

# PARENT AND SCHOOL COMMUNICATION



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Does Higher parent and teacher communication Relate to Lower behavioral and emotional distress during pandemic?

## OBJECTIVE

Parent-teacher communications will help children internalize both parents' and teachers' academic expectations (Lv et al., 2016)

family-school interventions enhance children's social-behavioral competence (Sheridan et al., 2019)

only the best family-school partnership related to lower maternal stress (Burke, & Hodapp, 2014)

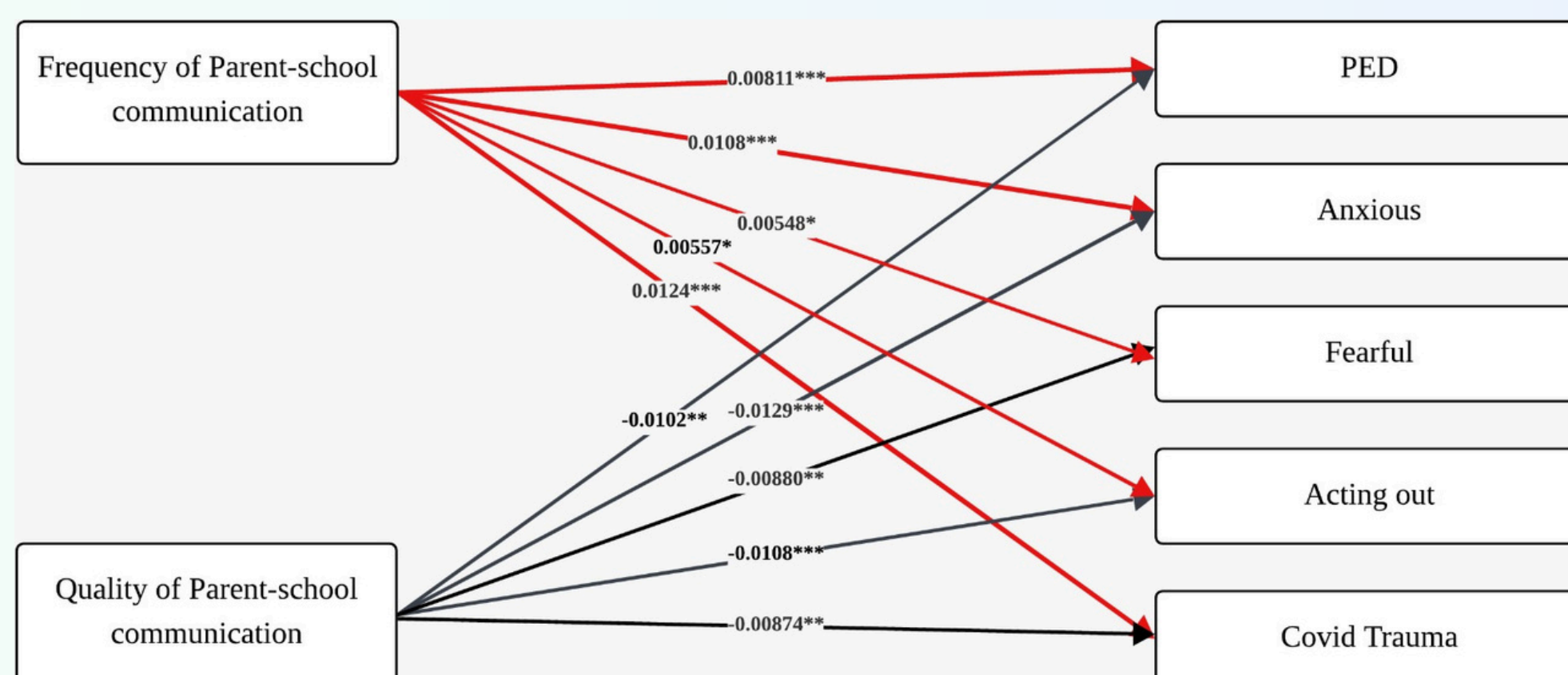
## LITERATURE REVIEW

- ECOLOGICAL THEORY
  - Mesosystem
    - communication pattern between parents and teachers would allow better support towards children
- BOWEN'S (1978) THEORY
  - Tranguation
    - Involvement of teachers would stablize the children's emotions, and reduce distress

## METHODOLOGY (SECONDARY DATA)

- From mid June to early July of 2020 (Tan et al., 2021)
- parents whose children were in the six preschools to fill out a questionnaire
- The children
  - in the 4- to 5-year-olds group (the second grade in preschool)
  - or the 5- to 6-year-olds group (the third grade in preschool).
- The questionnaires were mailed to parents or delivered by preschool teachers during home visitings.
- 504 questionnaires

## STATISTICAL ANALYSIS



## ANALYSIS

- Multiple imputation
  - Negative binomial regression
    - overdispersion in residuals across all models
- The results show that Frequency and Quality of parent-school communication could explain part of behavioral and emotional distress experienced by children
  - All subscales are predicted
- Better parent-teacher communication would benefit children, and support them with regard to their emotional distress.

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