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## **Parents' and Teachers' Family Involvement Perceptions in Elementary Schools**

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THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

Parents' and Teachers' Family

Involvement Perceptions

in Elementary

Schools

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Parents' and Teachers' Family  
Involvement Perceptions  
in Elementary  
Schools

by

Isabel S. Gutierrez

DIRECTED STUDY PROJECT

Presented to the Faculty of Education  
The University of Texas of the Permian Basin  
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of Requirements  
for the Degree of  
MASTER OF ARTS

THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

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## Abstract

The perceptions of X.I.S.D.'s teachers and parents are studied to understand why a negative teacher attitude, concerning family involvement, seems to dominate the district. Participants perceived limited parents' support in special school activities, home tutoring, teacher-parent communications, preparing and organizing materials for teachers, and volunteering in committees that require parent representation. Parent participants that were experienced in the schools perceived parent involvement as assisting in the classrooms. Those individuals that perceived limited involvement probably get their attitudes in part from the concerns of administrators about parents' criticism as well as their belief that the district is financially able to provide for all the needs of the district. The district does not support family involvement and does not provide family involvement training for their teachers. However, parent participants and their families enhanced in areas of communication, self-esteem, self-worth, careers, and education, because of their involvement in their children's education. The literature review discusses the national parent involvement goal, benefits,

barriers, and parents' and teachers' perceptions of family involvement.