

What Happens When We Do Not Teach? - The case of parental involvement

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Abstract (298)

Parents are known to be active and significant actors in the education system, and as a result parental involvement have been discussed in both the field and the research for many years (Ryan & Adams, 1995). In the past decade, however, the public discourse on parental-education system relations has intensified, and research has begun to develop. Teacher's education program is supposed to be a field in which knowledge develops about a widespread phenomenon in the education system, and preparations are the basis before the new teachers leave to the real life. However, despite the awakening that occurs both in research, among policymakers and in educational reality, the issue of parental involvement has not yet been assimilated as a cornerstone of training.

The study was conducted using a qualitative research approach. Qualitative research seeks to add to and enrich the body of knowledge, and to refine and expand theories (Elliott et al., 1999). The research paradigm is grounded theory which enables the development of a theory from data that presented multiple interpretive realities. The data was systematically collected and analyzed (Glaser & Strauss, 2009), while preserving the specific nature of the specific context and the cases under investigation (Denzin & Lincoln, 2011). The data collection stage included in-depth semi-structured interviews with 36 students at a large teaching college in the center of Israel.

The present study fills an important gap in the research literature on parental involvement because it examines not the reality that exists in the educational field, but rather the starting point of the training. Teacher's education program has been found to be a significant factor in shaping the attitudes of new teachers, and therefore the exposure of the lack of discourse about parental involvement at this stage can help us understand more about the phenomenon itself.

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