Psikologia : Jurnal Pemikiran dan Penelitian Psikologi

Contextualizing primary school teachers' perception of the parent-child relationship

Erikson Saragih[*1] ⓘ, Haida Umeira Hashim[2] ⓘ, Ayesha Junaid[3] ⓘ, Tiarnida Nababan[4] ⓘ, Tiorika Nababan[5] ⓘ

[1]*Department of Linguistic, Universitas Sumatera Utara, Medan, Indonesia*
[2]*Academy of Language Studies, Universiti Teknologi Mara, Shah Alam, Malaysia*
[3]*Acentre for Languange Development, Forman Christian College University, Lahore, Pakistan*
[4]*Department of Nursing, Universitas Prima Indonesia, Medan, Indonesia*
[5]*Department of Nursing, Universitas Prima Indonesia, Medan, Indonesia*
[*]Corresponding Author: eriksonsaragih@usu.ac.id

ARTICLE INFO

How to cite:
Saragih, E., Hashim, H.U., Junaid, A., Nababan, T., & Nababan, T. (2024). Contextualizing primary school teachers' perception of the parent-child relationship. *Psikologia: Jurnal Pemikiran dan Penelitian Psikologi, 19*(2), 138-147.

ABSTRACT

The most crucial relationships for students' social and emotional development and wellbeing are those between parents and pupils. While there is a wealth of research on programs to enhance parent-child connections, few are designed for use by educators in early education and care settings. This study aims to describe teachers' comprehension of the parent-child relationship concerning social and emotional development, the teacher's role in fostering the parent-child relationship, and the forms of teacher support in the parent-child relationship. This research method is a qualitative descriptive study with a phenomenological design involving six school principals and twenty teachers at the elementary education level as research subjects. The results showed that early education teachers were reluctant to contact parents, although acknowledging the importance of parent-child interactions. Teachers tended to be unwilling to impart their knowledge to parents since it was primarily implicit and derived from observations and real-world experiences. Teachers want theoretical, supported evidence methods to deepen their understanding and enhance everyday activities that strengthen parent-child interactions. The results are crucial for creating a parent-child connection program led by educators for implementation in educational and childcare facilities. A comprehension of educators' regular practices, their function in promoting parent-child connections, and children's social and emotional development should be explored to guide the creation of an educator program. These results are crucial for creating a parent-child connection program developed by educators for use in educational and childcare settings.

Keywords: teachers' perception, relationship, parents, children

1. Introduction

In early childhood education, the interaction between teachers and students greatly influences the formation of children's character. However, another aspect that has received less attention from educational academics is the interaction between parents and children, which is also an essential aspect of supporting children's development, mentally and physically. The interactions children build in the beginning considerably impact their ongoing emotional and social growth, and their relationship with their parents is the most important and impactful among these ties. (Hu et al., 2020). The wellness of children and their adaptive development of children depends on fostering parent-child relationships and connections. Early childhood education is well known for providing various benefits for developing parent-child interactions. However, early childhood education offers programs or interventions designed especially for teachers to promote parent-child connections (Alwaely et al., 2021). Although preschoolers spend much time with teachers in the early years, little is known about their strategies to improve parent-child connections. (McKown, 2019).

It is essential to establish this awareness to influence the development of interventions to create pertinent, practical, and sustainable professional learning programs. (Brackett et al., 2019). This awareness will promote educators' daily practices and foster parent-child relationships to fill in target gaps in educators' competence and practices. Teachers working in early education settings have the potential to build long-lasting, stable relationships with children who are in their care for more extended periods. Additionally, they can significantly impact how young children interact with one another in these settings (Joo et al., 2020).

Teachers should work together with parents as they contribute to building relationships with children (Comer et al., 2019), with a particular focus on relational factors such as the kind and quality of relationships and interactions (Nguyen et al., 2020), which have been found to support children's positive social and emotional effects. With the help of organizations like the Indonesian Primary School Teachers Association and the Indonesian National Quality Standard, early childhood teachers are encouraged to engage in activities that will strengthen their relationships with parents and students. Although the act of building solid relationships with parents is urgently required, many educators at this education level admit that it is rather complicated. In Indonesian education, teachers may be reluctant to engage in meaningful interactions with some families due to diverse family origins and distinctions in ethnicities, cultures, socioeconomic statuses, faiths, and languages. Relationships between teachers and parents are founded on strengths that involve understanding, efforts, skills, attitudes, and commitment (Suyadi & Selvi, 2022). It is recommended that teachers and parents collaborate and treat each other with respect in the Indonesian educational system using a partnership model of teacher association services (Kawasaki et al., 2020). Bronfenbrenner's ecological systems theory (Vaezghasemi et al., 2023), which highlights the critical role of families in children's lives and the need to empower them to make decisions for their children, is the foundation of this partnership model. Further, it acknowledges how children have grown up within the relationships between the broader societal, familial, and communal levels. Family-centred practice, a style of collaboration used in Indonesian primary school settings, emphasizes engagement and developing bonds of respect and confidence between teachers and parents (Sujarwo et al., 2022).

A vital component of the family-centred approach is helping parents feel empowered. (Pedersen et al., 2019). However, investigation into educators' involvement in the family unit's policies indicates that (i) teachers must also build relationships and (ii) relationships with families are impacted by educators' perceptions of authority and respect. In the context of learning practice in the family unit, empowerment is gaining access to knowledge, expertise, and other assets that affect one's ability to make decisions and solve problems. (Mas et al., 2019). When completing early education training courses, educators in Indonesia expand their professional understanding of how children learn and grow by being exposed to various theoretical frameworks (such as cognitivist, behaviourist, humanistic, and psychodynamic). Educators' practices are informed by various theoretical views, allowing them to ponder their practices with more excellent knowledge.

However, as teachers invest more time in building repetitive activities, they become less aware of their learning performances and instead rely on routines that have proven successful while rejecting those that have not. (Çiftçi et al., 2022). As a result, educator knowledge becomes more dependent on instinctive routines (practices devoid of reflection and thought), and their work might involve tenuous or absent theoretical linkages. It has been suggested that reflective thinking is a means for teachers to gain insight into their own experiences and views and to create connections between their teaching methods and theoretical frameworks. (Watts, 2019). It may be feasible for educators to re-engage with theoretical perspectives and help them comprehend the theoretical stances that inform their everyday work. It can be carried out by motivating educators to engage in reflective activities that gather information on the sources of information, how it influences knowledge, and what experiences have influenced knowledge and practice.

Empowering educators by expanding their understanding of parent-child interactions and how children develop emotionally and socially through contemplation could provide them an assurance to share their practices and knowledge with parents and promote interactions between parents and children (McGarr, 2021). It investigates educators' understanding of and involvement in promoting parent-child interactions and kids' social and emotional development.

The study's findings are expected to further investigate the advantages of enhancing the psychological bond between parents and children, add to the body of knowledge regarding the advantages of a positive parent-child relationship, and help raise the standard of early childhood education in Indonesia. The study's primary goals are to determine how instructors understand the relationship between parents and children regarding social and emotional development, their role in fostering this relationship, and how they assist their children.

2. Method

The present study employs a qualitative research approach with a case study design. The research was conducted for six months in the 2022/2023 academic year to ten kindergarten-level education in Medan, North Sumatra province. The current study employed a qualitative descriptive study design with focus group discussions as a method for gathering information to get educators' perspectives on (a) children's social and emotional development, (b) parent-child relationships, and (c) supporting and fostering parent-child relationships and children's social and emotional development. This qualitative descriptive research used semi-structured questions in a focus group setting to encourage and promote discussion among teachers and examine their expertise and routine behaviours in fostering parent-child interactions.

Principals and teachers at ten early childhood schools in Medan, Indonesia, were given Plain Language Statements outlining the purpose of the study and the procedures for participant engagement. Before conducting the focus groups, the principals and teachers of the early childhood schools were asked to provide written informed permission. All focus groups were recorded on audio, and the conversations were verbatim transcribed. Focus group discussions typically lasted 60 minutes, ranging from 30 to 90 minutes. To determine teachers' understandings, expertise, and viewpoints, the format of the talks included an introduction to each topic, a general inquiry, and, if necessary, additional specific questions.

Ten headmasters spoke on the subjects of parent-child relationships and the social and emotional development of children, and they were invited to participate in future focus groups. In addition to encouraging their teachers to participate in the focus groups, six headmasters nominated themselves for their services. The first author conducted ten focus groups, with two-thirds of educators participating in each session. Twenty teachers participated in a more significant focus group of 28 teachers. All teachers gave demographic information: 100% female teachers, 50% between 26 and 40, 39% over 40, and 11% between 18 and 25 years old. Most (82%) were teachers with diplomas or certificates who worked full-time in early education/primary education levels and had more than ten years of experience.

Inductive theme analysis was used to identify, examine, and report on patterns discovered in the research data. The themes were not driven by theory but were directly tied to the data. The research team adhered to Braun and Clarke's (2006) five phases for inductive thematic analysis: (1) familiarizing oneself with the data, (2) generating initial codes, (3) searching for themes, (4) refining, and (5) defining and labelling themes. The research team verified that an agreement had been reached by cross-checking the selected themes to present an accurate account of educators' viewpoints. This paper aims to comprehend educators' routine activities and their comprehension of parent-child connections and youngsters' psychological and social development.

3. Result

Based on the objectives of the study, there are four themes presented as the findings: (1) the Teachers' Knowledge of Parent-child interaction; (2) The effects on educators' understanding; (3) the Role of teachers; and (4) Learning.

Teacher Knowledge of Parent-Child Interaction

Teachers were happy to discuss their opinions on how children develop socially and emotionally and parent-child relationships. They discovered the factors influencing children's growth and social and emotional competencies and methods for fostering such competencies. Children may feel protected and supported through consistent approaches in the family, school, and cultural contexts, which were recognized as crucial contexts. According to one instructor, developing familial ties and trusting relationships is crucial for children's emotional and social growth.

> *"I think that all relationships between parents and students play an important role in developing their emotional and social growth"*.

Social and emotional abilities that educators could easily discern in youngsters include the ability to control emotions, show empathy, create, work in, join, and remove from peer groups, share, collaborate, and develop attachments and relationships. According to two teachers, children's emotional and social growth ranges and differs based on the children's age. Several teachers talked about how to handle emotionally distressed kids who have trouble leaving their parents and adjusting to school. They understood that fostering the children's comfort and offering them love, support, and confidence helps them develop emotional resilience and competence. The following quotation exemplifies the results:

> *In the morning, some children need to be greeted warmly. They rely on parents' warm attention and the emotional reassurance of greeting the parent. For me, I ask them when I come in: 'Did you have a good morning? You must assist them in developing their emotional intelligence and adaptability.*

The teachers agreed that parental-child interactions and growth are essential for children's wellbeing. Childhood social and emotional skill development was thought to be crucial for children's social development and interpersonal connections. For many educators, social and emotional development is the most critical component since it is essential for lifelong learning and impacts all other areas of children's growth and learning, as the following statement highlights.

> *It is the most significant component of being human; in my opinion, an individual's emotional and social growth forms the basis of their existence. It's wrong if we fail to comprehend that correctly. It impacts every other learning and growth.*

The following educator's statement reflects the consensus among educators that the parent-child relationship is the most crucial relationship for a child:

> *It is the most crucial component of anything. Your parent(s) are the ones you look up to the most because they are your primary teachers. They experience emotions similarly. Teachers' knowledge varied when asked how parent-child interactions impact children's emotional and social development. They demonstrated either a basic understanding (naming or labelling children's social and emotional skills) or an advanced understanding and interpretation (discussing children's development in more detail, presenting examples of children's social and emotional skills, and pointing out the impact of development on children's social and emotional skills).*

Most teachers could identify, on a basic level, the elements of healthy and unhealthy relationships and the various ways in which parent-child relationships impact children's social and emotional growth. Fewer teachers demonstrated a more sophisticated knowledge of the impact of parent-child relationships on kids' social and emotional development, as seen by their in-depth descriptions of kids' behaviours and results. When contrasted to children with positive parent-child relationships, those with poor parent-child relationships were more likely to be outwardly emotional, upset, angry, violent, aggressive, detrimental, less open-minded, and less enthusiastic about learning. The teachers also found that these children were typically less socially and emotionally stable. According to a teacher, if there is a bad link between the child and parent, such as when the parent is cold and unresponsive, the youngster may seek emotional assistance from other family members. An instructor noted that an "unstable" parent-child relationship impacted the child's social and emotional development:

The Effect on Educator's Understanding

Teachers spoke about the various influences on their understanding of social and emotional development and parent-child relationships: A combination of practical and personal experience, theoretical understanding, and self-awareness.

The teachers described this as one of the key factors influencing their understanding, and it involved seeing and speaking with parents and kids. Teachers said they spent time with children, saw how children made friends and interacted with each other and their parents, and watched how kids acted socially and emotionally. Most teachers stated that when parents dropped off and picked up their kids from school, they saw their children's interactions with their parents (discipline, warmth, responsiveness, and tone) and relationships (attachment). In the data, the following quotation serves as an example of this:

> *You may not say much, but as a teacher, you always watch as they drop off and pick up their children.*

Teachers have the chance to learn more about children and their families as a whole through conversations with parents as well as children. Teachers could comprehend the connection and nature of the parent-child relationship through conversations with parents. Not every parent, though, was willing to share. Several instructors discussed the importance of knowing the families, parents, and kids who come to their centres. They are aware of the effect this has on their awareness and, as a result, their comprehension of how parents and children communicate with one another and how children grow socially and emotionally, as evidenced by the statement that follows:

> *Knowing your parents will help you to know what to do. It would help if you learned what they are like at home, how they interact with their child, and how that all works.*

Most teachers did not readily participate in theoretical conversations during the interviews or refer to their theoretical understandings when discussing children's social and emotional growth. However, they acknowledged the importance of theoretical knowledge. Theoretical-minded educators understood that their theoretical expertise depended on their academic preparation level and familiarity with children's phases of development.

Some teachers said that a wide range of qualifications from numerous training organizations influenced educators' knowledge levels. This comment illustrates how a theoretical understanding of children's development and relationships was acknowledged as having a significant impact on teachers' knowledge:

> *To better serve our students, educators need to understand what a two-year-old's or a three-year-old's brain looks like. Based on what I have seen, that is precisely what we want. The better-educated teachers are, the more they comprehend.*

It has been acknowledged as impacting educators' understanding of healthy parent-child relationships, especially parenting techniques. A few teachers mentioned that they were parents and drew on their own experiences of rearing their kids. As evidenced by educators' comments, intuitive knowledge was also frequently referred to as "just knowing" or "knowledge by instinct." Beliefs that amount to knowledge based on intuitions include:

> *"....You can see the social and emotional effects. You simply have a gut feeling."*
> *" It's difficult to pinpoint what it is, but there seems to be an atmosphere surrounding it."*

The Role of Teachers

Some of the most diverse responses came from teachers when they were asked about their role in fostering parent-child relationships, including (a) fostering parent-child relationships, (b) unwillingness to foster parent-child relationships, (c) fostering parents and children but not their relationships; and (d) difficulties in fostering relationships between parents and their children.

Some teachers have recognized that strengthening parent-child connections is a part of their responsibility to provide for children. The following comment reflects their belief that it is pertinent to their profession, a component of their duty of care to children, and that it is crucial to be encouraging, nonjudgmental, and to engage in dialogues with parents to foster parent-child interactions:

> *You simply act in the child's best interests. You are aware that you are responsible for taking care of the children; therefore, you know you will act in their best interests. Yes, it would help if you talked to the families about the circumstance (the parent-child interaction).*

As some parents will seek an educator's help, these teachers felt at ease discussing social and emotional growth and parent-child relationships with parents:

> *Yes, they could feel uneasy and out of their element. I have some information about... Would you like me to bring it in? I have some minor signs, or a red flag might appear, which is why our role is crucial.*

Some teachers said they hesitated to encourage relationships between parents and children and were uncomfortable doing so. They believed it was outside the scope of their responsibilities since they had the training necessary to assist families in this way, and they did not feel confident contacting parents. They added that it was challenging to know whether to intervene in the relationship and that their duty was limited to giving parental assistance until a "certain point." Their reluctance to participate is highlighted by the teacher's remarks that follow:

> *It is a thin line, that one. To understand what is happening, you try to bring up the matter in a non-confrontational manner, but aside from that, not really. We do not usually approach someone and suggest they do something more frequently. You cannot barge into someone else's life.*

Some teachers avoided openly responding to these questions because they found it challenging to discuss how they foster parent-child interactions. Instead of talking about the parent-child relationship, they talked about how they help parents, families, and children:

> *We are strengthening our relationship by emailing the portfolio to parents. If there is an issue, simply calling a parent and informing them that something has happened and that the child is fine is sufficient.*

Having challenging discussions with parents (like bringing up developmental and behavioural concerns), obstacles to communication (English as a second language), the teacher's levels of knowledge, and parents' perceptions of educators' knowledge and skills are problems that have been recognized. Lack of time for teachers to speak with parents was the main obstacle to aiding parents. There were few chances to speak with parents, many of whom were absent or failed to interact with teachers at drop-off and pick-up times, according to several. One teacher said she had trouble connecting with parents because of a shortage of time:

> *As a member of the "care" profession, I believe you would find it difficult in the current environment. The climate of a very busy, highly professional, and fast-paced life. Sometimes, we lose that connection, or it is challenging to build one since we might not see our parents or experience similar circumstances.*

Building relationships with parents was crucial for having difficult discussions with them because complicated conversations (about behavioural or developmental concerns) with parents become more challenging if there is a poor relationship between the educator and parent. Teachers also listed language barriers between parents and teachers and the lack of parental involvement as daily struggles.

Some teachers cited the disparity in knowledge and abilities among teachers as problematic since they believed it affected teachers' capacity to interact with parents. The teacher who is listed below was curious to discover how knowledgeable and skilled the other teachers were:

Finding ways to give the educators the strategies they require to support parents [would be easier] if I was able to gain a better knowledge of what they have learned and their skills—coming from various institutions and us understanding what they know.

Some teachers have observed that some parents are unaware of their teachers' knowledge and abilities. They acknowledged that parents view teachers more as "babysitters or carers" than professionals with the knowledge and abilities to educate children and advance their growth.

Learning

In terms of learning development, teachers recognized the importance of personal continual learning and the growth of knowledge and skills to support healthy parent-child connections and children's social and emotional development. Discussions among teachers centred on identifying their present knowledge and constructing future knowledge.

Emphasizing themes related to parent-child relationships or emotional and social growth was not something that teachers could recollect in their professional development. Most teachers admitted that they had never had the chance to get involved in professional development on how children grow socially and emotionally or how parents and children interact. Additionally, they admitted that they are not actively taking professional development courses on these subjects and are unaware of any continuing professional development seminars in these fields. Some teachers had attended seminars on children's social and emotional development; however, they felt these only supplied the most fundamental information. They would have preferred more theoretical material and guidance on applying their theoretical understanding to comprehend the effects of children's social and emotional development and relationships on the results they receive.

Teachers offered advice on the approaches that helped their continued learning about social and emotional development and parent-child connections. The most common format recommended by educators was practical learning approaches, which included role plays, real-world examples and solutions, interactive centre-based activities, hands-on, in-person learning, and visual learning. One educator suggested that monitoring and continuing learning would be crucial to encourage excellent practices in elementary school settings. Numerous instructors have also talked about peer assistance learning. Educators viewed Peer support as an essential tactic to acquire continual understanding and knowledge in the context of their professional activity. A few teachers realized that it helped them learn and develop their talents to have a good, encouraging mentor:

It's about good, important mentoring in our profession. My mentor had quality practices that I was able to role model along the way, and I think I've just taken that with me.

Several teachers also stressed the value of cooperating as a team with other teachers through peer support, mentoring, in-the-field observations, and information sharing. To assist their work with parents and families, teachers have adopted the successful technique of exchanging theoretical, practical, and family information between coworkers.

Most teachers wanted to continue their education to help better parents and kids, their relationships, and their growth. It was commonly agreed that educators needed to continue their professional development in parent-child relationships, children's social and emotional development, and parent-child connections. They were especially eager to increase their theoretical understanding to better communicate with their parents. Future professional development was viewed as a positive, ongoing strategy for enhancing educators' knowledge and abilities. They addressed topics that might increase their understanding, how to grow their skills, and how to use sources that might be available.

Many teachers stressed the value of working with parents and said they would gain from upcoming professional development that concentrated on cultivating parental relationships. Establishing a connection, according to one educator, is the key to achieving children's learning objectives:

If we are discussing relationships, we need to be prepared. If we returned to the five essential Learning Outcomes1, none would be possible without the fundamental links.

Teachers frequently mentioned needing support while speaking with parents, especially when dealing with challenging situations and behaviours. This quote reflects some teachers' suggestions that advice on how to approach parents might be helpful:

... since some educators are unsure of how to strike up a dialogue. They are only frightened or anxious.

Several teachers expressed a need for more in-depth information on children's emotional and social growth and parent-child relationships to be shared with parents. According to one educator, more details are needed about the correlation between parent-child relationships and children's social and emotional development. As emphasized by the following teacher, several teachers recommended that the content be up-to-date and include practices based on evidence so they can communicate with parents the knowledge derived from theoretically grounded empirical evidence rather than their personal views.

The most essential interpersonal abilities teachers recognize as supporting parent-child connections are confidence and communication across all focus groups. Excellent communication and relationship-building with parents were considered essential components of a teacher's job. According to some teachers, good communication skills lead to more self-assurance, as this teacher's example demonstrates:

You gain the ability to communicate with families through experience. I wasn't particularly self-assured at first, but I eventually learned how to interact with others.

Education professionals also place a high value on the ability to work collaboratively with classmates and parents. Sharing knowledge was viewed as a more collaborative method of working for the benefit of all parties (parent, child, and educator) instead of lecturing and evaluating. The results of focus groups with elementary school teachers demonstrated that teachers knew the significance of children's social and emotional development and parent-child connections. They were eager to share their thoughts and gave numerous examples of how they had seen or dealt with relationships and child development as teachers. Furthermore, they realized the importance of relationships in children's social and emotional development and the impact of early social and emotional skill development on all other aspects of development, health, and wellbeing throughout a person's life.

Teachers understood the importance of having good relationships and interactions with parents, including forming partnerships and working together to boost children's development and learning. They concluded that children are more likely to benefit from interpersonal factors with parents (communication, support, understanding child-rearing practices, attitudes, and knowledge) than from general parental participation in structured events like Mother's Day and Christmas activities. Although they knew the importance of conceptual knowledge about children's social and emotional development and relationships, teachers did not always put this knowledge to use. Many educators want to be exposed to theory and evidence-based approaches to support their frequent encounters with parents and kids.

4. Discussion

The study shows stronger links between the home and primary school environments and children's adaptive development. The links were connected to meaningful interactions between parents and teachers, and these ties are allegedly necessary to assist them. This link is in line with the findings of previous researchers about the link between the school environment and students' emotional and social development. (Sökmen, 2021; Cairns, 2019). Many teachers were unwilling to encourage the parent-child relationship despite their readiness to participate in developing relationships with parents. Children's behaviour and relationships between parents and children have been shown to improve when parent-child connections are supported; parents also report having a greater trust as parents and having higher parenting, empathy, and skills in communication. The improvement of parent-child interactions may result from educators sharing their understanding of kids' growth and helpful parenting techniques with parents.(Gross et al., 2020).

It has been shown that educators must have specific expertise to communicate with parents about their child's growth. Teachers can consider their work from various perspectives with the help of theoretical and developmental knowledge. (Silver & Zinsser, 2020). As these data demonstrate, educators' knowledge typically derives from personal experiences and exposure to real-world situations, which allows them to form knowledge and shape practices. An insight, intuition, or "knowing" gained by repeated exposure to distinct and situation-specific personal experiences, observations, and actions is known as implicit knowledge. Cognitive, emotional, and evaluative aspects influence educators' ability to participate in holistic activities, such as identifying and embracing their children's and families' family beliefs and practices within the early learning environment.

Although it is difficult for teachers to verbalize implicit information because it is unrecorded and based on experiences and observations, this results in educator knowledge and practices that are more often seen and felt than described or shared. To support parent-child relationships, teachers observed that exchanging knowledge and practices with parents was not frequently done. They argued that this was due to educators' lack of self-confidence and communication skills, emphasizing the challenge of verbalizing their implicit

knowledge to parents. It was determined that theoretical, evidence-based knowledge-building was a way to improve teachers' ability to communicate with parents. (Formosinho, 2021).

The results showed that teachers were adept at interpreting parent-child relationships using implicit knowledge because they gave many instances of interactions between parents and children and could utilize narratives to depict both healthy and unhealthy relationships. Teachers' observations of parent-child interactions had the most significant impact on their implicit understanding and knowledge, and practical interaction with parents and kids is an essential component needed for building educators' implicit understanding. (Björklund et al., 2020). Teachers made extensive use of their ability to observe; interactions, occurrences, and accomplishments were analyzed and, as a result, helped them better understand kids and parents.

Most educators were able to provide numerous examples of both positive and negative parent-child relationships. Despite noting a lack of time to observe and interact with parents as a significant hurdle, they showed that they had a strong capacity to measure the status of relationships, leading to their implicit knowledge. By expressing narratives, integrating theories, and reflecting on attitudes, values, and practices, educators can enhance their understanding of implicit understandings and the tools necessary to foster parent-child relationships. (Alharthi, 2023). Previous studies on educator learning integrating multiple resources, such as prior knowledge, pre-service education, practical exposure, and ongoing professional development, may help teachers learn more effectively. To better understand their interactions with children and families and their methods, teachers are urged to undertake self-reflection, which involves examining their ideas and values personally and professionally.

The findings revealed that early education teachers acknowledged the significance of parent-child interactions but hesitated to engage with parents. Teachers' knowledge was tacit primarily, based on observations and practical experiences, contributing to their unwillingness to share their information with parents. Teachers asked for theoretical, evidence-based approaches to expand understanding and improve daily activities in improving parent-child connections. Many educators asked for theoretical information and knowledge of current evidence-based methods relating to parent-child connections and kids' social and emotional development to deepen their understanding and increase their self-assurance while speaking with parents. Building on implicit knowledge with explicit knowledge (specific and unambiguous information) related to theoretical concepts and current research may substantially impact the quality of care and education a teacher provides, underscoring the importance of incorporating both explicit and implicit knowledge when interacting with parents and children. Therefore, educators can develop the skills and confidence required to promote parent-child relationships by incorporating academic methods and concepts with implicit knowledge.

This study contributes to the limited formal evidence of teachers' awareness of parent-child interactions and their role in supporting those ties and children's social and emotional development. The importance of interactions between parents and children for children's social and emotional development was acknowledged by educators, who also showed complete awareness of the aspects that influence, help with, and support children's development. The results of the study indicate that educators can support parent-child relationships. Teachers can advance their expertise and enhance parent-child connections by building on real-world experiences and observations of children and their parents. It has been acknowledged that an essential component needed to further develop skills and knowledge is self-reflective practices and the integration of explicit knowledge (theoretical approaches and evidence-based practices) with already existing implicit knowledge. Giving teachers more information, abilities, and resources might help them become more confident, improve their communication, and adopt more effective daily routines to cultivate further and nourish parent-child interactions, which would then help kids develop socially and emotionally. These findings will significantly influence the development of an intervention available to educators to foster parent-child relationships. This study has successfully provided a thorough explanation of the significance of the parent-child bond from the viewpoint of the teachers.; although this research still has some limitations related to the number of respondents, the duration of the study and the research area. Future researchers are expected to be able to continue the results of this research to obtain a more complete description of the vital role of the relationship between teachers, parents and students in increasing the growth of attitudes and emotions in children at the early education level.

References

Alharthi, M. (2023). Parental involvement in children's online education during COVID-19: A phenomenological study in Saudi Arabia. *Early Childhood Education Journal*, *51*(2), 345–359. https://doi.org/10.1007/s10643-021-01286-y

Alwaely, S. A., Yousif, N. B. A., & Mikhaylov, A. (2021). Emotional development in preschoolers and

socialization. *Early Child Development and Care*, *191*(16), 2484–2493. https://doi.org/10.1080/03004430.2020.1717480

Björklund, C., van den Heuvel-Panhuizen, M., & Kullberg, A. (2020). Research on early childhood mathematics teaching and learning. *ZDM - Mathematics Education*, *52*(4), 607–619. https://doi.org/10.1007/s11858-020-01177-3

Brackett, M. A., Bailey, C. S., Hoffmann, J. D., & Simmons, D. N. (2019). RULER: A theory-driven, systemic approach to social, emotional, and academic learning. *Educational Psychologist*, *54*(3), 144–161. https://doi.org/10.1080/00461520.2019.1614447

Cairns, D. (2019). Investigating the relationship between instructional practices and science achievement in an inquiry-based learning environment. *International Journal of Science Education*, *41*(15), 2113–2135. https://doi.org/10.1080/09500693.2019.1660927

Çiftçi, A., Topçu, M. S., & Foulk, J. A. (2022). Pre-service early childhood teachers' views on STEM education and their STEM teaching practices. *Research in Science and Technological Education*, *40*(2), 207–233. https://doi.org/10.1080/02635143.2020.1784125

Comer, J. S., Hong, N., Poznanski, B., Silva, K., & Wilson, M. (2019). Evidence-based update on the treatment of early childhood anxiety and related problems. *Journal of Clinical Child and Adolescent Psychology*, *48*(1), 1–15. https://doi.org/10.1080/15374416.2018.1534208

Formosinho, J. (2021). From schoolification of children to schoolification of parents? Educational policies in COVID times. *European Early Childhood Education Research Journal*, *29*(1), 141–152. https://doi.org/10.1080/1350293X.2021.1872677

Gross, D., Bettencourt, A. F., Taylor, K., Francis, L., Bower, K., & Singleton, D. L. (2020). What is parent engagement in early learning? Depends who you ask. *Journal of Child and Family Studies*, *29*(3), 747–760. https://doi.org/10.1007/s10826-019-01680-6

Hu, B. Y., Johnson, G. K., Teo, T., & Wu, Z. (2020). Relationship between screen time and Chinese children's cognitive and social development. *Journal of Research in Childhood Education*, *34*(2), 183–207. https://doi.org/10.1080/02568543.2019.1702600

Joo, Y. S., Magnuson, K., Duncan, G. J., Schindler, H. S., Yoshikawa, H., & Ziol-Guest, K. M. (2020). What works in early childhood education programs? A meta-analysis of preschool enhancement programs. *Early Education and Development*, *31*(1), 1–26. https://doi.org/10.1080/10409289.2019.1624146

Kawasaki, H., Yamasaki, S., Rahman, M. M., Murata, Y., Iwasa, M., & Teramoto, C. (2020). Teachers-parents cooperate in disaster preparation when schools become evacuation centres. *International Journal of Disaster Risk Reduction*, *44*(November 2019), 101445. https://doi.org/10.1016/j.ijdrr.2019.101445

Mas, J. M., Dunst, C. J., Balcells-Balcells, A., Garcia-Ventura, S., Giné, C., & Cañadas, M. (2019). Family-centred practices and the parental wellbeing of young children with disabilities and developmental delay. *Research in Developmental Disabilities*, *94*(September), 103495. https://doi.org/10.1016/j.ridd.2019.103495

McGarr, O. (2021). Using virtual simulations in teacher education to develop pre-service teachers' behaviour and classroom management skills: Implications for reflective practice. *Journal of Education for Teaching*, *47*(2), 274–286. https://doi.org/10.1080/02607476.2020.1733398

McKown, C. (2019). Challenges and opportunities in the applied assessment of student social and emotional learning. *Educational Psychologist*, *54*(3), 205–221. https://doi.org/10.1080/00461520.2019.1614446

Nguyen, T., Schleihauf, H., Kayhan, E., Matthes, D., Vrtička, P., & Hoehl, S. (2020). The effects of interaction quality on neural synchrony during mother-child problem-solving. *Cortex*, *124*, 235–249. https://doi.org/10.1016/j.cortex.2019.11.020

Pedersen, G. A., Smallegange, E., Coetzee, A., Hartog, K., Turner, J., Jordans, M. J. D., & Brown, F. L. (2019). A systematic review of the evidence for family and parenting interventions in low- and middle-income countries: Child and youth mental health outcomes. *Journal of Child and Family Studies*, *28*(8), 2036–2055. https://doi.org/10.1007/s10826-019-01399-4

Silver, H. C., & Zinsser, K. M. (2020). The interplay among early childhood teachers' social and emotional wellbeing, mental health consultation, and preschool expulsion. *Early Education and Development*, *00*(00), 1133–1150. https://doi.org/10.1080/10409289.2020.1785267

Sökmen, Y. (2021). The role of self-efficacy in the relationship between the learning environment and student engagement. *Educational Studies*, *47*(1), 19–37. https://doi.org/10.1080/03055698.2019.1665986

Sujarwo, Kusumawardani, E., & Nurmalasari, Y. (2022). Is the motivation and parental involvement affected by distance learning media during pandemic COVID-19? *Cakrawala Pendidikan*, *41*(2), 481–493. https://doi.org/10.21831/cp.v41i2.46265

Suyadi, & Selvi, I. D. (2022). Online learning and child abuse: the COVID-19 pandemic impact on work and

school from home in Indonesia. *Heliyon*, *8*(1), e08790. https://doi.org/10.1016/j.heliyon.2022.e08790

Vaezghasemi, M., Vogt, T., Lindkvist, M., Pulkki-Brännström, A. M., Richter Sundberg, L., Lundahl, L., Silfverdal, S. A., Feldman, I., & Ivarsson, A. (2023). Multifaceted determinants of social-emotional problems in preschool children in Sweden: An ecological systems theory approach. *SSM - Population Health*, *21*(January), 1–13. https://doi.org/10.1016/j.ssmph.2023.101345

Watts, L. (2019). Reflective practice, reflexivity, and critical reflection in social work education in Australia. *Australian Social Work*, *72*(1), 8–20. https://doi.org/10.1080/0312407X.2018.1521856