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Parental involvement in Western Australian

secondary schools

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Abstract

A survey type instrument was developed then administered in three Western Australian secondary schools to profile parent perceptions of their involvement in their child's schooling. The instrument solicited information about the school, teachers, their child and themselves. Data from 526 parents were factor analysed and the original instrument was refined. The refined instrument profiled: student values about education, learning and schooling; student learning outcomes; individual parent and family capacity to support the student's learning; parent to student expectations; parental confidence in communicating with teachers, student to parent communication; teacher to parent communication; and the values of the school concerning improving the learning of students. Scale internal reliability (Cronbach Alpha) ranged from 0.87 to 0.95. Inter-scale correlation coefficients (Spearman) ranged from 0.17 to 0.70 signifying interaction between educational outcomes and the attributes of parents, teachers and the child.

Analysis of the data revealed parents in all three schools had positive views of all dimensions of parental involvement with the exception of teacher to parent communication. The report on the study concludes with a discussion of strategies for improving the involvement of parents in their child's secondary schooling based upon the empirical findings of the study and previous research.

BACKGROUND AND SIGNIFICANCE

The involvement of parents in their child's education has been shown to be influential on students' academic progress (Gettinger & Guetschow, 1998). There is evidence that families are important for children's learning, development and school success (Epstein, 1992; Hobson, 1979; Krumm, 1996). This is especially so in secondary schools where students need support to cope with academic, personal and social problems (Epstein, 1992; Gettinger & Guetschow, 1998). However, schools are making only limited progress toward developing and sustaining effective parental involvement with a decline in parental involvement occurring as children progress from the early to final years of schooling (Patrikakou, 1997; Epstein, 1992).

In Western Australia the issue of parental involvement in education is a crucial aspect of education policies, schools are required to share decision-making with parents and respond to local community needs (EDWA, 1997). The importance of parents in their child's education is also recognised by the current kindergarten to Year Twelve curriculum policy that requires a collaborative approach and collective responsibility for student achievement (Curriculum Council, 1998). Although parental involvement is important, there is little research that investigates issues of parental involvement for students around the middle and high school age (Patrikakou, 1997; Trusty, 1999).

The study utilised a contemporary school effectiveness derived theoretical framework based upon the notion of parent, teacher and student collaboration and partnership (Coleman, 1998). The emphasis of the study was on parental involvement in their child's education which can be contrasted with marketing type studies to determine parental satisfaction with the school. In addition, the study sought to identify strategies for improving parental involvement.

The research objective was to examine the nature and extent of parental involvement in three Western Australian Secondary schools. Specifically, to: identify the dimensions of parental involvement; compare parental involvements across the three schools; and to determine how parental involvement could be improved.

THEORETICAL ORIENTATION

The preliminary theoretical framework guiding research design and instrumentation was strongly influenced by Coleman's (1998) large scale Canadian research. This found improving student educational outcomes required the active participation of parents in classroom and school instructional programs. Such participation needs to be based upon recognition of the importance of the contribution of parents by teachers to harness parental support in school improvement (Cavarretta, 1998). Commitment and responsibility is shared between parents and teachers for student success. When fully functional, this phenomenon reveals a level of trust, respect, and agreement with teachers, parents and students working together as members of an educational community (Coleman, 1998).

Gettinger & Guetschow (1998) identified three principles or constructs present in effective parental involvement; parental role construction, parental efficacy and parent perceptions of

opportunities and barriers to involvement. Parental role construction is beliefs about what parents think they are supposed to do. This influences the range of activities and forms of involvement parents and schools consider important and possible. Parents who hold positive efficacy beliefs assume their involvement with the school will be beneficial for their children. Parents need a positive self-image toward their acceptance of the parenting role and of their ability to interact with authority figures such as teachers. They also need self-control to enable them to respond to the crucial obligations incumbent in partnerships. Positive parent perception and understanding of opportunities can create a partnership that brings together individuals who are interested in working towards a shared goal (Kellaghan, Sloane, Alvarez & Bloom, 1993).

Successful partnerships between teachers, parents and students are based on equitable status and mutual respect amongst individuals leading to shared commitment, responsibility, and accountability for outcomes (Cavarretta, 1998). The outcomes of a successful partnership will be evidence by improved student learning and development of long term beliefs and values in students conducive to high levels of motivation towards future schooling and learning.

Investigating parental involvement was assumed to require soliciting data from parents on: the culture of the school; provision of information from teachers; commitment of teachers to working with parents; the child's educational progress; the child's values about schooling; provision of information from their child; parental values about schooling; parental confidence to communicate with teachers; and parental confidence to support the child's learning. These nine mutually interactive constructs provided the preliminary theoretical framework for the study and were applied in developing a quantitative survey type questionnaire to profile parental involvement in Western Australian secondary schools.

RESEARCH DESIGN AND RESULTS

The nine constructs in the preliminary theoretical framework were examined to identify sub-constructs suitable for inclusion in the respective instrument scales. The sub-constructs were then expressed as specific questions for instrument item writing. The draft items were trialed with 15 parents from one school to improve item wording and sub-construct specificity. The resulting *Parental Involvement in Schooling Questionnaire* (*PISQ*) instrument had nine scales and contained 90 items (Table 1). A four point Likert response scale was used with "4" corresponding to strongly agree, "3" agree, "2" disagree and "1" strongly disagree.

Table 1

Original scales and sample items

Original Scale	Number of Items	Sample Item
My Child's Values about Schooling	19	My child would like to become a well educated person
My Child's Educational Progress	14	His/her test scores are high

Provision of Information from My Child	8	My child keeps me informed about school activities
The School	9	There appears to be a vision for the future of the school
Provision of Information from Teachers	12	Teachers give me useful ideas about how I can help my child learn at home
Commitment of Teachers to Working with Parents	10	Teachers seem interested in hearing my opinions about my child
Parent Confidence in Communicating with Teachers	4	I feel free to contact my child's teachers when I think he/she is having difficulty
Parental Values about Schooling	8	I set high expectations for my child's school achievement
Parent Confidence to Support Child's Learning	6	I am able to make a strong contribution to how well my child does in school
Total	90	

The *PISQ* and a letter of recommendation from the school principal were mailed home to all the parents of the students in three schools located in the metropolitan area of Perth, Western Australia. Schools 1 and 2 are situated in areas classified by the Education Department as having respectively "normal" and slightly below "normal" socio-economic indices. School 3 is located in an area of social disadvantage. Survey return was in sealed envelopes delivered to each school via students. A second round of surveying was implemented in two schools in the following year after requests from the schools' principals for additional data. Re-surveying in School 1 collected data from the parents of students new to the school in the second year of the study. In School 3, the survey was re-administered to all the parents following one year of school improvement activities as part of a major school restructuring initiative. Table 2 presents the sample sizes, number of valid surveys processed and the percentage return rate for each sample. Although the total number of valid surveys if of sufficient size to allow a variety of statistical tests to be applied to the data, whether or not the samples are of sufficient size to be representative of the respective populations is difficult to establish. This issue will be addressed when the results of data analyses are presented.

Table 2

Sample and percentage of valid surveys processed

School	Sample	Administration Period	Sample Size	Valid Surveys	% Valid
1 (A)	Year 8 - 11 parents	1999	1112	231	21%

(B)	Year 8 parents	2000	243	62	26%
2	All parents	1999	998	155	16%
3 (A)	All parents	1999	206	34	17%
(B)	All parents	2000	228	44	19%
			Total	526	19%

The instrument was refined by data from the 526 valid surveys being subject to Principal Components factor analysis (oblique rotations) to explore the structure of the data and identify the constructs profiled by the instrument for the sample of parents surveyed. The results of this process are presented in Table 3.

Table 3

Factors and origin of items

Factor	Number of Items	Original Scale(s)
Parent to Student Expectations	4	Parental Values about Schooling
Parental Confidence to Assist Student	5	Parent Confidence to Support Child's Learning
Parental Confidence in Communication with Teachers	8	Commitment of Teachers to Working with Parents (4 items) & Parent Confidence in Communicating with Teachers (4 items)
School Culture	5	The School
Student Educational Values	6	My Child's Values about Schooling
Student Learning Outcomes	7	My Child's Educational Progress
Student Learning Preferences	5	My Child's Values about Schooling
Student to Parent Assistance Requests	4	Provision of Information from My Child
Student to Parent Information	4	Provision of Information from My Child
Teacher to Parent Communication	10	Provision of Information from Teachers (8 items) & Commitment of Teachers to Working with Parents (2 items)

The items remaining within the respective factors were examined for construct consistency after which the factors were accepted as constituting the scales of the refined instrument and then operationally defined (Table 4). The items within the refined instrument scales are presented in the appendix. Cronbach Alpha analysis of scale internal reliability within the refined instrument scales provided confirmation of reliability (Table 5).

Table 4

Refined instrument scales and sample items

Refined Scale	Sample Item
Parent to Student Expectations	I really want my child to do well in school
Parental Confidence to Assist Student	Our family has strengths that help my child to succeed at school
Parental Confidence in Communication with Teachers	I find my child's teachers approachable
School Culture	There is a belief that every child can learn
Student Educational Values	My child considers attending school will be useful for future education or work
Student Learning Outcomes	He/she is a successful student
Student Learning Preferences	My child asks for help from his/her teachers when required
Student to Parent Assistance Requests	My child lets me know when he/she is having problems in class
Student to Parent Information	My child usually shows me the work he/she has done at school
Teacher to Parent Communication	Teachers keep me informed about classroom activities

Table 5

Refined scale internal reliability

Refined Scale	Cronbach Alpha
Parent to Student Expectations	0.84
Parental Confidence to Assist Student	0.85
Parental Confidence in Communication with Teachers	0.94
School Culture	0.82
Student Educational Values	0.88
Student Learning Outcomes	0.92
Student Learning Preferences	0.84
Student to Parent Assistance Requests	0.86
Student to Parent Information	0.87
Teacher to Parent Communication	0.92

The theoretical framework for the study assumed the elements of parental involvement would be inter-dependent. Inter-scale correlation (Spearman) was examined to assess the construct validity of the refined instrument. The results of this analysis (Table 6, p.6), evidences various levels of interaction between the ten elements. The presence of positive inter-scale correlation supports the notion of these ten elements collectively comprising the higher order construct of parental involvement for effective student learning.

There were strong correlations between *Student Learning Preferences* and *Student Educational Values* and *Student Learning Outcomes* and (r = 0.72 and 0.80). This is likely due to the similar nature of these three attributes which all concern learning. Also, *Student to Parent Assistance Requests* strongly correlated with *Student to Parent Information* (r = 0.79). Both these attributes centre upon communication from the child to the parent about school matters and learning. However these two elements of parental involvement had slight correlation with *Parent to Student Expectations*, *Parental Confidence in Communication with Teachers*, *School Culture* and *Teacher to Parent Communication* (r = 0.26 - 0.29). With the exception of *Parent to Student Expectations*, this probably evidences a lack of connection between the child's learning at home with school activities. *Parent to Student Expectations* had an overall slight correlation with eight of the other elements of parental involvement (r = 0.16 - 0.39, excluding r = 0.50 for *Student Educational Values*). This suggests parental expectations of the child are only weakly manifest in most other aspects of their involvement in the child's schooling.

Table 6

Inter-scale correlation (Spearman)

Scale	PSE	PCAS	PCCT	SCUL	SEV	SLO	SLP	SPAR	SPI
Parent to Student Expectations									
Parent Confid'ce to Assist Student	0.33								
Parent Confid'ce Communic'n Tchr	0.36	0.31							
School Culture	0.32	0.27	0.54						
Student Educational Values	0.50	0.31	0.40	0.39					
Student Learning Outcomes	0.34	0.37	0.38	0.39	0.65				
Student Learning Preferences	0.39	0.36	0.42	0.43	0.72	0.80			
Student to Parent Assistance Req'st	0.27	0.41	0.29	0.26	0.45	0.52	0.51		
Student to Parent Information	0.23	0.37	0.32	0.31	0.43	0.53	0.52	0.79	
Teacher to Parent Communication	0.16	0.33	0.54	0.50	0.23	0.31	0.34	0.27	0.31

Significance 0.000 for all correlations

The correlation between *Teacher to Parent Communication* and the other elements requires comment. Correlation was slight with *Parent to Student Expectations*, *Parental Confidence to Assist Student*, *Student Educational Values*, *Student Learning Outcomes*, *Student Learning Preferences*, *Student to Parent Assistance Requests* and *Student to Parent Information* ($r = 0.16 - 0.34$). Alternatively, this element had a moderate correlation with *Parental Confidence in Communication with Teachers* ($r = 0.54$) and *School Culture* ($r = 0.50$). There appears to be only a weak connection between individual teacher initiated interaction with parents and home learning values and activity, student learning values, learning preferences and learning outcomes. However, communication by teachers with parents is associated with the confidence of parents to instigate interaction with teachers. This may be due to the content of the communication centring on information about classroom activities which is relatively non-threatening to parents and unlikely to discourage their confidence to approach teachers when they feel it is in their child's interest. The relationship between teacher communication with parents and parent perceptions of the school's culture is probably due to transmission of information about the culture of the school mainly occurring through teachers to parents.

The moderate correlation between *Student to Parent Assistance Requests* and *Student to Parent Information* with *Student Learning Outcomes* and *Student Learning Preferences* ($r = 0.51 - 0.53$), confirms of the importance of a supportive home environment for improving learning outcomes.

Following analysis of internal reliability and construct validity and examination of relationships between these constructs, the capacity of the *PISQ* to discriminate between the samples of parents surveyed from each school was examined. Descriptive statistics provided scale mean scores for the five samples from the three schools. The scale mean scores were divided by the respective number of items within each scale to produce values corresponding to the original four Point Likert scale used in the *PISQ*. One-way analysis of

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variance (ANOVA) was conducted to identify instrument scales soliciting data statistically significantly different from the five samples. The eta^2 statistic was also calculated to measure the amount of variance due to parental association with the three schools and membership of the respective samples. Table 7 presents the results of these analyses.

Table 7

Range of scale mean scores and ANOVA by school/sub-sample

Scale	Range	F ratio	Sig.	Eta^2
Parent to Student Expectations	3.4 - 3.5	0.453	0.770	0.004
Parental Confidence to Assist Student	2.7 - 3.0	2.456	0.045*	0.019
Parental Confidence in Communicat'n with Teachers	2.9 - 3.4	5.161	0.000*	0.038
School Culture	2.9 - 3.3	5.357	0.000*	0.040
Student Educational Values	3.4 - 3.5	2.282	0.060	0.017
Student Learning Outcomes	2.8 - 3.0	2.311	0.057	0.018
Student Learning Preferences	3.0 - 3.1	2.177	0.071	0.017
Student to Parent Assistance Requests	2.8 - 3.0	1.691	0.151	0.013
Student to Parent Information	2.7 - 2.9	0.869	0.483	0.007
Teacher to Parent Communication	2.1 - 2.5	4.763	0.001*	0.036

* Indicates statistically significant difference (sig. < 0.05)

The ANOVA results presented in Table 7 show the *PISQ* differentiated between the samples for *Parental Confidence to Assist Student*, *Parental Confidence in Communication with Teachers*, *School Culture* and *Teacher to Parent Communication* although the eta^2 values for these four elements are relatively low.

ANOVA with post-hoc testing was then applied to further explore the data from each school. Table 8 (p.8), presents the scale mean scores for each sample with asterisks indicating statistically significant higher scores identified from application of the Least Significant Differences (LSD) test. For nine of the ten scales, the mean scores presented in Table 7 and 8 are above 2.5. The Likert scale used in the instrument had "3" corresponding to agree and "4" corresponding to strongly agree. Thus the parents surveyed affirmed the presence of all the elements of parental participation with the exception of *Teacher to Parent Communication*.

Data from School 3 on *Parental Confidence in Communication with Teachers* obtained in the 2000 survey was higher than in 1999 and also higher than that from the other schools. Also, School 3 parents in both 1999 and 2000 were more positive in their perceptions of the *School's Culture* and *Teacher to Parent Communication*. These three elements of parental involvement are likely dependent upon communication from the school and teachers with parents and can be improved by relatively short-term strategies to increase parental awareness of school ethos, priorities and commitments.

The parents of School 1 in 1999 perceived higher levels of *Student Educational Values*, *Student Learning Outcomes* and *Student Learning Preferences* than the parents of this school's Year Eight students in 2000 and the parents from the other schools. These three student attributes could be expected to be relatively stable over time having developed over many years from experiences gained in previous and current schools. There is also the likelihood of parental and home experiences influencing these attributes. School 1 Year Eight parents in 2000 perceived higher levels of *Student to Parent Assistance Requests* than those of students in the other years within that school or in the other two schools. This finding is probably due to this sample being comprised entirely of parents of students undertaking their first year of secondary schooling.

Table 8

School/sub-sample scale mean scores with post-hoc LSD test

Refined Scale	Scale Mean Score				
	School 1A[t] (N = 231)	School 1B[t] (N = 62)	School 2 (N = 155)	School 3A[tt] (N = 34)	School 3B[tt] (N = 44)
Parent to Student Expectations	3.5	3.4	3.4	3.4	3.5
Parental Confidence to Assist Student	2.9*	3.0*	2.8	2.9	2.7
Parental Confidence in Communication with Teachers	3.0	3.1	2.9	3.1	3.4*

School Culture	3.0	3.1	2.9	3.2*	3.3*
Student Educational Values	3.5*	3.5	3.4	3.5	3.5
Student Learning Outcomes	3.0*	3.0	2.8	2.9	2.9
Student Learning Preferences	3.1*	3.0	3.0	3.1	3.0
Student to Parent Assistance Requests	3.0	3.1*	2.8	3.0	3.0
Student to Parent Information	2.8	2.9	2.7	2.9	2.9
Teacher to Parent Communication	2.1	2.2	2.1	2.3*	2.5*

t The 2000 sample was restricted to Year Eight parents since all the other years had been surveyed in 1999. Examination of ANOVA between 1999 and 2000 Year Eight parents on all eight scales revealed no significant differences.

tt All parents were re-surveyed because the school had been restructured in 2000.

* Indicates significant differences from post hoc LSD test with significance level 0.05.

Finally, the issue of sample sizes referred to earlier in the report requires addressing. The standard deviation and variance of responses on the four point Likert scale across the total sample of 526 individual respondents was calculated for each of the ten elements. Table 9 (p.9), presents the standard deviation and variance for the ten elements. Given the scale interval being one unit and the scales ranging from 1 to 4 units, the values presented in Table 9 suggest the instrument solicited a wide range of responses from the overall sample although data on most scales is skewed.

Table 9

Variation of responses to PISQ scales across total sample (N = 526)

	Scale Mean	Standard Deviation	Variance
Parent to Student Expectations	3.5	0.50	0.25
Parental Confidence to Assist Student	2.9	0.60	0.36
Parental Confidence in Communicat'n with Teachers	3.0	0.57	0.32
School Culture	3.0	0.53	0.28
Student Educational Values	3.5	0.49	0.24
Student Learning Outcomes	2.9	0.61	0.37
Student Learning Preferences	3.1	0.58	0.34
Student to Parent Assistance Requests	3.0	0.67	0.46
Student to Parent Information	2.8	0.70	0.49
Teacher to Parent Communication	2.2	0.57	0.32

DISCUSSION OF RESULTS

The instrument solicited parental perceptions of attributes of themselves, their child, the school and teachers anticipated to be conducive to improved student learning outcomes. The fundamental assumption underpinning the investigation was the need for parents, students and teachers to act in concert with common expectations and mutually supportive relationships.

From a school effectiveness perspective, determining the presence of attributes within the home, school and classroom associated with the attainment of learning outcomes is important. The correlational analysis results presented in Table 6 reveal strong relationships between student educational values, outcomes and learning preferences. However, although their parents generally affirmed the presence of home attributes expected to support improved student learning these attributes were only slightly associated with student educational values, outcomes and learning preferences. The results show a positive relationship between the home and learning outcomes but the statistical strength of the connection is weakened by the variance within the data for each element. This is due to differences between individual home environments and differences in student learning outcomes. Although there is an overall linkage, the pattern of relationships between the three student learning variables and the five home environment variables is complex.

The influence of school variables on student learning also requires examination. A major finding of the study is the low magnitude of the positive relationship between the communication of teachers with parents and the majority of other aspects anticipated to support student learning, particularly student values towards education, learning outcomes and preferences for learning. The low scale mean score for this element indicates parents perceived a lack of communication from teachers. This is notwithstanding expression of

parental confidence to communicate with teachers for discussion about their child's behaviour, learning and attendance. Parents perceive teachers to be approachable but not pro-active in developing relationships. The relationship between school culture and the student learning variables are stronger, but still low. However, parents were positive in their perceptions of the cultures of the schools. As was the case with the home environment variables, the two school variables are positively linked with student learning, but the relationships are complex.

The similarities and dissimilarities in data from the different samples of parents are significant and can be attributed to contextual and temporal factors. The parents of students in School 1 expressed higher confidence in assisting their children and higher perceptions of their children's educational values, learning outcomes and learning preferences than did the parents in the other schools. This finding may be a consequence of the difference in socio-economic circumstances between the three schools. Parents in low socio-economic communities may have lower levels of belief in their capacity to assist their children due to their own educational backgrounds and lower levels of parental efficacy. The lower perceptions of these parents concerning their children's learning is also explainable by their lower parental capacity beliefs and efficacy.

The restructuring and improvement program commenced in 1999 in School 3 emphasised building a sense of community and engaging parents in their children's schooling. The parents of School 3 had higher levels of confidence to communicate with teachers, more positive perceptions of the school's culture and perceived higher levels of teacher to parent communication than in those in the other two schools. In this school, all three factors were also perceived to have become stronger in 2000 in comparison to 1999. The parental involvement policies and programs initiated in School 3 have resulted in comparatively higher levels of teacher communication with parents in conjunction with parents being more certain of positive outcomes when approaching teachers. In addition, the culture of the school was viewed as characterised by the presence of a vision for the school's future and an emphasis on student learning. The change in parental perceptions of School 3 over a period of one year is highly significant. Educational change management literature (Fullan, 1991), unequivocally views school improvement as a long-term process requiring several years for the outcomes to become institutionalised. The researchers will continue to monitor School 3 to ascertain further changes within the community.

CONCLUSION

The study developed valid and reliable instrumentation to profile parental involvement in secondary schools. It found that elements of parental participation their children's expected to be conducive to school improvement and improved student learning outcomes were present in the three schools investigated. However, the lack of teacher to parent communication was identified as an aspect requiring attention.

There is a need for further research with larger samples to improve the generalisability of findings. The validity of this research could also be enhanced by application of qualitative data collections methods. Notwithstanding these limitations, the study has provided illuminating insights into the relationships between parents, their children and teachers. It has also confirmed the importance of local community contextual variables and evidenced the capacity of school personnel to influence the level of parental involvement in secondary schools.

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APPENDIX 1: Refined Instrument Scales

Parent to Student Expectations

I really want my child to do well in school

I set high expectations for my child's school achievement

It is important for me that my child does a good job on his/her homework

Success in school is important for my child's future.

Parental Confidence to Assist Student

My own education prepared me well to help my child with school work

I usually feel able to help my child with homework

I am able to make a strong contribution to how well my child does in school

Our family has strengths that help my child to succeed at school

My child and I work together on school work without difficulty

Parental Confidence in Communication with Teachers

I am sure that teachers will contact me about my child's behaviour if necessary

Parents find the teachers at this school approachable

Teachers make time to talk to me when necessary

I find my child's teachers approachable

I feel free to contact my child's teachers about his/her work in class

I feel free to contact my child's teachers about his/her behaviour in class

I feel free to contact my child's teachers when I think he/she is having difficulty

I feel free to contact my child's teachers about his/her homework

School Culture

There appears to be a vision for the future of the school

School activities improve the quality of students' lives

The creative potential of students is realised

There is a belief that every child can learn

Improvements in student achievement are rewarded

Student Educational Values

My child considers attending school will be useful for future education or work

My child believes his/her future will be improved by what is learnt at school

My child's education is important for him/her

My child wants to be successful

My child would like to become a well educated person

My child gains satisfaction from learning new things

Student Learning Outcomes

He/she understands the work well

His/her test scores are high

He/she is a successful student

He/she does well at school

He/she meets homework requirements

He/she usually produces his/her best work

He/she starts work quickly

Student Learning Preferences

My child is comfortable being in classes

My child is in control of his/her own learning

My child asks for help from his/her teachers when required

My child enjoys learning

My child likes to do his/her work thoroughly

Student to Parent Assistance Requests

My child talks to me about his/her plans for schooling in the future

My child lets me know when he/she is having problems in class

My child lets me know when he/she doesn't understand a homework assignment

My child lets me know when he/she needs help with a homework assignment

Student to Parent Information

My child keeps me informed about classroom activities

My child usually discusses homework with me

My child keeps me informed about school activities

My child usually shows me the work he/she has done at school

Teacher to Parent Communication

Teachers keep me informed about classroom activities

Teachers keep me informed about homework assignments

Teachers give me useful ideas about how I can help my child learn at home

Teachers keep me informed about what my child is learning in the classroom

Teachers usually let me know how my child is doing before the term or semester report is sent home

Teachers usually send home a list of projects to be completed in the coming months

Teachers give information which allows me to help my child with homework

Teachers give me regular previews of what my child will be learning

Teachers seem interested in hearing my opinions about my child

I am sure teachers will ask me to help my child with his/her school work if necessary