THE ROLE OF PARENT-TEACHER INVOLVEMENT IN CHILD ADJUSTMENT AND BEHAVIOUR IN DAY-CARE CENTRES

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The relationship and communication between parents and teachers is aimed to share educational goals and decisions, in order to help parents to come to know how to foster children’s learning (Christenson & Sheridan, 2001). Many studies (Arnold, Zeljo, Doctoroff, & Ortiz, 2008; Comer, 1988; Epstein, 1991; Izzo & Weissberg, 1999; Reynolds, 1992) showed that an actual parent-teacher collaboration results in students’ greater school performances and social competences. Parents’ involvement in their child’s school experiences seems to be associated to fewer behavioural problems (Comer, 1984), a smaller percentage of emarginated pupils (McNeal, 1999) and better school results (Stevenson & Baker, 1987; Kohn & Zellman, 1994). The parents’ involvement in children’s kindergarten activities is associated with teacher assessment of child’s linguistic development and emergent academic abilities assessed by teachers (Marcon, 1999) and with child’s motor abilities (Taylor & Machida, 1994).

The role of the relationship between parents and educators for child’s development and wellbeing is relatively unexplored in infancy and early childhood. This work aims at investigating the relationship between child’s behaviour, the parent-teacher relationship and the parents’ satisfaction for the day-care’s activities and features. The study involved 100 families of children (48 boys) with an average age of 27.7 months attending 5 private day-care centres in Rome and province, and 29 day-care educators.

Three questionnaires were administered to the parents in order to assess child’s temperament (QUIT; Axia, 2002); attitudes toward the day-care service (Scopelliti, Musatti, Di Giandomenico, Picchio, & Sposetti, 2009) and parent-teacher involvement (adapted version of PTIQ, Conduct Problems Prevention Research Group, 1995). Day-care educators filled in a questionnaire on job satisfaction, and adapted version of Child Behavior Checklist (Achenbach & Rescorla, 2000) for each child of their class and an adapted version of the PTIQ (Conduct Problems Prevention Research Group, 1995).

Results of correlation analyses show that parents’ satisfaction with material features is associated with their satisfaction with educational features of the day-care. The parent-teacher involvement assessed by parents is negatively associated with parents’ age, education and satisfaction with the day-care services, and is positively correlated with child’s social orientation, emotionality and motor activity.
Keywords:
Parent-teacher involvement; Child behaviour in day-care.

References:


