

A Study on the Quality of Parent-Teacher Relationships Perceived by Kindergarten Teachers

Chong Han^{1*}

¹ College of Education Science and Technology, Anshan Normal University, Anshan, China

Email Address

1650637599@qq.com (Chong Han)

*Correspondence: 1650637599@qq.com

Received: 12 May 2025; Accepted: 25 June 2025; Published: 11 July 2025

Abstract:

To explore the current situation and influencing factors of the quality of parent - teacher relationships perceived by kindergarten teachers, a questionnaire survey and interviews were conducted. Eighty - one kindergarten teachers from cities H and A in Province L were selected as the research subjects to investigate the parent - teacher relationships and teacher - child relationships perceived by kindergarten teachers. The results show that both teacher - child relationships and parent - teacher relationships are at an above - average level. There is a significant positive correlation between teacher - child relationships and parent - teacher relationships. Intimacy can positively predict parent - teacher relationships, while conflict can negatively predict parent - teacher relationships. Therefore, it is suggested that teachers should enhance intimacy with children and reduce conflicts; parents should change their concepts and actively participate; and parent - teacher communication should be promoted through various means.

Keywords:

Parent-teacher Relationship, Home-school Cooperation, Teacher-child Relationship

1. Introduction

1.1. Research Background

Multiple documents clearly state that families and kindergartens should cooperate closely to establish an equal and cooperative partnership. Kindergartens can enhance parents' educational capabilities via various means. Policy analysis reveals that the quality of kindergarten parent - teacher relationships has increasingly drawn widespread social attention. Investigating the current state of these relationships is essential for improving home - school cooperation quality and addressing social concerns. Liu, J.J.(2015)suggests that parent - teacher relationships are social relationships such as attraction, cooperation, indifference, and exclusion established among parents, parent groups, teachers, and teacher groups in the process of interaction around children and early childhood education in terms of ideology, emotion, and behavior. [1]

1.2. Literature Review

The researcher searched CNKI for literature themed “parent - teacher relationships in kindergartens” and retrieved 28 papers. From 2016 to 2022, research on such relationships in Chinese kindergartens yielded notable results. Initial research focused on exploring, discriminating theories, viewpoints, and concepts; it has since evolved to include model construction, case studies, examinations of problems, influencing factors, and improvement strategies. There are also studies on designing questionnaires for parent - teacher relationships and exploring their associations with other relevant variables. The researcher will review the literature from three aspects: the structure, current status, and improvement strategies of parent - teacher relationships in kindergartens.

1.2.1. Research on the Structure of Parent - Teacher Relationships

Zhang Jin (2020) divide the quality structure of parent - teacher relationships in kindergartens into three aspects: trust, commitment, and satisfaction. [2] Other scholars use qualitative research methods to classify parent - teacher trust relationships in kindergartens into three types: “conflict - estrangement”, “understanding - detour”, and “harmony - slow - warming”. [3] Some research divides parent - teacher interaction into three dimensions: cognition, emotion, and behavior. [4] Influencing factors include perceived efficacy, information symmetry, similarity, and empathy ability, and the influencing outcomes include the desire to maintain the relationship, communication efficiency, word - of - mouth dissemination, and problem - solving methods. [2] Some research focuses on the relationship between parent - teacher relationships and other variables and finds that parent - teacher relationships can predict teacher - child relationships through parental participation. [5] Some research from the perspective of parents finds that parents expect to form a “friend - like” parent - teacher relationship with kindergarten teachers. [3]

1.2.2. Research on the Current Situation of Parent - Teacher Relationships

Existing research uses qualitative research methods to describe the current situation of parent - teacher interaction in rural kindergartens from three aspects: interaction themes, forms, and outcomes. [1] Some research focuses on “parent - teacher conflicts” or “parent - teacher contradictions”, which are specifically manifested in psychological conflicts, differences in opinions, and verbal conflicts. [6] These conflicts present the characteristics of intermediacy, concealment, and diversity. [7,8] Existing research has found that there are problems in parent - teacher relationships, such as unclear positioning of both parties, lack of enthusiasm for interaction, single communication channels with poor results, and a focus on transactional relationships with a lack of emotional interaction. [9]

1.2.3. Research on Strategies for Building Parent - Teacher Relationships

Existing research shows that good parent - teacher relationships require respect, trust, equality, and rationality. [10] A relationship concept of bilaterality, fairness, dynamics, and value - added should be established. The quality of parent - teacher relationships should be optimized and guaranteed by creating a harmonious kindergarten organizational atmosphere, constructing a transparent and symmetrical information sharing mechanism, establishing a conflict - resolution mechanism for parent - teacher relationships, and focusing on the development of teachers' home - school communication abilities. [2] Channels for parent - teacher communication

should be established, teachers' emotional and humanistic qualities should be improved, educational support should be provided for parents, attention should be paid to the cultivation of children's routines, and teachers' professional autonomy should be guaranteed. [5] Teachers and parents should establish an effective communication and cooperation mechanism to maintain a good relationship. [11]

Current studies explore building positive parent - teacher trust, fostering its continuous development, creating home - school educational synergy, and promoting children's mental and physical health. However, research on the current state of such relationships as perceived by kindergarten teachers remains scarce. Thus, building on existing research, this study centers on these relationships as perceived by kindergarten teachers, aiming to enrich both theoretical and practical research on kindergarten parent - teacher relationships.

2. Materials and Methods

2.1. Research Subjects

This study targeted 81 kindergarten teachers in Cities H and A of Province L. The basic information is presented in the following Table 1, Table 2, Table 3:

Table 1. Basic Information of Kindergarten Teachers.

Variable	Option	Sample Size (N)	Percentage (%)
Kindergarten Nature	Public	52	64.2
	Private	29	35.8
Teacher Gender	Male	6	7.4
	Female	75	92.6
Is a Preschool Education Major	Yes	77	95.1
	No	4	4.9
Has a Formal Teaching Position	Yes	32	39.5
	No	49	60.5
Class	Nursery Class	21	25.9
	Middle Class	25	30.9
	Senior Class	26	32.1
	Other	9	11.1

Table 2. Basic Information of Children.

Variable	Option	Sample Size (N)	Percentage (%)
Child Gender	Boy	46	56.8
	Girl	35	43.2
Family Location	Urban Area	76	93.8
	Town Area	5	6.2
Is under Grand - parenting	Yes	44	54.3
	No	37	45.7
Parenting Style of Parents	Authoritative	25	30.9
	Authoritarian	10	43.2
	Permissive	40	49.4
	Neglectful	6	7.4

Four teachers were randomly selected as interviewees for in - depth interviews.

Table 3. *Basic Information of Interviewed Teachers.*

Number	Interviewee's Identity	Basic Information
1-T-L	Private Kindergarten Teacher	Junior College Degree, 3 Years of Work Experience
2-T-L	Public Kindergarten Teacher	Bachelor's Degree, 6 Years of Work Experience
3-T-Q	Public Kindergarten Teacher	Bachelor's Degree, 5 Years of Work Experience
4-T-Z	Public Kindergarten Teacher	Bachelor's Degree, 1 Year of Work Experience

2.2. Research Tools

2.2.1. Basic Information Questionnaire

This was self - developed by the researcher and mainly consists of two parts: the basic information of teachers and that of children. The basic information of teachers includes the nature and grade of the kindergarten where they work, their gender, etc. The basic information of children includes the children's gender, family addresses, etc.

2.2.2. Questionnaire on Teachers' Perception of Parent - Teacher Relationship

This study adopted the Parent - Teacher Relationship Questionnaire (Teacher Version) developed by Zhang Huimin in 2015, which contains 20 items. Teachers rated themselves using a Likert 5 - point scale. A higher score indicates a better parent - teacher relationship. It is divided into three dimensions: teacher cognition, teacher emotion, and teacher behavior. [4] In this study, the internal consistency reliabilities were as follows: 0.929 for the total scale, 0.920 for teacher cognition, 0.772 for teacher emotion, and 0.840 for teacher behavior.

2.2.3. Scale on Teachers' Perception of Teacher - Child Relationship

This study used the Teacher - Child Relationship Scale revised by Zhang Xiao in 2010, which has good reliability and validity. Class teachers filled out the scale according to the actual situation using a Likert 5 - point scale. It is divided into three dimensions: closeness, dependence, and conflict. A higher score on closeness and lower scores on conflict and dependence indicate a better teacher - child relationship. [12] The total score of the teacher - child relationship is calculated by adding the score of closeness and the reverse - scored scores of conflict and dependence items. [13] In this study, the average score was calculated to reflect the quality of the teacher - child relationship. In this study, the internal consistency reliabilities were as follows: 0.856 for the total scale, 0.671 for closeness, 0.920 for conflict, and 0.700 for dependence.

2.3. Research Process and Data Processing

In this study, electronic questionnaires were distributed to kindergarten teachers in Cities H and A of Province L through the online platform Wenjuanxing from March to August 2024. The researcher explained the purpose and use of the survey to the kindergarten teachers and guaranteed the confidentiality of the survey information to improve the data quality. In total, 90 questionnaires were collected, covering kindergarten teachers in two cities. After eliminating questionnaires from teachers who had never used the platform, those with extremely short response times, and those with identical answers to all items, 81 valid questionnaires were finally obtained, with an effective response rate of 90%. Interviews were conducted online in September 2024. One - on - one interviews were carried out with each teacher, and the interviews were promptly transcribed into written materials for subsequent analysis.

The questionnaire data were analyzed using SPSS 24.0 software for common method bias test, descriptive statistics, correlation analysis, and regression analysis.

3. Results and Discussion

3.1. Overall Characteristics of the Parent - Teacher Relationship and Teacher - Child Relationship in Kindergartens

Table 4. Overall Characteristics of the Parent - Teacher Relationship and Teacher - Child Relationship in Kindergartens (n = 81).

	Minimum	Maximum	M	SD
Teacher Cognition	3	5	4.28	0.640
Teacher Emotion	1	5	4.11	0.716
Teacher Behavior	3	5	4.31	0.627
Total Score of Parent - Teacher Relationship	3	5	4.23	0.560
Closeness	3	5	4.16	0.451
Conflict	1	5	2.10	0.909
Dependence	1	5	3.01	0.858
Total Score of Teacher - Child Relationship	2	5	3.68	0.536

From the descriptive statistics, it can be seen that the quality of the parent - teacher relationship perceived by kindergarten teachers is above the medium level (M = 4.23; SD = 0.560), higher than the average of 3. Among the dimensions, teacher behavior has the highest score (M = 4.31; SD = 0.627), followed by teacher cognition (M = 4.28; SD = 0.640), and teacher emotion has the lowest score (M = 4.11; SD = 0.716). The quality of the teacher - child relationship perceived by kindergarten teachers is also above the medium level (M = 3.68; SD = 0.536), higher than the average of 3. Among the dimensions, closeness has the highest score (M = 4.16; SD = 0.451), followed by dependence (M = 3.01; SD = 0.858), and conflict has the lowest score (M = 2.10; SD = 0.909).

3.2. Correlation Analysis between the Parent - Teacher Relationship and Teacher - Child Relationship

Table 5. Correlations between Dimensions of the Parent - Teacher Relationship and Teacher - Child Relationship (n = 81).

	1	2	3	4	5	6	7	8
1Teacher Cognition	1							
2Teacher Emotion	0.708**	1						
3Teacher Behavior	0.564**	0.452**	1					
4Total Score of Parent - Teacher Relationship	0.893**	0.865**	0.781**	1				
5Closeness	0.618**	0.562**	0.424**	0.633**	1			
6Conflict	-0.311**	-0.439**	-0.195	-0.379**	-0.178	1		
7Dependence	-0.008	-0.088	0.051	-0.021	0.282*	0.573**	1	
8Total Score	0.352**	0.453**	0.130***	0.403**	0.230*	-0.921**	-0.778**	1

of Teacher - Child Relationship								
---------------------------------------	--	--	--	--	--	--	--	--

(Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$; the same below)

The results of Pearson's correlation analysis in this study are shown in the above table. There is a significant positive correlation between the parent - teacher relationship and the teacher - child relationship ($r = 0.403$; $p < 0.01$). In terms of dimensions, teacher cognition ($r = 0.618$; $p < 0.01$), teacher emotion ($r = 0.562$; $p < 0.01$), and teacher behavior ($r = 0.424$; $p < 0.01$) all show significant positive correlations with closeness. Teacher cognition ($r = -0.311$; $p < 0.01$) and teacher emotion ($r = -0.439$; $p < 0.01$) have significant negative correlations with conflict.

3.3. Regression Analysis between the Parent - Teacher Relationship and Teacher - Child Relationship

Table 6. Correlations between Dimensions of the Parent - Teacher Relationship and Teacher - Child Relationship ($n = 81$).

Model		Unstandardized Coefficients		Standardized Coefficients	t	F	R^2	Adjusted R^2
		B	Standard Error	β				
Parent - Teacher Relationship	(Constant)	1.516	0.479		3.168	23.290***	0.476	0.455
Teacher - Child Relationship	Closeness	0.753	0.118	0.606	6.360***			
	Conflict	-0.147	0.069	-0.239	-2.143*			
	Dependence	-0.036	0.075	-0.055	-0.481			

As can be seen from Table 6, closeness in the teacher - child relationship ($\beta = 0.606$; $t = 6.360$; $P < 0.001$) has a very significant positive predictive effect on the parent - teacher relationship. Conflict has a significant negative predictive effect on the parent - teacher relationship ($\beta = -0.239$; $t = -2.143$; $P < 0.05$). $R^2 = 0.476$, indicating that this model can explain 47.6% of the variation in the parent - teacher relationship, which is within an acceptable range.

4. Conclusions

4.1. Overall Levels of the Parent - Teacher Relationship and Teacher - Child Relationship in Kindergartens

This study shows that both the total score and each dimension of the parent - teacher relationship perceived by kindergarten teachers are above the medium level, which is consistent with the results of previous studies. First, teacher behavior scores the highest, indicating that teachers have relatively sufficient communication and cooperation with parents in their actions. Through interviews, it was found that kindergartens provide special time and opportunities for parent - teacher communication, such as parent - in - class activities, home - kindergarten communication meetings, parent - open days, parent training courses, parent - child activities, parent volunteer programs, and parent salons (1 - T - L; 2 - T - L; 3 - T - Q;

4 - T - Z). Second, teacher cognition ranks second, suggesting that teachers are aware of the importance of the parent - teacher relationship and have correct perceptions. However, during the interviews, it was also found that there are cases where teachers and parents have inconsistent views. For example, some teachers mentioned that parents sometimes overly trust the opinions of self - proclaimed experts on the Internet, and some teachers believe that grandparents should change their concepts and recognize that the growth of children requires the joint efforts of both parties (2 - T - L; 4 - T - Z). Third, teacher emotion scores the lowest, indicating that there is still room for improvement in the emotional aspect between teachers and parents. Some teachers also said that it is difficult for teachers and parents to achieve true trust. Although teachers have done their best to take care of children, it is inevitable that there will be minor accidents, and at this time, parents' understanding is most needed (2 - T - L).

This study also shows that the total score of the teacher - child relationship perceived by kindergarten teachers is at the medium level, with certain differences among dimensions. Closeness scores the highest, indicating that teachers often share and communicate with children, suggesting that a good attachment relationship has been established between teachers and children. Dependence ranks second, indicating that there is a certain degree of dependence between teachers and children. Conflict scores the lowest, indicating that there are few conflicts between teachers and children. Overall, the teacher - child relationship is relatively harmonious.

4.2. Relationship between the Parent - Teacher Relationship and Teacher - Child Relationship in Kindergartens

From the correlation analysis and regression analysis, it can be seen that closeness in the teacher - child relationship has a significant positive correlation with teacher cognition, teacher emotion, and teacher behavior, and has a very significant positive predictive effect on the parent - teacher relationship. Conflict in the teacher - child relationship has a significant negative correlation with teacher cognition and teacher emotion, and has a significant negative predictive effect on the parent - teacher relationship. This indicates that the closer the teacher - child relationship, the better the parent - teacher relationship; the fewer the teacher - child conflicts, the better the parent - teacher relationship. Among them, closeness is the most important variable. Through interviews, it was found that a teacher mentioned that when they first came to the kindergarten and took over a new class after the previous head - teacher left, because the children liked the teacher, the parents chose to keep their children in the kindergarten (2 - T - L). Through interviews, it was found that when the relationship between teachers and children is good, children will actively express their love for teachers in front of their parents, which promotes the good development of the parent - teacher relationship. Parents will also have more recognition and understanding of teachers' work, and the parent - teacher relationship will be more harmonious (3 - T - Q). It can be seen that a good teacher - child relationship can also promote the better development of the parent - teacher relationship, which has been confirmed in practice.

5. Conclusions

This study puts forward the following suggestions: Teachers should enhance the closeness with children and reduce conflicts with them. Parents should change their concepts and actively participate in their children's education. Moreover, parent -

teacher communication should be enhanced through various means to achieve home - kindergarten co - education in the process of children's growth.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This work was supported by the 2023 School - level Scientific Research Project of ANSHAN NORMAL UNIVERSITY, NAME OF FUNDER, grant number 23kyxm126.

References

- [1] Liu, J.J. A Case Study on Parent-Teacher Interaction in Rural Kindergartens. Master's Thesis, Nanjing Normal University, Nanjing, China, 2015.
- [2] Zhang, J. A Study on the Quality of Parent-Teacher Relationships in Kindergartens. Master's Thesis, Southwest University, Chongqing, China, 2020.
- [3] Guo, F.M.; Mao, J.Q.; Bao, S.W. A Qualitative Study on Parents' Role Expectations of Kindergarten Teachers. *Jiangsu Educ. Res.* 2021, Z5, 100-105.
- [4] Zhang, H.M. A Correlational Study on Parent-Teacher Relationships and Children's Social Adaptation [Ph.D. Dissertation]. Shanghai Normal University, Shanghai, China, 2015.
- [5] Liu, Y.T. A Study on the Prediction of Teacher-Child Relationships by Parent-Teacher Relationships in Kindergartens: The Mediating Role of Parental Participation [Master's Thesis]. Northeast Normal University, Changchun, China, 2022.
- [6] Pang, Q.Q. A Study on Kindergarten Teachers' Cognition and Coping Strategies Regarding Parent-Teacher Conflicts [Master's Thesis]. Zhejiang Normal University, Jinhua, China, 2018.
- [7] Qin, X.F.; Zhang, R.; Lü, B.X. An analysis of the characteristics and resolution strategies of "parent-teacher contradictions" in home-school relationships. *J. Shaanxi Xueqian Norm. Univ.* 2018, 34(7), 14-20+26.
- [8] Sun, Y.X. A perspective on home-school contradictions from an ethical point of view. *Lit. Educ. (Lower)*, 2019, 2, 156-157.
- [9] Huang, W.D. A Study on the Current Situation, Problems, and Countermeasures of Parent-Teacher Relationships in Kindergartens [Master's Thesis]. Southwest University, Chongqing, China, 2022.
- [10] Wu, Y. Telling good stories at the new parents' meeting. *Preschool Educ.* 2022, Z1, 69-73.
- [11] Yuan, Y.; Chen, G.Y.; Liu, W.L. The influence of parent-teacher relationships on the academic achievement of junior high school students: An empirical study based on the China Education Panel Survey. *Educ. Res. Exp.* 2019, 3, 61-67.
- [12] Zhang, X. Reliability and validity test of the Teacher - Child Relationship Scale. *Chinese Journal of Clinical Psychology*, 2010, 18(5), 582-583.

- [13] Yang, L.Z.; Li, M.; Chen, J.H.; et al. The influence of teacher expectations on children's personality: The mediating effect of teacher-child relationship. *Psychol. Dev. Educ.* 2016, 32, 641-648.



© 2025 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)