



6th Asia Pacific Conference on Advanced Research (APCAR-2018), Melbourne, Australia

ISBN :978-0-6481172-1-6

Asia Pacific Institute of Advanced Research (APIAR)

www.apiar.org.au

TEACHERS' PERSPECTIVES REGARDING PARENTAL INVOLVEMENT IN ELEMENTARY SCHOOLS IN ISRAEL: IDEOLOGY AND PRACTICE

Bruria Schaedel^a, Yovav Eshet^b

^{ab}The Western Galilee College- Israel

Corresponding Email: brurias@wgalil.ac.il

Abstract

Teacher-parent collaboration is commonly accepted as a key contributor to students' social and emotional development and improved achievements. However, in many schools, conflicts between the teachers and parents set barriers for parents' involvement. The current study examines teachers' perceptions regarding the managerial and emotional factors that affect their perceptions of parental involvement. The participants were 379 teachers from 29 elementary schools in Israel .

The findings indicate that although the teachers professed of the supportive school climate with regards to parental involvement, they are less inclined to encourage parental involvement. Parents are generally more involved in their children's education at home, while teachers rarely encourage parents' involvement in decision-making processes or voluntary activities in the schools. The teachers' main obstacles regarding parental involvement are that they feel disrespected and underappreciated by parents, and they believe they lack the necessary skills to successfully negotiate with parents during crises .

Keywords: School Climate, Parental Involvement, Teachers' Obstacles, Teacher-Parent Communication.
