



# Multicultural students' perceptions of the interpersonal behaviour of their teachers and their parents.

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## Rationale

- Research with the QTI has resulted in a vast and evolving knowledge base on teacher-student interpersonal behaviour (e.g. Wubbels & Brekelmans, 1998; Wubbels & Levy, 1993; Wubbels, Brekelmans, den Brok, & van Tartwijk, 2006).
- Teacher interpersonal behavior appears to be co-determined and influenced by a number of variables, both within and outside the classroom (e.g. Wubbels, et al., 2006).
- Parental behavior has never been used as an indicator for explaining differences in students' perceptions of their learning environment. In fact, parents have been largely ignored, both as object of research as well as subjects to complete questionnaires.
- Research has shown that student outcomes are strongly linked to parenting styles (e.g. Baumrind, 1991; Marjoribanks, 1994).

## Research questions

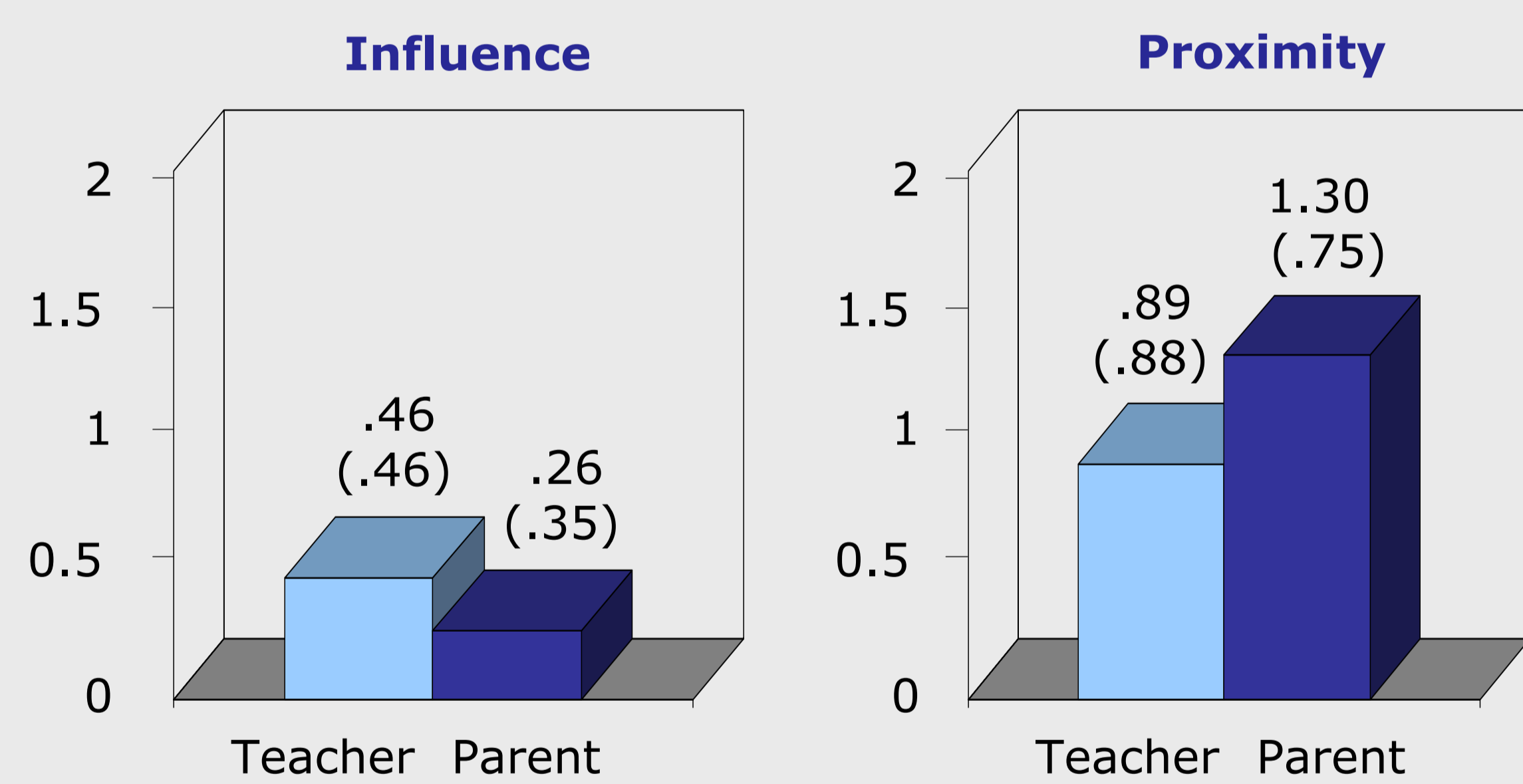
- To what degree are *students' perceptions* of the interpersonal behaviour of *their teachers* similar or different to their perceptions of the interpersonal behaviour of *their parents*?
- Are differences between students' perceptions of their teachers and parents (as studied in the previous research question) affected by their *ethnic background*?
- To what degree is the difference between students' perceptions of the interpersonal behaviour of their teachers and parents associated with their perceptions of their teacher (e.g. the interpersonal *climate in their class*) and their *outcomes*?

## Method

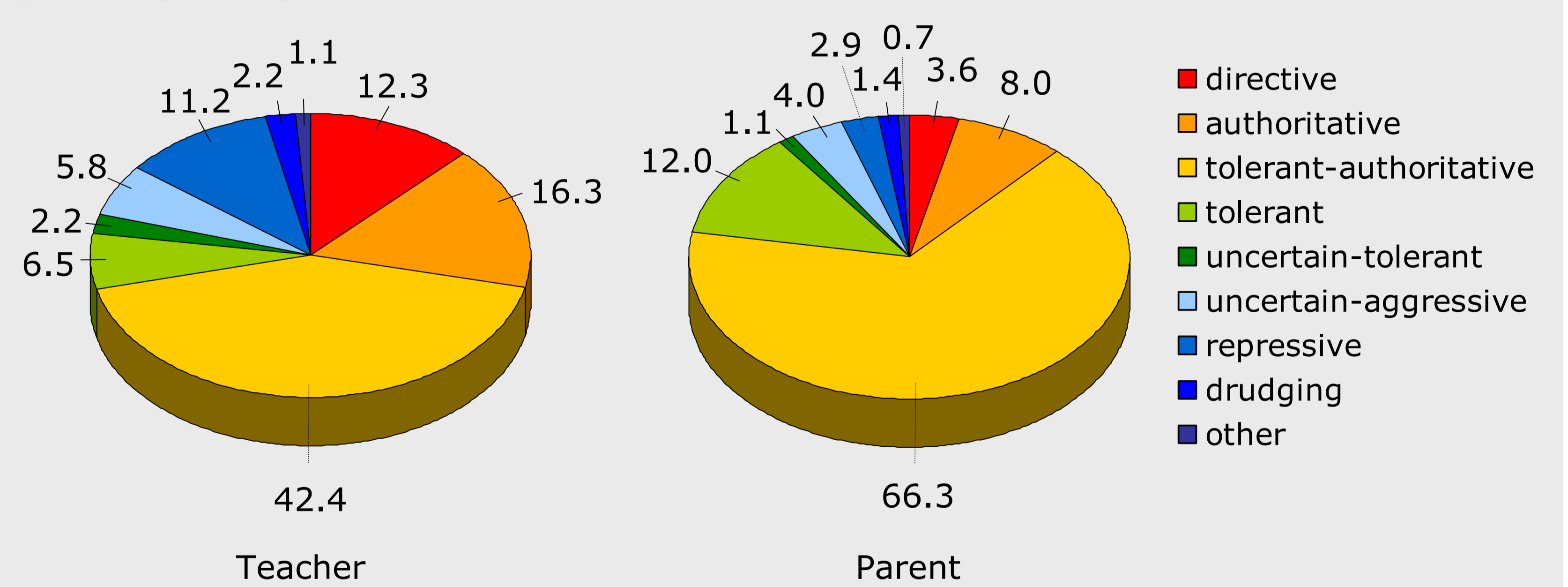
- Sample: 276 students from classes of 15 teachers at 5 multicultural secondary education schools
- Instruments: Questionnaire on Teacher Interaction (QTI), Questionnaire on Parental Interpersonal Behaviour (QPIB), Background Questionnaire
- Analyses: dimension *difference scores* (between perception of the teacher and parent). *Regular* or raw difference score (including the direction of the difference) and an *absolute* difference score.

## Results

Average dimension scores (standard deviations) on Influence and Proximity for perceptions of teachers and parents.



Percentage of interpersonal profiles found in students' perceptions of their teachers and parents (N=276).



Differences between perceptions of teachers and parents on the two dimensions (frequencies) (N=276).

		Proximity		
		Teacher lower	Equal	Teacher higher
Influence	Teacher lower	28	30	6
	Equal	18	27	8
	Teacher higher	59	77	23

Correlations between regular/absolute difference scores and perceptions of the teacher, report card grades and subject-related attitudes (N=276).

	Influence (regular)	Influence (absolute)	Proximity (regular)	Proximity (absolute)
Teacher influence	.76	.15	-	-
Teacher proximity	-	-.22	.73	-.71
Report card grade	-.20	-	-	-
Pleasure	-	-	.19	.27
Interest	-	-	.14	-

Correlation between perception of parent and teacher was .19 (p=.002) for Influence and .11 (p=.058) for Proximity

Analysis of variance showed that *ethnicity-related differences* existed with respect to the degree of difference in perceptions of parent and teacher interpersonal behaviour: Moroccan students rated their parents higher than their teachers on the Proximity dimension.

## References

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