and quartiles were calculated for each group on each model. A calculation of the interquartile ranges was done to determine consensus. The chi-square statistic was computed to analyze the difference between the observed and expected frequencies between role group data.

#### Research Question 1

Did consensus exist within each role group on the type of parental involvement model for their individual school?

To answer this question, item responses on each questionnaire were sorted by the model they represented. Median scores of the five items for each model were calculated. An array of scores was developed for each role group. Quartiles and the interquartile range were computed for each array of scores. Consensus was determined by role group when over 75% of the median scores fell within the interquartile range (middle 50% of scores). Table 2 presents the percentage of scores within the interquartile range on each model by role group.

**Table 2**

**Scores of Site Council and Faculty on the Four Models**

**Percentages That Fell Within Interquartile Range**

MODEL	<u>SCHOOL A</u>		<u>SCHOOL B</u>		<u>SCHOOL C</u>		<u>SCHOOL D</u>		<u>SCHOOL E</u>	
	SC	F	SC	F	SC	F	SC	F	SC	F
Curriculum	80	70*	89	59*	73*	70*	100	80	100	80
Partnership	80	100	100	75	82	74*	73*	97	100	80
Protective	100	60*	100	75	73*	85	82	100	85	50*
School-to-Home Transmission	80	100	78	75	91	95	73*	100	85	100

**Note.** SC = Site Council      F = Faculty

**\*The criterion for consensus was not met**

At School A the criterion for consensus was met within the site council group on each of the four models. The criterion for consensus was met with the School A faculty group on two models, the Partnership and School-to-Home Transmission.

The criterion for consensus was met within School B site council group on each of the four models. The criterion for consensus was met within the School B faculty group on the Partnership Model, the Protective Model and the School-to-Home Transmission Model.

The criterion for consensus was met within the School C site council group on two models, Partnership and School-to-Home Transmission. The School C faculty group met the criterion for consensus on the Protective Model and the School-to-Home Transmission Model.

The criterion for consensus was met within the School D site council group on two models, Curriculum Enrichment and Protective. The criterion for consensus was met within the School D faculty group on all models.

At School E the criterion for consensus was met within the site council group on all four models. The criterion for consensus was met within the School E faculty group on the Curriculum Enrichment Model, the Partnership

Model, and the School-to-Home Transmission Model. The criterion for consensus was not met within this faculty group on the Protective Model.

The site council groups at three of the five schools met the criterion for consensus on each of the four models. One faculty group met the criterion for consensus on each of the four models. It should be noted that although a small number of school role groups did not meet the criterion for consensus the smallest consensus score reflected 50% of the scores falling within the interquartile range. Consensus did exist within each role group within each school on at least two parental involvement models.

### Research Question 2

Was there a difference between the beliefs of faculty members and site council members regardless of their schools in what they believed to be the best type of parental involvement model?

To answer this question frequencies and percentages of responses on each model by role group were calculated. The percentages by role group were compared for each model. The chi-square statistic was computed to determine the differences between observed and expected frequencies of responses within role groups.

Table 3 presents the percentages of responses of site council members and faculty members among all schools (site council  $n = 42$ , faculty  $n = 82$ ). In comparing site council responses to faculty responses, 88% of site council members indicated agreement with the Curriculum Model compared to 65% of the faculty members.

Table 4 presents the chi-square statistic for all schools ( $n = 124$ ). Chi-square values, degrees of freedom and significance values are shown for all four models by role group (faculty  $n = 82$ , site council  $n = 41$ ). As indicated in this table, there was no statistically significant difference between the opinions of faculty and site council members regardless of their schools on their levels of agreement with the tenets of the four models.

### Research Question 3

Was there a difference in the beliefs of faculty members and site council members in what they believed to be the best type of parental involvement for their individual schools?

To answer this question frequencies and percentages of responses on each model by role group were calculated for each school. The percentages by role group were compared for each model. The chi-square statistic was

**Table 3**

**Percentages of Responses of Site Council Members and Faculty Members**

MODEL	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	SC	F	SC	F	SC	F	SC	F	SC	F
Curriculum	21	19	67	46	12	18	5			2
Partnership	80	71	20	27		2				
Protective	2	2	2	6	10	7	60	50	26	35
School-to-Home Transmission	67	63	31	35	2	2				

Table 4

Chi-Square For All Schools

	Curriculum	Partnership	Protective	School-to-Home
Chi-square	3.834	3.905	2.737	.269
df	4	4	5	2
p	.429	.419	.740	.874

computed to determine the differences between observed and expected frequencies of responses within role groups.

Table 5 presents the percentages of responses by role group on each model by school. Although 100% site council and faculty responses at School A indicted agreement with the Partnership Model, only 20% of the site council members strongly agreed with the tenets of the model compared



**Table 5**

**Percentages of Responses of Site Council Members and Faculty Members By School**

<b>MODEL</b>	<b>Strongly Agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		<b>Strongly Disagree</b>	
	<b>SC</b>	<b>F</b>	<b>SC</b>	<b>F</b>	<b>SC</b>	<b>F</b>	<b>SC</b>	<b>F</b>	<b>SC</b>	<b>F</b>
	<b>SCHOOL A</b>									
<b>Curriculum</b>	20	20	80	70		10				
<b>Partnership</b>	20	70	80	30						
<b>Protective</b>		10		10		10	100	60		10
<b>School-to-Home Transmission</b>	20	60	80	40						

(table continues)

MODEL	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	SC	F	SC	F	SC	F	SC	F	SC	F
	<b>SCHOOL B</b>									
<b>Curriculum</b>	11	17	89	58		25				
<b>Partnership</b>	100	75		25						
<b>Protective</b>				17	8	56	33		44	42
<b>School-to-Home Transmission</b>	67	67	33	33						

(table continues)

MODEL	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	SC	F	SC	F	SC	F	SC	F	SC	F
	SCHOOL C									
Curriculum	20	30	80	65				5		
Partnership	80	70	10	25				5	10	
Protective	10		10	10	10	5	40	40	30	45
School-to-Home Transmission	60	80	30	15	10	5				

(table continues)

MODEL	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	SC	F	SC	F	SC	F	SC	F	SC	F
	SCHOOL D									
Curriculum		10	54	48	46	32	10			
Partnership	73	68	27	29		3				
Protective					18		82	58		42
School-to-Home Transmission	73	52	27	48						

(table continues)

MODEL	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	SC	F	SC	F	SC	F	SC	F	SC	F
	SCHOOL E									
Curriculum	67	40	33	40		10				10
Partnership	100	80		20						
Protective					17	30	33	50	50	10
School-to-Home Transmission	83	70	17	30						

to 70% of faculty members. All site council members disagreed with the Protective Model compared to 60% of faculty members. Although 100% of the responses from both role groups indicated agreement with the School-to-Home Transmission Model only 20% of site council members indicated strong agreement with this model compared to 60% of the faculty.

At School B 100% of site council members indicated agreement with the Curriculum Enrichment Model compared to 75% of the faculty. All site council responses indicated disagreement with the Protective Model compared to 75% disagreement and 17% agreement with the model.

At least 90% of the School C site council and faculty responses indicated agreement with the Curriculum, Partnership, and School-to-Home Transmission Models. The largest range of responses was on the Protective Model. Eighty-five percent of the faculty responses indicated disagreement with the model compared to 70% of the site council responses. Twenty percent of the site council responses indicated agreement with this model.

At School D 54% of the site council responses indicated agreement with the Curriculum Model compared to 56% of the faculty responses. At least 95% of the site council and faculty responses indicated agreement with the Partnership and School-to-Home Transmission Models. All faculty

responses indicated disagreement with the tenets of the Protective Model compared to 82% of the site council responses.

At School E site council and faculty responses indicated 100% agreement with the School-to-Home Transmission and the Partnership Models. All site council responses indicated agreement with the Curriculum Model compared to 80% of faculty responses. Eight-three percent of the site council responses indicated disagreement with the Protective Model compared to 60% of the faculty responses.

Table 6 presents chi-square statistics for all schools. A chi-square statistic was computed for each model by building at the .05 significance level. As indicated in this table, there was no difference between the opinions of faculty and site council members in what they believed to be the best type of parental involvement for their individual schools at Schools A, B, C, and E on any of the models. However, at School D these data would indicate a significant difference in the opinions of faculty and site council members on the Protective Model.

**Table 6**

**Chi-Square For Individual Schools By Model**

	<b>Curriculum</b>	<b>Partnership</b>	<b>Protective</b>	<b>School-to-Home Transmission</b>
<b>SCHOOL A</b>				
<b>Chi-Square</b>	.545	3.348	2.727	2.143
<b>df</b>	2	1	1	1
<b>p</b>	.761	.067	.604	.143
<b>SCHOOL B</b>				
<b>Chi-Square</b>	3.033	2.625	2.852	.0000
<b>df</b>	2	1	3	1
<b>p</b>	.219	.105	.415	1.000

(table continues)



	<b>Curriculum</b>	<b>Partnership</b>	<b>Protective</b>	<b>School-to-Home Transmission</b>
<b>SCHOOL C</b>				
<b>Chi-Square</b>	<b>.964</b>	<b>3.341</b>	<b>2.625</b>	<b>1.364</b>
<b>df</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>2</b>
<b>p</b>	<b>.617</b>	<b>.342</b>	<b>.622</b>	<b>.506</b>
<b>SCHOOL D</b>				
<b>Chi-Square</b>	<b>2.587</b>	<b>.393</b>	<b>10.962</b>	<b>1.478</b>
<b>df</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>
<b>p</b>	<b>.460</b>	<b>.822</b>	<b>.004</b>	<b>.224</b>
<b>(table continues)</b>				

	Curriculum	Partnership	Protective	School-to-Home Transmission
	SCHOOL E			
Chi-Square	1.778	1.154	3.505	.356
df	3	1	3	1
P	.620	.283	.320	.551

CHAPTER V  
SUMMARY, IMPLICATIONS, RECOMMENDATIONS, AND  
CONCLUSION

Summary and Implications

The concept of parental involvement in education is not new to educational researchers, teachers, or parents. Though research efforts have not provided an endorsement of a particular type of involvement, the development of home-school partnerships has clearly been identified as critical to the education of children.

Despite the research findings confirming the importance and benefits of parental involvement, educators and parents continue to express dissatisfaction with the current levels of parental involvement in schools. Some resistance from teachers to developing home-school relationships has been documented. The literature suggests that the resistance is due to ambivalence about the appropriate roles of parents and teachers in the educational process. The chasm between home and school has been described by Lightfoot (1978) as “worlds apart.”

This chapter presents a summary and discussion of the findings reported in the previous chapter. These findings appear to have direct

implications for the schools for enhancing school improvement. The purpose of this study was to examine the attitudes and beliefs of faculty and site council members toward the type of parental involvement desired in their schools and to assess whether or not a consistent opinion of parental involvement existed between faculty and site council members within the schools they represent. The participants for this study were faculty and site council members from five selected elementary schools in an urban district in Iowa. These five elementary schools were selected for this study because they have programs designed to develop linkages with parents and the community. A staff person is assigned to each site with the responsibility of building home-school relationships. Participants were asked to respond to two rounds of an original 20-item questionnaire. This instrument was based on the four models of parental involvement researched by Swap (1993): the Curriculum Model, the Partnership Model, the Protective Model, and the School-to-Home Transmission Model.

A modified version of the Delphi technique was used for this study in that the questionnaire used in the two-round process was developed by the researcher for the purpose of assessing rather than achieving consensus. Respondents were asked to indicate a level of agreement with each item in a

Likert-type format. Individual responses and group data were provided to each participant with an opportunity to change their responses on the second round of the questionnaire.

Site councils at the selected schools ranged in size from 8 to 16. Faculties at the selected schools ranged in size from 14 to 31. Responses of faculty members who served on the site councils of their respective schools were included with the site council data.

Three research questions were posed to guide this study:

1. Did consensus exist within each role group on the type of parental involvement model for their individual school?
2. Was there a difference between the beliefs of faculty and site council members regardless of their schools on what they believed to be the best type of parental involvement?
3. Was there a difference in the opinions of faculty and site council members in what they believed to be the best type the of parent involvement for their individual schools?

Median scores were calculated for responses on each item on the first questionnaire. Quartiles were determined and the interquartile ranges were identified. For the purpose of this study, consensus was achieved when over

75% of the median scores of a role group on a model fell within the interquartile range. The median test was used to compare median scores of the groups within each school and between role groups among schools.

The chi-square statistic was computed to analyze the differences between the observed and expected frequencies between role group data. Each statistic was computed by use of the Statistical Package of Social Science (SPSS).

### Consensus Exists Among Role Groups

Consensus did exist within role groups at each of the five schools on at least two of the four models. The criterion for consensus was met within site council groups at four of the five schools on each model. The criterion for consensus within faculty groups at two of the five schools on the Curriculum Enrichment Model, four of the five schools on the Partnership Model, and three of the five schools on the Protective Model. Consensus existed within faculty groups at all five schools on the School-to-Home Transmission Model.

The general agreement among site council members might be attributed to the nature of the site council structure. The purpose of the site council is to provide opportunities for stakeholders to discuss issues critical to the educational process. Perhaps through these opportunities for dialogue

parents and teachers are able to explore their beliefs and arrive at shared beliefs as suggested by Lambert (1998). Swap (1993) noted that through the parental involvement process teachers were impressed by the mutuality of interests between parents and teachers as a result of participating in the parental involvement process. Site council members have had opportunities to experience and appreciate the overlapping roles of parents and teachers. By building relationships with parents, teachers are able to develop meaningful collaborations. The development of these collaborations can strengthen the site council structure and the school program.

The data would indicate that consensus exists among these site councils on approaches to parental involvement. This information can be useful in the development of parental involvement programs in these schools. The results of this study suggest that the site council structure could be considered as an effective vehicle for providing the opportunities for dialogue necessary to develop a comprehensive parent involvement program.

#### Site Council and Faculty Groups Prefer Partnership and School-to-Home Transmission Models

In general, both site council and faculty groups indicated the greatest levels of agreement with the Partnership and School-to-Home Transmission

**Models. On the Partnership Model 100% of the site council responses and 98% of the faculty responses indicated agreement. On the School-to-Home Transmission Model 98% of the site council and faculty responses indicated agreement.**

**The School-to-Home Transmission Model is based on parents assuming a support role. The School-to-Home Transmission Model is more traditional in that educators maintain the role of setting the standards by which parents can be involved in their child's education. Within this framework parents are responsible for helping their child succeed in school without violating parameters established by the educators. Five statements on the questionnaire represented the tenets of the School-to-Home Transmission Model. The statements are:**

- 1. Parents should be responsible for helping their child succeed within the guidelines established by the school culture.**
- 2. Parents should support the importance of school and reinforce expectations at home.**
- 3. Parents should provide conditions at home that support school success.**



4. Parents should ensure that their child meets certain academic and social requirements.

5. Only school personnel should identify the values and practices outside of school that contribute to the child's success in school.

Respondents indicated general agreement with the first four statements.

Respondents in general disagreed with the fifth statement.

Swap's (1993) Partnership Model reflects a higher level of parent involvement in the educational process. The research suggests that the higher levels of parental involvement have the greatest impact on student success in school (Comer & Haynes, 1991; Salisbury, 1980). Levels of parent involvement reflect the extent of parents' power in program decision making. Lower levels of parental involvement limit parents to supportive activities. Higher levels of parental involvement provide parents with opportunities to participate in activities more central to the school improvement process (setting goal, developing policy, and making decisions).

The Partnership Model is based on the ability of parents and teachers to work together to develop strong relationships. The five questionnaire statements representing this model are:

1. **Parents and other important family members are vital to a child's success in school.**
2. **Parents and educators should share planning and decision-making responsibilities**
3. **Parents and educators should work together to solve problems.**
4. **Parent involvement is a very important part of improving schools and academic achievement.**
5. **Parents do not need specific training to participate in school decision-making.**

**In general, respondents indicated agreement with all five statements. To achieve partnerships, parents and teachers must work closely together to create a new paradigm for home-school relationships. In this new paradigm parents are viewed as partners instead of clients in the process of educating children.**

**These findings would suggest that teachers and site council members recognize the importance of the support for educational programs that parents provide, but also desire involvement beyond the somewhat limited scope of the School-to-Home Transmission Model. The Partnership Model engages parents and teachers in new roles and relationships to help children**

in school achieve success. Based on the responses to these models it would seem that, if provided with the necessary resources, these schools would be willing to explore and implement a variety of strategies to involve parents.

#### Site Council and Faculty Groups Agree to

#### Disagree with Protective Model

In general, site council and faculty groups indicated disagreement with the tenets of the Protective Model. Site council groups at four of the five schools met the criteria for consensus on the Protective Model. Faculty groups at three of the five schools met the criteria for consensus on the Protective Model. Eighty-six percent of site council responses and 85% of faculty responses indicated disagreement with this model. Four percent of the site council responses and 8% of the faculty responses indicated agreement with this model.

Lightfoot's (1978) description of the relationship between parents and teachers as "worlds apart" is indicative of a belief in the separation of roles reflected in the Protective Model. The five questionnaire statements representing the Protective Model are:

1. Parents should delegate the responsibility of educating their children to the school.

2. Educators should accept total responsibility for educating children.
3. Parents should only hold schools accountable for learning which takes place at school.
4. Parent involvement in decision-making or collaborative problem-solving is inappropriate.
5. Teachers should only hold parents accountable for learning which takes place at home.

In general respondents agreed with statements 1, 2, and 4.

The data would indicate that the five schools involved in this study have moved beyond the level of involvement reflected by the Protective Model. The nature of the site council structure would be inconsistent with the tenets of this model. Site councils are based on the premise that parents and educators should work together to solve problems and provide meaningful direction for the schools they represent. Within the framework of the Partnership Model parental involvement in decision-making is considered inappropriate. The faculty and site council members at the schools involved in this study desire parents to be more involved in the educational process.

### **Curriculum Model More Acceptable to Site Council Groups**

In general, site council groups indicated greater levels of agreement with the Curriculum Model than did faculty groups. Site council groups at four of the five schools met the criterion for consensus on the Curriculum Model. Faculty groups at only two of the five schools met the criterion for consensus on this model. Eighty-eight percent of the site council responses indicated agreement with this model compared to 65% of faculty responses.

Within this model framework, parents are involved in the planning and delivery of curriculum. Five questionnaire statements represented the Curriculum Model. The statements are:

1. Both parents and teachers can serve as experts in the revision and implementation of curriculum.
2. Parents and teachers can serve as experts and resources.
3. Schools can improve their curriculum by drawing on the special expertise that parents may have.
4. The school curriculum should reflect the views, values, history, and learning styles of the families represented in the school.
5. Relationships between home and school can enhance the accuracy of the school curriculum.

The literature suggests that teachers generally oppose parental involvement in curriculum content development and curriculum assessment (Brown, Perry, & McIntire, 1995; Stallworth, 1982). Although both role groups indicated agreement with the Curriculum Model, the level of agreement was not as great among faculty groups as it was among site council groups. It should be noted that the level of agreement was also not as great as that of the other models. These data might indicate some ambivalence among teachers regarding the roles that parents should assume in the educational process. Some teachers would like parents to be more involved in the educational process by supporting academic and social development of their children, but they do not believe that parents should have input in the writing and implementation of curriculum.

Parental involvement in curriculum development and assessment is a relatively new concept. Section 280.12 of the Iowa Code requires parent involvement in all aspects of the development of a comprehensive school improvement plan. This recent legislation will require teachers and parents to become more aware of the importance of involving parents in more decision-making roles and strategies for implementing these initiatives.

### Recommendations

Based on the analysis of this study, the following recommendations have been made.

1. The literature clearly indicates the importance of parental involvement in the educational program in schools. Based on the research that supports the impact of parent involvement on student achievement, it is recommended that the goal of developing home-school partnerships be an integral part of the school improvement planning process.

2. A comprehensive professional development program should be instituted by the district in which this study was conducted in an effort to redefine parental involvement. Teachers may not be aware of the expected level of parental involvement, particularly in the area of curriculum. Communicating the new state guidelines to teachers might provide a basis for teachers to explore the idea of parental involvement in general and specifically in curricular issues.

3. Parents may not be aware of the research that indicates the importance of parental involvement in their child's success in school. It is recommended that parents be provided with information regarding the importance of parental involvement and opportunities for involvement in

their individual schools. Strategies to accomplish this might include community forums, individual contacts, newsletters and the expansion of the site council structure.

4. According to Swap (1993) the models can assist schools in understanding home-school relationships and examining current parental involvement efforts. It is recommended that the five schools involved in this study analyze current parental involvement opportunities in their individual buildings for the purpose of determining if these practices are consistent with the beliefs indicated in this study. Based on the challenges facing urban districts, consideration could be given to adopting a comprehensive parental involvement program like Comer's program (1988).

5. Researchers contend that teachers and parents must consider their own beliefs before they can develop successful home-school relationships (Lambert, 1998; Rich, 1992; Sergiovanni & Carver, 1973). It is recommended that faculty and parents continue to explore their attitudes and beliefs toward parental involvement in order to maintain an effective parental involvement program that best meets the needs of the students and families of their individual schools.



### **Recommendations for Future Study**

1. Only parents who were members of a site council participated in this study. Parents who volunteer to serve on site councils may not be representative of the general population of parents. A similar study might be conducted in which the respondent group is expanded to include all parents, not just those represented on site councils.

2. It is recommended that a similar study be conducted in which ethnicity and income are considered as variables. This recommendation is based on Chavkin and Williams' (1993) finding of differences between the attitudes of minority parents and Anglo parents toward parental involvement and Davies' (1988) finding of differences in the attitudes toward parental involvement of teachers assigned to low-income schools.

3. It is recommended that a future study design incorporate all schools in the district in which this study was conducted rather than only schools that employed a staff person with the responsibility of developing linkages with parents and community as was done in this study.

The sample population for this study was comprised of faculty and site council members from schools that employed a staff person with the responsibility of developing linkages with parents and community. The

faculty and site councils in these schools may not be typical to other schools in the district. The design of this study did not necessarily reveal that the person employed at each school had a significant impact on the results.

### Conclusion

This study explored the attitudes and beliefs toward parental involvement of site council and faculty members at five selected schools using Swap's (1993) four models of home-school relationships. The findings of this study were consistent with Swap's work and other related literature. Swap's four models of home-school relationships are based on a broad range of approaches to parental involvement. Swap noted the advantages and disadvantages of each model, and contended that from these models schools can better understand the nature of home-school interactions and examine current parental involvement efforts. In this study, site council and faculty members considered each model to determine its appropriateness for their school. It is the belief of the researcher that these four models could be utilized in the enhancement and/or development of parental programs that are appropriate for each individual school. Individual schools can examine the substantive elements of each model to develop a basis for an effective parental involvement

program. Urban districts in Iowa are facing increasingly complex challenges. The rapidly changing demographics of many districts present unique problems for educators with limited experiences with racial, ethnic, or socioeconomic diversity. Drawing on the findings of this study, some of the noted parental involvement initiatives and strategies that help educators reach out to all parents warrant serious consideration. This study does not provide external validity because the findings cannot be generalized to other populations but replications of the study can offer insight to schools about the development of a comprehensive parental involvement plan.

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**APPENDIX A**  
**LETTER OF TRANSMITTAL**

April 1999

Dear Site Council Member:

A doctoral student in the Educational Leadership Program is conducting a study to examine the attitudes and beliefs of members of school-based site councils and faculty toward the type of parental involvement desired in their school. This student hopes to determine whether or not a desired approach to parental involvement within and among schools. This information should assist site councils and faculty in their efforts to build home-school relationships.

You will be asked to respond to two brief questionnaires over the next few weeks. This first questionnaire (attached) will ask you to identify yourself by initials or numerical code. This information will only be used to provide specific feedback on our responses to you. The second questionnaire will report your responses to the first questionnaire and the average response of your site council on each item. All responses will remain confidential.

By participating in this study you will be providing information that can be used by your faculty, site council and district to impact student achievement. In addition, the data will be used in a doctoral dissertation study. Your responses are valuable and your participation is appreciated.

Dr. Dale R. Jackson  
Professor  
University of Northern Iowa

**APPENDIX B**  
**QUESTIONNAIRE #1**

### Questionnaire #1

Parental involvement has been determined to play a significant role in student achievement. A variety of approaches have been taken by schools to involve parents. Often there is no consistent philosophy or approach taken by schools which leads to confusion on the part of parents. The purpose of this survey is to determine what you believe would be the best approach to parental involvement

	1 - Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree
Both parents and teachers can serve as experts in the revision and implementation of curriculum			1 2 3 4 5		
Parents and teachers can serve as resources in the educational process			1 2 3 4 5		
Parents should delegate the responsibility of educating their children to the school			1 2 3 4 5		
Parents and other important family members are vital in a child's success in school			1 2 3 4 5		
Only school personnel should identify the values and practices outside school that contribute to school success			1 2 3 4 5		
Parents and educators should share planning and decision-making responsibilities			1 2 3 4 5		
Parents should be responsible for helping their child succeed within the guidelines established by the school culture			1 2 3 4 5		
Educators should accept total responsibility for educating children			1 2 3 4 5		
Parents and educators should work together to solve problems			1 2 3 4 5		
Schools can improve their curriculum by drawing on the special expertise that parents may have			1 2 3 4 5		
Parental involvement is a very important part of improving schools and academic achievement			1 2 3 4 5		
Parents should support the importance of school and reinforce school expectations at home			1 2 3 4 5		
Parents should provide conditions at home that support school success			1 2 3 4 5		
Parents should only hold school personnel accountable for learning which takes place at school			1 2 3 4 5		
Parental involvement in decision-making or collaborative problem-solving is inappropriate			1 2 3 4 5		
Parents do not need specific training to participate in school decision-making			1 2 3 4 5		
The school curriculum should reflect the views, values, history, and learning styles of the families represented in the school			1 2 3 4 5		
Teachers should only hold parents accountable for learning which takes place at home			1 2 3 4 5		
Parents should ensure that their child meets certain academic and social requirements			1 2 3 4 5		
Relationships between home and school can enhance the accuracy of the school curriculum			1 2 3 4 5		

**COMMENTS:**

Please feel free to add any thoughts that describe appropriate parent and/or teacher behavior based on your beliefs about parental involvement.

**ROLE:** (please circle one)

Site Council Member \_\_\_\_\_ Faculty Member \_\_\_\_\_

**INITIALS or PERSONAL CODE** \_\_\_\_\_

APPENDIX C  
QUESTIONNAIRE #2

Questionnaire #2

	1 - Strongly Agree	2 - Agree	3 - Neutral	4 - Disagree	5 - Strongly Disagree	Response to Question #1	Group Median Response	Current Response
Both parents and teachers can serve as experts in the revision and implementation of curriculum.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Parents and teachers can serve as resources in the educational process.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Parents should delegate the responsibility of educating their children to the school.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Parents and other important family members are vital to a child's success in school.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Only school personnel should identify the values and practices outside school that contribute to school success.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Parents and educators should share planning and decision-making responsibilities.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Parents should be responsible for helping their child succeed within the guidelines established by the school culture.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Educators should accept total responsibility for educating children.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Parents and educators should work together to solve problems.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Schools can improve their curriculum by drawing on the special expertise that parents may have.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Parental involvement is a very important part of improving schools and academic achievement.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Parents should support the importance of school and reinforce school expectations at home.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Parents should provide conditions at home that support school success.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Parents should only hold school personnel accountable for learning which takes place at school.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Parental involvement in decision-making or collaborative problem-solving is inappropriate.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Parents do not need specific training to participate in school decision-making.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
The school curriculum should reflect the views, values, history, and learning styles of the families represented in the school.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Teachers should only hold parents accountable for learning which takes place at home.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Parents should ensure that their child meets certain academic and social requirements.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Relationships between home and school can enhance the accuracy of the school curriculum.						1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

**APPENDIX D**

**RESPONSES TO QUESTIONNAIRE #2**

**SORTED INTO MODEL CATEGORIES**



## RESPONSES TO QUESTIONNAIRE #2

### SORTED INTO MODEL CATEGORIES

#### Curriculum Enrichment Model

Both parents and teachers can serve as experts in the revision and implementation of curriculum.

Parents and teachers can serve as experts and resources.

Schools can improve their curriculum by drawing on the special expertise that parents may have.

The school curriculum should reflect the views, values, history, and learning styles of the families represented in the school.

Relationships between home and school can enhance the accuracy of the school curriculum.

#### Partnership Model

Parents and other important family members are vital to a child's success in school.

Parents and educators should share planning and decision-making responsibilities.

Parents and educators should work together to solve problems.

Parental involvement is a very important part of improving schools and academic achievement.

Parents do not need specific training to participate in school decision-making.

### **Protective Model**

**Parents should delegate the responsibility of educating their children to the school.**

**Educators should accept total responsibility for educating children.**

**Parents should only hold school personnel accountable for learning which takes place at school.**

**Parental involvement in decision-making or collaborative problem-solving is inappropriate.**

**Teachers should only hold parents accountable for learning which takes place at home.**

### **School-to-Home Transmission Model**

**Only school personnel should identify the values and practices outside school that contribute to school success.**

**Parents should be responsible for helping their child succeed within the guidelines established by the school culture.**

**Parents should support the importance of school and reinforce school expectations at home.**

**Parents should provide conditions at home that support school success.**

**Parents should ensure that their child meets certain academic and social requirements.**