

Public Abstract

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Graduation Term: FS 2011

Department: Educational Leadership & Policy Analysis

Degree: EdD

Title: Development of a Parent-Teacher Relationship Survey

Elementary educators searching for strategies to improve student achievement may benefit from examining the relationship between parents and classroom teachers. The literature indicates that parent involvement may be linked to student achievement, attendance, student motivation, and student self-esteem. Likewise, parents who have a positive relationship with their child's teacher may also be associated with an increase in their child's academic achievement.

The intent of this study was to create an instrument to measure parents' perceptions of their relationship with their child's classroom teacher. An initial instrument was developed based upon a review of the literature on parent involvement in schools, and on parent-teacher relationships. The instrument was administered to 945 parents from a mid-size Midwestern school district. A 26-item, four-factor instrument was developed through the use of factor analysis.

The Parent-Teacher Relationship Survey provides classroom teachers and principals the opportunity to gather data to gain an understanding of parents' perceptions of their child's classroom teacher. Furthermore, use of the survey could help determine whether a correlation exists between parents' positive perceptions of their child's classroom teacher and increased student achievement. If a positive correlation exists, teachers and administrators will have concrete evidence regarding the importance of the parent-teacher relationship. Having this information will greatly help educators in their efforts to help every child achieve to his or her potential.