

THE QUALITY OF TEACHER-MOTHER INTERACTIONS THROUGH MATERNAL REPORTS: A LONGITUDINAL PROFILE ANALYSIS OF SCHOOL-FAMILY PARTNERSHIP

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INTRODUCTION

School-family partnerships refer to a specific type of relationship characterized by :

- Collaboration between parent and teacher
- Joint ownership of responsibilities and accountability
- Equality and Power-sharing
- Captured by the quality of teacher-mother interactions

Goal: Promote child academic outcomes (1).

Strong school-family partnership is believed to improve children's **academic achievement** (2), and **intrinsic motivation** (i.e., enjoyment and interest for school) (3).

OBJECTIVES

1. Identify various trajectories of teacher-mother interactions during the elementary school years, from ages 6 to 10.
2. Identify the prospective association between the profiles of teacher-mother interactions and children's level of intrinsic motivation, self-perceived ability, and academic achievement at age 12.

METHOD

- **Quebec Longitudinal Study of Child Development.**
- **Sample:** 1,486 participating children (51.4% boys) born in 1997–1998 in Quebec, randomly selected from the Quebec Master Birth Registry.

Measures

Predictors (from age 6 to 10)

- Quality of teacher-mother interactions (reported by mothers): Difficulties at home = I talk with the teacher.

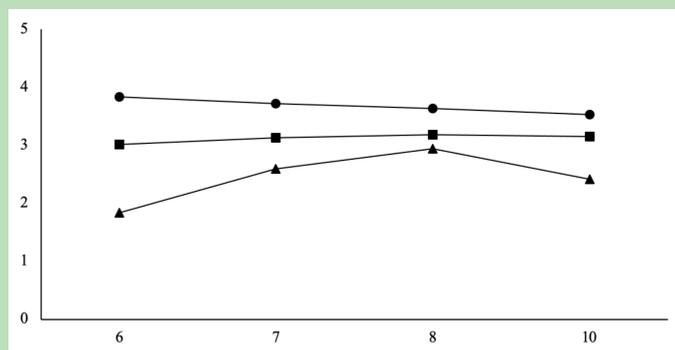
Outcomes (age 12):

- School enjoyment
- Self-perceived ability
- Academic achievement (% in Math and Language Arts)

Covariates (age 5):

- Socioeconomic status
- Maternal age and education
- Child externalizing and internalizing problems
- Sex of the child
- Dimensions of parenting

RESULTS



Trajectories of teacher-mother quality interactions at 6, 7, 8, and 10 years of age, using Latent Class Growth Analysis:

1. High steady linear trajectory of **good teacher-mother** quality interactions (n=909; 61.9%)
2. Moderately-high quadratic trajectory of **teacher-mother** quality interactions (n=512; 34.4%).
3. Low/dysfunctional quadratic trajectory showing **difficult teacher-mother** interactions (n=68; 4.6%).

Table 1| Associations between trajectories of teacher-mother quality interactions and child school enjoyment, self-perceived ability, and academic achievement

	School enjoyment	Self-perceived ability	Academic achievement
	β (95% CI)	β (95% CI)	β (95% CI)
<i>Covariates</i>			
depressive symptoms	.04 (-.02; .10)	.06 (.00; .12)	.11 (.04; .17)
hyperactivity/ inattention	-.08 (-.15; -.01)	-.16 (-.23; -.09)	-.21 (-.29; -.13)
opposition	-.03 (-.10; .04)	.05 (-.02; .12)	-.05 (-.14; .03)
non-aggressive behaviors	.02 (-.05; .09)	-.03 (-.10; .04)	-.07 (-.14; .01)
ineffective parenting	-.03 (-.10; .04)	.00 (-.07; .07)	.12 (.04; .19)
consistent parenting	.04 (-.02; .10)	.06 (-.01; .12)	.07 (-.01; .14)
positive interaction	.02 (-.04; .08)	-.02 (-.08; .04)	-.08 (-.15; -.01)
<i>Predictors (vs high/ steady)</i>			
moderately-high trajectory	-.04 (-.10; .02)	-.02 (-.08; .04)	.05 (-.02; .12)
low/ dysfunctional trajectory	-.05 (-.11; .01)	-.07 (-.13; -.01)	.01 (-.07; .09)

Predicting school enjoyment, self-perceived ability, and academic achievement from trajectories of teacher-mother quality interactions.

- Difficult teacher-mother interaction can be a risk factor on self-perceived ability of children at age 12.

DISCUSSION

- A difficult interaction between the teacher and the mother has an impact on child academic outcomes (4-6).
- But why a difficult interaction is associated with decreased in child self-perceived ability but not in academic achievement?
 - Being a witness to difficult mother-teacher interactions or the mother's dissatisfaction with the teacher could affect the child's confidence and self-perception.

Strength & Limitation

- We did not take into account the perception of the teacher about the interaction with the mother
- Data missing completely at random
- First Quebec longitudinal study on the impact of mother-teacher interactions and self-perceived ability

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