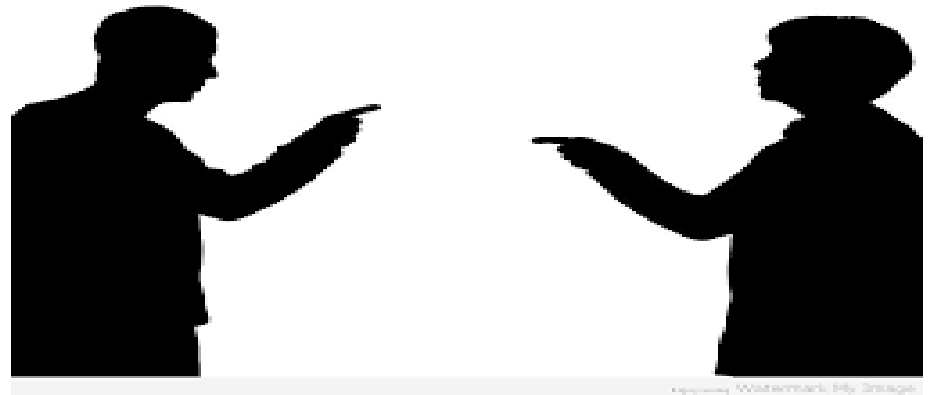


Blame Game Between Parents and Teachers



*By Amar Bahadur Sherma
Senior ELT at Euro School, Nepal
Founder member of Sustainable
Education Group-Nepal (SEG-N)*

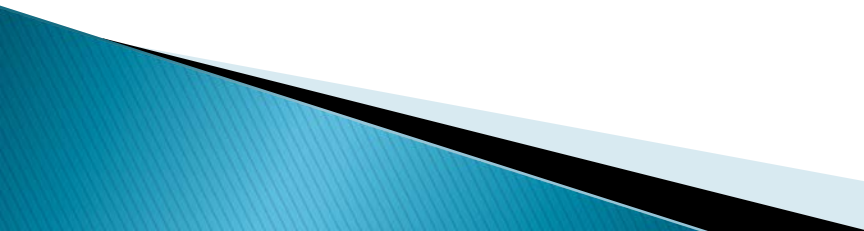
Some glimpses..



Some facts about Nepal



Contexts

- ▶ Being a teacher
 - ▶ Public interest
 - ▶ Ever highlighting issue
 - ▶ Relevancy
 - ▶ Debatable topic
 - ▶ Outlet to annoyance
- 

What they say...

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*)

A teacher said, “Parents are idiots. They should not be allowed to raise their own children. Let us do it instead.” (*CNN.com*)

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*)

A class 6 student said, “If you beat me up, my mum will come to school and won’t spare you.”

What a co-ordination!

GRATZ SENIOR HIGH SCHOOL

www.noircon.info

10

REPORT OF David Goodis

BOOK NO. 3

ADVISER M. J. ...

TERM ENDING Feb

1934 GRADE 12 B

POINTS	SUBJECT	TERM OF ENR.	SE-PEAT-ING	7 WKS.	13 WKS.	TERM	CLASSIFICATION		MINIMUM REQUIREMENTS FOR GRADUATION	
							GRADE	POINTS	SUBJECT	POINTS
	Eng.	12 B		G	G	G	9 A	0 TO 19	ART	3
	Fr. En.	12 B		G	G	G	9 B	20 TO 39	ENGLISH	35
	S. Sci.	12 B		E	G	G	10 A	40 TO 59	MATHEMATICS (SEE OTHER SIDE)	10
	B. Econ.	12 B		G	G	G	10 B	60 TO 79	PHYSICAL EDUCATION	5
	Chem.	12 B		G	G	G	11 A	80 TO 99	SCIENCE	10
	Hyg.	"		E	G	G	11 B	100 TO 119	SOCIAL STUDIES (SEE OTHER SIDE)	20
	Gym.	"		F	F	G	12 A	120 TO 139	APPROVED ELECTIVES	77
							12 B	140 OR MORE	TOTAL (SEE OTHER SIDE)	150

POINTS PREVIOUSLY EARNED	<u>164 1/2</u>	GRADE NEXT TERM
POINTS EARNED THIS TERM	<u>22 1/2</u>	
TOTAL POINTS	<u>187</u>	

SCALE OF MARKS

SATISFACTORY

E=EXCELLENT 90 TO 100
 G=GOOD 80 TO 89
 F=FAIR 70 TO 79

UNSATISFACTORY

P=POOR 60 TO 69
 VP=VERY POOR 59 OR LESS

DAYS PRESENT	<u>26</u>	<u>51</u>	<u>80</u>
DAYS ABSENT	<u>3</u>	<u>4</u>	<u>4</u>
TIMES LATE	<u>0</u>	<u>1</u>	<u>2</u>
COOPERATION			

FOR ADDITIONAL INFORMATION SEE REVERSE SIDE OF REPORT.

SIGNATURE OF PARENT OR GUARDIAN

Mollie Goodis
Wm Goodis

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

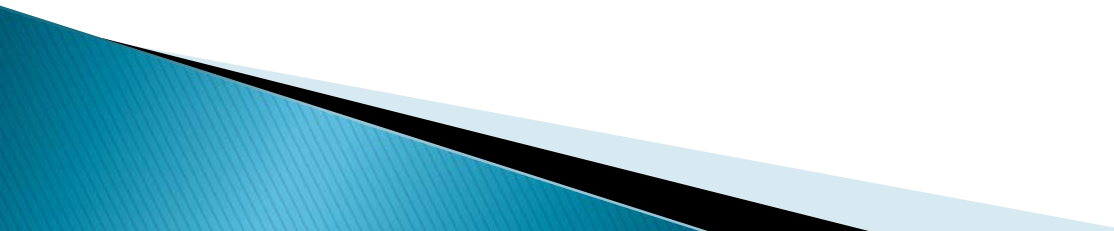


As a teacher...

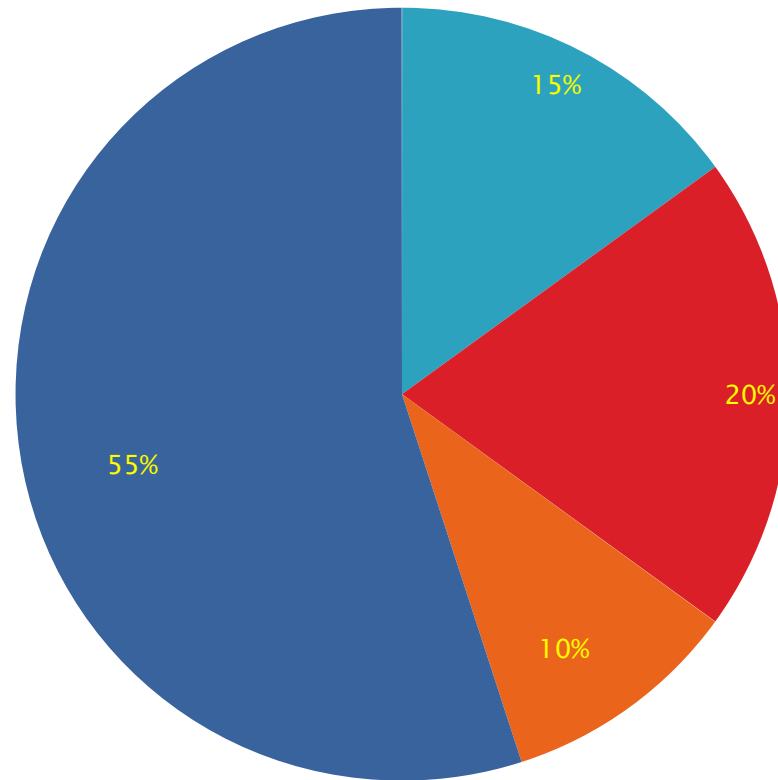
- ▶ Teachers' magic
- ▶ Unnecessary backing
- ▶ Political power
- ▶ Less serious about child education
- ▶ Highly dependent on teachers
- ▶ Hesitant to accept weakness
- ▶ Blind faith in child's words
- ▶ Disrespectful to teaching
- ▶ Arrogance
- ▶ Breaching school regulation
- ▶ Criticizing teachers 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
- Teachers
- Schools
- All of them

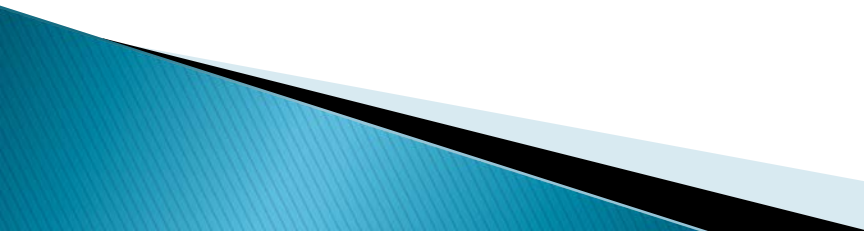
What research says?

- ▶ Christopher Daddis, an expert in child parent relationship and associate professor of psychology at Ohi 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.

Contd..

- ▶ 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*)

Contd...

- ▶ 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.**
- 

Contd..

- ▶ 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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