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

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Original Publication Citation
4th International Conference on PBS, Boston, MA. (March 27)

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Richardson, Michael; Sabbah, Hilda; Juchau, Adrian; Caldarella, Paul; and Young, Ellie L., "Exploring Staff, Student, and Parent Perceptions: Implications for Improving School Quality" (2007). All Faculty Publications. 26.
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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
Brigham Young University - Positive Behavior Support Initiative (BYU-PBSI)

ABSTRACT

This study examined student, parent, and school staff ratings of factors that contribute to school quality in four suburban Utah schools, grades 6-9, over a period of three years.

The findings indicated that student ratings of aspects of school quality varied according to student gender, race, and ethnicity. Parents, students, and school staff also differed in their perceptions of school quality.

BACKGROUND

Perceptions of school quality are related to better academic performance (Hack, 2000). When individuals perceive that they have a high level of control and influence, they are more committed to work, and they tend to be more productive (Karasek & Theorell, 1990).

Specifically, students’ perceptions of their autonomy, expectations, and support from their teachers and fellow students are related to academic outcomes (Samdal et al., 1999).

Few studies have addressed differences in stakeholder perceptions. When examined, such differences were typically a longitudinal feature of the research (e.g., Heck, 2000; Samdal et al., 1999). Seven domains of interest are addressed by the items: school leadership, instructional quality, resource management, and school safety.

RESEARCH AIM

This study attempted to segment and enrich the increase on perceptions of school quality by offering presence climates between stakeholder perceptions in greater depth.

In addition, this study explored paths that future researchers may take to work towards greater understanding of differences in stakeholder perceptions.

RESULTS

Parents, students, and school staff also differed in their perceptions of school quality varied according to grade in school, gender, and ethnicity. Bar charts show the results of this study, indicating that various response groups did in fact differ in their perceptions of the school, although effect sizes, were relatively small.

Sample

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

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4750</td>
<td>4674</td>
<td>4612</td>
</tr>
<tr>
<td>Female</td>
<td>5251</td>
<td>5326</td>
<td>5288</td>
</tr>
<tr>
<td>Total</td>
<td>9443</td>
<td>9891</td>
<td>9680</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>979</td>
<td>948</td>
<td>916</td>
</tr>
<tr>
<td>Non-White</td>
<td>4326</td>
<td>4541</td>
<td>4462</td>
</tr>
<tr>
<td>Total</td>
<td>5600</td>
<td>5489</td>
<td>5378</td>
</tr>
</tbody>
</table>

REFERENCES


Taylor, M. J., West, R. P., & Smith, T. G. (2006). The Indicators of School Quality (ISQ; Taylor, West, & Smith, 2006) is comprised of three parallel surveys of stakeholder perceptions (parent, student, and school staff).

The results of this study indicate that various response groups did in fact differ in their perceptions of the school, although effect sizes, were relatively small.

Experimental studies examining causes of stakeholder perceptions would be informative.

Survey comparisons can also provide impetus for qualitative studies examining perceptions at a specific school in more depth.