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(zIReN) meeting
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Teachers relationships as predictors of school achievement

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1. INTRODUCTION

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SCHOOL ACHIEVEMENT

School works

School causes a positive influence in the 95% of students (Hattie, 2009).

The effect size above 0.4 in 50% of the students (Hattie, 2012).

20% of school achievement is attributed to school (Alton-Lee, 2003; Konstantopoulos, 2005).

Differences among countries and geographic areas (PISA, 2009, 2012).

1.1. School achievement

Early school leavers **regret** dropping out; they think that they would have had a better life if they had not left school (Koc et al., 2020)

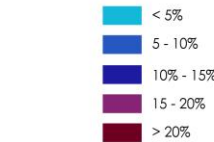
Dropout and **social stigma, ego-resilience, and depressive symptoms** (Kwon, 2020)

Poor self-rated **health** in adolescence, and reduced **work** integration (De Ridder et al., 2012)

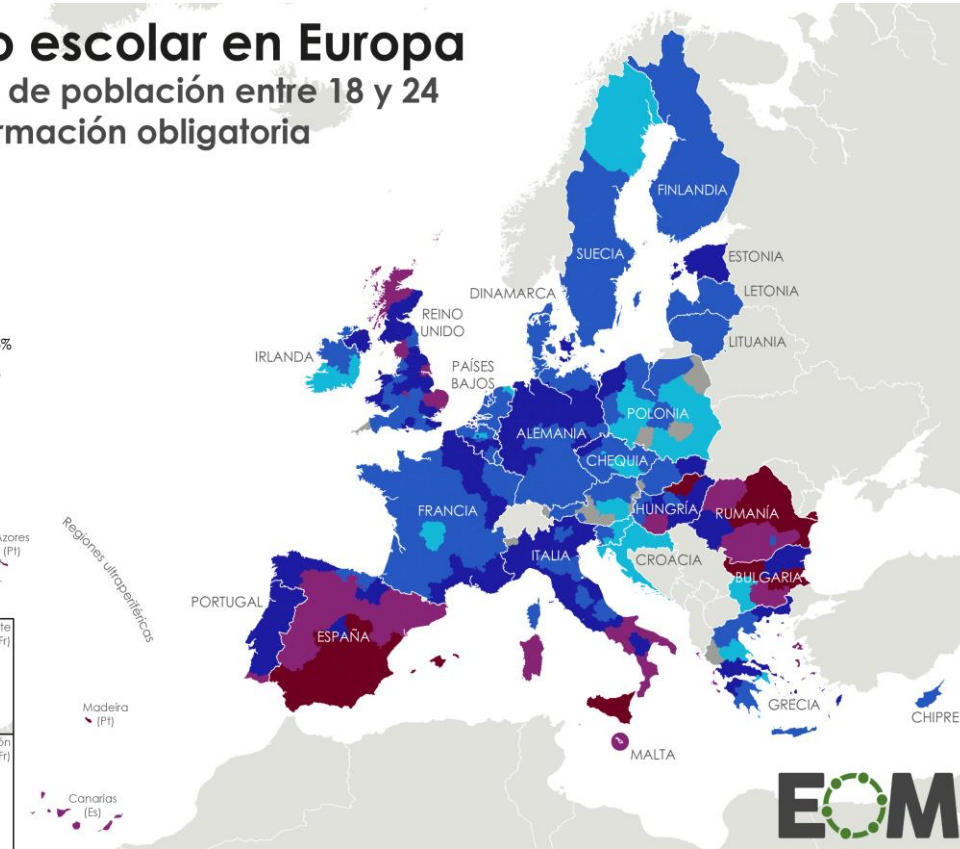
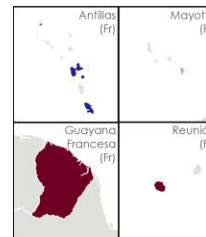
High school dropouts have a strongly increased risk for **sickness and disability in young adulthood** (De Rideer et al., 2013)

Fracaso escolar en Europa

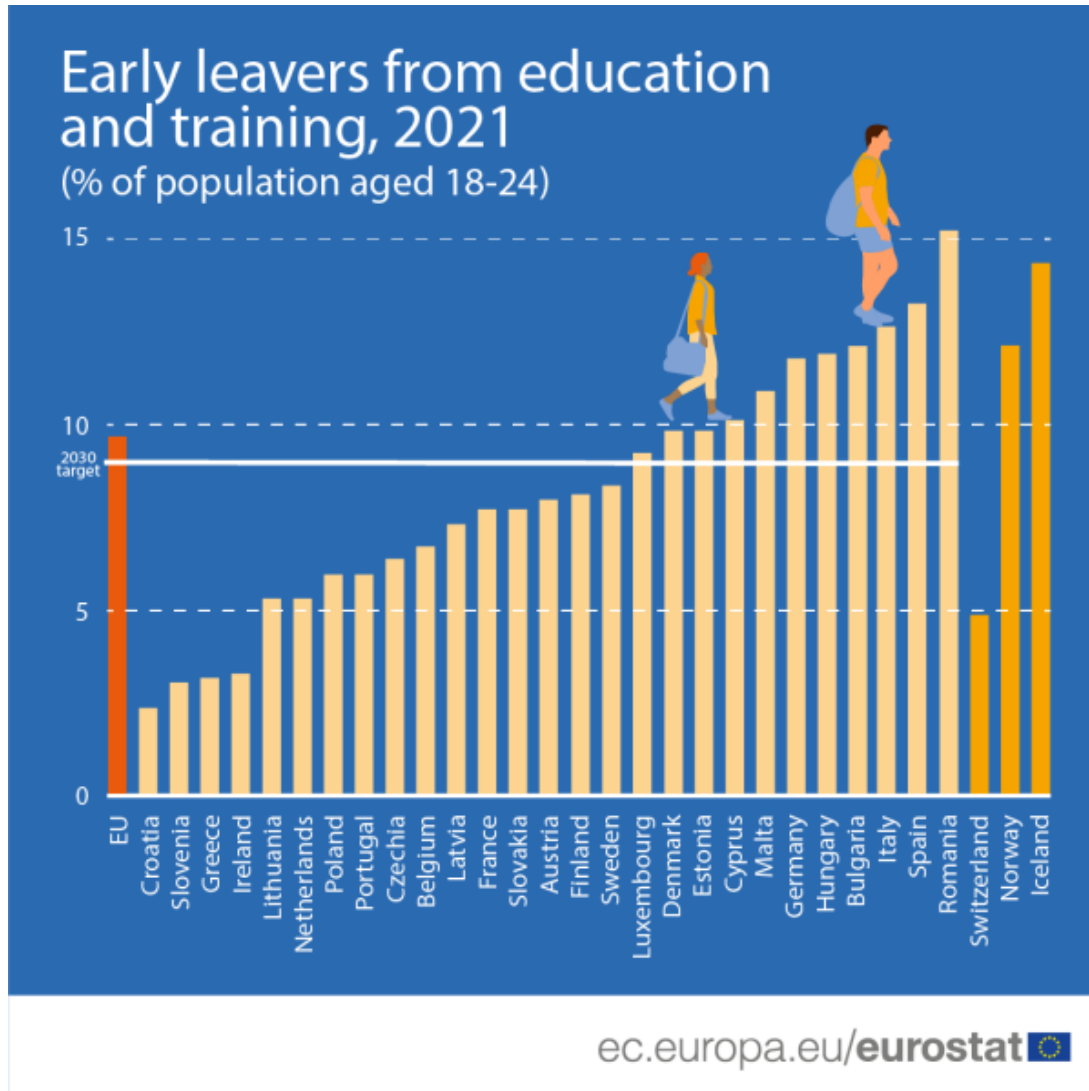
Proporción de población entre 18 y 24 años sin formación obligatoria



Cartografía:
Abel Gil Lobo (2019)
Fuentes:
Eurostat (2017)

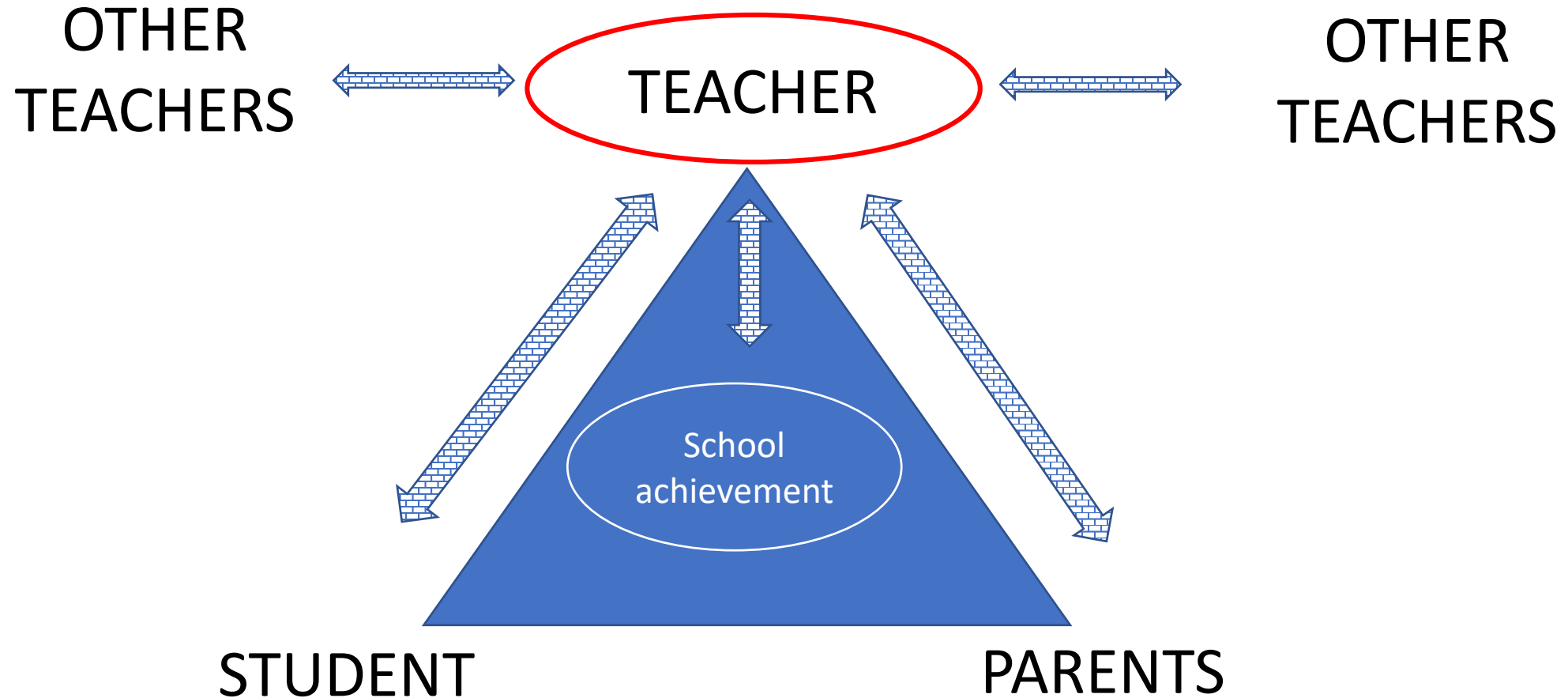


1.1. School achievement



- Dropout and **delinquency** (Weerman, 2010)
- School dropout significantly increases the likelihood of **more arrests** among serious adolescent offenders (Na, 2016)
- Relations among **academic achievement, self-concept** (Cvencek et al., 2017), **self-esteem, and subjective well-being** in school (Yang et al., 2019)
- Completing upper secondary education increases long-term **work** participation and lowers **health**-related absence for young men, but effects diminish over time (Hoff et al., 2018)

TEACHER RELATIONSHIPS



1.2. Teacher and student Previous studies in z-proso

Check for updates

Article

Teacher-Student Relationships in Childhood as a Protective Factor against Adolescent Delinquency up to Age 17: A Propensity Score Matching Approach

Ingrid Obsuth^{1,2} , Aja Louise Murray¹,
Monja Knoll¹, Denis Ribeaud³,
and Manuel Eisner^{2,3}

Abstract

In this paper we examined the impact of the quality of teacher-student relationships at age 10 on young people's delinquency at age 17. We used a propensity score matching approach to compare the delinquency of young people with high-quality teacher-student relationships to those with low-quality relationships. The results showed that young people with high-quality teacher-student relationships at age 10 had significantly lower rates of delinquency at age 17 compared to those with low-quality relationships. This finding highlights the importance of teacher-student relationships in the prevention of adolescent delinquency.

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Psychopathology

Developmental Trajectories of Self-, Other-, and Dual-Harm across Adolescence: The Role of Relationships with Peers and Teachers

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<https://doi.org/10.1007/s10964-021-01396-1>

EMPIRICAL RESEARCH

Developmental Cascades from Aggression to Internalizing Problems via Peer and Teacher Relationships from Early to Middle Adolescence

Aja Louise Murray^{1,2} · Ingrid Obsuth³ · Lydia Speyer² · George Murray⁴ · Karen McKenzie⁴ · Manuel Eisner^{1,5} · Denis Ribeaud⁵

Research Article

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1.2. Teacher and student

- Teachers can create an adequate classroom climate for learning. Effective Teacher–Student interactions predict student achievement (Allen et al., 2013)
- Self-determination theory **emphasizes the role of teachers' support for students' needs** (Deci and Ryan, 2000; Obsuth, 2021; Reeve, 2006)
- Attachment theories (Bowlby, 1969; Stern, 1977) support the relevance of the teacher-student relationship (**Cornelius-White, 2007**)
- Teachers who foster the relevance of schoolwork and suppress criticism could improve student learning (Assor et al., 2002)

1.3. Teacher and teacher

Teacher-teacher relationship is referred to cohesion among teachers, where teachers share similar educational ideas and cooperate in teaching projects.

- Teacher cohesion and support contributed to collective teacher efficacy (Ross et al., 2004)
- Collective teacher efficacy positively influences the school achievement of their students (Tschannen-Moran, M., & Barr, 2004)
- Teacher cohesion promotes school achievement (Hofman et al., 2010; Seashore et al., 2009)

1.4. Teachers and parents. Main ideas

- Relationship based on mutual trust and honesty, and frequent interaction.
- A good relationship between parents and teachers can provide consistent support for students, making students more likely to recognize the benefits of learning (Fan, 2021).
- Children whose **parents and teachers both reported very good cooperation** with one another were rated as having **better academic skills** and as having **fewer negative behaviors** than children whose parents and teachers did not report very good cooperation (Cook et al., 2018).
- **Parents' active communication with teachers**, parents' participation in parent meetings, teachers' active contact, and teachers' perception of respect from parents also significantly affected students' **academic achievements** (Fu et al., 2022).

2. Method

- PARTICIPANTS

- Primary school: students, teacher (tutor) and parents

- VARIABLES

School achievement (arithmetic, reading & verbal performance)

Student-teacher relationship (STUDENT survey)

Relationship to parents (TEACHERS survey)

Relationship to teachers (PARENTS survey)

Cooperation among teachers (TEACHERS survey)

3. Expected results

- High impact of teacher-student relationship on school achievement.
- High impact of teacher-teacher relationship on school achievement.
- Low or non-significant teacher-parents on school achievement.
- A multilevel study could show a specific relationship as significant, probably teacher-student relationship.

4. Possible discussion and implications

Probably we will discuss:

- The teacher's effect on school achievement.
- Teacher training, pre-service and in-service, must be influenced by the results of this study and others similar.
- Educational policies related to the curriculum in pre-service and in-service teacher training.

5. Bullets points

This study could show the relevance of teacher relationships

- According to the results, specific teacher training should be required.
- If teachers become more effective, **z-proso makes a difference.**

Thank you

Comments and suggestions?



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