



Universidad de Oviedo
Universidá d'Uviéu
University of Oviedo

Aula
Abierta

Volumen 48, número 1, enero-marzo, 2019/págs. 59-66

Teachers and trainee teachers' beliefs about family-school relationships¹

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ABSTRACT

Teachers' and trainee teachers' beliefs have been capturing the attention of researchers for the last few decades but beliefs about family-school relationships are not often addressed. Our aim was to compare teachers and trainee teachers' beliefs about family-school relationships and their self-efficacy to relate with families. Participants were 133 teachers and 194 trainee teachers. We used the Beliefs about Family-School Relationships questionnaire comprised of 22 items that explore beliefs about collaboration, subordination (families should accept the teacher's authority), delegation (families leaving education to the professionals), and self-efficacy to relate with families. Participants felt highly able to relate with families and support collaboration beliefs, but trainee teachers believed more in collaboration than qualified teachers did. Preschool teachers and trainee teachers believed more in collaboration and less in subordination and delegation compared to primary teachers and trainee teachers. These results have implications for teachers' undergraduate training and lifelong learning about family-school collaboration.

Keywords: Family-school relationships, collaboration, teacher, in-training.

Creencias sobre la relación familia-escuela de docentes y futuros docentes

RESUMEN

En las últimas décadas, los investigadores han estudiado las creencias de los docentes en ejercicio y en formación, pero se han ocupado menos de las creencias sobre la relación familia-escuela. El objetivo de este trabajo era comparar las creencias sobre la relación familia-escuela y la auto-eficacia para relacionarse. Participaron 133 profesores y 194 futuros docentes. Se usó el Cuestionario de Creencias sobre las Relaciones Familia-Escuela, que consta de 22 ítems que exploran las creencias sobre colaboración, subordinación (las familias deberían aceptar la autoridad del docente), delegación (las familias se despreocupan de la educación), y la auto-eficacia para relacionarse con las familias. Los participantes se sentían altamente capaces y apoyaban la colaboración, pero los futuros docentes creían más en la colaboración que los docentes en ejercicio. Los profesores y los futuros docentes de educación infantil creían más en la colaboración y menos en la subordinación y la delegación, comparados con los profesores y futuros docentes de educación primaria. Estos resultados tienen implicaciones para la formación inicial y continua de los docentes con respecto a la colaboración familia-escuela.

Palabras Clave: Relación familia-escuela, colaboración, docente, en formación.

1. Introduction

Teachers and trainee teachers are likely to hold different beliefs. In general, studies about teachers' beliefs have to do with a particular content area or about self-efficacy (Ashton, 2015). In this study, we will concentrate on teachers' and trainee teachers' beliefs about family-school relationships and their perceived self-efficacy to relate to families. Research on teachers' beliefs has been developing and it has increased in the last 20 years (Ashton, 2015). The study of teacher's beliefs about family-school

relationships and self-efficacy to relate to families has not been addressed so often, although these need to be addressed as a starting point to improve the relationships between families and schools (Amatea, Mixon & McCarthy, 2012; Garreta-Bochaca, 2017).

There is some controversy about the term "beliefs", and authors try to differentiate it from attitudes or other cognitive-laden contents. We will use the term belief to refer to a set of conceptual representations or interrelated notions that invoke objects, people and events, and how they relate (Gill &

¹ **Acknowledgements:** This paper was developed during a stay in the University of Exeter by the first author. That stay was financially supported by the Vice-Rectorate for Science Policies, Research and Transfer from the Universidade da Coruña.

[Fives, 2015](#)). Beliefs are the frame of reference that may guide professionals' actions. Even when the translation from beliefs to practices may not be linear, beliefs, in general, and beliefs about own competence or self-efficacy, in particular, are supposed to be precursors of practice ([Buehl & Beck, 2015](#)). Self-efficacy beliefs serve as mediators between content beliefs and practices because teachers are more likely to behave in correspondence with their beliefs when they see themselves capable ([Buehl & Beck, 2015](#)). Self-efficacy beliefs depend on the task ([Ashton, 2015](#)), so self-efficacy to relate to families may be defined as the perception of teacher's capacity to organize and execute courses of action that are concerned with relating to parents. The key issue is that it is more about what one perceives that one can do than what the skills are. But, the higher the self-efficacy, the more effort the person will make to achieve his/her goal ([Bandura, 1986](#); [García, 2004](#)).

According to [Amatea \(2009\)](#), beliefs about family-school relationships are mental models about the way roles and relations between families and schools should be organized. They are the framework to interpret relations and roles with families and a trigger to behave. [Amatea \(2009\)](#) prefers to refer to these beliefs as paradigms, but we will continue to use the term beliefs. Beliefs about family-school relationships revolve around two main dimensions: power and roles/responsibilities ([Dusi, 2012](#)), which have an impact on the way the methods of interaction are chosen and enacted. [Amatea \(2009\)](#) has identified three different paradigms that coexist and/or compete with each other in the social arena or in the individual's belief system, as beliefs organize multidimensionally and one same person may hold contradictory beliefs ([Buehl & Beck, 2015](#)).

The three paradigms identified by [Amatea \(2009\)](#) are Separation, Remediation and Collaboration. If we analyze separation considering the dimensions of power and roles/responsibilities, these beliefs posit that family and school are separate from each other that schools have the power because they have the knowledge about education and that it is the school that educates and the parents should be kept distant ([Epstein et al., 2002](#)). Parents are portrayed as delegating education to the school. There is not much interaction between parents and school, and, when interaction happens, it is impersonal and formal. Other authors refer to these beliefs as the School or Home model ([Moorman et al., 2012](#)).

Remediation beliefs also propose that school has more power, but school and home are not separate. There should be relationships between the family and the school, but families should follow the school's guidelines. When parents follow the school's guidelines, they facilitate their children's learning and success at school. This means that parents have a subordinate role. School sets the goals and the means to get to these goals, for instance, parents and children reading together or practicing an arithmetic skill. Communication between family and school takes place but it is largely one-way. These beliefs have also been called School to Home models ([Moorman et al., 2012](#)).

Collaboration means that family and school share power and responsibilities, that there are many ways for them to communicate, and communication is two-way ([Christenson & Sheridan, 2001](#); [Epstein et al., 2002](#)). Spanish legislation stresses that there is a need to reestablish the balance in the relationships between families and schools, through their collaboration (BOE, 2013). Some authors use the term partnership between family and school, emphasising the need for a child-focused relationship in which families and professionals cooperate and coordinate with the goal to improve students' outcomes in various domains such as the emotional, social, behavioral or academic ([Moorman](#)

[et al., 2012](#); [Rodrigo, Martínez-González & Rodríguez-Ruiz, 2018](#)). A growing body of literature and legislation supports this collaborative relationship between family and school ([Goodall & Vorhaus, 2011](#); [Ministerio de Educación, Cultura y Deporte, 2015](#)). Reported benefits are improved quality of the services offered by schools, a better opinion about teachers' work, a more fluid exchange between families and schools, protection from poor behaviour of the students, or increased teachers' self-efficacy ([Cagigal de Gregorio, 2005](#); [Castro-Zubizarreta & García-Ruiz, 2016](#); [García-Bacete & Martínez-González, 2006](#); [Garreta-Bochaca, 2015](#); [Goodall & Vorhaus, 2011](#); [Robledo & García, 2007](#); [Rodrigo et al., 2018](#)). For collaboration to take place, it is important to analyze what teachers think about the way relationships about family and school should be, how confident they feel to doing so, and how this knowledge could be translated into training programs ([Pajares, 1992](#)).

In a previous study by [Vázquez-Huertas & López-Larrosa \(2014\)](#), the beliefs about family-school relationships of 208 Spanish trainee teachers adhere to the three paradigms identified by [Amatea \(2009\)](#) and the models identified by [Moorman et al. \(2012\)](#): collaboration or partnership, remediation or school to home beliefs, and separation or school or home beliefs. These results show that these competing beliefs are possible frames of reference to interpret and approach families for trainee teachers. There was a relationship between content beliefs about family-school relationships and self-efficacy to relate to families, so, the more trainee teachers believed in collaboration, the more self-efficacious at relating to families they perceived themselves. Studies with teachers have found that teachers' intentions and practices in communicating with parents were positively related to teachers' beliefs ([Pang & Watkins, 2000](#)). There was a correspondence between teachers' self-efficacy and the relationships they effectively developed with families. Also, there was a relationship between the beliefs teachers hold about parents' and teachers' roles, and the type of relationships they reported to develop with parents ([Smith, 2012](#)).

Research has found that the most successful relationships between families and teachers happen when teachers have a disposition to collaborate and see the assets that the families bring rather than concentrating in the negative ([Amatea et al., 2012](#); [Amatea & Smith-Adcock, 2006](#); [Garreta-Bochaca & Llevot, 2015](#); [Nzinga-Johnson, Baker & Aupperlee, 2009](#); [Weiss, López, Kreider, & Chatman-Nelson, 2014](#)). It is crucial that teachers and trainee teachers learn to collaborate with families and that they feel confident to doing so. But, there is a claim that collaboration between families and schools is still difficult to achieve ([Amatea et al., 2012](#)). This may relate to the training teachers receive. During their training, teachers do not necessarily acquire the knowledge, the skills and the attitudes needed to be confident to forge a collaborative relationship with families ([Amatea et al., 2012](#); [Collier, Keefe & Hirrel, 2015](#); [García-Bacete, 2006](#); [Garreta-Bochaca & Llevot, 2015](#); [Gomariz-Vicente, Hernández-Prados, García-Sanz & Parra, 2017](#); [Goodall & Vorhaus, 2011](#); [Martínez-González & Pérez-Herrero, 2006](#)); even when one of the most valued competency for trainee teachers is involving families in their children's education ([Castro-Zubizarreta & García-Ruiz, 2016](#); [Valdemoros-San-Emeterio & Lucas-Molina, 2014](#)). So, time in training and experience as teachers may have an impact in their beliefs about family-school relationships and their self-efficacy. But, [Pang & Watkins \(2000\)](#) found that less-experienced teachers did not differ from more-experienced teachers in their intention and practices in relation to parents. In a work by [Castro-Zubizarreta & García-Ruiz \(2016\)](#), authors claim about the impact that being on placement has on trainee teachers'

ideas about relationships between families and schools. We do not know of other studies that consider the differences between trainee teachers' beliefs in relation to home-school relationships against the number of years of training that they have received.

The disposition to collaborate may also differ due to other variables. One of these variables may be the age level teachers' work or trainee teachers will receive. When children are seen as dependent, it is more likely that teachers and parents need to work together (Pang & Watkins, 2000). We may assume that the younger the children are, the more ready teachers and trainee teachers are to take parents into consideration. Vázquez-Huertas & López Larrosa (2014) have found that primary school trainee teachers supported more beliefs about parents' subordinate role to the school and that parents delegate education in teachers' hands compared to preschool trainee teachers.

In accordance with what has been presented, our first objective is to identify the participants' beliefs about family-school relationships, their perceived self-efficacy, and how these beliefs relate. Our second objective is to explore if there are differences in the beliefs that trainee teachers hold depending on years of training and type of specialization (primary vs preschool). Our third objective is to explore if there are differences in the beliefs that teachers hold depending on the number of years of their professional practice and the ages they are working with (primary and preschool children). Our fourth objective is to explore if there are differences in the beliefs of teachers and trainee teachers.

2. Method

2.1. Participants

Participants were 194 Spanish undergraduate students, being trained as preschool and primary school teachers, and 133 Spanish teachers.

Undergraduate courses for trainee teachers in Spain last four years. Undergraduate students ages ranged between 19 and 25 years old ($M=22.02$, $SD=1.6$). There were 157 women (81%) and 37 men (19%). Students were in 2nd year ($n=126$), and 4th year ($n=68$) and they were studying to become preschool teachers ($n=118$) or primary school teachers ($n=62$). Students in 2nd year participated before being on placement while 4th year trainee teachers participated after being on placement, which is called "practicum".

The ages of teachers ranged between 26 and 64 years ($M=40.56$, $SD=9.15$). There were 129 women (97%) and 4 men (3%). They were working with children in preschool ($n=72$), in primary school ($n=18$) or in both primary and preschool ($n=43$). They had been working as teachers between a range of 1 and 50 years ($M=14.10$, $SD=9.36$). In Spain, public schools are paid by the government, while private schools are either paid by the parents or half-paid by the government and by the parents. The percentage of Spanish children in preschool public schools is 64.53% and it is 67.53% in primary education, while 35.46% of preschoolers attend private schools and 32.46% of primary school students attend private schools (INE, 2016). In this study, teachers were working in either public ($n=95$, 73%) or private schools ($n=35$, 27%), which resembles the proportion of children in public and private schools.

2.2. Instruments

Measuring beliefs is complicated because of social bias (Hoffman & Seidel, 2015) but, certainly, using questionnaires

is an adequate and established way to explore what people think (Schraw & Olafson, 2015). In this study, the Beliefs about Family-School Relationships questionnaire (Vázquez-Huertas & López-Larrosa, 2014) was used to measure teachers' and trainee teachers' beliefs about family-school relationships and their perceived ability to relate with families (self-efficacy). Three subscales of this questionnaire were used to identify participants' beliefs about family-school relationships: Collaboration, Subordination and Delegation. The Collaboration sub-scale has 9 items, which refer to beliefs about professionals and families supporting each other (for instance: "it is a teacher's goal to listen to what parents do when trying to work out how to solve a child's misbehavior"). The Subordination sub-scale has 10 items. This sub-scale resembles the Remediation model by Amatea (2009) or the School to Home model (Moorman et al., 2012). Items refer to beliefs about parents complying with teachers' commands and comments (for instance, "it is crucial that parents do as the teacher says when a child is not doing well at school" or "it is a good strategy that the parents identify what they themselves are doing wrong"). The Delegation sub-scale, which resembles Amatea's Separation paradigm and the School or Home model (Amatea, 2009; Moorman et al., 2012), has two items. A factor with two items is exceptionally accepted when a questionnaire or scale has other factors (Raubenheimer, 2004), as it happens in this study. This factor refers to beliefs that parents leave education in teachers' hands (for instance, "many parents expect that it is the school that educates their children"). In order to measure the perceived confidence to relate with families, the instrument has one question that explores "I feel capable to have a good relationship with the families of my students". The 22 questions are answered using a Likert scale with anchors 1 (strongly disagree) and 5 (strongly agree). To calculate the score in each sub-scale, values are summed up and divided by the number of items each sub-scale has.

In a previous study with 208 trainee Spanish teachers, the reliability of the Collaboration sub-scale was $\alpha = .74$, the reliability of the Subordination sub-scale was $\alpha = .79$, and the reliability of the Delegation sub-scale was $\alpha = .54$ (Vázquez-Huertas & López-Larrosa, 2014). In this study, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's test of sphericity were acceptable, $KMO=.77$; $\chi^2(210)=1118.89$, $p=.000$. The reliability of the Collaboration sub-scale was $\alpha = .66$. It was $\alpha = .73$ for the Subordination sub-scale and it was $\alpha = .67$ for the Delegation sub-scale.

2.3. Procedure

Trainee teachers were recruited in a Northwestern University in Spain. Second and fourth year undergraduate courses were chosen, so the sample would comprise less trained and more trained participants. Several University teachers were contacted and asked for permission for data collection during one of their lectures. The completion of the questionnaire took less than 15 minutes. Data collection happened in group, with each student answering his/her own questionnaire.

Teachers were contacted through specialized teacher's webpages and at schools. School headmasters were asked to transfer information to their teachers, and those interested in answering were given a questionnaire. Teachers answered their questionnaires and returned them to the researchers.

Trainee teachers and teachers were informed about the purpose of the research, which was to collect their ideas about family-school relationships, that there were no right or wrong answers, and that their information was kept strictly

confidential. Data collection happened after Christmas holidays. No participants received any compensation for their participation. Questionnaires are stored and guarded in University dependencies.

2.4. Data analyses

Data were analyzed using IBM SPSS 25.0. Missing data were handled using pairwise deletion. Factor analysis and internal consistency analyses were ran with the items of the questionnaire. In order to address our objectives, descriptive statistical analyses, correlations and mean differences were calculated.

Table 1.

Means and standard deviations of the participant's beliefs ranked from highest to lowest

Beliefs	Total		Trainee teachers		Teachers	
	Mean (SD)	n	Mean (SD)	n	Mean (SD)	n
Self-efficacy	4.56 (0.57)	324	4.56 (0.60)	191	4.55 (0.52)	133
Collaboration	4.46 (0.35)	315	4.50 (0.34)	184	4.39 (0.36)	131
Delegation	3.78 (0.81)	324	3.82 (0.87)	191	3.72 (0.73)	133
Subordination	2.89 (0.66)	310	2.72 (0.68)	180	3.12(0.56)	130

Note. Values range from 1 to 5

Correlations were performed between the three subscales and self-efficacy in the trainee sub-sample and the teachers sub-sample separately. Results were very similar in both sub-samples (see Table 2). So, the more the teachers and the trainee

3. Results

Our first objective was to identify the participants' beliefs about family-school relationships, their perceived self-efficacy, and how these beliefs relate. Descriptive statistical analyses showed that participants saw themselves highly capable to relate with families (see Table 1). They believed more strongly in collaboration, and showed a less strong support to delegation and subordination beliefs.

teachers believed in collaboration, the more competent they felt and vice versa. The more they believed in the subordinate role of the families, the more they believed in delegation and vice versa.

Table 2.

Correlations between beliefs and self-efficacy in the trainee teachers and the teachers sub-samples

Beliefs	Trainee teachers		Teachers	
	Collaboration	Subordination	Collaboration	Subordination
Delegation	$r(183)=.03$	$r(179)=.34^{**}$	$r(131)=.02$	$r(130)=.36^{**}$
Self-efficacy	$r(184)=.21^{**}$	$r(179)=-.14$	$r(131)=.32^{**}$	$r(130)=.06$

Note. $^{**}p=.00$

As for our second objective, to explore if there are differences in the beliefs that trainee teachers hold depending on years of training and type of specialization (primary vs preschool), analyses revealed that there were no significant differences between 2nd and 4th year students in their beliefs about collaboration, subordination and delegation or in their perceived self-efficacy to relate to families, $p>.10$. But, there were differences between preschool and primary school trainee teachers (see Table 3). Primary school trainee teachers believed more than preschool trainee teachers in the subordinate role of the families and in families delegating in the school. Effect size was large for subordination beliefs and it was medium for delegation. Differences in collaboration were close to being significant, showing that preschool trainee teachers believed slightly more in collaboration with a small effect size. There were no significant differences in their perceived self-efficacy to relate with families, $p>.10$.

Our third objective was to explore if there were differences in the beliefs that teachers hold depending on the number of years of their professional practice and the ages they were working with (primary and preschool children). Analyses showed that there were no significant relationships between teachers' beliefs and self-efficacy and the length of their professional practice.

There were significant differences between teachers' beliefs in collaboration depending on the level they were working in, $F(2,128)=4.38$, $p=.01$; but there were not differences in the other beliefs or in their self-efficacy to relate with families. Post hoc Scheffé identified significant differences between teachers working with primary school students compared to those working in preschool or sharing preschool and primary school courses. Those working solely with primary school students believed less in family-school collaboration. Effect size was large for the differences between teachers in primary school and preschool, Cohen's $d= 0.80$, and it was medium for the differences between primary school teachers and those sharing courses in primary and preschool groups, Cohen's $d = 0.68$. The differences between teachers in preschool and teachers sharing courses in primary school and preschool were small, Cohen's $d= 0.14$.

Our fourth objective was to explore if there were differences in the beliefs of teachers and trainee teachers. There were significant differences between teachers and trainee teachers in their beliefs about collaboration and subordination (see table 3). Trainee teachers believed more in collaboration and less in the subordinate role of the families compared to teachers. Effect size was medium for subordination and small for collaboration.

Table 3.
Mean differences between preschool and primary school trainee teachers' beliefs and between trainee teachers and teachers' beliefs

	Subscale	Work/ training	N	M (SD)	F	Cohen's d
Trainee teachers	Collaboration	Preschool	119	4.53 (0.32)	$F(1,182)=3.46, p=.06$	0.26
		Primary	65	4.44 (0.36)		
	Subordination	Preschool	118	2.53 (0.59)	$F(1,178)=28.86, p=.00$	0.85
		Primary	62	3.07 (0.70)		
	Delegation	Preschool	125	3.61 (0.92)	$F(1,189)=24.04, p=.00$	0.74
		Primary	66	4.22 (0.57)		
Trainee and teachers	Collaboration	Trainee	184	4.50 (0.34)	$F(1,313)=6.8, p=0.01$	0.31
		Teachers	131	4.39 (0.36)		
	Subordination	Trainee	180	2.72 (0.68)	$F(1,308)=30.46, p=.00$	0.63
		Teachers	130	3.12 (0.56)		
	Delegation	Trainee	191	3.82 (0.87)	$F(1,322)=1.23, p=.26$	0.12
		Teachers	133	3.72 (0.73)		

4. Discussion and conclusions

Our results show that different beliefs about parent-school relationships coexist in teachers and trainee teachers, although they seem to subscribe more to a collaborative approach to relate to families, with some interesting differences depending on the age they are working with and whether they are in training or currently working.

In spite of the claim that teachers and trainee teachers need more training to relate to families (Amatea, 2012), our results show that participants had high confidence to relate to families and this did not change depending on the years of experience neither for teachers nor for trainee teachers. Even though previous studies have stressed the importance that placement has for trainee teachers' beliefs about family-school relationships (Castro-Zubizarreta & García-Ruíz, 2016), we did not identify differences between undergraduate students who have had working experience on placement and those who have not had this experience yet. Also, in accordance with Pang and Watkins' results (2000), we did not find differences between more and less experienced teachers. It seems that self-efficacy relates more to content beliefs. According to previous studies with trainee teachers (Vázquez-Huertas & López-Larrosa, 2014), there was a positive relationship between self-efficacy and collaboration. This implies that even when teachers and trainee teachers may see themselves capable to relate, the more that teacher trainers work in supporting the trainees ideas about collaboration, the more capable they will feel; and, the more they undertake training to relate to families, the more collaborative their ideas will be.

In general, trainee teachers appear to have a more collaborative approach to families compared to teachers, so we may assume that collaborative thinking is gaining its ground over other beliefs, but we have also seen that other beliefs are around, agreeing with the proposition that beliefs are multidimensional (Buehl & Beck, 2015). Our results are in line with the prediction by Pang & Watkins (2000) that the younger the children teachers work with, the more ready to relate to parents. In our case, this happens for teachers and trainee teachers. Primary school trainee teachers believed more strongly in the parental subordinate role and that parents delegate education in teachers compared to preschool trainee teachers. Also, we identified an interesting progression in teachers ideas about collaboration so, those who worked solely in primary education believed less in

collaboration, while teachers who shared primary and preschool courses believed in collaboration more that primary solely teachers, and those who supported more collaborative beliefs were teachers solely in preschool. Pang & Watkins (2000) idea about pupils' age is appealing but it is surprising and intriguing how these differences between primary and preschool trainee teachers exist, how is that they appear so early in teachers' training and that they maintain in teachers.

We may hypothesize that the complementary role that schools and families have (Ministerio de Educación, Cultura y Deporte, 2015) will be better accomplished when teachers, regardless their pupils' age, believe in collaboration. So, our results have implications for teachers' training either in undergraduate courses or for lifelong learning. Based on the relationship between beliefs about collaboration and self-efficacy, the ingredients of this training to develop a collaborative approach have to do with addressing beliefs about family-school relationships (Amatea, 2009) and with providing behavioral tools to collaborate through video guidance and role-playing (Kennedy, Landor & Todd, 2011; López-Larrosa, 2009). The key ingredients of behavioral training would be building a trust relationship, what is called alliance or engagement with families (López-Larrosa, 2009), developing listening and questioning skills to achieve attunement (Garreta-Bochaca & LLevot, 2015), and looking for strengths of families and children (Amatea & Smith-Adcock, 2006; Doria, Strathie & Strathie, 2011; Goodall & Vorhaus, 2011). Additionally, when there are difficulties, training should consider exploring exceptions and agreeing on goals in order to build a partnership relationship (Doria et al., 2011; López-Larrosa, 2009; Rodríguez-Arias Palomo & Venero, 2006). According to López-Larrosa (2009, 2010), family meetings are a privileged setting for improving collaboration. So, even teachers who are not attending training programs may evaluate the clarity of their communication with families and their capacity to address any family regardless their educational background, their identification of positive assets of families and children, their use of opening questioning and listening skills, their level of agreement and the setting of follow-up communications when needed. In case they identify weaknesses in their practice, they may consider asking for training. Through specific training, undergraduate students or qualified teachers may increase their self-efficacy to relate to families and their collaborative approach to families, as self-efficacy and collaboration correlate. It could also be expected that, as ideas about collaboration and self-

efficacy increase, ideas about the subordinate or delegating role of families would decrease as they are more incompatible with a collaborative approach. Measuring or analyzing beliefs and self-efficacy before and after training would show if behavioral training might have an impact on them. Video-interaction guidance may help to supervise and improve actual performance with real families and in role-playing training. Other author also suggest improving collaboration among teachers as a means to improve family-school relationships (Dusi, 2012).

This study has limitations because we have not addressed gender issues as both sub-samples were unbalanced in gender terms, specially the teachers' subsample. Another limitation has to do with a common critique to the studies about teacher's beliefs: a lack of a longitudinal approach (Hoffman & Seidel, 2015). We hope that this limitation will be addressed in the future. Also, it would have been useful to combine quantitative data with in-depth interviews.

In any case, these results have implications for teachers' practice and training because of its identification of different beliefs about family-school relationships and because it has shown the connection between self-efficacy and collaboration, in a context in which professionals are progressively encouraged to build better relationships with families (Ministerio de Educación, Cultura y Deporte, 2015).

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