

Parental involvement and family functionality in psychosocial adjustment in kindergarten

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Abstract

The research examines the perceptions of parents and kindergarten teachers regarding the psychosocial adjustment and school readiness of preschool children. 635 kindergarten students, their parents and teachers participated, through weighted questionnaires on family functioning, parental involvement and psychosocial adjustment. The results showed general agreement between parents and teachers, with differences in individual dimensions; parents emphasized socio-emotional skills more, while teachers emphasized academic skills. Differences were found by gender of teachers and positive effects of psychopedagogical support. A functional family is associated with increased parental involvement and better adjustment of children.

Keywords: Parental; Involvement; Adjustment; Kindergarten

1 Introduction

Children's emotional competence is closely linked to their socialization process, as through it they develop abilities to understand, regulate and express their emotions. These skills facilitate the building of positive interpersonal relationships and their effective integration into the social contexts of school and the wider community. Children's ability to recognize and manage their emotions is associated with increased social adaptability, empathy and cooperation, elements that promote their psychosocial well-being (Denham et al., 2014).

At the same time, emotional development has been shown to have a decisive influence on school readiness, as children with developed socio-emotional skills show greater adaptability to the demands of the school environment, better performance and lower levels of anxiety (Jones et al., 2025). Therefore, social competence can be considered a foundation for the smooth learning adaptation and all-round development of the pre-schooler.

Children's academic success does not depend solely on their cognitive abilities, but on the dynamic interaction between school, family, social and environmental factors. The development of effective pedagogical and psychosocial interventions requires the cooperation of all stakeholders, in order to enhance both the cognitive and socio-emotional development of the child over time (Berkowitz et al., 2017).

The rapid integration of digital technologies into the daily lives of families and schools has fundamentally transformed the context in which school readiness and psychosocial adjustment of preschool children are shaped. The use of digital media can function supportively, enhancing cognitive skills, language development and self-regulation skills, when accompanied by parental mediation and pedagogically appropriate content (Neumann, 2018). At the same time, the quality of parental involvement in the digital environment, such as co-use, guidance and regulation of screen time, is associated with more positive socio-emotional outcomes (Nathanson, 2001). Conversely, uncontrolled or passive use of

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devices has been associated with increased behavioral difficulties and lower levels of self-regulation (Madigan et al., 2019). Therefore, digital technologies are not a neutral factor, but are dynamically integrated into the family and school ecosystem, influencing parental involvement, family functionality and ultimately the child's psychosocial adaptation. Finally, we must highlight the productive and effective role of digital technologies in the field of family education. These technologies, which include mobile devices (31), a variety of ICTs (32), AI & STEM ROBOTICS (33-34), facilitate and improve educational procedures such as assessment, intervention, and instruction. In addition, the use of ICTs in conjunction with theories and models of metacognition, mindfulness, meditation, and emotional intelligence cultivation [35-37], accelerates and enhances educational practices and outcomes, particularly for psychosocial adjustment in kindergarten

The active participation of parents in the educational process and their substantial collaboration with teachers are decisive factors for the academic progress and psychosocial well-being of students. Studies show that parents who maintain regular communication with teachers and participate in shared learning activities contribute to improving children's performance, self-regulation, and emotional resilience (Jeynes, 2017). The importance of this collaboration is particularly critical during the early years of childhood, where parental influences are most intense and long lasting, shaping the foundation for future learning and social adjustment (Ye, 2016).

The role of the preschool teacher has been documented to have a significant impact, both in the short and long term, on children's learning and developmental outcomes. The quality of interactions between teacher and child, as well as the pedagogical practices adopted, are related to socio-emotional development, cognitive progress and future school success (Melhuish et al., 2015; Slot, 2018). To make the most of this influence, preschool teachers need to be aware of their professional skills and recognize the critical role they play in children's learning and all-round development (Baker et al., 2015).

The concept of school readiness is increasingly being approached because of a systemic assessment that involves both the family and teachers. Research data shows that parents' and teachers' perceptions of school readiness often differ, with parents focusing more on social and emotional skills, while teachers place greater emphasis on academic abilities and behaviour within the school context (Sahin et al., 2013).

These discrepancies highlight the importance of collaboration between school and family, as a shared understanding of the child's needs and abilities enhances their adaptation to the demands of school (Akman et al., 2017). At the same time, family perceptions and expectations about learning are important predictors of school success, especially for children from socioeconomically vulnerable backgrounds (Elliott & Bachman, 2018; Sengonul, 2022).

A study by Dockett et al. (2012) found that there is substantial agreement between parents and teachers regarding aspects of children's transition to school. This study highlighted that a shared understanding of expectations and concerns surrounding the transition contributes to creating a supportive framework that facilitates the child's adaptation. Similarly, Hatcher et al. (2012) found that there is general agreement on the basic skills considered necessary for successful school attendance, however, parents tend to place greater emphasis on skills related to the classroom and academic activities.

At the same time, a number of studies show discrepancies in the perceptions of the two sides regarding school readiness. Parents usually assess their children as more socially competent, emotionally mature and with developed communication skills, compared to the assessment of teachers (Kaplun et al., 2017). Often, in fact, they prioritize social and interpersonal skills even before academic knowledge, considering that these are the basis for future school success (Hatcher et al., 2012).

In communities with high socioeconomic needs, parents and teachers seem to agree that health, social competence, and the ability to comply with school routines are critical indicators of readiness; however, parents tend to place greater emphasis on compliance and classroom behaviour (Dockett et al., 2012). Furthermore, research by Hatcher et al. (2012) shows that both parents and teachers recognize the importance of pre-reading skills for kindergarten entry, with parents placing particular emphasis on developing literacy skills, while both groups express support for the inclusion of play as a learning medium. These shared perceptions reinforce the view that school readiness is a multidimensional concept that includes cognitive, social, and emotional dimensions (Valiente et al., 2021).

Teachers and parents set, as key priorities for the child's integration into primary school, knowledge, social adaptability, specialized skills, compliance with school rules, health issues and the educational environment itself (Dockett & Perry, 2004; Demosthenides & Penteris, 2024). In both classic and more recent research, it has been shown that teachers tend to place particular emphasis on children's adaptation to the school context and their attitude/mood towards school life,

often more than on the narrow cognitive domain, while parents are more likely to focus on knowledge, as well as children's autonomy and motivation (Dockett & Perry, 2004; Dockett et al., 2012).

Parents also place increased importance on preparation time at home and learning basic literacy skills (e.g., the alphabet) before school starts. In contrast, educators emphasize good physical health, the ability to express needs and feelings, and enthusiasm and interest in new experiences as crucial. Overall, they focus more on the social aspects of learning, with indications that younger teachers also value academic skills relatively more highly (Lin et al., 2003; Hatcher et al., 2012).

A common finding emerges from the literature: there is no absolute consensus on what constitutes school readiness. This conceptual ambiguity fuels the differences in the assessments of parents and teachers. Many definitions focus mainly on social and academic competence as prerequisites for entering school, without always taking sufficient account of the child himself as a subject within a network of relationships and interactions (Mashburn & Pianta, 2006; Dockett & Perry, 2004). In the Greek context, recent policy and research frameworks on transition highlight the role of school-family collaboration and familiarity with school routines as a multidimensional readiness process (Tsaousi, 2023).

2 Method

2.1 Participants

The sample of this research consisted of 635 kindergarten students, their parents (one parent for each child) and their teachers. The data collection was carried out in 73 kindergartens in the wider Attica region.

Of the total number of parents who participated, 553 (87.1%) were female and 82 (12.9%) were male. Regarding the educational level of the mothers, 306 (55.6%) had a higher education degree (University/Technical Institution), 170 (30.9%) were high school graduates, 48 (8.7%) had completed postgraduate studies, 17 (3.1%) were high school graduates, while 9 (1.6%) had a doctoral degree. Regarding the fathers of the sample, 35 (42.7%) had a university/technical college degree, 33 (40.2%) were high school graduates, 8 (9.8%) had a master's degree, while 3 (3.7%) had a high school diploma and 3 (3.7%) had a doctoral degree.

Of the total number of parents, 487 (76.7%) reported that they were working, while 148 (23.3%) stated that they were not working. In relation to their family status, 595 (76.7%) were married, 27 (4.3%) divorced, 5 (0.8%) in a cohabitation, 4 (0.6%) widowed and another 4 (0.6%) were single. Regarding family composition, 61.4% (390) of the parents reported having two children, 24.6% (156) one child, 11% (70) three children, 2% (13) four children, while a small percentage of 0.9% (6) stated that they had between five and twelve children.

From the teachers' perspective, 584 (92.8%) were female and 45 (7.2%) were male. The majority of the participating teachers, i.e. 539 (92.3%), had a university degree, 82 (14.0%) had obtained a master's degree, 4 (0.7%) a doctorate, while the remaining 4 (0.7%) had completed a two-year postgraduate training. Regarding their marital status, 543 (86.3%) teachers were married, 30 (4.8%) divorced, 29 (4.6%) in a cohabitation, 10 (1.6%) widowed, 15 (2.4%) single and 2 (0.3%) had remarried. The average age of the women in the sample was 38.42 years with a standard deviation of 4.03, ranging from 27 to 74 years. The average age of the men was 41.06 years, with a standard deviation of 4.91.

2.2 Data collection tools

To collect the data for this study, standardized and weighted questionnaires were used, which explore critical aspects of family functioning, parental involvement, and the psychosocial adjustment of preschool children. Their selection was based on their validity, reliability and frequent application in relevant research studies in Greece and internationally. The use of these specific tools allowed for a holistic depiction of the interactions between the family, the school and the child, contributing to a more complete understanding of the factors that influence school readiness and adjustment.

The Family Functioning Questionnaire was based on the McMaster Family Assessment Device by Epstein et al. (1983) and aimed to assess the structural, organizational and emotional characteristics of family relationships. The Greek adaptation of the tool was carried out through reverse translation by Lianos (2012). The questionnaire consists of 53 statements, each rated on a four-point Likert scale (1 = "strongly agree" to 4 = "strongly disagree"), capturing the extent to which each behaviour characterizes the family. The statements were organized into seven subscales: Problem Solving, Communication, Role Allocation, Emotional Responsiveness, Emotional Involvement, Behavioural Control, and General Functioning.

Higher scores indicate dysfunction in family relationships, while lower values indicate more effective functioning and healthy communication. Indicative examples of sentences per subscale are the following (with the corresponding Cronbach's α values):

- Problem Solving: "We usually act on the decisions we make..." ($\alpha = 0.59$)
- Communication: "When someone is upset, others understand why" ($\alpha = 0.68$)
- Emotional Responsiveness: "We hesitate to express our affection..." ($\alpha = 0.70$)
- General Functioning: "It is difficult to organize family activities..." ($\alpha = 0.81$).

The final value of each subscale is calculated as the average of the responses to the questions that make it up, with a range of values from 1 to 4.

The Parental Involvement Scale used in this study is an adaptation of the self-report scale of Campbell et al. (1986). The questionnaire used was based on the formulation of Georgiou & Tourva (2007). The scale includes 24 statements, which aim to assess the degree of parental involvement in both the child's personal and school life. Each statement is rated on a five-point Likert-type scale (1 = "not at all true" to 5 = "completely true"), reflecting the degree of agreement with the specific behaviour. The 24 statements are organized into five subscales, which are as follows:

- School Contact (e.g., "I visit my child's school to talk to the teachers," $\alpha = 0.66$),
- Anxious/Overprotective Behaviour (e.g., "I worry when my child is not with me," $\alpha = 0.73$),
- Control (e.g., "I control what he or she watches on TV," $\alpha = 0.73$),
- Help with Homework (e.g., "I systematically follow my child's schoolwork"), and
- Development of Interests (e.g., "I send my child to special classes to develop interests," $\alpha = 0.79$).

Higher scores on the individual subscales indicate increased levels of parental involvement both academically and personally. The final score for each subscale is the sum of the relevant responses. Specifically, the range of values is from 6 to 30 for the first two and the last subscale, from 5 to 25 for the third, and from 1 to 5 for the fourth.

The Psychosocial Adjustment Tool for Preschool and School-Age Children, which was developed and validated within the framework of the EPEAEK program by Hatzichristou et al. (2011), aims to identify skills and difficulties related to social and emotional development, as well as school adjustment of preschool and school-age children. The tool includes three subscales:

- the teacher scale for preschool children (4–6 years old),
- the teacher scale for school-age children (7–12 years old), and
- the self-report scale for 10–12 year old children (Tzivinikou, 2015; Hatzichristou et al., 2011).

For the purposes of this study, the teacher's scale for preschool children (4–6 years old) was used, which was completed by both teachers and parents. This scale includes 113 statements, organized into four subscales and 14 individual dimensions as follows:

- Social competence (assertiveness/leadership skills, interpersonal communication, peer collaboration),
- Academic competence (motivation, organization/planning, school effectiveness, school adjustment),
- Emotional competence (self-control, emotion management, stress management, empathy), and
- Behavioural problems (interpersonal adjustment, intrapersonal adjustment, hyperactivity/concentration difficulties).

The teacher or parent completes the questionnaire individually for each child, provided that they have known the child for at least 2–3 months prior to completion. Each of the 113 statements is rated on a five-point Likert scale (1 = "not at all" to 5 = "very much"), which reflects the extent to which the described behaviour characterizes the child.

High scores on the subscales and dimensions indicate positive psychosocial adjustment, with the exception of the Behavioural Problems subscale, where higher values correspond to lower levels of adjustment. The final score is obtained for each subscale and dimension separately, by converting the raw scores into standard scores (T-scores), with a mean of 50 and a standard deviation of 10.

Examples of questions per dimension are presented below, accompanied by the corresponding Cronbach's α reliability coefficient values.

Table 1 Examples of questions per dimension

Scales	Questions
Social Competence (0.90)	
Assertiveness skills/Leadership skills	Imposes on the other children
Interpersonal communication	Invites other children to activities
Collaboration with peers	Participates in group discussions
Academic Competence (0.94)	
Motivation	Avoids difficulties
Organization/Planning	Before doing something, he/she plans it carefully
School effectiveness	He/she is a careful child
School adjustment	Follows house and family rules
Emotional Competence (0.81)	
Self-control	Reacts to the slightest thing
Emotional management	Shows others how he/she feels
Stress management	He/she feels bad when someone is sad.
Empathy	Hardly upset about anything
Behavioural Problems (0.93)	
Interpersonal adjustment	Reacts strongly when scolded
Intrapersonal adjustment	He/she is shy
Hyperactivity/Difficulties in concentration	Interrupts others when they argue.

For the needs of this research, this Scale was completed for each child by one of the two parents and by the kindergarten teacher.

2.3 Data collection process

The kindergartens that participated in the survey were selected by random sampling from the wider area of Attica. At the initial stage, an invitation to participate was sent to a large number of school units, in order to ensure:

- the existence of a sufficient number of schools in case some refuse to participate, and
- the coverage of a sufficient number of teachers, given that each kindergarten usually has two to three kindergarten teachers.

The research process was based on the application of simple random sampling and the administration of weighted questionnaires to parents and teachers. The management of each school was asked to anonymously select the children who would participate, following the following procedure: from the list of registered students, 4 to 6 children per class were selected, depending on the size (10–25 students), with systematic random selection (e.g. every 4th or 5th name on the list – 1st, 5th, 9th and so on), without prior knowledge of the identity of the student corresponding to each serial number.

For each child, a folder was created for the teacher (containing two questionnaires) and a folder for the parent (containing four questionnaires). The folders were anonymous, but they carried a common identification code (same for parent and teacher), so that the answers could be matched and a common assessment could be compiled for each child.

The parent completed four questionnaires: the Psychosocial Adjustment Tool, the Skills Scale, the Parental Involvement Scale, and the Family Functioning Questionnaire. Correspondingly, the teacher completed two questionnaires: the Psychosocial Adjustment Tool and the Skills Scale.

Each file (parent or teacher) also included a thank you letter and detailed instructions regarding the procedure and purpose of the research. Incomplete file pairs (when the parent or teacher file was missing) were excluded from the final sample, in order to ensure completeness and reliability of the data.

3 Results

3.1 Parents

Child psychosocial adjustment, family functioning & parental involvement. Parents have rated their children's social competence ($M=83.56$, $SD=11.85$) (scale range 23-115), school competence ($M=104.78$, $SD=16.29$) (scale range 26-130), and emotional competence in learning ($M=86.64$, $SD=11.29$) (scale range 26-130) as satisfactory. In addition, they have rated their children's behavioural problems as moderate ($M=82.18$, $SD=19.21$) (scale range 35-175). Regarding family functioning, the families of these children display a good level in terms of problem solving ($M=1.78$, $SD=.37$), communication ($M=1.81$, $SD=.41$), emotional responsiveness ($M=1.69$, $SD=.45$), emotional involvement ($M=1.90$, $SD=.35$), behavioural control ($M=1.85$, $SD=.35$) and general functioning ($M=1.81$, $SD=.40$). The distribution of roles is at a moderate level ($M=2.27$, $SD=.35$). In addition, a satisfactory level of parental contact with the school ($M=20.48$, $SD=4.04$), development of interests ($M=22.81$, $SD=4.83$), assistance with homework ($M=4.08$, $SD=0.97$) and the control factor ($M=19.26$, $SD=3.77$) is observed. Finally, a low level of anxious/overprotective behaviour is observed ($M=13.91$, $SD=4.13$) (see Table 2).

Table 2 Descriptive statistical indicators of the dimensions of the questionnaires for psychosocial adjustment, family functioning and parental involvement (parents)

	<i>M</i>	<i>SD</i>	Minimum	Maximum	Scale range
Psychosocial adjustment					
Social Competence	83.56	11.89	32.00	113.00	23-115
Academic Competence	104.78	16.29	42.00	130.00	26-130
Emotional Competence	86.64	11.29	42.00	117.00	26-130
Behavioural Problems	82.18	19.21	35.00	151.00	35-175
Family functionality					
Problem Solving	1.78	.37	1.00	2.80	1-4
Communication	1.81	.41	1.00	3.17	1-4
Role Allocation	2.27	.35	1.13	3.38	1-4
Emotional Response	1.69	.45	1.00	3.17	1-4
Emotional Engagement	1.90	.35	1.00	3.43	1-4
Behavioural Control	1.85	.35	1.20	3.11	1-4
General Functioning	1.81	.40	1.00	3.25	1-4
Parental involvement					
Contact with school	20.48	4.04	6.00	30.00	6-30
Anxious/overprotective behaviour	13.90	4.13	6.00	30.00	6-30
Control	19.25	3.77	6.00	25.00	5-25

Help with homework	4.08	.96	1.00	5.00	1-5
Development of interests	22.81	4.83	6.00	30.00	6-30

3.2 Teachers

Psychosocial adjustment of children. Teachers have rated the children's social competence ($M=79.02$, $SD=14.26$) (scale range 23-115), emotional competence ($M=109.2$, $SD=20.25$) (scale range 26-130), and emotional competence in learning ($M=85.90$, $SD=12.99$) (scale range 26-130) as satisfactory. Finally, behavioural problems were rated as below average ($M=72.18$, $SD=23.22$) (scale range 35-175) (see Table 3).

Table 3 Descriptive statistical indicators of the dimensions of children's psychosocial adjustment (teachers)

	<i>M</i>	<i>SD</i>	Minimum	Maximum	Scale range
Social Competence	79.02	14.26	23.00	113.00	23-115
Academic Competence	109.23	20.25	26.00	145.00	26-130
Emotional Competence	85.90	12.99	26.00	118.00	26-130
Behavioural Problems	72.18	23.22	35.00	145.00	35-175

Psychosocial adjustment (parents-teachers). With the independent variable being the parent/teacher group and the dependent variables being the dimensions of psychosocial adjustment (social competence, school competence, emotional competence, and behavioural problems), the relationship between them was examined. The dependent samples t-test analysis showed that teachers evaluate children's social competence more negatively than parents [$t(628) = 6.24$, $p<0.001$, $d= 0.34$] and behavioural problems [$t(628) = 15.33$, $p<0.001$, $d= 0.45$]. Furthermore, teachers evaluate children's academic competence more positively than parents [$t(628) = -4.73$, $p<0.001$, $d= 0.23$] (see Table 4).

Table 4 Means, standard deviations, t values, statistical significance levels and Cohen's D index of the student psychosocial adjustment scale for parents and teachers

	Group						
	Teachers		Parents				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i> (628)	<i>P</i>	Cohen's d
Social Competence	79.02	14.26	83.53	11.93	6.247**	0.00	0.34
Academic Competence	109.23	20.25	105.04	16.15	-4.733**	0.00	0.23
Emotional Competence	85.90	12.99	86.73	11.24	1.282	0.20	
Behavioural Problems	72.18	23.22	81.77	18.73	15.35**	0.00	0.45

* $p<0.05$, ** $p<0.01$

Psychosocial adjustment (teachers, men vs. women). The t-test analysis for dependent samples showed that male teachers evaluate children's school competence more negatively than female teachers do [$t(54.77) = 6.81$, $p<0.001$, $d= 0.96$]. It was also found that male teachers report more children's behavioural problems than female teachers do [$t(48.05) = -8.18$, $p<0.001$, $d= 1.40$] (see Table 5).

Table 5 Means, standard deviations, t values, statistical significance levels and Cohen's D index of the psychosocial adjustment scale for students for males and females (teachers)

	Sex							
	Male		Female					
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>df</i>	<i>P</i>	Cohen's d
Social Competence	77.38	10.29	79.15	14.52	1.077	58.431	0.286	
Academic Competence	93.02	16.28	110.47	19.99	6.809**	54.773	0.00	0.96
Emotional Competence	84.80	8.90	85.99	13.26	.827	60.210	0.411	
Behavioural Problems	103.93	27.42	69.73	20.98	-8.186**	48.054	0.00	1.40

*p<0.05, **p<0.01

Psychosocial adjustment (teachers & parents, students who received psycho-pedagogical assistance versus those who did not). The independent samples t-test analysis showed that parents evaluate the school competence of children who received psycho-pedagogical assistance more positively than for children who did not [$t(633) = 2.161, p < 0.05, d = 0.35$]. A similar result was obtained for teachers regarding school competence [$t(627) = 3.481, p < 0.01, d = 0.49$]. Furthermore, parents report fewer behavioural problems for children who received psycho-pedagogical assistance than for children who did not receive it [$t(633) = -2.914, p < 0.01, d = 0.41$]. A similar result was obtained for teachers regarding behavioural problems [$t(627) = -2.368, p < 0.05, d = 0.32$]. Additionally, teachers evaluate more positively the social [$t(627) = 2.481, p < 0.05, d = 0.34$] and emotional competence [$t(627) = 2.619, p < 0.01, d = 0.34$] of children who received psycho-pedagogical assistance than for children who did not (see Table 6).

Table 6 Means, standard deviations, t values, statistical significance levels and Cohen's D index of the psychosocial adjustment scale of students who received psycho-pedagogical assistance and those who did not (based on the perceptions of parents & teachers)

	Group						
	Yes		No				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t(df)</i>	<i>P</i>	Cohen's d
Social Competence (parents)	83.95	10.20	83.52	12.07	0.268	0.789	
Academic Competence (parents)	109.07	13.31	104.33	16.52	2.166*	0.031	0.32
Emotional Competence (parents)	87.89	9.86	86.51	11.44	0.907	0.365	
Behavioural Problems (parents)	75.41	17.51	82.91	19.26	-2.914**	0.004	0.41
Social Competence (teachers)	83.31	13.83	78.56	14.24	2.481**	0.013	0.34
Academic Competence (teachers)	117.72	18.47	108.31	20.23	3.480**	0.001	0.49
Emotional Competence (teachers)	90.02	10.41	85.46	13.17	2.619**	0.009	0.38
Behavioural Problems (teachers)	65.51	23.72	72.89	23.07	-2.368**	0.018	0.32

df = 633 (parents) & 627 (teachers), * p<0.05, **p<0.01

Parental involvement and family functioning. Correlations were calculated for parental involvement with the family functioning scale (A higher score on the seven subscales indicates greater pathology in the structural and organizational properties of the family, while a lower score indicates higher levels of functioning). It is observed that the dimensions of parental involvement in the majority of them covariate positively with the dimensions of family functioning. It therefore follows that the more positively a dimension of parental involvement is evaluated by parents, the more positively the dimensions of family functioning tend to be evaluated. The magnitude of the correlations ranges from weak to low (see Table 7).

Table 7 Correlation indices (Pearson r) of parental involvement with family functioning (parents)

	the Contact with school	Anxious/overprotective behaviour	Control	Help with homework	of Development interests
Problem Solving	-0.25**	0.06	-0.38**	-0.33**	-0.29**
Communication	-0.28**	0.10**	-0.51**	-0.35**	-0.41**
Role Allocation	-0.24**	0.16**	-0.28**	-0.26**	-0.28**
Emotional Response	-0.32**	0.13**	-0.40**	-0.33**	-0.37**
Emotional Engagement	-0.30**	0.08*	-0.44**	-0.35**	-0.34**
Behavioural Control	-0.31**	0.14**	-0.50**	-0.34**	-0.39**
General Functioning	-0.32**	0.16**	-0.44**	-0.35**	-0.38**

*p<0.05, **p<0.01

4 Conclusions

The results of the study revealed general agreement between parents' and teachers' assessments of children's psychosocial adjustment. However, some differences were observed in the individual dimensions: parents attributed greater importance to social and emotional competence, while teachers focused more on children's academic competence.

Additionally, gender differences were found among teachers. Male teachers rated children's academic performance more negatively than their female colleagues rate and reported more behavioural problems.

Furthermore, it was found that both parents and teachers evaluated the school competence of children who had received psycho-pedagogical support more positively, compared to those who had not received similar help. At the same time, both groups reported fewer behavioural problems for children who had been included in psycho-pedagogical intervention programs.

Regarding teachers, the findings showed that they evaluated more positively the social and emotional competence of children who had received psycho-pedagogical support, compared to those who had not received such support. Finally, a positive correlation was recorded between the degree of parental involvement and family functioning, which suggests that more functional families tend to participate more actively in the learning and emotional course of their children.

Compliance with ethical standards

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Disclosure of conflict of interest

The Authors proclaim no conflict of interest.

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