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Teachers' Attitudes Towards Collaboration with Parents: Development and Evaluation of the Questionnaire

Abstract: The interest in research on collaboration with parents is becoming more apparent as family engagement changes. Such engagement is conditioned by the family's interest in changing its position in general and in becoming involved in the curriculum of the educational institution. The questionnaire was constructed and carried out in order to evaluate teachers' attitudes regarding collaboration with parents. Exploratory factor analysis was employed on a sample of 545 school and preschool teachers. Factor structure was established using principal component analysis, and a three-factor solution was obtained, explaining 42% of the variance, cumulatively. The extracted components supported previous theoretical underpinnings about three dimensions—*parental involvement in education, teacher competences for working with parents and expectations from collaboration*—which may shed light on the teacher-parent partnership. The *Cronbach's alphas* for those dimensions were .833, .854 and .633, respectively. In the second part of the study, a confirmatory factor analysis, using a new sample ($N = 268$), was administered on the three-factor model of the data. With the exception of significant χ^2 's (371.41; $p < .01$), all other indices of fit of the respecified model indicated a close fit of the data to the model, which was demonstrated by the indices of $\chi^2/df = 1.89$, while the RMSEA with a 90% confidence interval was 0.057 [CI 0.048 - 0.066], the NNFI reached a value of 0.94 and the CFI was 0.95. The results provide guidelines for improving initial teacher education and point to the knowledge and skills needed for empowering preschool and primary school teachers in their collaboration with parents.

Keywords: teacher-parent partnerships, teacher-parent collaboration, teacher-parent questionnaire, teacher competences

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Introduction

Collaboration with parents encourages the establishment of a relationship between preschool teachers, teachers and parents that is marked by quality and respect in a harmonious and collaborative activity (Epstein 2001; Gestwicki 2016; Ward 2013). In addition to mutual involvement and equality, the responsibility for reaching common goals is recognised (Cox-Petersen 2011). Collaboration is not the starting point in this relationship, rather it is a process with a structure and agenda that results in support as the outcome. This, implies finding ways or means of achieving more intensive collaboration between the family and the educational institution, which helps parents to more successfully realise their parental role, develops preschool teachers' and teachers' competences and helps the overall perception of the child and the family. The partnership between parents and preschool teachers and teachers is an important factor for a child's development in an institutional context (Epstein 2001). It enables a child to feel accepted, safe, satisfied and happy in an environment that positively affects the development of abilities and which is in agreement with the child's needs, abilities and specificities. Hornby (2011), Cox-Petersen (2011) and Ward (2013) stated that two-way communication, mutual support, joint decision-making and mutual improvement of learning are the most important characteristics of this collaboration.

According to Ljubetić (2014), partnership implies a continuous awareness of the importance of better understanding the partners in a relationship, the communication processes that occur between them, the often unexploited potential they have and, ultimately, wellbeing, which quality partnerships between preschool teachers, parents and teachers bring. Ljubetić (2014) also pointed out the positive correlation between a child's success and the frequency of parents' active participation and, accordingly, concludes that a child's progress is better if a parents' involvement is early on and for as long as possible. Good collaboration aims to establish continuity in education, and it ensures effective relationships between all collaborators, which is key for their further development and for the development of a child-oriented curriculum and institutional curriculum. Cankar, Deutsch and Sentocnik (2012) confirmed that both teachers and parents recognise the importance of collaboration,

and, while teachers' attitudes towards it are more optimistic than parental ones, teachers express discomfort in communication with parents due to the constraints of the institutional framework of the school system.

Therefore, within their curricular documents, educational institutions should foster balanced views of a child and his/her development and education, as different attitudes form obstacles and impediments in creating mutual understanding and collaboration. Previous research showed that the crucial importance of attitudes for explaining social behaviour is generally based on the prognostic validity of attitudes on behaviour, i.e. a person will behave in agreement with his/her attitude.

Because of that, establishing specific attitudes of preschool and primary school teachers towards collaboration with parents is particularly important as they are direct creators, organisers and implementers of their programme of work, which they assess, change and improve (Cox-Petersen 2011; Jurčević Lozančić 2016). Kušević (2016) pointed out the lack of empirical data that is relevant for the Croatian educational context and stated the need to pursue the research on specific aspects of collaboration and educational institutions. Since, to the best of our knowledge, there is no instrument in the Croatian context that quantitatively assesses attitudes of preschool and primary school teachers regarding teacher-parent collaboration and the self-perception of teacher competences for implementing such collaboration, the design and evaluation of an adequate instrument is the main aim of this study.

Method

Instrument and procedure

The *Teachers' attitudes towards collaboration with parents questionnaire* is meant to contribute to the understanding of teachers' attitudes towards working with parents. The introductory part of the questionnaire provides participants' demographic data, including their gender, profession, former education, professional development and time spent in service. The main part of the questionnaire assesses teachers' attitudes towards partnerships with parents. The items were rated on a five-point Likert scale (1 "strongly disagree" to 5 "strongly agree").

The questionnaire was designed based on the theoretical model and perception of the parental role and school's role in the education of a child (e.g. Sheridan & Kratochwill 2007). The traditional orientation assumes a relationship where parents hand over the responsibility of a child's education to the school, which, in turn, supports such an attitude and does not expect parents' active involvement in school life. Communication with parents is occasional, often focusing on problems, and, in general, it is initiated by the school. The concept of a partnership with parents assumes that there is a community and is based on the development of collaborative relationships. In a partnership, roles are clear and supportive, educational goals are outlined jointly and the active role of all stakeholders is mutually defined, agreed on and accepted. Referring to the concept of a collaborative partnership, Ward (2013) concludes that collaboration skills are preconditions for its development. According

to the mentioned author, respecting parents as equal partners is the foundation for developing positive attitudes regarding the *involvement* of the parents.

The questionnaire was developed through several steps. The pilot version, which contained 33 items, was primarily applied to establish its appropriateness and clarity of wording. It was carried out on a pilot sample of 36 preschool teachers and 13 primary school teachers. After discussion with the respondents followed by screening of the data, some items were removed and others were rephrased. Data for the final evaluation of the questionnaire were gathered during several instances of administering the questionnaire to elementary and preschool teachers during their professional development meetings. In the second part of the study, the finalised form of the questionnaire was applied to the new sample of respondents with the purpose of establishing the structural validity of the instrument.

Participants

A total of 545 participants took part in the first part of the study. The vast majority of them were women 96.2% ($n = 525$), and only 3.8% ($n = 21$) were men. The youngest participant was 24 years old and the oldest was 65, while the mean age was $41.87 (\pm 9.85)$ years. Approximately, one half of them were primary school teachers ($n = 290$; 53.1%), while the other half were preschool teachers ($n = 255$, 46.7%), and one participant marked "other" for his/her vocation. Most of the participants had a college ($n = 290$; 53.1%) or university ($n = 236$; 43.2%) degree, while just a small portion of them only had a high school degree ($n = 13$; 4%) or had finished postgraduate studies ($n = 5$; 0.9%). Demographic data from two respondents were missing.

The second part of the study included 262 subjects, of which 89 of them were primary school teachers and 173 were preschool teachers. Regarding gender, 261 of them were female and only 1 was male. The average age was $43.70 (\pm 10.16)$ years.

Results

Exploratory factor analysis

Exploratory factor analysis was performed to establish the internal dimensions of the questionnaire. Initially, the usual assumptions for factor analysis were checked. Firstly, we examined the correlations for multicollinearity, but highly correlated ($r > .9$) variables were not found. However, three items that correlated by less than .3 with at least one other item were found. These were excluded. Secondly, we checked the *Kaiser-Meyer-Olkin (KMO)* measure of sampling adequacy and found a KMO of .90, which is well above the recommended value of .6 (Tabachnick & Fidell 2007), and *Bartlett's test of sphericity* was significant ($\chi^2(435) = 5478.20$,

$p = .000$). In the correlations of the anti-image correlations matrix, we found no items with correlations less than the recommended .5.

Principal component analysis (PCA) was used to establish the factor structure of the questionnaire. Since the components were correlated (Table 1), promax factor rotation with Kaiser normalisation was chosen (Tabachnik & Fidell 2007). Five factors in the *initial* solution had *eigenvalues* greater than 1. The first, second and third factors explained 25%, 11% and 6% of the variance, respectively. Although the fourth and fifth factors had eigenvalues just above 1, a three-factor solution, with 42% of the overall variance explained, was preferred, based primarily on previous theoretical underpinnings but also because the number of primary loadings was insufficient, and there were difficulties in interpreting those factors.

Component	1	2	3
1	1.00		
2	.325	1.00	
3	.397	.216	1.00

Table 1: Component correlation matrix

During several iterations, a total of four items were excluded due to having a primary factor loading of less than .4, while another three items were eliminated because of cross-loadings greater than .3 that were accompanied by weak primary loadings. Finally, 23 items remained in the questionnaire, and none of the communalities were less than .30, while the majority of them were above .4, and five of them were above .5. In the final solution, ten items remained in forming the first component, i.e. *parental involvement in education*; nine items remained in forming the second component, i.e. *teacher competences for working with parents*; and four items remained in forming the third component, i.e. *expectations from collaboration*. The component loading matrix and communalities for the final solution are shown in Table 2.

	Components				
	1	2	3	Comm	F/C %
19. Parents should be allowed to join the classroom.	.727		-.209	.470	8/23
24. Parents should participate in developing the curriculum of the educational institution.	.718		-.235	.499	9/11
36. Parents should participate in decision-making regarding life and work in educational institutions and, consequently, regarding their children's progress.	.673			.457	3/23
35. It is recommended that parents are invited to participate in preschool/school activities, field trips and events.	.628			.427	1/41
41. Parents should be able to attend meetings where they will have a chance to talk to other parents regarding education, upbringing and developmental issues they come across, and to exchange experiences.	.615			.401	2/37

26. At least once per year, mutual creative workshops for children and parents should be organised.	.609		.406	0.5/51	
45. Pedagogical workshops for parents should be organised to help them solve educational issues regarding their children.	.607	.245	.497	0.5/47	
30. Teachers should help the parents regarding a child's development with advice, education and referrals to professional literature and external professional help.	.556	.208	.469	0.5/43	
33. Planning personal professional growth and development for quality work with parents is necessary.	.547		.356	0.2/47	
29. At the end of the year, with the help of children, parents should be presented with the achievements of the kindergarten group or class and the activities in which it participated.	.477		.332	1/49	
49. Teachers should be trained to find constructive solutions to issues they come across regarding collaboration with parents.	.780		.576	2/15	
28. Teachers have the necessary knowledge for advisory work with parents.	.771		.585	2/14	
34. Teachers are trained in holding workshops for improving parents' pedagogical competences.	.726		.589	3/11	
22. Throughout formal education, teachers are sufficiently trained for collaboration with parents.	.682		.445	6/8	
25. Teachers are trained to offer support to parents regarding their parenting.	.676		.546	2/11	
31. Teachers are trained in involving parents in activities in an educational institution.	.223	.662	.562	2/20	
37. Teachers are trained in leading parent-teacher meetings.	.620		.407	1/43	
46. Teachers are trained to conduct written communication in collaboration with parents.	.602	.319	.494	1/27	
43. Teachers are trained in using information technology for the purpose of collaboration with parents.	-.206	.542	.260	.352	2/23
42. At the onset of collaboration, parents should be informed about what is expected of them and their child.			.698	.490	0.4/67
17. Collaboration is important for the growth and development of a child.			.640	.434	0.4/86
18. Parents should show greater interest in establishing partnerships with preschool/school teachers.			.614	.386	0.4/69
20. Parents should be informed about the kindergarten and school activities in which their child is participating.	.251		.541	.442	0.4/77.5

Note. Factor loadings < .2 are suppressed; Comm – communality; F/C – floor/ceiling effect – percentage of scores in the lowest/highest category

Table 2: Component loading matrix and communalities of the components (23 items) and the floor/ceiling effect

Internal consistency

The internal consistency of the scales was investigated using *Cronbach's alpha*. The coefficients for the *parental involvement*, *teacher competences for working with parents* and the *expectations from collaboration* subscales were .83 (10 items), .85 (9 items) and .63 (4 items), respectively (Table 3). The *Cronbach's alpha* for the whole test was .867. No substantial improvement was achieved by removing any of the remaining items.

Item level analysis – Floor/ceiling effects

Although the scale-level analysis already provided a good understanding of the subjects' attitudes towards teacher-parent collaboration, one very interesting aspect of the data should be reported at the item level. Namely, in several items, we observed clustering of the scores towards the high end, which is characteristic of the effect known as the *ceiling effect (CE)*, which is characterised by a grouping of the scores at or near the upper limit (Everitt 2002). Grouping near the bottom is the opposite phenomenon, known as the *floor effect (FE)*, which was not observed in the current data. The CE occurred in 7 items, where the percentage of the subjects who responded by choosing the highest category was between 40% and 86% (Table 2). This effect was particularly evident in items of the last subscale—*expectations from collaboration*:

- At the onset of collaboration, parents should be informed about what is expected of them and their child (CE = 67%),
- Collaboration is important for the growth and development of a child (CE = 86%),
- Parents should show greater interest in establishing partnerships with preschool/school teachers (CE = 69%),
- Parents should be informed about the kindergarten and school activities in which their child is participating (CE = 76%).

The range of scores in those items was 3, which means that not one of the subjects answered with 1 (*“strongly disagree”*). Perhaps the most conspicuous example is item 17, where none of the subjects reported 1, and only two subjects (0.4%) reported 2 (*“disagree”*), while 471 (86.3%) respondents *“strongly agreed”*.

Structural validity

Model	χ^2	df	χ^2/df	NNFI	CFI	RMSEA [CI]
Initial	512.80**	206	2.48	0.91	0.92	.077 [0.069 - 0.084]
Respecified	371.41**	196	1.89	0.94	0.95	.057 [0.048 - 0.066]

**p < .01

(N = 262)

Table 3: Goodness-of-fit parameters for the Teachers' Attitudes Towards Collaboration with Parents questionnaire

A confirmatory factor analysis (CFA) using LISREL 8.80 (Jöreskog & Sörbom 2001) was administered on the three-factor model of the data. Although the assessment of univariate and multivariate normality was found to be significant, the *maximum likelihood method* of estimation was applied because in other methods of estimation a much larger sample size is required.

The goodness of fit was assessed using the following: *chi-square*, *chi-square/df ratio* (recommended to be less than 2.0), *non-normed fit index* (NNFI, recommended to be .90 or greater), *comparative fit index* (CFI; recommended to be .90 or greater) and *root-mean-square error of approximation* (RMSEA; recommended to be .05 or less). Initial model estimation indices demonstrated a fairly close fit to the data (Table 3), and all t-values were above 1.96, ranging from 5.85 to 11.17, and the R^2 's were above .25. However, several modification indices suggested that the observables were closely related, indicating a possible better fit of the data hence, the model was respecified by adding error covariance between the proposed items based on modification indices. New estimations yielded improved goodness-of-fit indices, and the initial chi-square value decreased, while remaining significant, and all the other indices indicated a close fit to the data. Correlations between the factors were as follows: *parental involvement and teacher competences*, $r = .43$; *parental involvement and expectations from collaboration*, $r = .63$; and *teacher competences and expectations from collaboration*, $r = .40$.

Discussion

The primary goal of this study was to develop and test an instrument which evaluates teachers' attitudes towards collaboration with parents. The evaluation of the assumed factor structure of the questionnaire indicated that three distinct dimensions underlie teachers' responses to the questionnaire. All but three factor loadings for the items were above .6, which may be considered as *very good* according to Comrey and Lee (1992). Although a modest amount of overall variance was explained by those factors, gathering of the items still occurred according to our previous theoretical and empirical conceptualisation which represents teacher-parent collaboration. This approach is supported by Streiner and Norman (2008) who argued that content validation should also be based on an expert's judgement grounded in the item contents and substance.

As shown by PCA, the dimensions which underline our theoretical model of partnerships were the following: *parental involvement in education*, *teacher competences for working with parents* and *expectations from collaboration*.

Internal consistency was assessed, and it was established that the first and second components were convincingly consistent, while the third component showed somewhat lower consistency. However, since the coefficient alpha is partly a function of the number of items in the scale (Cortina 1993; Streiner 2003) and the scale consisted of only four items, internal consistency may be improved in the further development of the questionnaire by adding new items to that scale (Šerbetar and Sedlar 2016).

Several aspects of the current data need further elaboration. For example, it is very indicative that the *expectations from collaboration* subscale was evaluated as exceptional and that all four items on that scale showed the ceiling effect (CE). The technical explanation for the CE is that the scales may be too narrow (Terwee et al. 2007), which may impose a threat to content validity and reliability. However, we do not perceive the CE as a problem of the item wording or the insufficient range of the scale but, simply, as a profoundly positive reflection of participants' attitudes towards the items and the overall approval of the teacher-parent partnerships.

Regarding the structural validity of the scale, the CFA showed that 3 latent variables, which emerged from the exploratory part of the analysis, were well summarised by a set of 23 observed variables. All indices of fit suggested that the model closely matched the observed data. The only exception was chi-square. Nevertheless, it is known that a large chi-square usually indicates that the model estimation does not reproduce covariance of the sample and, therefore, does not fit the data well. However, chi-square has long been known to be problematic (Jöreskog 1969) due to its sensitivity to large sample sizes and also to non-normal distributions of the data, which disqualify chi-square (Brown 2006) as a relevant index of fit. All the other indices of fit in the current study, and also the factor loadings and factor correlations, suggest that the three-factor scale of the questionnaire was well constructed by the items.

Most of the previous work in the area of teacher-parent collaboration is theoretical, grounded in studies based on authors' insights from different perspectives of studying the collaboration. The current study explored the concept of teacher-parent collaboration empirically on the basis of preschool and school teachers' self-perceptions. Three distinct dimensions emerged from the developed scale, which have been recognised in many studies, but, perhaps for the first time, they have now been quantitatively established by factor analysis.

Parental involvement

In general, the literature relating to areas of collaboration offers results which emphasise that the higher the parental involvement, the higher the child's possible wellbeing (Bleach 2015; Gonzalez-Mena 2016; Hornby 2011) or the more positive outcomes there are for the child, expressed in terms of better academic and socio-emotional development (McWayne and Owsianik 2004).

According to Hoover-Dempsey et al. (2005), parental involvement may be construed as home-based behaviours (e.g. helping with homework), school-based activities (e.g. attending school events) or parent-teacher communication (e.g. talking with the teacher about homework).

In their previous work, they developed a model (Hoover-Dempsey and Sandler's model) of parental involvement which includes (a) an active role construction for involvement (i.e. parents believe that they should be involved) and a positive sense of efficacy for helping the child learn; (b) the perception of invitations for involvement from the school, teacher and student; and (c) important elements of

parents' life context that allow or encourage involvement (Hoover-Dempsey et al. 2005, p. 107). Although the described model was based on parents' motivation, several *points of congruency* between the model and our results, for instance, *parental participation in the development of the curriculum* and *joint decision-making* or an *invitation for parents* to participate in school activities, all substantially loaded on our first component—*parental involvement*.

Most of the items on the *parental involvement* subscale are related to the *invitation* for parents to become involved in different school events and activities. According to the above described model by Hoover-Dempsey et al. (2005), those invitations may be a significant contributor to more active parental beliefs about their personal role and may increase positive beliefs about the effect of one's actions.

Accordingly, studies investigating parents' perspectives have shown that the parents evaluated more highly those forms of participation in which they were involved more often (Cankar et al. 2012; Cox Petersen 2011; Mandarić Vukušić 2018).

Teacher competences for working with parents

The second dimension which emerged from teachers' attitudes towards collaboration with parents was their perceived *competences* for handling partnerships with parents. Interestingly, those competences were perceived as the lowest.

Ljubetić and Mandarić Vukušić (2012) also found that preschool teachers evaluate themselves as being inadequately competent for pedagogical work with parents. They stated that preschool teachers are simply not prepared well enough to build partnerships with parents. That finding is in accordance with several items in our scale, including *teacher training* statements, for whose items the participants also expressed some reservations. Epstein (1995) also noted that “most educators enter schools without an understanding of family backgrounds, concepts of caring, the framework of partnerships ... and most teachers and administrators are not prepared to understand, design, implement, or evaluate good practices of partnership with the families of their students” (pp. 92-93).

Bergeron and Deslandes (2011) and Westergård (2013) confirmed that teachers' professional and personal competences are very important for effective collaboration with parents. Most of the items from the subscale in the present research are related to the professional competences which, according to Westergård (2013), refer to the capacity of a teacher to identify students' learning needs, arrange interventions based on didactic and pedagogic knowledge, give parents adequate instructions, etc. Equally important are personal competences, which include a positive attitude towards students, a passion for teaching and the ability to establish positive relationships with parents. (Westergård 2013). However, according to Gonzalez-Mena (2016), partnerships between parents and teachers are conditioned by teachers' skills, proficiency and beliefs gained during their education, something which is also emphasised by Gestwicki (2016).

Two items in our *competence* scale are related to *communication* as an important element of general teacher competences.

Results of a study conducted in China (Xiaoyang et al. 2018) suggest that regular two-way communication between parents and teachers (and schools) and parental involvement in school activities have a significant impact on the child's school achievement. Moreover, parents emphasised the need for more intense communication in cases of behavioural or learning problems.

On the basis of the interview data for 16 parent-teacher pairs, Westergård (2013) concluded that there is a need to develop several teacher *competences*—*relational, context and communication competences*. The last one was explained as the “teacher’s ability to communicate respectfully, openly, positively and reciprocally with parents” (p. 95). Competences for collaboration with parents present one segment of preschool teachers’ competences and should, and can, be developed along with all other professional and personal competences. Further professional training and development should be a necessary prerequisite for raising the present level of the quality of partnerships between families and schools.

Expectations from collaboration

The third and last subscale was organised around four items that reflected teachers’ beliefs about mutual expectations from collaboration, i.e. what parents should expect from teachers and what teachers expect from parents. In the first case, parents may expect to be informed *about what is expected of them and their child*, but also about *kindergarten and school activities in which their child is participating*. On the other hand, teachers expect parents to be motivated in terms of involvement and collaboration, e.g. *parents should exhibit greater interest in establishing a partnership with teachers*. With respect to that scale, Epstein (2011) explained the school-family partnership as family responsibility, on the one hand, and the role of the school in updating the parental involvement in school work, on the other. Findings confirming greater motivation and interest of parents were also derived in studies conducted by Ljubetić and Mandarić Vukušić (2012) and Maleš et al. (2014).

Sapungan and Sapungan (2014) also stated many benefits of the voluntary involvement of parents in a child’s education, while under-motivated parents were emphasised as the most common obstacle.

Conclusion

Generally speaking, a partnership relationship is a harmonious relationship of those with a common task, i.e. a child’s education, and, simultaneously, a process in which parents, preschool teachers and primary school teachers have equal possibilities to learn and develop their professional and personal competences.

In the current study, an instrument for evaluating teachers’ perspectives on collaboration with parents is developed and validated. The psychometric characteristics of the instrument are more than acceptable although some possibilities

for improvement were also observed.

The proposed factor structure of the questionnaire is relatively well summarised by the covariation of 23 variables, which was supported by the results of confirmatory factor analysis. However, the three-factor structure may be updated in further development of the questionnaire. The internal consistency of the third scale may be enhanced by adding new items. Nonetheless, it could be beneficial to consider the new, but potentially relevant, factor that is possibly oversights in the current study. The results of the present study and the developed instrument can enable further research on teacher-parent collaboration in order to enhance the effectiveness of the teacher-parent relationship as a very important aspect of education.

Further research in the area of teacher-parent collaboration should focus on developing a congruent instrument for measuring parental attitudes towards such collaboration.

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ODNOS UČITELJEV DO SODELOVANJA S STARŠI: ZASNOVA IN EVALVACIJA VPRAŠALNIKA

Povzetek: Zanimanje za raziskovanje sodelovanja med šolo in starši postaja vse večje, odkar lahko zaznavamo večje spremembe na področju angažiranosti staršev za takšno sodelovanje. Na slednje vplivajo zlasti splošne težnje po spremembi položaja in vloge družine, ob tem pa tudi težnje po vse večji vključenosti v kurikularne dejavnosti šolske institucije. Vprašalnik, ki smo ga zasnovali in preizkusili, je namenjen evalvaciji odnosa učiteljev do sodelovanja s starši. Na vzorcu 545 vzgojiteljev in učiteljev smo opravili eksploratorno faktorsko analizo. Faktorsko strukturo smo preverili s pomočjo analize glavnih komponent, ki je pokazala model, s katerim smo lahko pojasnili 42 % kumulativne variance. Izločene komponente so potrdile teoretska predvidevanja o obstoju treh dimenzij – (i) vpletenost staršev v izobraževanje, (ii) kompetence učiteljev za delo s starši in (iii) pričakovanja, ki jih gojijo do sodelovanja s starši – s čimer je mogoče osvetliti področje partnerstva med učitelji in starši. Cronbachovi koeficienti alfa so za omenjene tri dimenzije znašali 0.883, 0.854 in 0.633.

V drugem delu raziskave smo na novem vzorcu ($N = 268$) opravili konfirmatorno faktorsko analizo. Z izjemo statistično pomembnega χ^2 (371.41; $p < .01$) so vsi ostali indeksi prileganja pokazali ustrezno prileganje modela podatkov: $\chi^2/df = 1.89$, RMSEA je ob 90 % intervalu zaupanja znašal 0.057 [CI 0.048 - 0.066], NNFI je dosegel vrednost 0.94, CFI pa vrednost 0.95.

Na podlagi rezultatov smo lahko oblikovali smernice za izboljšanje začetnega izobraževanja učiteljev ter pokazali na znanje in spretnosti, ki jih potrebujejo vzgojitelji in učitelji osnovnih šol za uspešno sodelovanje s starši.

Ključne besede: partnerstvo med učitelji in starši, sodelovanje med učitelji in starši, vprašalnik, kompetence učiteljev

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