Science Teachers’ Expectations from Parents: To What Degree Do Parents Think They Satisfy Such Expectations?

Abstract

This study aimed to determine teachers’ expectations from parents for effective science teaching and reveal parents’ beliefs on how much they satisfy such expectations. Face-to-face interviews were conducted with 5 science teachers in order to determine teachers’ expectations from parents. “The Scale of Expectations from Parent (SEFP)” was developed by using the findings obtained from the interviews. It was a 5-point Likert-type scale made up of 21 items and including the scale of “parental support” and “sense of responsibility”. The developed scale was delivered to the parents of the students of the teachers participating in the interview. The research results indicated that parents’ levels of satisfying the expectations were a significant predictor of science achievement.

Keywords: science education, teacher expectations, parental involvement

Introduction

Progress in education can be achieved only if relevant stakeholders fulfill their responsibilities (Akbaba Altun, 2009). One of the most important stakeholders is parents. It goes without saying that the improvement of school-family relations and school culture will have positive effects on children (Brankovic, Rodic & Kostovic, 2012). School-family relationships should be dealt with in two dimensions: (1) home environment; (2) school environment (Wyrick & Rudasill, 2009). Moreover, all kinds of behaviors displayed by families outside of the classroom in