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THE EMOTIONAL GEOGRAPHIES OF PARENT PARTICIPATION IN SCHOOLING: HEADTEACHERS' PERCEPTIONS IN TAIWAN

Abstract:

This article attempts to use Andy Hargreaves' theoretical framework of emotional geographies to analyze headteachers' perceptions of their interactions with parents in Taiwan. Emotional geographies could be portrayed into emotional distance whereby interpersonal relationships are either closer or distant. The study interviewed 6 primary headteachers whose perceptions of their interactions with parents which could be closer or distant through the lens of emotional geographies. Based on the qualitative interviews with primary headteachers, the research findings show that headteachers' emotional distances from parents were intertwined with parents' sociocultural status, headteachers' moral purposes, headteachers' notions of professionalism, headteachers' political pretense, and the frequency to contact parents. Thus, Hargreaves' framework could be a useful tool to explore headteacher-parent interactions. The paper closes with suggestions for policy considerations.

Keywords:

Emotional geographies, Emotional politics, Classical professionalism, Moral purpose, Headteacher-parent relations