

Are overinvolved parents a risk factor for students' and teachers' well-being? A qualitative study on teachers' perspectives



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PARENT-TEACHER RELATIONSHIP



Parent-teacher relationship is a pillar of school-family-community partnership (Sheridan et al., 2017)

Positive parent-teacher relationship fosters students' learning achievement and well-being (Smith et al., 2022)

Teachers' perceptions of parents **influence teachers' behaviours** (Zaulaf et al., 2019).

Teachers' perceptions of the **relationship** with parents **affect their sense of efficacy** (Sioni et al., 2010).

Teachers tend to **perceive more negatively** low-involved parents (Zaulaf et al., 2019; Tao et al., 2020).

TEACHERS' WELL-BEING

OVERINVOLVED PARENTS

Parents tend to be **more protective and monitoring** nowadays (Van Petegem et al., 2021).

Parents risk to be highly invested in their child's upbringing (**Intensive Parenting Ideology**, Shirani et al., 2012).

Increasing **children's school anxiety** and decreasing **performance** (Shadach & Ganor-Miller, 2013).

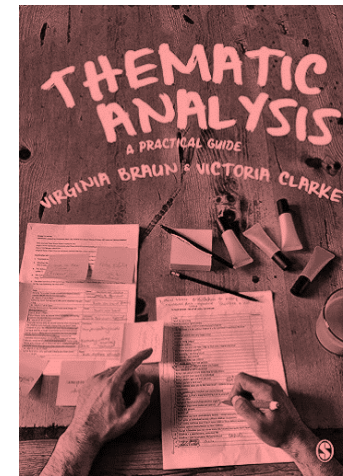
RESEARCH AIMS

RQ1: How do teachers perceive their relationship with parents?

RQ2: Does the parent-teacher relationship affect teachers' well-being?

DATA ANALYSIS

Reflexive thematic analysis
(Braun & Clarke, 2006; 2023)



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

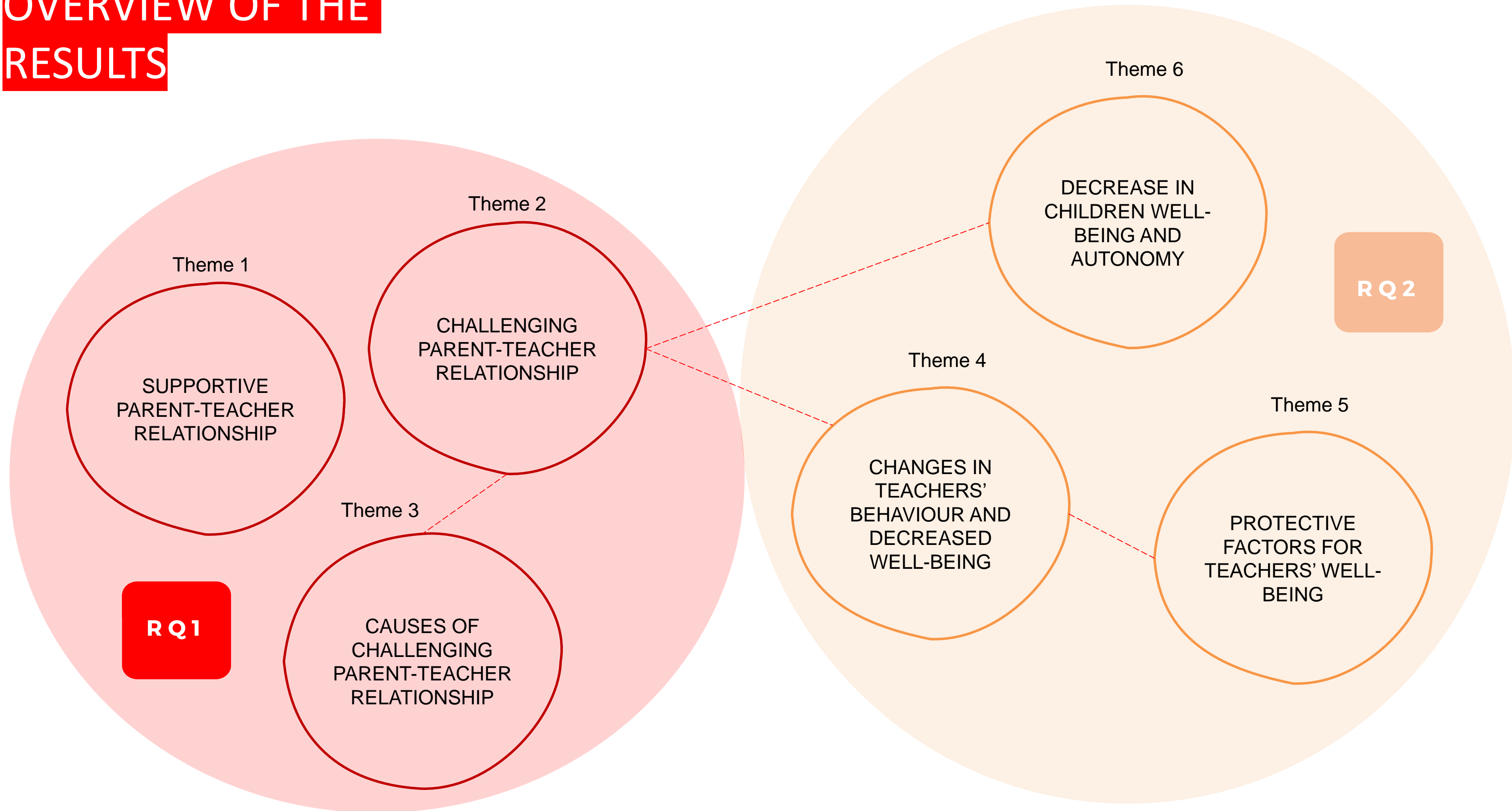


PARTICIPANTS

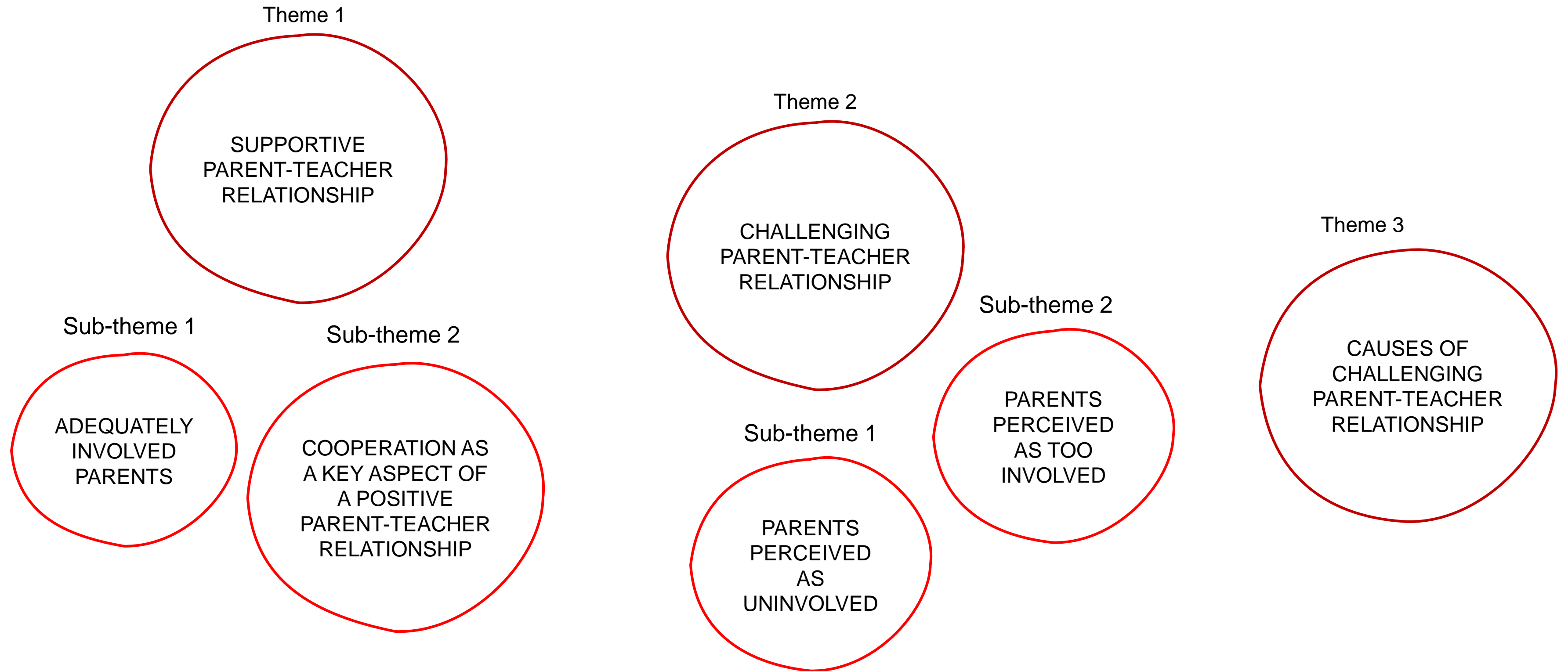
PRIMARY SCHOOL TEACHERS	$n = 8$ $M_{age} = 46, SD = 7.6$ 8 women
MIDDLE SCHOOL TEACHERS	$n = 7$ $M_{age} = 40.8, SD = 10.1$ 4 women, 3 men
SECONDARY SCHOOL TEACHERS	$n = 8$ $M_{age} = 45.9, SD = 9.6$ 4 women, 4 men

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

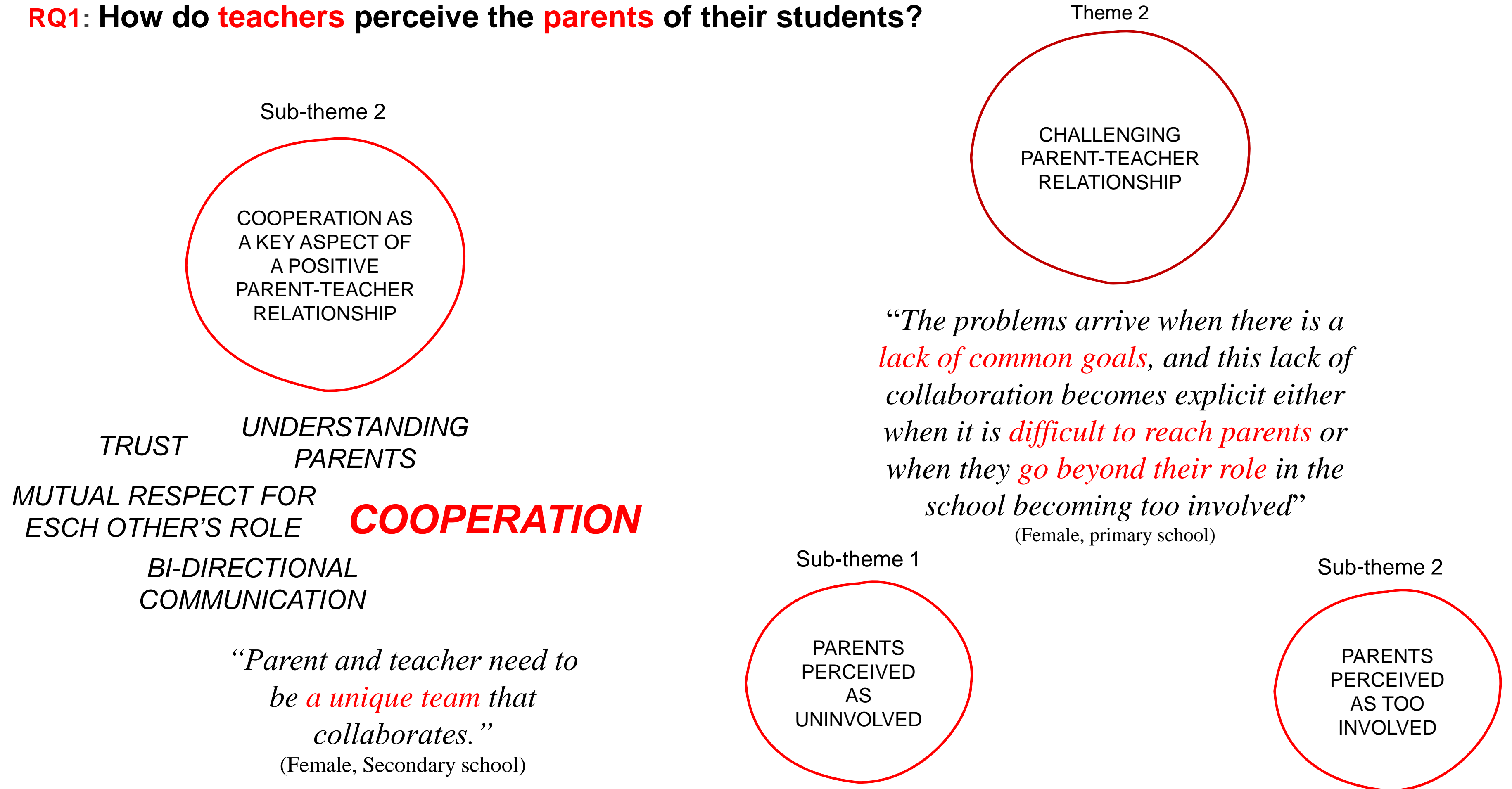
OVERVIEW OF THE RESULTS



RQ1: How do teachers perceive their relationship with parents?



RQ1: How do teachers perceive the parents of their students?



RQ1: How do **teachers** perceive the **parents** of their students?

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)

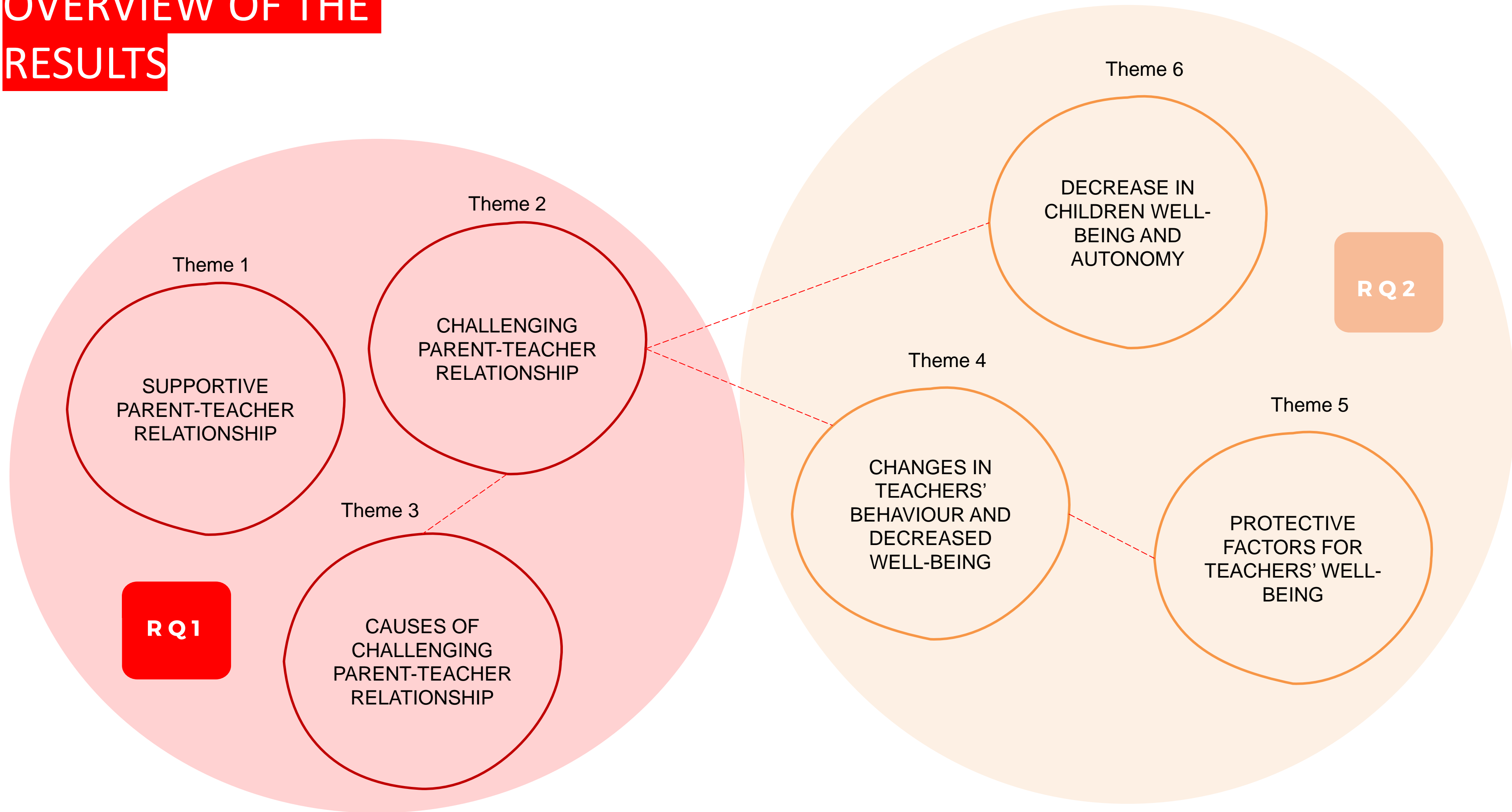
PARENTS WHO CRITICISE THE TEACHERS AND DO NOT RESPECT THE ROLE OF THE SCHOOL

*“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)

Sub-theme 2


PARENTS
PERCEIVED AS
TOO INVOLVED

OVERVIEW OF THE RESULTS



RQ2: Does the parent-teacher relationship affect teachers' well-being?

Theme 4



CHANGES IN
TEACHERS'
BEHAVIOUR AND
DECREASED
WELL-BEING

BEHAVIOURAL CHANGES WITH STUDENTS

“It could happen that the teacher is no longer neutral, sometimes you are a bit stricter with the child of the parent who sent you an arrogant e-mail the day before.” (Male, Secondary school).

INCREASED TEACHERS' STRESS

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

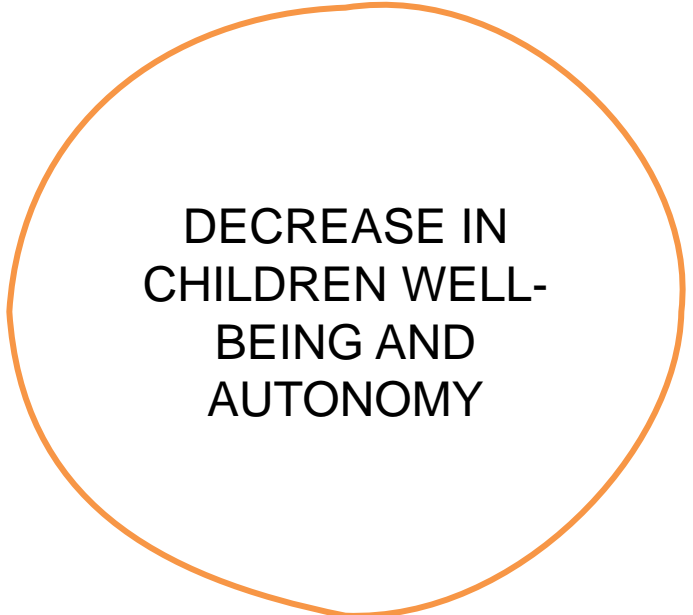
SENSE OF HEAVINESS IN DEALING WITH PARENTS

“[It is necessary to] arrange meetings with witnesses to avoid leaving colleagues alone with some parents, you have to warn the headmaster about some meetings you are going to have... although in my experience it hasn't happened to me many times, it can happen.” (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.” (Female, Secondary school)

Theme 6

INCREASED PERFORMANCE
ANXIETY
DECREASED CHILDREN
AUTONOMY
CHILDREN FEEL ABANDONED



DECREASE IN
CHILDREN WELL-
BEING AND
AUTONOMY

DISCUSSION

COOPERATION

Key aspect for establishing a positive parent-teacher relationship

COMMUNICATION, JOINING, TRUST

(Smith et al., 2022)

OVERLY INVOLVED PARENTS

Parents who justify their children *Parents who protect their children*
Parents who criticise the teachers *Parents with too high achievement expectations*



OVERPROTECTIVE PARENTS

ANXIOUS OVERPROTECTION
(Parents' premature problem-solving and infantilisation)

EGO-ENHANCING OVERPROTECTION
(Excessive praise, external attribution of failure)

(Holmbeck et al., 2002)

DECREASE IN TEACHERS' WELL-BEING

NEGATIVE EFFECTS ON STUDENTS



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THANK YOU!