III Międzynarodowa Konferencja
Polskiej Sieci Badawczej Rodzice w Edukacji
(ERNAPE-PL)

RODZICE I NAUCZYCIELE
W KRYZYSOWYCH CZASACH

[PARENTS AND TEACHERS IN CRISIS TIMES]

21–22
maja 2023

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Mapping the field of parent-school relationships: Lessons from the recent literature

Mapując pole relacji rodzice – szkoła:
lekcje z przeglądu najnowszej literatury zagadnienia

Audrey Addi-Raccah (Tel-Aviv University),
Paola Dusi (University of Verona)

Aims

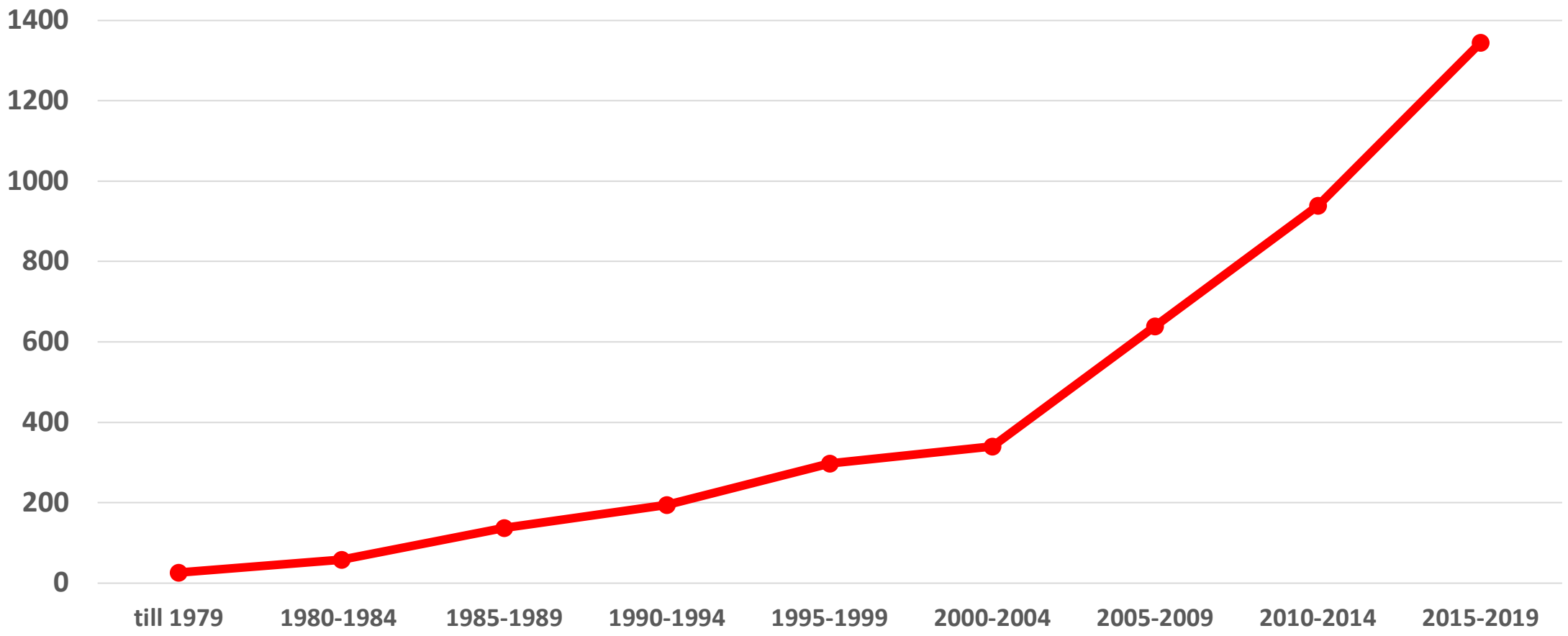
- Our presentation aims to map the field of parent-school relationships *by* synthesizing two studies:

- Addi-Raccah, A., Dusi, P., & Seeberger Tamir, N. (2021). What can we learn about research on parental involvement in school? Bibliometric and thematic analyses of academic journals. *Urban Education*, 0042085921101797 8.

- Dusi, P., & Addi-Raccah, A. (2022). Time to rethink the teacher-family alliance? Central issues in the “pandemic” literature on home-school cooperation. *Encyclopedia*, *26*(63), 7-29.

Number of peer reviewed articles on Parental Involvement by years

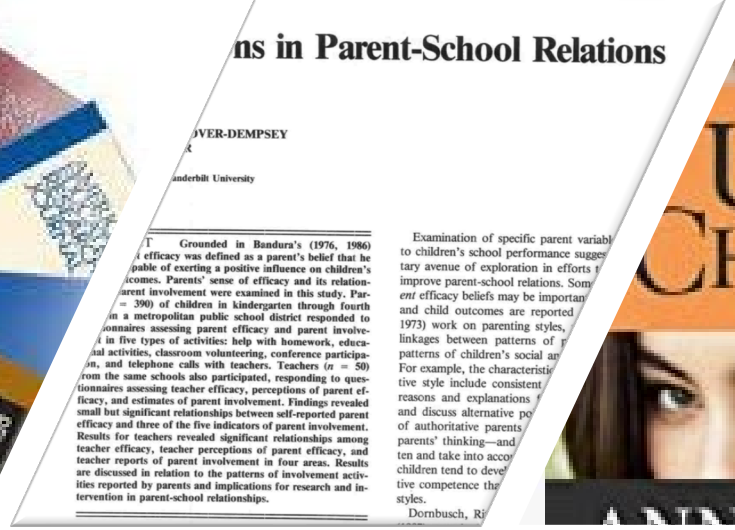
(1968 to 2022; Data based: Web of science, Scopus and Eric)



Two research questions

1. What are the main topics discussed in the field of parent involvement?

2. Were there any changes in the field of research during Covid-19?


ns in Parent-School Relations

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nderbilt University

T Grounded in Bandura's (1976, 1986) efficacy was defined as a parent's belief that he pable of exerting a positive influence on children's comes. Parents' sense of efficacy and its relation- arent involvement were examined in this study. Par- = 390) of children in kindergarten through fourth in a metropolitan public school district responded to onnaires assessing parent efficacy and parent involve- in five types of activities: help with homework, educa- al activities, classroom volunteering, conference participa- n, and telephone calls with teachers. Teachers (n = 50) rom the same schools also participated, responding to ques- tionnaires assessing teacher efficacy, perceptions of parent ef- ficacy, and estimates of parent involvement. Findings revealed small but significant relationships between self-reported parent efficacy and three of the five indicators of parent involvement. Results for teachers revealed significant relationships among teacher efficacy, teacher perceptions of parent efficacy, and teacher reports of parent involvement in four areas. Results are discussed in relation to the patterns of involvement activities reported by parents and implications for research and intervention in parent-school relationships.

Examination of specific parent variabl to children's school performance sugges tary avenue of exploration in efforts t improve parent-school relations. Som *ent* efficacy beliefs may be importan and child outcomes are reported 1973) work on parenting styles, linkages between patterns of p patterns of children's social ar For example, the characteristi tive style include consistent reasons and explanations and discuss alternative po of authoritative parents parents' thinking—and ten and take into acco children tend to deve tive competence tha styles.

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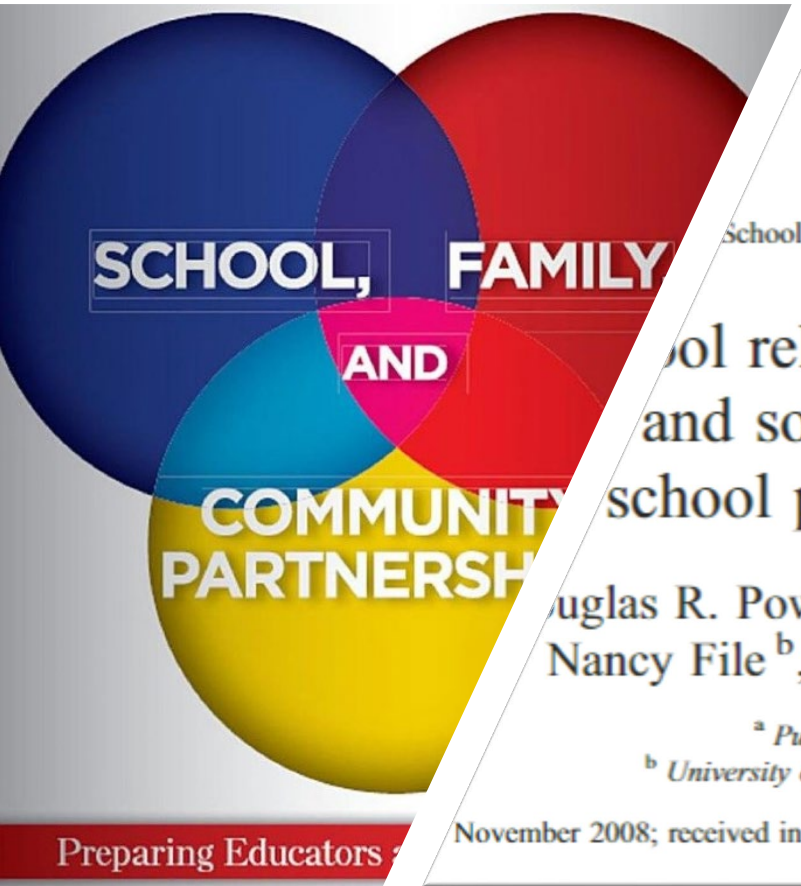

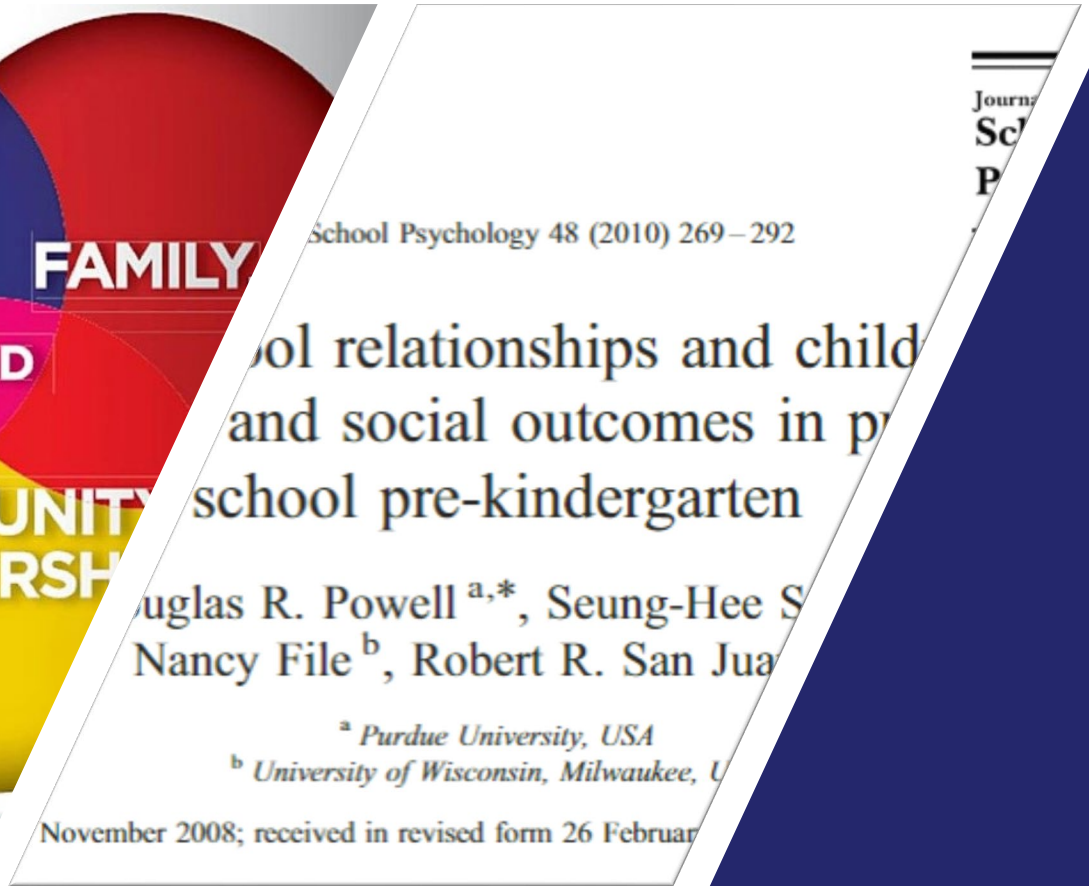
School Psychology 48 (2010) 269–292

ol relationships and child
and social outcomes in p
school pre-kindergarten

uglas R. Powell [a,*], Seung-Hee S
Nancy File [b], Robert R. San Jua

[a] *Purdue University, USA*
[b] *University of Wisconsin, Milwaukee,*

November 2008; received in revised form 26 Februar

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BIBLIOMETRIC ANALYSIS

First research question

- **What are the main topics discussed in the field of parent involvement in academic literature?**

DATA

- Based on 544 articles retrieved from Web of Science
- Year 2014-2018
- *“Parent* engagement” OR “Parent* empowerment” OR “Parent-teacher cooperation” OR “Parent-teacher relationship*” OR “Parent* entrepreneurship” OR “Parent* involvement” OR “Parent-school partnership” OR “Parent-school collaboration” and (school* or teacher*)*
- Thematic analysis of 34 articles ranked Q1

Guidelines for conducting co-words analysis

Use scientific data base: Web of Science

Employ detailed search strings:

"Parent engagement" OR "Parent* empowerment" OR "Parent-teacher cooperation" OR "Parent-teacher relationship*" OR "Parent* entrepreneurship" OR "Parent* involvement" OR "Parent-school partnership" OR "Parent-school collaboration" and (school* or teacher*)*

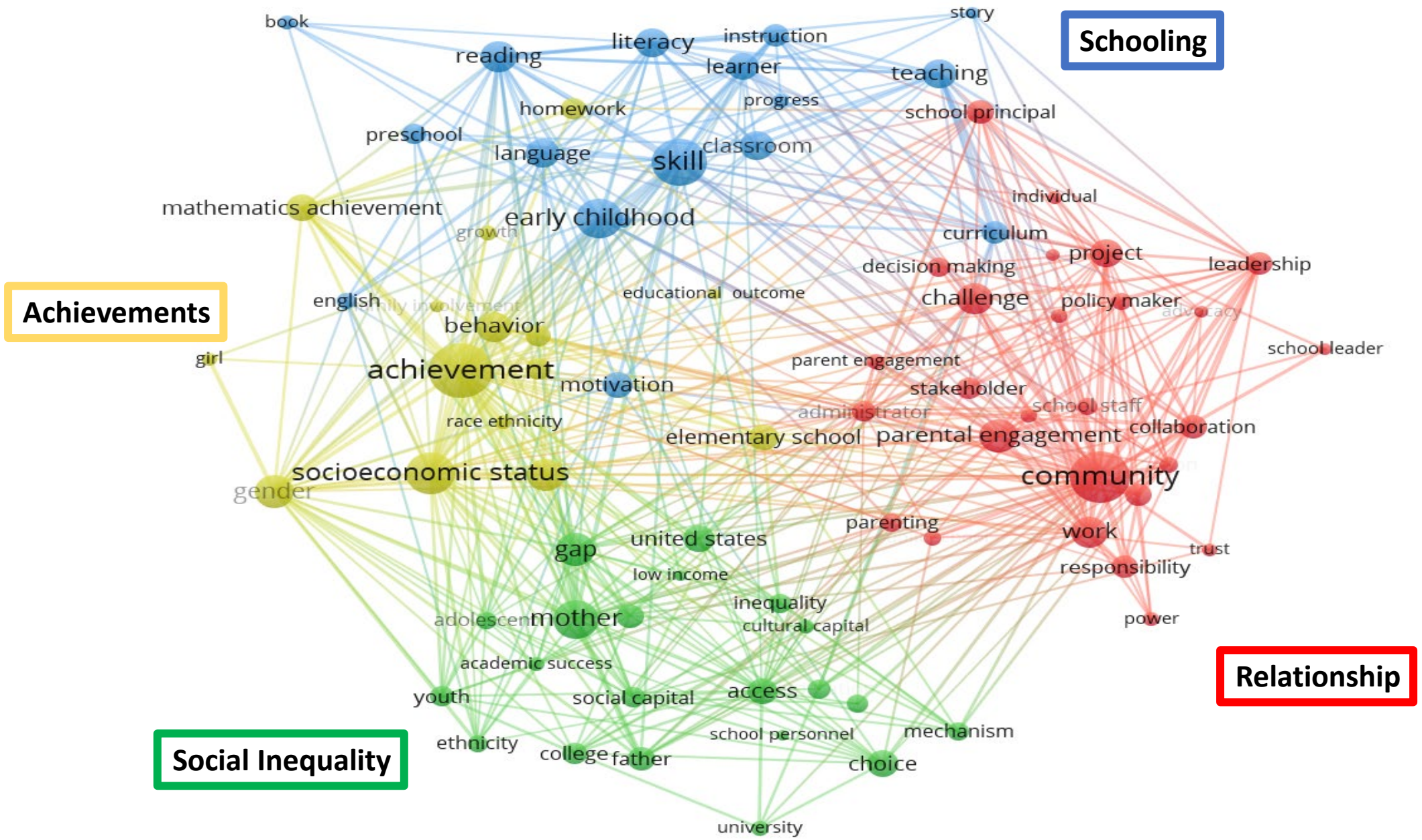
Select peer reviewed articles: (not including books, research report)

Set the time frame of the research literature: 2014-2018

We used the VOSviewer software (Van Eck, et al., 2017)

An illustrative and thematic analysis of a 34 article from highly rank journals (q1)

The social network of co-occurrence words (2014-2018)

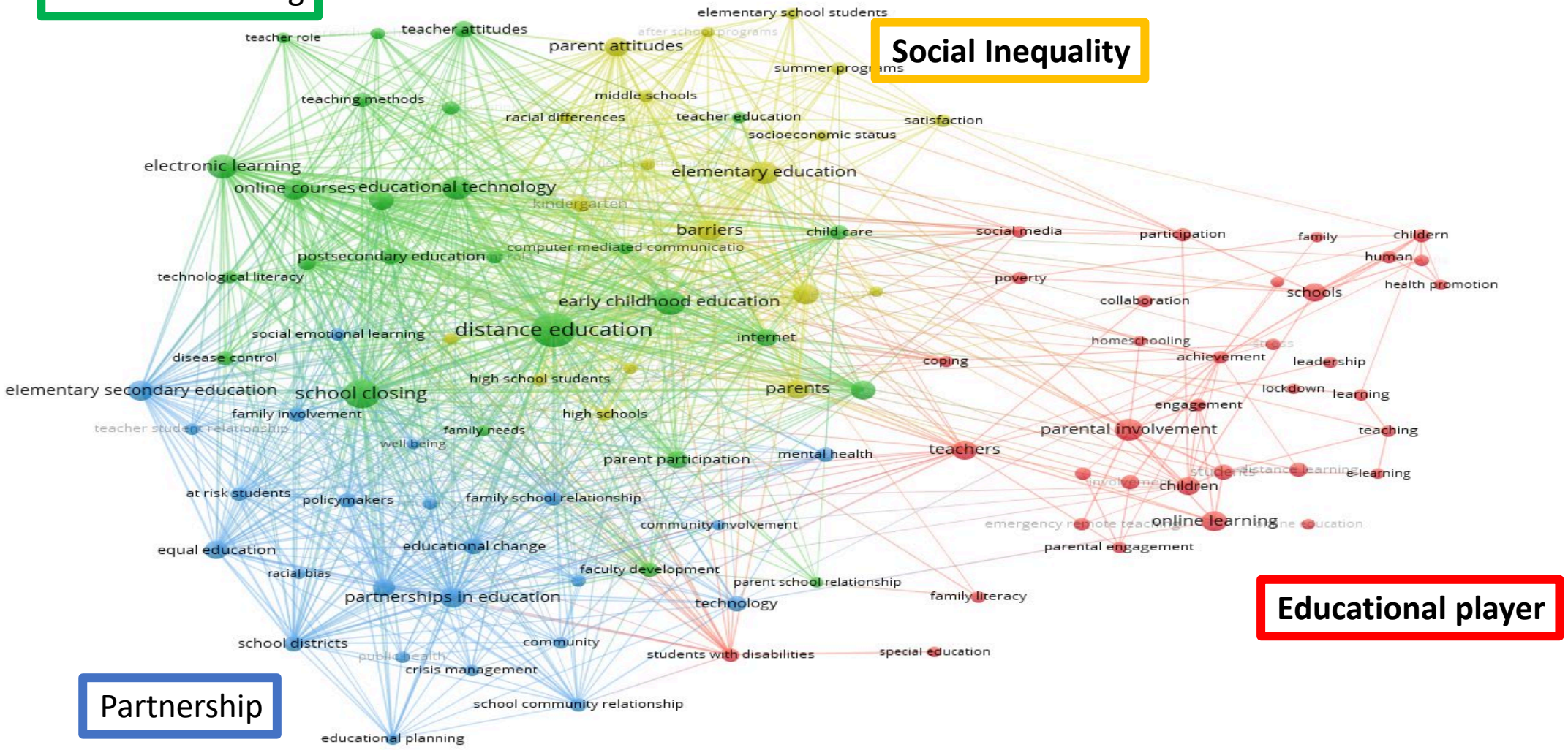


Second question

- What kind of themes are emerging in literature on the school-family relationship in association with words such as pandemic, or COVID-19 or Corona?

- **Data**
- Based on 286 articles retrived from three data base: ERIC, Web of Science and Scopus.
- Years: 202-2021
- (Parent* OR Famil*) and (Teacher* OR School OR "School Teachers" OR Principal* OR "School Staff") and (Partnership OR "Parent* engagement« OR "Family Involvement" OR "Parent* involvement" OR "Participation" OR "Family-School Interaction" OR "Parent-school cooperation" OR "Parent-school Partnership" OR "Family-school-community relationship" or "Parent*-teacher* relation*" or "Family-school relation*" or "Parent*-school* collaboration*" or collaboration or cooperation) and (Pandemic OR COVID19 OR COVID-19 or corona*)
- Thematic analyses of selected articles.

The COVID 19 social network of co-occurrence words (2020-2021)

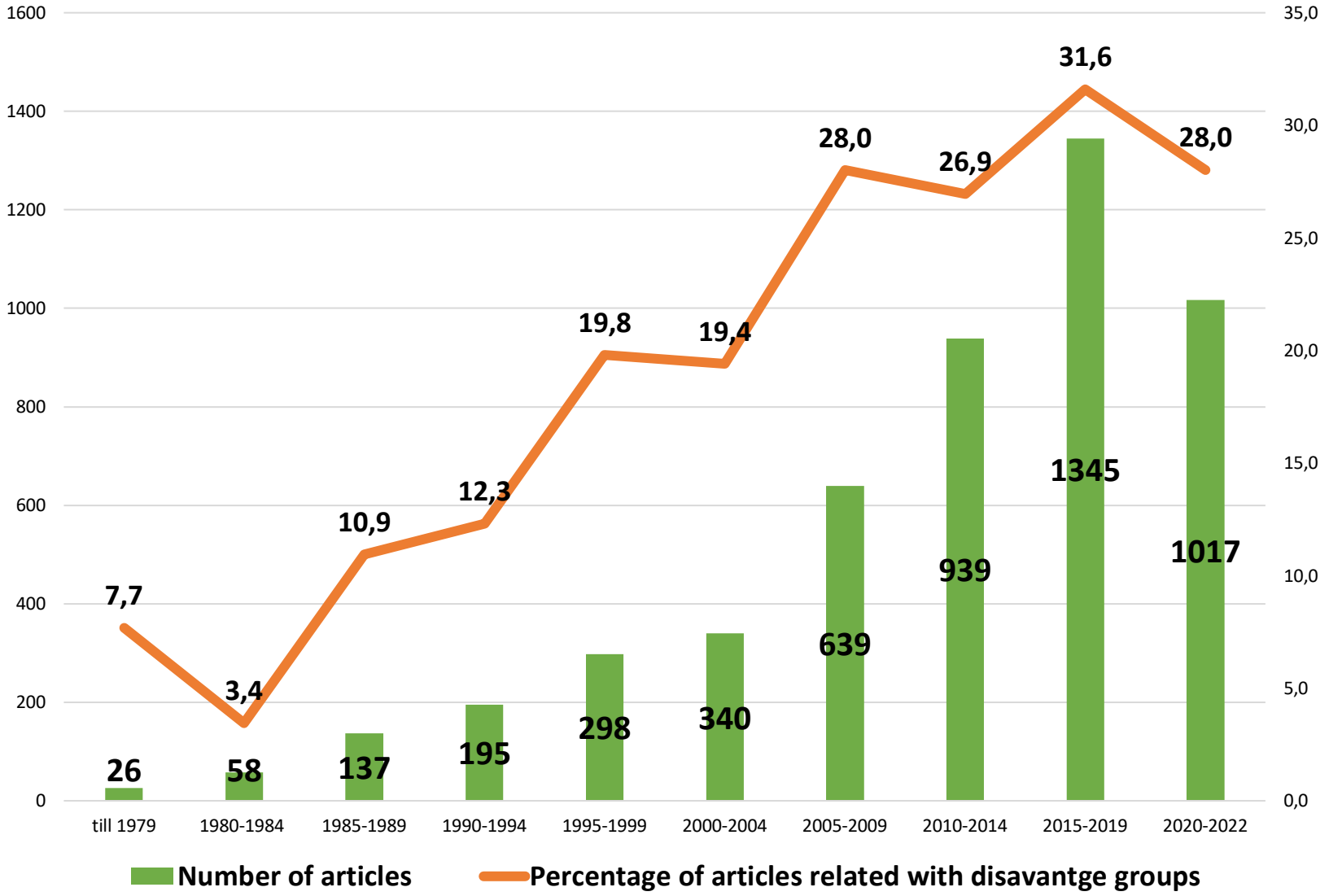


Recurring and changes topics Pre & Post COVID-19 literature

Recurring topics	Changes
Need to improve communication with parents	Literature less USA Centered (34% versus 50%)
Barriers to Parental Involvement & Deficit thinking issues	Distance learning & technology issues become central
Inequalities: A central theme in the literature emphasized by COVID-19 studies	More Parental Involvement
	A new type of barrier appears: the digital divide

An increasing area of research:

Low socioeconomic, disadvantaged & marginalized groups



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THANK YOU

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