Blame Game Between Parents and Teachers

Do you play the blame game?

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Founder member of Sustainable Education Group–Nepal (SEG–N)
Some glimpses..

Blaming teachers for the problems in education is like blaming doctors for people getting sick.
Some facts about Nepal

- Gautam Buddha
- Literacy rate
- Corporal punishment tendency
- Teacher’s marriage
- Stepping stone
- Principals’/authorities’ arrogance
- Salary
Contexts

- Being a teacher
- Public interest
- Ever highlighting issue
- Relevancy
- Debatable topic
- Outlet to annoyance
<table>
<thead>
<tr>
<th>What they say...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darcy, 62, wrote ‘No wonder so many people are turning to home schooling. I don’t care how many awards this guy has won. I wouldn’t want him anywhere near the school my children attend.” (CNN.com)</td>
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<tr>
<td>A teacher said, “Parents are idiots. They should not be allowed to raise their own children. Let us do it instead.” (CNN.com)</td>
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<td>Kristina Roque, parent of two students said, “We want a fair contract for the teacher because their working conditions are our kids’ learning conditions.” (June 2012, Monthly Review)</td>
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<td>A class 6 student said, “If you beat me up, my mum will come to school and won’t spare you.”</td>
</tr>
</tbody>
</table>
What a co-ordination!

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Term of Repeating</th>
<th>7 Wks.</th>
<th>13 Wks.</th>
<th>Term</th>
<th>Classification</th>
<th>Grade</th>
<th>Points</th>
<th>Minimum Requirements for Graduation</th>
<th>Subject</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng.</td>
<td>12/13</td>
<td>G</td>
<td>E</td>
<td>E</td>
<td>9 A</td>
<td>9</td>
<td>0 to 19</td>
<td>ART</td>
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<td>Frem.</td>
<td>12/13</td>
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<td>E</td>
<td>E</td>
<td>9 B</td>
<td>9</td>
<td>20 to 39</td>
<td>ENGLISH</td>
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<td>S. Sc.</td>
<td>12/13</td>
<td>E</td>
<td>G</td>
<td>E</td>
<td>10 A</td>
<td>10</td>
<td>40 to 59</td>
<td>MATHEMATICS (SEE OTHER SIDE)</td>
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<tr>
<td>B. Econ.</td>
<td>12/13</td>
<td>E</td>
<td>G</td>
<td>E</td>
<td>10 B</td>
<td>10</td>
<td>60 to 79</td>
<td>PHYSICAL EDUCATION</td>
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<tr>
<td>Chem.</td>
<td>12/13</td>
<td>G</td>
<td>E</td>
<td>E</td>
<td>11 A</td>
<td>11</td>
<td>80 to 99</td>
<td>SCIENCE</td>
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<td>Hyg.</td>
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<td>11 B</td>
<td>11</td>
<td>100 to 119</td>
<td>SOCIAL STUDIES (SEE OTHER SIDE)</td>
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<tr>
<td>Gymn.</td>
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<td>7</td>
<td>7</td>
<td></td>
<td>12 A</td>
<td>12</td>
<td>120 to 139</td>
<td>APPROVED ELECTIVES</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>12 B</td>
<td>12</td>
<td>140 OR MORE</td>
<td>TOTAL (SEE OTHER SIDE)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scale of Marks</th>
<th>Days Present</th>
<th>Days Absent</th>
<th>Times Late</th>
<th>Cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SATISFACTORY</td>
<td>265180</td>
<td>34</td>
<td>012</td>
<td></td>
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<tr>
<td>E=EXCELLENT</td>
<td></td>
<td>90 TO 100</td>
<td>TIMES</td>
<td></td>
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<tr>
<td>G=GOOD</td>
<td></td>
<td>80 TO 89</td>
<td>LATE</td>
<td></td>
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<tr>
<td>F=FAIR</td>
<td></td>
<td>70 TO 79</td>
<td></td>
<td>RESPECT</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td></td>
<td>P=POOR</td>
<td>60 TO 69</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>VP=VERY POOR</td>
<td>59 OR LESS</td>
<td>RESPECT</td>
</tr>
</tbody>
</table>

Points Previously Earned: 164.5%
Points Earned This Term: 237%
Total Points: 187

Grade: 7 Wks.
Next Term: 13 Wks.

Signature of Parent or Guardian: Mollie Goodis
Signature of Parent or Guardian: Wm. Goodis

FORM N 110—PUPIL'S REPORT, BOYS—SCHOOL DISTRICT OF PHILADELPHIA (JUNE 1933)
As a parent...

- More fee, less quality
- Why teachers take freedom
- Teaching a ‘last option’?
- Blackboard is enough!
- Teachers must be ‘All Rounder’
- Tremendous amount of H/W
- Poorly qualified teachers
- Less committed teachers
As a teacher...

- Teachers’ magic
- Unnecessary backing
- Political power
- Less serious about child education
- Highly dependent on teachers
- Hesitant to accept weakness
- Blind faith in child’s words
- Disrespectful to teaching
- Arrogance
- Breaching school regulation
- Criticizing teachers in children’s presence
- Home is the first school
Why hostility exists?

- Weak school management
- Less frequent PTM
- Miscommunication
- Poor Results
- Different Roles (Passionate/Distant)
- Structures of family
- Family backgrounds
- Lack of teachers’ professionalism
- Ignorance of rising problems
- Attitude towards teaching
Survey (among 200 participants)

Who is/are really responsible for the holistic development of a child?

- Parents: 55%
- Teachers: 20%
- Schools: 15%
- All of them: 10%

(Chart showing percentages)
What research says?

- Christopher Daddis, an expert in child parent relationship and associate professor of psychology at Ohio State University, believes children almost always get better grades when parents participate in their education.

- Founder and president of Home and school Institute in Washington DC, Dorothy Rich believes a school needs to take the initiative to make parents feel welcome, to bring them into the process and talk in a language they can understand.
Sociologist Willard Waller suggests in his book ‘Sociology of Teaching (1932)’ the reason for some tension between parents and teachers is irresistible because of different roles and functions they play in the lives of children. Parents have ‘particularistic’ relationship and teachers have ‘universalistic’ relationship.

A 2011 survey in England found that one in 10 principals reported being assaulted by parents. (30 April 2011, BBC.news)
Tingley (2006) Despite all of their training, nothing really prepares teachers for working with some of today’s parents. (p 8)

(Epstein & Dauber, 1991) Parent involvement in elementary school is stronger than in older grades.

(Kohl, et. al 2000) Teacher attitudes and practices have been shown to be highly influential in determining parents’ level of involvement.
Parents of African–American high achievers had conversation about encouragement, support and goal setting, but parent of low achievers focused on children’s behavior.

Parents of high achievers felt the school and the parents should be responsible for intervention. But parents of low achievers expressed a concern that teachers were too interested in the home lives of their children rather than their education. (Gutman & McLoyd)
Conclusion

- Global issue
- Human tendency
- Committed to duties
- Collective effort
- Frequent contact
- Confession
- Positive outlook
- Urgency of Parents–Teacher Organization
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Contd.


And..

Thank You!!!