

WHAT DO TEACHERS THINK ABOUT PARENTAL INVOLVEMENT IN SCHOOL?



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PARENTAL INVOLVEMENT IN SCHOOL

The degree to which parents invest effort and resources (time, money, and energy) in their child's academic lives.

(Grolnick & Slowiaczek, 1994)

TEACHER-PARENT RELATIONSHIP

- The **better the relationship**, the **more positive** the teachers' perceptions towards parents and students (Stormont et al., 2013).
- Teachers tend to **perceive more negatively** low-SES parents and low-involved parents (Zaulaf et al., 2019; Tao et al., 2020).
- Teachers' perceptions of parents **influence teachers' behaviours** (Zaulaf et al., 2019).
- Teachers' perceptions of the **relationship** with parents **may affect their sense of efficacy** (Sioni et al., 2010).



TEACHERS'
OCCUPATIONAL
WELL-BEING

RESEARCH AIMS



RQ1: How do teachers perceive parents and parental involvement in school?

RQ2: What are the consequences on teachers' well-being of a problematic parent-teacher relationship?



**PRIMARY
SCHOOL
TEACHERS**

$n = 8$
 $M_{age} = 46, SD = 7.6$
All women

**MIDDLE
SCHOOL
TEACHERS**

$n = 7$
 $M_{age} = 40.8, SD = 10.1$
4 women, 3 men

**SECONDARY
SCHOOL
TEACHERS**

$n = 8$
 $M_{age} = 45.9, SD = 9.6$
4 women, 4 men

Year of experience of the overall sample
3-32 years ($M = 19.1, SD = 9.4$)

PARTICIPANTS

DATA ANALYSIS

Reflexive thematic analysis

(Braun & Clarke, 2006; 2020; 2021)

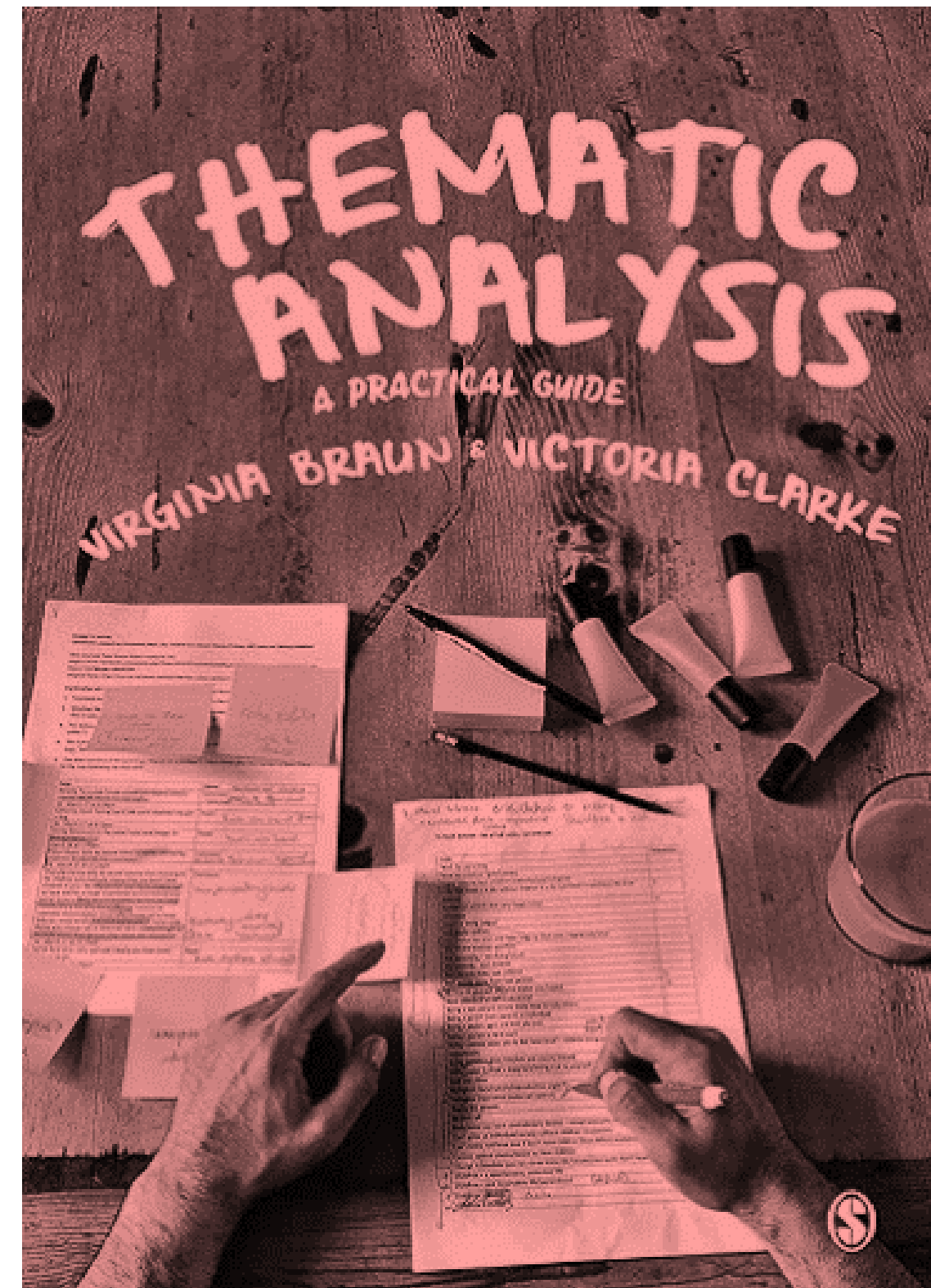
Allows the researcher to **identify patterns in the dataset** without adhering to a priori coding scheme

Inductive coding strategy

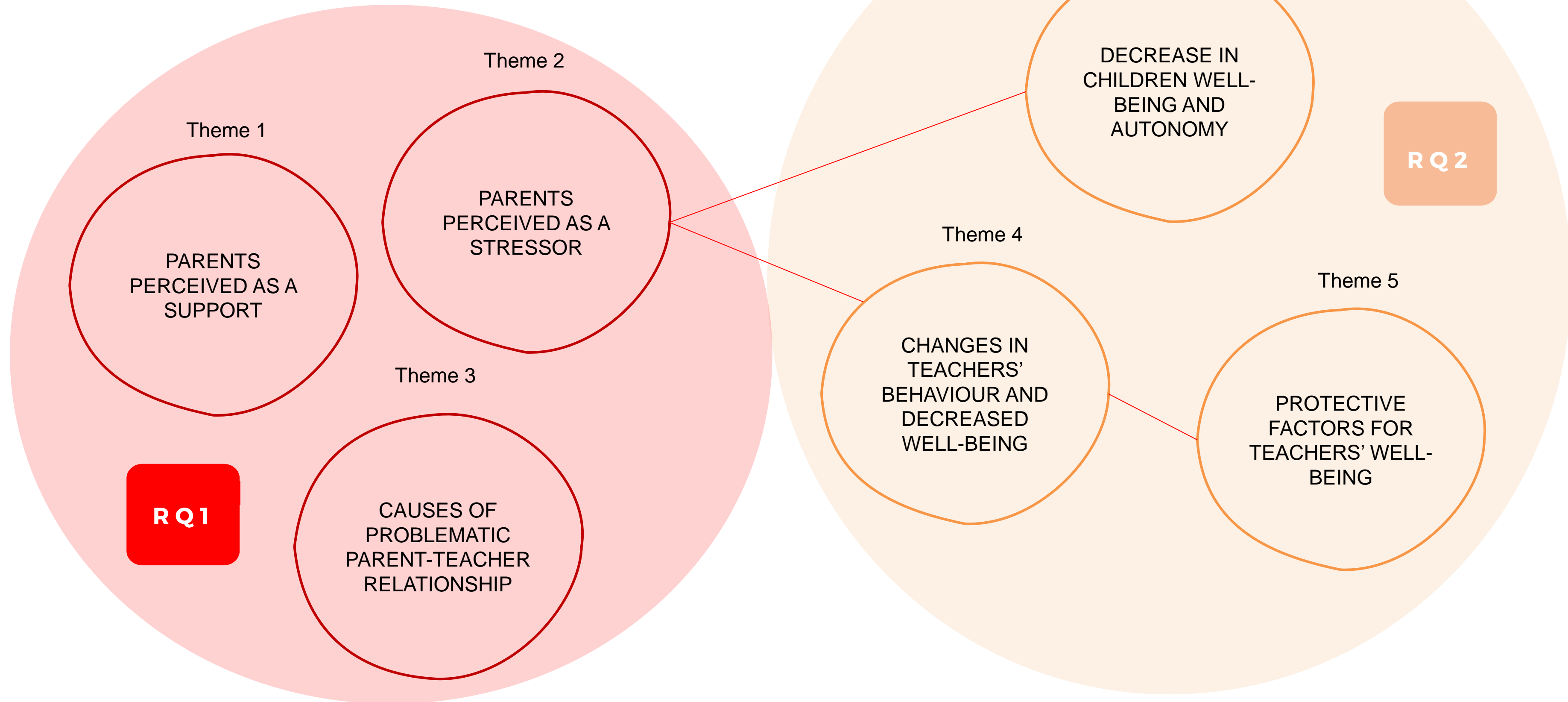
Semantic meaning of the data (essentialist/realist approach)

Codes = an analytic unit that refers to one single and meaningful facet of the phenomenon

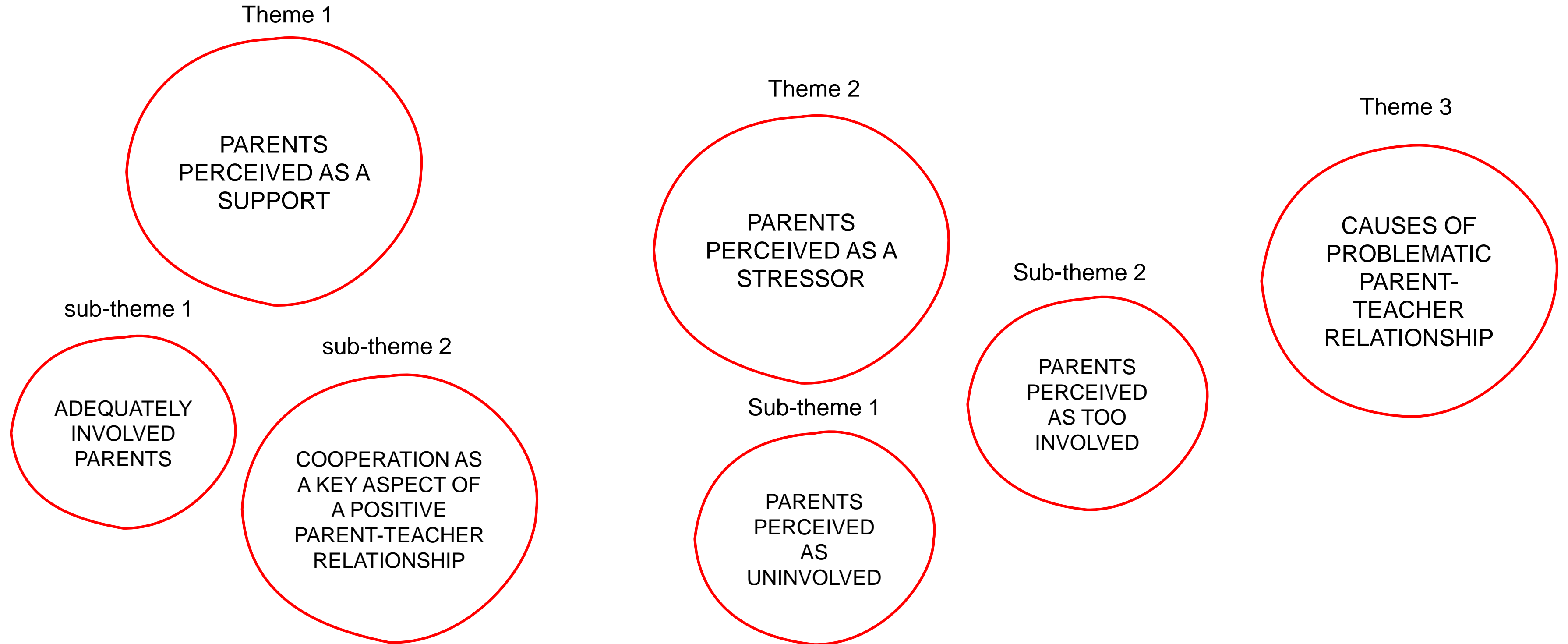
Themes = patterned meaning across the dataset, generated actively by the researcher, relevant to the research question



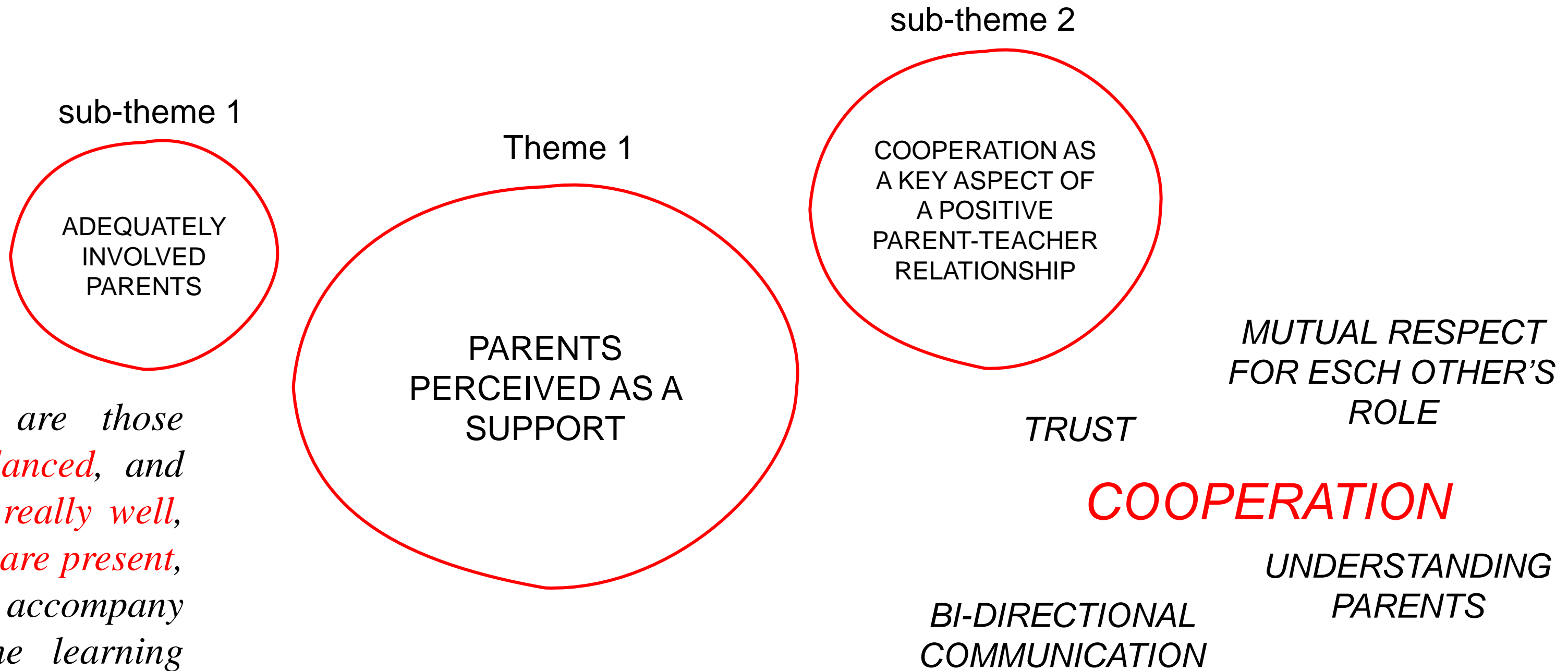
OVERVIEW OF THE RESULTS



RQ1: HOW DO TEACHERS PERCEIVE PARENTS AND PARENTAL INVOLVEMENT IN SCHOOL?



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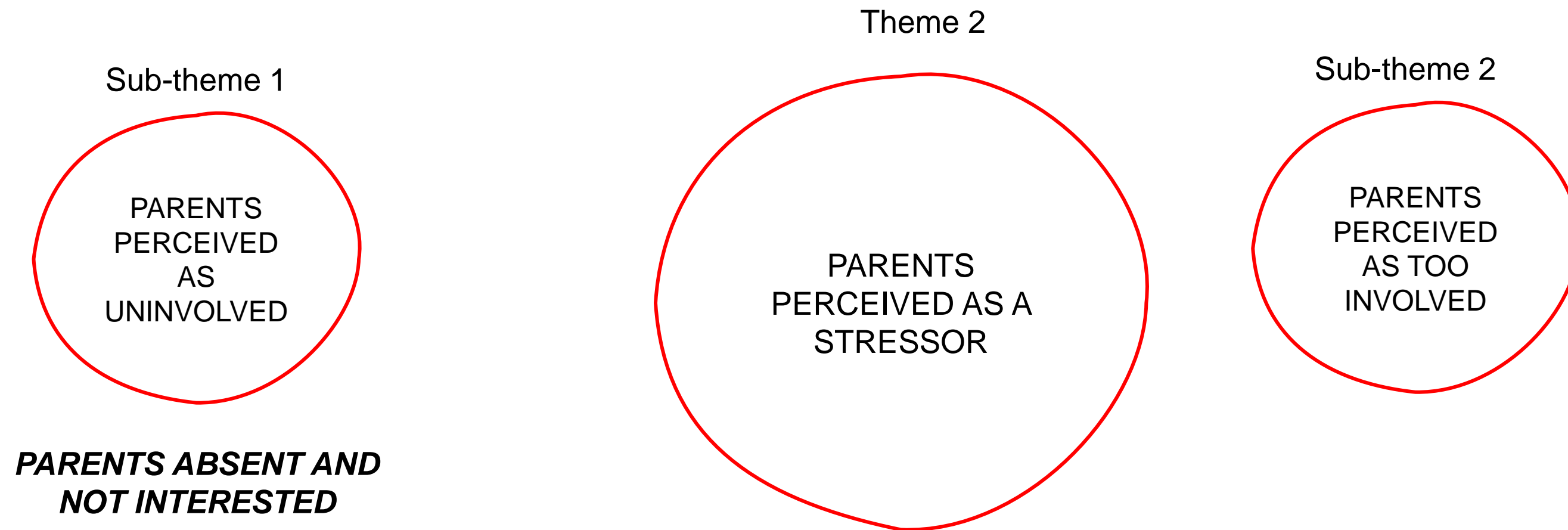
*“Fortunately, there are those parents who **are balanced**, and with them **you work really well**, in the sense that **they are present**, there are parents who accompany their children in the learning process, as it should be.”*

(Female, Primary school)

*“Parent and teacher need to be **a unique team** that collaborates.”*

(Female, Secondary school)

RQ1: HOW DO TEACHERS PERCEIVE PARENTS AND PARENTAL INVOLVEMENT IN SCHOOL?



*“The problems arrive when there is a **lack of common goals**, and this lack of collaboration becomes explicit either when it is **difficult to reach parents** or when they **go beyond their role** in the school becoming too involved”*
(Female, primary school)

RQ1: HOW DO TEACHERS PERCEIVE PARENTS AND PARENTAL INVOLVEMENT IN SCHOOL?

PARENTS WITH TOO HIGH ACHIEVEMENT EXPECTATIONS

*“The student has not studied, and they know it and accept the negative grade. But then there are **expectations from the family**, and the **parents would like a higher result** and they come to the school to meet with you and discuss the bad grade.”* (Female, Secondary school)

PARENTS WHO PROTECT THEIR CHILDREN IN THE FACE OF PROBLEMS

*“There is this tendency of parents to **make their children’s lives as easy as possible**, to **simplify their experience**, to **remove difficulties** and even prevent difficulties [...] Things should all go very well. If they do not go well, we change the teacher because they shout, we change the classmates because they disturb...”* (Female, Middle school)

PARENTS WHO JUSTIFY THEIR CHILDREN

*“Parents always tend to **justify their children** instead of seeing if there is actually a problem. They say, ‘It is not his fault, it is the classmate’s fault who disturbed my son...’. The justifications parents can find are endless.”* (Female, Primary school)

PARENTS WHO CRITICISE THE TEACHERS AND DO NOT RESPECT THE ROLE OF THE SCHOOL

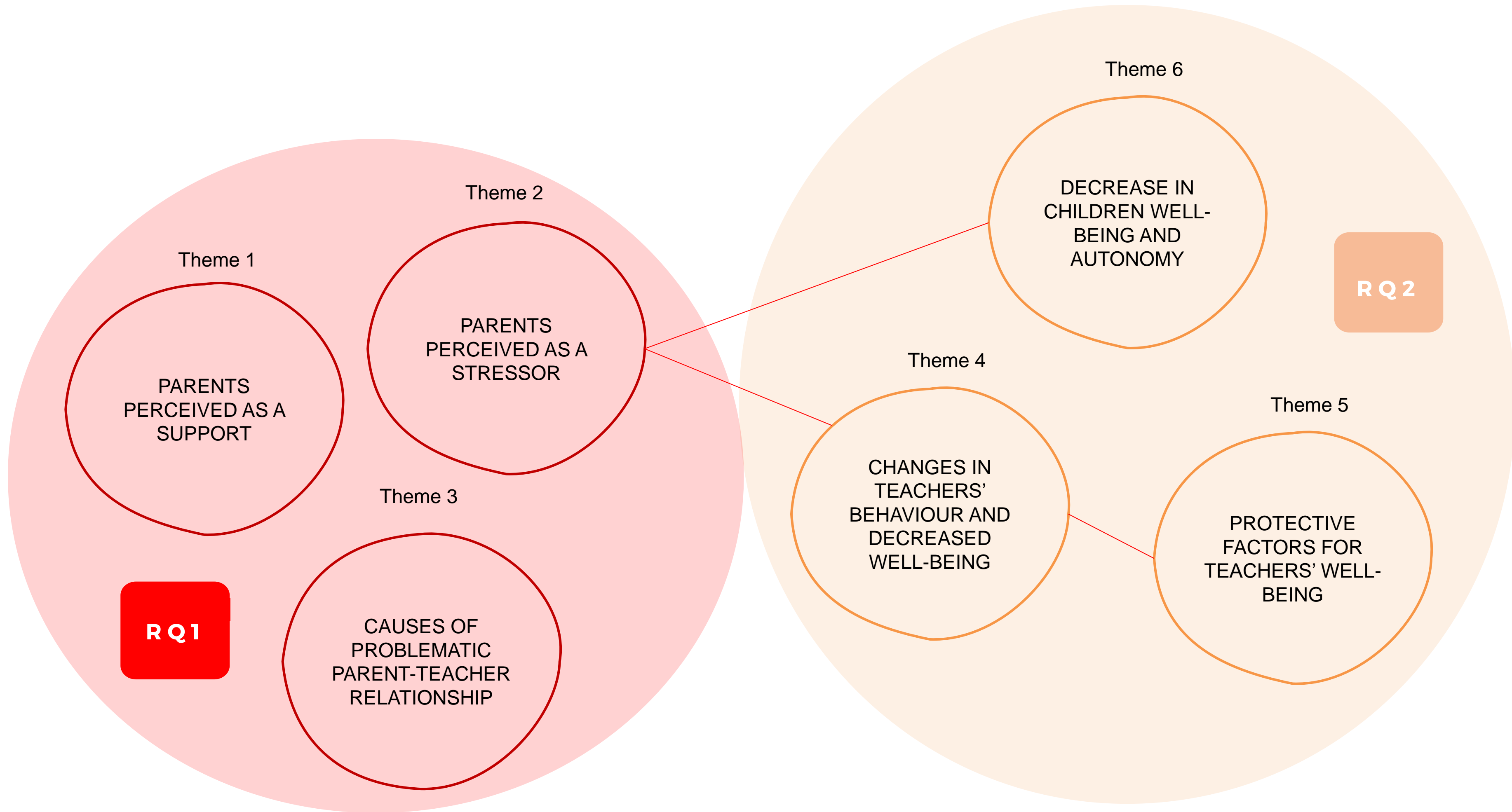
*“There are the **parents** whom we call '**missing teachers**' because they would like to take over without having any experience about teaching and who are capable of criticising an activity, anything, without knowing where the teacher would like to go with that activity.”* (Female, Primary school)

PARENTS OF CHILDREN WITH SPECIFIC LEARNING DISABILITIES CERTIFICATE

Sub-theme 2



PARENTS
PERCEIVED AS
TOO INVOLVED

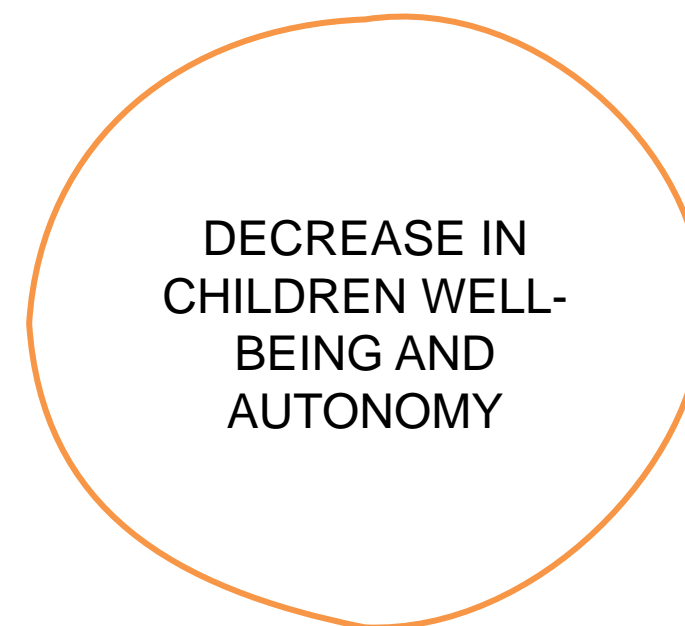


RQ2: WHAT ARE THE CONSEQUENCES ON TEACHERS' WELL-BEING OF A PROBLEMATIC PARENT-TEACHER RELATIONSHIP?

Theme 4



Theme 6



**INCREASED PERFORMANCE
ANXIETY**

DECREASED CHILDREN AUTONOMY

CHILDREN FEEL ABANDONED

BEHAVIOURAL CHANGES WITH STUDENTS

INCREASED TEACHERS' STRESS

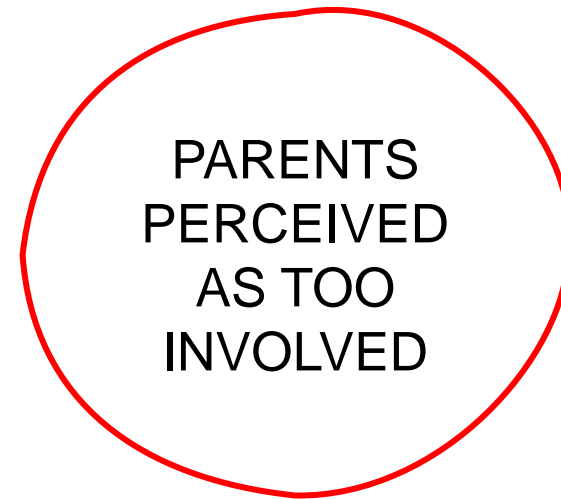
SENSE OF HEAVINESS IN DEALING WITH PARENTS

**QUESTIONING YOUR PROFESSIONALITY AS A
TEACHER**

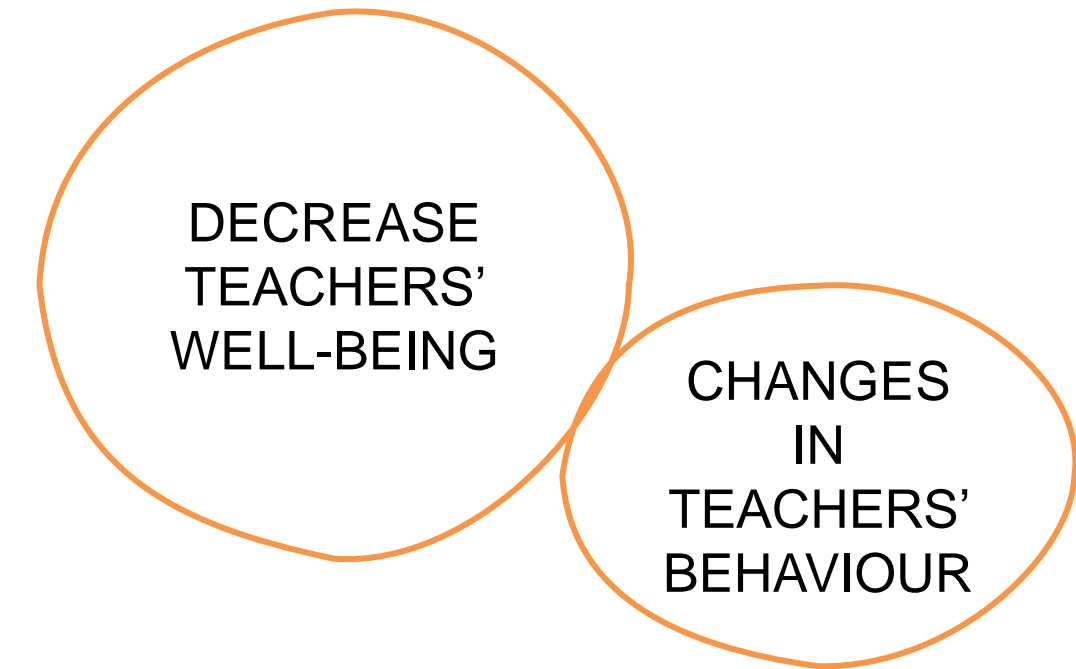
*“Difficult relationship with parents is something that can **really break some people down** in the long run.”*
(Female, Secondary school)

*“The fact that parents are there doesn't mean that parents are in charge of their children's school life, **children should be as autonomous as possible**, and I don't see that. I see a worsening from this point of view, from year to year... **a lack of ability to take responsibility for school life on the part of the students themselves.** [...]. **Some students really have a great need for autonomy and independence**, which is being held back by their parents for fear of losing them, and instead, they need to grow up gradually, it's not that tomorrow these children will improvise themselves as 18 years old, we must bring them to have the maturity of an 18 year old through the steps of evolution.”*
(Female, Secondary school)

DISCUSSION



CHALLENGING



MORE
EXPLORATION
NEEDED

COOPERATION

KEY ASPECT FOR
POSITIVE PARENT-
TEACHER RELATIONSHIP

OVERPROTECTION

ANXIOUS
OVERPROTECTION
(PARENTS' PREMATURE
PROBLEM-SOLVING AND
INFANTILISATION)

EGO-ENANCHING
OVERPROTECTION
(EXCESSIVE PRAISE,
EXTERNAL ATTRIBUTION OF
FAILURE)
(Holmbeck et al., 2002)

OVER-EVALUATION

(Brummelman et al., 2015)



IN LINE WITH
PREVIOUS
RESULTS



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THANK YOU!

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