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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

Michael J. Richardson, Hilda Y. Sabbah, Adrian T. Juchau, Paul Caldarella, & Ellie Young
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ABSTRACT

The study examines student, parent, and school staff ratings of factors that contribute to school quality in four suburban Utah middle schools. This study includes 1998-2001 data, and a qualitative focus, with the purpose of identifying perceptions of school quality. The findings indicate that student ratings of school quality varied according to student group, gender, and ethnicity. Parents, students, and school staff also differed in their perceptions of school quality.

BACKGROUND

1. Literature on student perceptions of their school has moved to a focus on school environment, the factors that contribute to students’ perceptions of the school, and how these perceptions relate to academic performance.

2. Previous research on student perceptions of school quality is related to higher academic performance (Heck, 2000).

3. When students perceive that they have a high level of control and influence, they are more likely to participate in school activities and are more satisfied with their school environment (Karasek, 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., 1999).

RESEARCH AIM

1. This study attempted to augment and enrich the literature on perceptions of school quality by exploring potential differences in stakeholder perceptions.

2. The study’s findings may be linked to academic outcomes, school management, and school safety.

RESULTS

• Tables and figures show data from the study.

DISCUSSION

• The results of this study reveal that various responses may vary across different schools.

FUTURE RESEARCH

• Experimental designs examining causes for stakeholder perceptions may be informative.

• Survey components may also provide impetus for qualitative studies examining perceptions at a specific school in more depth.

SAMPLE

Demographics of Students Enrolled in the Four Schools across Three Years (2004-2006)

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REFERENCES


