



“I am their parent”: Indonesian primary school teachers’ beliefs about the emotional dimension of teacher-student relationships

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Outline

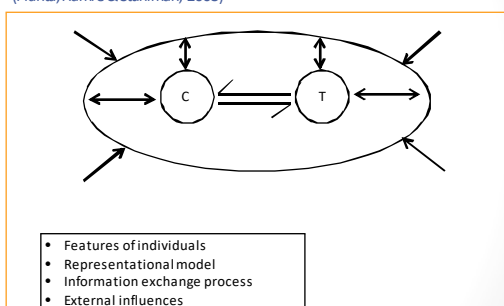
- Background
- Research setting
- Research question
- Research design & method
- Findings
- Conclusions

Background

- Social interaction plays significant role in children’s cognitive and social development
- Positive teacher-student relationships influence success in primary school
- Relationships involve many component entities and processes integrated within a dynamic system
 - expectations
 - beliefs about self and other
 - affects
 - interaction

A conceptual model of teacher-child relationships - 1

(Pianta, Hamre & Stuhlman, 2003)



A conceptual model of teacher-child relationships -2

- Features of individuals
 - Biological facts (e.g., gender)
 - Biological processes (e.g., temperament, genetics, responsivity to stressors)
 - Developed features (e.g., personality, self-esteem, intelligence)
- Representational models
 - Set of feelings and beliefs that has been stored about a relationship that guides feelings, perceptions and behaviours in that relationships

A conceptual model of teacher-child relationships -3

- Information exchange processes
 - Child-teacher relationship system interact in reciprocal exchanges
 - How the information is exchanged (e.g., tone of voice, posture and proximity, timing of behaviour, contingency or reciprocity of behaviour)
- External influences
 - School environment
 - School climate and culture

Research Setting



Primary school in Indonesia



Research Question

How do Indonesian primary school teachers make sense of teacher-student relationships?

Research Design & Method: Participants

- Twelve teachers work in 11 primary schools in Yogyakarta city district
 - Eight female, three male
 - Aged between 29 and 53
 - Had five to 33 years teaching experience
- Won and/or participated in the 'Distinguished Teacher Competition' held by Ministry of Education and Culture Republic of Indonesia
 - Criterion for this competition: having high quality in professional, personal, social and pedagogical competencies

Research Design & Method: Data Collection



Focus group discussion
(free-listing strategy)



Classroom observation



Photo-elicitation interview
and follow-up interview

Research Design & Method: Coding and Data Analysis

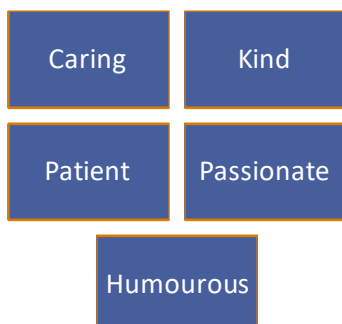
Thematic analysis

1. Familiarising with the data
2. Generating initial codes
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the report

(Braun & Clark, 2012)

Findings

Focus Group Discussion: Teachers' Perception



Findings

Classroom Observation: What Teachers Actually Do



- Physical touch
- Terms of endearment
- Friendly body language, soft voice
- Joke around
- Establish and maintain consequences
- Compliment and reward
- Encourage good manners

Findings

Interview: Teachers' Philosophies

- **Teacher as a self: I am their parent**
 - *Students will be happy if the teacher show him/herself as parent plus. Parent plus. What I mean here, a parent who guides, loves and gives knowledge. That is what students want. In the classroom, the students would be very happy if the teacher is showing fatherly or motherly attitudes. (16.08.16_Budi)*
- **Students: They are good children**
 - *Although nowadays children are different, but when we are sincere, basically, they are good children. (2.09.16FI_Ginni)*
- **Spiritual/religious aspect: Amanah**
 - *I even shed my tears. I tried to manage my feeling until I cried. Why it was like this...but I knew, this was what I should do, this was amanah, my job, my responsibility. That's only a way to express my emotion. After that, done. I always back to the amanah. I should manage my inner self. (6.02.16_Kina)*

Conclusions - 1

- Teacher-student relationships are related to the teachers' philosophical and professional belief that they need to be nurturing and attentive to students in the classroom
- Showing parental-type support were critical for students' social-emotional and academic development
 - Academic support
 - Social-emotional support
 - Spiritual support

Conclusion - 2

- Attachment perspectives on teacher-student relationships
 - Extensions of the parent-child relationship
 - Warm, supportive, caring relationships characterized by open communication, trust, involvement, and responsiveness
 - Low level of conflict, high level of closeness
 - Supporting children's motivation to explore as well as their growing ability to regulate social, emotional, and cognitive skills
- **Among** concept
 - Originates from the family concept
 - Taking care of, guide and educate a child with full of affection
 - Not limited to taking care of a small child
 - A way of dealing with person whose behaviour is similar to a child

Terimakasih
Thank you