Exploring Staff, Student, and Parent Perceptions: Implications for Improving School Quality

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Exploring Staff, Student, and Parent Perceptions: Implications for Improving School Quality

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ABSTRACT

This study examined student, parent, and school staff ratings of factors that contribute to school quality in four suburban U.S. elementary schools over a period of three years. The findings indicated that student ratings of aspects of school quality varied according to gender, race, and ethnicity. Parents, students, and school staff also differed in their perceptions of school quality.

BACKGROUND

1. Literature has suggested that perceptions matter for success in organizations, and that measures need to evaluate school quality and effectiveness (Black, 2009).
2. Positive perceptions of school quality are related to higher academic performance (Black, 2009).
3. While students and parents may have high levels of control and influence, they are prone to measurable expectations, and believe that they have good social support from their colleagues and managers (Karasek & Theorell, 1990).
4. Specifically, students' perceptions of their autonomy, expectations, and support from their teachers and fellow students may be related to academic outcomes (Samdal et al., 1999).
5. Few studies have addressed differences in stakeholder perceptions. When examined, such differences are typically a tangential feature of the research (e.g. Heck, 2000; Samdal et al., 1990).
6. Researchers and administrators might benefit from surveying stakeholders to determine differences in perceptions of the school, although effect sizes are likely small.

RESEARCH AIM

1. This study attempted to supplement and enrich the literature on stakeholder perceptions by exploring potential differences in perceptions of school quality by exploring potential differences in perceptions of school quality.
2. This study attempted to augment and enrich the literature on stakeholder perceptions by exploring potential differences in perceptions of school quality.
3. The findings indicated that student ratings of aspects of school quality varied according to gender, race, and ethnicity. Parents, students, and school staff also differed in their perceptions of school quality.

RESULTS

Not applicable

DISCUSSION

1. The results of this study indicate that various factors influence student and teacher perceptions of the school, although effect sizes are likely small.
2. Researchers and administrators might benefit from surveying stakeholders to determine differences in perceptions of the school, although effect sizes are likely small.
3. Researchers and administrators might benefit from surveying stakeholders to determine differences in perceptions of the school, although effect sizes are likely small.
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SAMPLE

Not applicable

REFERENCES