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A Qualitative Study of the Impact of Experiences of Students With Parents as their Principal, Teacher, or Coach

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A QUALITATIVE STUDY OF THE IMPACT OF EXPERIENCES OF STUDENTS
WITH PARENTS AS THEIR PRINCIPAL, TEACHER, OR COACH

By
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Approval Page

This dissertation was submitted by Lori Lynn Brownlee-Brewton under the direction of the persons listed below. It was submitted to the Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

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Abstract

A QUALITATIVE STUDY OF THE IMPACT OF EXPERIENCES OF STUDENTS

WITH PARENTS AS THEIR PRINCIPAL, TEACHER, or COACH. Brownlee-

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Many people assume that educators' children have an easy life in school, since many

people at the school level and in the community traditionally hold educators in high

esteem. Rarely does anyone explore the added pressure put on this selected class of

students to perform for teachers, classmates, and the parent-educator, especially when all

are in the same school. Perceptions of belonging have been determined to have important

effects on adolescent development, influencing both social and academic outcomes

(Baumeister & Leary, 1995; Walton & Cohen, 2007). Educators' children are often

uncomfortable with everyone knowing who their parent is. Students whose parents teach

or coach them or whose parent is the principal are a source of curiosity for their

classmates (Bielski, 2016). Discovering how students navigated around fitting in with

peers and performing for their teachers, while having a parent as a teacher, principal, or

coach was the focus of this study. The purpose of this qualitative research was to gauge

the extent of pressures, the social and emotional impact, and the advantages and/or

disadvantages individuals felt when they were a student having a parent in a position of

authority at their school. The findings from the research study substantiated the

literature, supporting the importance for all students, including this studied group, to

experience a sense of belonging at school with both their peers and their teachers.

Keywords: pressure points, parents as administrators, parent-coach, PKs syndrome,

social norms, TCKs, SOBAS

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Chapter 1: Introduction

Statement of the Problem

Students who have a parent as a teacher, principal, or coach oftentimes are under tremendous pressure to perform at certain levels. The pressures to fit in with peers, to excel academically, to be included in certain social groups, or to feel normal in an environment where precepts of who they should be or how they should act are often previously established. Some students are reluctant to attend the school where their mother or father works.

Students who attend a school in which their parent is the administrator might attempt to avoid being known as the principal's child. Dr. John Guy, whose son attended his school, said that his son "was very anxious and did not tell people that his dad was the principal" (Fitzsimons, 2003, para. 11). Principals' children are often uncomfortable with everyone knowing that their parent is the school's principal. Students whose parents teach them or whose parent is the principal are a source of curiosity for their classmates (Bielski, 2016). Feelings of despair or unease could arise when comments are overheard from other students talking negatively about one's mom who is the principal or one's dad who is the coach throughout the school day. The burden of not wanting to share those feelings or the sometimes-disparaging comments about the parent could lead to an undue burden placed on the child.

Many students feel as if the teacher's or principal's child will be shown favor in the classroom. Veravanich (2009) wrote, "Favoritism will always be claimed for the children of principals and really, anyone working in the school" (para. 4). Lauren Edwards, "a physiotherapist whose father was the vice-principal in charge of discipline at

her junior high school, says it's hard to fit in anyway in junior high, but then you have this target on your back" (Bielski, 2016, p. 1, para. 6). Kids would tell Edwards, "I hate your dad so much" (Bielski, 2016, p. 1). "He's such a jerk" (Bielski, 2016, p. 1). Edwards recalled countering that by saying, "Sometimes, I hate him too, he grounded me" (Bielski, 2016, p. 1). Edwards further stated, it was a "weird scenario at times" (Bielski, 2016, p. 1). Edwards discussed the awkwardness of seeing her teachers drink at their house when staff parties were held there. This leads to another layer of discussion of how the student whose parent is the principal views their teachers in social settings, when they see them at their house for social gatherings on the weekend or during holidays. When other kids would try to get personal information from Edwards on teachers, she would try to deflect their questions, knowing her father would not approve (Bielski, 2016). Edwards reflected further that teachers' children are commonly viewed as the teacher's pet or the teacher's snitch. Learning not to say anything when other kids are talking about your parent is difficult (Bielski, 2016).

Some students attempt to keep their identity from others as long as possible to avoid being the topic of speculation. Fitzsimons (2003) referenced that Thomas Guy, a former student at Farmborough in Hampshire (UK), admitted that he was "very anxious and did not tell people that his dad was the principal" (Fitzsimons, 2003, para. 12). That anonymity lasted for only a few months. Guy went on to say that overall, "it was a good experience" (Fitzsimons, 2003, para. 12). Zilber (2005) although stated, "some children of educators may suffer bullying, and become the brunt of gossip and rumors, more than other children" (p. 13).

Some staff may also experience anxieties about teaching or coaching the

principal's son. While teachers have become accustomed to teaching colleagues'

children, the thought of teaching the principal's child often induces anxiety among the

teaching staff (Fitzsimons, 2003). The principal of a grade level college in Hampshire

(UK) "admits that his staff had anxieties about the arrival of his son" (Fitzsimons, 2003,

para. 3). He went on to state, "We have to have faith in our ability to teach anyone, even

the children of people we know" (Fitzsimons, 2003, para. 4).

Teachers might also feel as if it is a conflict of interest to have the person who is

responsible for their observations and evaluations to be a parent of a student (Groshell,

2016). As expressed by one elementary school teacher, "the emotional bond between a

parent and child inevitably creates a conflict of interest when the parent is also a teacher

or the principal at their child's school" (Groshell, 2016, para. 11). Veravanich (2009)

wrote, "Favoritism will always be assumed for the children whose parent is the principal

or teacher, or anyone who works within the school" (para. 4).

Veravanich (2009) suggested that not all teachers would feel uncomfortable

teaching principals' children but acknowledged that there would be some circumstances

where it could be uncomfortable. Groshell (2016) pondered how it would feel teaching

the child of the person who is responsible for your evaluation and sees firsthand the

assignments and homework that their child is assigned nightly. The pressure for that

teacher to perform perfectly might be an issue from the teacher's and the parent-

principal's perspective. Veravanich (2009) stated, "the teacher who has the principal's

child in her class would have to be professional and the right fit to handle additional

pressures of teaching the bosses' child" (para. 5).

Children feel similar pressures when their parent is their coach. Lauer (2006), of

Michigan State University, wrote,

> Coaching one's child often leads to conflicts at the field and at home. The parent-
>
> coach and the child continue to argue at the dinner table about missing a sign
>
> during an at-bat or the child is frustrated with your coaching tactics and does not
>
> want to talk to the parent for hours after a game. (para. 3)

There are some unforeseen issues such as team members or others believing that the child gets to start in a game or receives preferential treatment by being the coach's child. The child also can begin to feel pressure because dad is the coach and has set unrealistic expectations. Some of those high expectations from the parent-coach might often have derived from the parent-coach's determination to prove to others that they will not show favoritism to their own child, so they might push their own child harder than they do the rest of the team. The child may also believe he/she has been left out by teammates because of thinking the coach's child might tell the coach information that was just meant for the players. Lauer (2006) emphasized that the parent must be able to distinguish the difference of their role as a parent and as the coach. Conflict and confusion can occur for the child when the parent is unable to move in and out of the two roles. Parents must remind themselves that being a coach is on the field, but being a parent is what takes precedence at home.

Weiss and Fretwell (2005) wrote that it is likely for children "to perceive stress from the parent-child relationship" (para. 5) when the parent is also the coach. Gould, Wilson, Tuffey, and Lochbaum (1993) found, "adolescent athletes felt pressure from their coaches and parents to perform well and desired that parents be sources of social support and should leave skill and strategy instruction to the coach's domain" (p. 287). Coaches

who are parents need to be aware of the potential of problems for their child with peers and with other players' parents. Negatives include not being able to draw the line between being the parent and the coach, setting higher goals for their child than other players, causing anxiety for your child, and showing deferential treatment to your own child. Teammates oftentimes perceive that the coach's child receives special treatment, which can place the child in an awkward place with peers (Weiss & Fretwell, 2005). Weiss and Fretwell also pointed out that disagreements between the parent and the child during developmental years could have a lasting impact on the parent-child relationship.

Elliott and Drummond (2017) highlighted concerns of how favoritism influences the parent-coach's treatment of their own child in comparison to the other players, "encouraging nuances of 'negative' parenting toward their own children under the guise of being the coach" (p. 64). Parent-coaches who explicitly criticize their children for no reason at practices and games or do not praise their child when they have done something positive are examples Elliott and Drummond highlighted. Elliott and Drummond argued that this could be "potentially problematic for some parent-child relationships and have a reinforcing influence on how other parent-coaches negotiate being a parent and coach" (p. 72).

Schmid, Bernstein, Shannon, Rishell, and Griffith (2015) interviewed seven female tennis players and found that "conflicts between parent-coaches and the child-athlete can have negative impacts on the family unit, and in some cases, be characterized by abusive parental behaviors and practices" (p. 229). Boundaries are blurred at home between the parent and child when the child-athlete receives criticism from their parent-coach and experiences feelings of being put down and then having an incapacity to

complain to their parents about coaching issues.

Garcia (2015), a student at Alisal High School, surmised on the student's news site that having your parent as your teacher can have its advantages, along with disadvantages. Being able to go to your mom's classroom for extra money to purchase canteen items, hanging out in your dad's classroom during lunch, and overhearing coveted conversations about other students from teachers while waiting for your parent after school are a few benefits that come along with having your parent as a teacher. Similarly, Zilber (2009) proposed that students who attend the school in which their parent works describe feelings of "well-being, happiness, advantages, and security" (p. 69) due to their parents "being intimately involved in their daily lives" (p. 69) and readily accessible, if needed.

Oftentimes, benefits go hand in hand with pitfalls. Some pitfalls might include unrealistic expectations of having impeccable behavior, always being prepared for class, performing well on assessments, and having acceptable friends in your social circle (Garcia, 2015). Cottrell (1999) stated that children of educators are self-aware and sometimes less self-assured in public, thinking any negative behavior might affect people's perceptions of their parent.

Purpose

According to the American Academy of Child & Adolescent Psychiatry (2018), Peers play a large role in the social and emotional development of children and adolescents. Their influence begins at an early age and increases through the teenage years. It is natural, healthy and important for children to have and rely on friends as they grow and mature. (p. 1)

The U.S. Department of Health & Human Services (2018) published an online article outlining the difficulties of adolescent friendships. According to the article, "friends can influence an adolescent's attitudes and behaviors in ways that matter across multiple domains of health and well-being, well into adulthood" (para. 4). Healthy friendships matter throughout one's lifetime. Uncovering the long-term benefits of forming friendships early has not been widely researched. Limited data show that forming healthy relationships during developmental years adds to increased physical health (Allen, Uchino, & Hafen, 2015). Chango, Allen, Szwedo, and Schad (2015) argued that not forming these healthy relationships earlier in life can have a negative effect in building relationships later into adulthood.

Finding that sense of belonging from peers is the desire of most youth during their adolescent years, especially at the high school level. For many, fitting in could rank higher than excelling academically (Crosnoe, 2011; Eccles & Roeser, 2011). According to Baumeister and Leary (1995) and Walton and Cohen (2007), students feeling comfortable as a part of a peer group weighs heavily on them both in the social and educational environment.

Children who struggle to make friends due to their parent working in the school could find themselves in isolation. Parents can help ease the social awkwardness for their child by inviting their child to talk about any issues before school begins. Ferrer and Fugate (2002) made the argument that parents can also be helpful by taking the time to listen to their child and giving them a safe space to express their concerns. The authors went further by stating, "Research shows that children who lack friends can suffer emotionally later in life" (p. 1). Healthy friendships help children adapt socially in the

areas of communication, soft skills, and working through issues with others. Children are likely to exhibit good attitudes towards their education when their friends are with them at school (Futterman, 2016). It was found that staff in international schools typically provide high levels of support for the teachers and their children, which helps with the adjustment for the parent-educators and their child (Caliguri, Hyland, & Joshi, 1998).

Zilber (2005) circled back to a common thread of the perceived partiality that children of educators receive from their parents' peers. It was felt that because the child is a part of the inner school family, colleagues give them preferential favor and look out for them more than they do for other students. From the educators' viewpoints, "when school is a non-threatening environment where their children receive more, or better, attention and care from other teachers; these children feel comfortable and familiar at school" (Zilber, 2005, p. 9). However, there is also a feeling of being under a microscope as relayed by parent-educators. Other teachers at school view the children of teachers through different lenses. Their classmates and even their friends may also treat them differently. Furthermore, being the child of the teacher, coach, or principal could influence the child's interactions with their peers. This was named the "My father is the … syndrome" (Zilber, 2005, p. 12). This appears to hold true when the child's parent is in charge of running the school. When a child is actually assigned to their parent's class, it can be an uncomfortable environment for both the parent-educator and the child. Some parent-educators believe that their teaching may be unduly impacted, due to teaching their own child (Zilber, 2005).

Zilber (2005) pointed out that some educators experienced their colleagues not fully trusting them in assigning grades to their child if their child was performing well or

if they were close friends to other teachers who might have inflated the child of a friend's grade. This same group of teachers conveyed they were viewed suspiciously during high-stake test administrations. The same feelings abounded if their child was picked to be a part of athletic teams or won awards for school activities. The bar is set higher for teachers' children in comparison to other students. Parent-educators often delay being an advocate for their own child in an effort to keep the peace with their colleagues.

Matters of communication with the parent-educator and their child's teacher may produce a level of awkwardness. Although parent-educators genuinely want to know about their child's progress, some parent-educators "feel that the challenge arises when the child becomes overly observed and supervised" (Zilber, 2005, p. 13). Although the "educator-parent may receive immediate feedback about their child's difficulties on a frequent basis, negative or impromptu comments made by colleagues at inopportune times of the workday can have a disheartening effect on the educator-parent" (Zilber, 2005, p. 13). When the child of a parent-educator exhibits behavioral issues or struggles academically, conversations with colleagues can be tense. The child's teachers may be hesitant in being forthright, due to not wanting to add to an already tense situation. Maintaining professionalism between coworkers can become strenuous due to student-educator-parent issues (Zilber, 2005).

Children of educators are held to higher standards by other educators and often feel as if they must "live up to expectations" or "perform in the above average range" (Zilber, 2005, p. 12). An additional stress on the child also occurs when the child is "forced into the limelight, whether they like it or not" (Schaetti & Ramsey, 1999, p. 12). The child can become self-conscious and approach situations cautiously with their own

behavior in school and other public settings. Parent-educators must take precautions not to expose their child to sensitive information about other students or educators. It is inevitable that the children of educators will overhear confidential information and thereby will be forced to develop an early awareness of how to maintain confidences, while balancing loyalties between friends and their parents (Zilber, 2005).

"The higher the visibility of the parent, the greater the negative feelings of the child, particularly in secondary school" (Zilber, 2005, p. 127). Deliberate criticism of the child by the parent-educator or coach can have lasting emotional consequences. In trying to portray the image of being a fair coach, it was noted by Elliott and Drummond (2017) that some parent-coaches discussed the need to "intentionally provide their child with 'harsher' feedback during the season in contrast to other children" (p. 72). Although parents might explain this harsher criticism to their child in private conversations, "a recent conversation between one parent-coach and his son suggests that children perceive deliberate forms of criticism in different ways than their parent-coach." (Elliott & Drummond, 2017, p. 73). Children are prone to struggle when accepting criticism from their parents, with feelings of "being put down" (Schmid et al., 2015, p. 77). This struggle intensifies when the criticism occurs in the presence of others. Knight and Holt (2014) pointed out that "being a parent-coach clearly has the potential to cause conflict, which appears counterintuitive in seeking to enhance and optimize parental involvement in youth sport" (p. 77). It leaves the child having to suffer unduly from the parent's deliberate attempt not to cast doubt to the team and to other parents that he/she is playing favorites with their own child. Gould, Laurer, Rolo, Jannes, and Pennisi (2006) stated, "research has found that parents continue to

overemphasize winning, criticize, and maintain unrealistic expectations for their child"
(p. 632).

As cited in the Canadian Huffington Post, Lauer (2013) highlighted the struggles
of children when faced with their parent being their coach:

Children often struggle to make the distinction between coach and parent, and are
unable to remove the emotional ties. So, while the parent may feel comfortable in
how she is separating her two roles, the child may still feel the confusion and
stress. Issues that happen in practice will often carry on at home.

How the child thinks about and reacts to the parent-coach will certainly be
guided by their age as well as the intensity of competition. Younger children will
likely not be able to make any distinction between parent and coach; it will just be
'dad'. Teenagers will be more adept at separating the roles, however, with
emotional turbulence going on during those years parent-coaches often run in to
many issues in their dual role. (paras 4-5)

The purpose of this study was to examine the experiences of children whose
parents are educators in the school they attend. This study attempted to gauge the impact
on the social and emotional pressures experienced by this subgroup of students. A look
at the perspectives of the parent-educator, the child of the parent-educator, and other
faculty are included in the study.

Research Questions

1. What is the emotional and social impact on students in middle and high school
   with their parent as their principal, teacher, or coach?

2. From the participants' points of view, what is the perception of how teachers

view you?

3. What forms of pressure does the student identify with when the parent is the principal, teacher, or coach?

Significance

This study seeks to offer information on the experiences children of educators encounter during their time in school. Children of teachers or other educators are often relegated to a special subgroup and expected to perform at higher levels than their peers. Dynamics and experiences of the participants should offer the opportunity for continued future inquiry. This study seeks to benefit those embarking on a possible career in education as well as to administrators and school counselors. The data gathered focused on experiences in various educational settings. The findings may be of interest to those working in the same school in which their children attend. Teachers of students whose parents are a teacher, coach, or administrator might also find the body of research useful in their daily interactions with these students.

Definition of Terms

Social norms. Social norms, or mores, are the unwritten rules of behavior that are considered acceptable in a group or society. Norms are a fundamental concept in the social sciences. They are most commonly defined as rules or expectations that are socially enforced. Norms function to provide order and predictability in a group or society.

Expatriate. Someone living outside of his or her own country. For the purpose of this study, expatriate refers to educators who chose a career in an international school setting.

PK: **Pastor's kid (preacher's kid)**. A term to refer to a child of a preacher, pastor, deacon, vicar, lay leader, priest, minister, or other similar church leader. Although the phrase can be used in a purely descriptive way, it may also be used as a stereotype.

Pastor's kid syndrome. A term that dignifies the response of children raised by a parent of a religious order (e.g., preacher, pastor, deacon, vicar, lay leader, minister, or other similar church leader) who rejects the family's and church's values (i.e., through drug use, alcohol abuse, sexual activity and/or predation; Segen's Medical Dictionary, 2011).

TCK: Third culture kids. Children whose parents are educators in international countries.

SOBAS: **Sense of belonging at school**. School belonging is the "extent to which students feel personally accepted, respected, included, and supported by others in the school social environment" (Goodenow, 1993, p. 80).

Setting

The setting for this qualitative study included participants in eight schools in the Study County School District. Five of the schools were elementary, one middle, one career and technology center, and one high school. These eight schools had adult participants who had the experience of having a parent as their principal, teacher, or coach during their school years.

Methodology Overview

Approval was sought from the participating school district, and electronic surveys were distributed to employees via their district email. Survey questions were in the form

of yes/no questions. Face-to-face interviews of participants were also considered as an

option, in addition to the survey questions.

Summary

While on the surface, it might appear being a child of an educator comes with

many advantages, a deep dive into the emotional and social pressures children face will

help to inform the audience of the deeper implications of being a child of an educator

from the parent, student, and teacher perspectives. Chapter 2 presents the conceptual

framework of a student's sense of belonging at school and weaves themes together from

various authors. Chapter 3 provides the methodology used with the study. Chapter 4

presents the data gathered to answer the research questions. Chapter 5 analyzes the data

through the conceptual framework and offers recommendation for practice and further

study based on the findings.

Chapter 2: Literature Review

Overview

The purpose of this study was to examine the experiences of children whose parent is an educator in the school they attend. This study attempts to gauge the impact on the social and emotional pressures experienced by this subgroup of students. A look at the perspectives of the parent-educator, the child of the parent-educator, and other faculty are included in the study. The theoretical framework examines the meaning and importance of a student's sense of belonging in a broad sense as well as a focus on three categories of influences: teachers, peers, and family involvement.

Additional research and literature are reviewed to determine the scope of added pressures students felt when their parent was their principal, teacher, or coach. While not directly included in this study, children of church pastors experience similar pressures to those children of principals, teachers, and coaches. Research is reviewed on teachers' perceptions and attitudes when teaching an educator's child. Related literature on TCKs whose parents chose a career in education in an international country is also reviewed.

The pressure to perform in a school setting is at an all-time high. Competition is at an all-time high for students academically and socially. Academic stress, living up to parental expectations, and the need to fit in with their peers are constants in most students' lives. Keegan, Spray, Harwood, and Lavallee (2009, 2010) concluded, "peers influenced each other's motivation through collaborative and competitive behaviors, evaluative communication when offering criticism or praise, altruistic behaviors by offering emotional support, and social relationships when forming friendships" (p. 1). The types of pressures that accompany having a parent as either your teacher or

administrator in your school setting can sometimes raise the stakes even higher.

The mounting pressure to fit in as a normal student tends to overwhelm the subgroup of students whose parents are educators within their school building. Dominic Smith admitted that he had been very outgoing at his previous school, but when he began to attend the school where his father was the principal, he became "very busy at being anonymous" (Fitzsimons, 2003, para. 20) and very adept at "keeping his head down" (Fitzsimons, 2003, para. 20). On that note, Smith believed that keeping his head down has had long-term effects. He often wonders if he is quieter now, due to his self-imposed restriction of offering his opinion less on various matters.

Children of parent-educators are often excluded from peer groups or are left to feel ostracized by peers. The need to belong is reviewed in the literature in both developmental and context-specific ways, concerning influences of and by teachers, peers, and family involvement. Baumeister and Leary (1995) regarded the need to belong as the need for humans to constantly interact with each other in ways that produce healthy relationships. The innate need to belong can cause behavioral changes in an individual, having a direct effect on outcomes in an individual's environment. These outcomes could be a result of perceptions formed in a school setting (Juvonen, 2006). Additionally, some research indicates that having a sense of belonging in school is aligned with higher academic achievement, along with a student's goals and how much stock they are willing to put in their education (Anderman, 2002). Although these findings have been substantiated in more recent studies, Goodenow (1993) also referenced the importance of a sense of belonging by stating that "school belonging is the extent to which students feel personally accepted, respected, included, and supported by

others in the school social environment" (p. 80). The ever-present need to feel close to

something or to someone is a motivating factor for students to attend school. This need is

fueled by various factors, but the most prevalent one is the student-teacher relationship

(Uslu & Gizir, 2017).

     According to Bielski (2016), it is an awkward scenario having your parent work at

the school you attend during some of the most crucial developmental stages for

adolescents. Classmates have a huge curiosity for students whose own parents teach

them. Having classmates think that the teacher's or principal's kid will receive favor

from teachers or getting a pass on discipline can take its toll on building trusting

relationships. Stories of those who had the experience of their parent as their teacher

and/or administrator help to add insight to the research problem (Bielski, 2016).

Real Life Experiences

     Lauren Edwards is a 28-year-old Halifax physiotherapist whose father was the

vice principal in charge of discipline at her junior high school, Queen Charlotte

Intermediate in Charlottetown (Canada). She stated, "it's hard to fit in anyway in junior

high, but then I had this target on my back. My nickname was 'Mr. Edwards's daughter.'

I was definitely unpopular" (Bielski, 2016, para. 7).

     Shauna May is a 33-year-old Calgary librarian whose mother was her French

teacher from Grades 10 to 12 at Carlton Comprehensive High School in Prince Albert,

Saskatchewan. She said,

     I was a good student, but sometimes when I'd get in trouble, my friends liked to

     see it. Once I was talking out of turn and my mom told me to "be quiet!" in

     French. A friend looked at me and laughed, "Ha! You got in trouble!" (Bielski,

2016, para. 13)

Marianne Davidson is a 48-year-old high school teacher of history and law in

Prince Albert, Saskatchewan, whose father taught her Grade 10 computer science at

Weyburn Comprehensive School in Weyburn, Saskatchewan. She recalled,

> There were a bunch of kids in my computer science class who didn't know he was
>
> my dad. The weeks went on. I couldn't call him "Mr. Janoski" – that just
>
> sounded weird. And I couldn't call him "Dad" because that was a little too
>
> informal. Whenever I had a question, I'd just put my hand up and wait until he
>
> came over to answer. One time I was working with a partner and the word "dad"
>
> just came out. Her eyes got so big and her jaw dropped. She said, "Why did you
>
> call him Dad?" She was so embarrassed for me. I just looked at her and
>
> shrugged, "Cuz he is my dad." Then the teasing started from my classmates: "I
>
> bet you're going to get good grades." "Could you get the test for us so we can
>
> have the answers?"
>
> One time I was walking behind some fellow students and they didn't see me.
>
> They were trashing my dad pretty good. I wish I'd had a little more self-
>
> confidence at the age of 15 to say, "Hey! I'm his daughter, shut up!" I felt
>
> horrible. Everyone says things about teachers, but he was my dad first. It was
>
> hard when things like that happened. (Bielski, 2016, paras. 17, 18)

Pastors' Kids

Children of preachers oftentimes are under the same scrutiny and pressures as

those whose parents are their teacher, coach, or principal. Sager (2017) recalled the

tremendous pressure and expectations his own children and children of other pastors

experienced while growing up. He also remembered a time that a "pastor's daughter was elected president of the youth council, only to see the position go to another person, because we didn't want to be seen as playing favorites with the preacher's kid" (Sager, 2017, para. 3). "Another spouse of a pastor reported that her son was taken out of a Sunday school class for misbehaving. The teacher reported, "Other boys were acting up, too, but we felt like the pastor's son should be the example" (Sager, 2017, para. 3).

Rainer (2014) wrote about seven things he learned from PKs. He explained that many PKs have recalled the challenges that accompanied expectations placed on them by both their parents and church members. Rainer gathered his list of seven things from children of pastors; some who were still at home with their parents and others who grew up as PKs. The list is comprised of the following:

1. **The glass house is a reality**. People are always looking at the PKs. They have trouble saying or doing anything without someone, usually a church member, making a comment. Most of these PKs felt a great deal of discomfort living in the glass house. Some even expressed bitterness.

2. **Some church members made a positive and lasting impression on PKs**. One of the more frequent positive comments heard was about the church members who loved and cared for the PKs. Many of them took the children under their wings and made a positive difference in their lives.

3. **Some church members were jerks to the PKs.** Many of the stories are heartbreaking. It is really hard to imagine some of the awful words that were said to the PKs. Some still feel the sting of those words decades later.

4. **Many PKs resent the interrupted meals and vacations**. They felt like their

pastor parent put the church before the family. One PK, now an adult, lamented that every vacation his family took was interrupted; and many times, the vacation was truncated.

5. **Some of the PKs have very positive memories when their parents included them in the ministry.** These PKs loved working with their parents in doing ministry by helping others.

6. **A key cry from the PKs was, "Let me be a regular kid."** A number of the PKs expressed pain from the high expectations placed on them by both their parents and church members. Others said that some church members expected them to behave badly because that's just what PKs do.

7. **Some PKs left the church for good because of their negative experiences**. They view local congregations as a place for judgmental Christians who are the worst of the hypocrites. They have no desire ever to return. The resentment and pain in their comments left a clear message. The hurt was palpable.

Responses were posted to an article that Rainer (2014) posted online regarding speaking on behalf of pastors for their kids. Many of the respondents posted negative comments about being the pastor's child. Living life, as described by one respondent, in a fishbowl, susceptible to judgment from church members led to a toll that many carried into adulthood with an aversion to being a part of a church family again. One respondent, identified as Christine, had this to say:

I'm a current PK & have been living under everyone's eyes since I was 12. I'm now 21 and my spirit is weary. My heart aches. I was forced to grow up very

quickly due to my every action being scrutinized by church members. My dad-our-pastor- is never home and when he is, he is on the phone with a church member. This includes when our family is on vacation. Sometimes I go 3 days without seeing him because he comes home late and I leave early for classes. My actions and the actions of my family are constantly criticized. I am expected to serve in the church, but because I do, I face more criticism. I feel hopeless and so broken inside. I can't speak to anyone about this because I've lost trust in any of the members in my church "family." I'm ready to turn away and never look back. (Rainer, 2014, para. 41)

Parent-Coaches

"Studies have indicated that relationships between parent-coach and the child-athlete are not always positive experiences by parents and children, resulting from highly complex and challenging relationships" (Jowett, Timson-Katchins, & Adams, 2007, p. 66). Weiss and Fretwell (2005) suggested, "while benefits include spending time together and sharing positive social interactions, parent-coach and the child relationships can also be contentious and conflict-laden and can lead to rebellious behaviors among children" (p. 66).

According to Atkins, Johnson, Force, and Petrie (2015), one less understood aspect of well-intentioned parental involvement surrounds that of parents who coach their own children. The coaching role represents a conduit through which parents may believe they can make a positive and substantial contribution to their child's sport. The dual role of parent-coach can be challenging for the parent and child. Jowett et al. (2007) claimed the dual roles of being the parent-coach and the child-athlete have the

potential to spill over into the family unit. Receiving criticism from your dad as the coach can often lead to negative feelings from the child of having been "put down" and subsequently not knowing how to voice concerns he or she may have about the coach's abilities to coach.

Advantages of Parent-Educators

Zilber (2005) conducted a study on parent-educators in international schools whose children attended the school in which their parent worked or whose school was in close proximity of where the parent worked. Themes that sprung from the study formed around the benefits of having a child in the school where the parent is employed: "(a) practical benefits, (b) social integration, (c) facility of communication and contact, (d) awareness, familiarity, and understanding of school and students, (e) strong family bonds and interrelatedness, and (f) educators as parent role models" (Zilber, 2005, p. 8).

Practical benefits: Parents who work in and children who attend the same school have the advantage of having similar schedules. This helps with daily transportation issues that other families might encounter and when planning family vacations, since parent-educators and their children share the same school calendar (Zilber, 2005, p. 11).

Social integration: Most schools consider themselves a family. Children of the faculty can become immersed in the school setting. Oftentimes, the children are there before and after school, waiting for their parents. By default, the children become an extension of the school family. Other teachers, at times, have to watch their colleagues' children when the parent is on duty or have to attend a meeting. Some teachers expressed having a sense of security with their child being at their

place of employment. Everyone knows the teachers' kids, so colleagues are more apt to look out for another colleague's child. For educators' children, "school is a non-threatening environment where they receive more, or better, attention and care from other teachers; these children feel comfortable and familiar at school, according to the adults" (Zilber, 2005, p. 11). This type of familial environment helps those students develop positive and congenial relationships with other adults in a professional setting. This subgroup of students become more comfortable with interacting with teachers at their school, in and out of the classroom. The students have had the opportunity to engage in conversations with these adults in various settings, in and out of school (Zilber, 2005).

Facility of communication and contact: Typically, in a school setting, there exists a comradery of sorts amongst the faculty and staff. Having your child at the school where you work lends itself to an accessible means of communicating with the child's teachers. Parent-educators are able to do an informal check on their child's academic and/or behavioral progress. They are also available at the school site for formal meetings, if needed with their child's teachers, unlike other parents who sometimes have to rush from work or take off from work to meet with their child's teachers. Being on the same campus also proves helpful because the child always knows where to find their parent if there is a need for a parent signature, money, help with a problem, or simply a hug (Zilber, 2005, p. 11).

Awareness, familiarity, and understanding of school and students: Parent-educators have the advantage of being aware of the inner workings of the school in which he or she works and where their child attends. Having an intimate

knowledge of the curriculum, teachers, resources, course offerings, and overall

educational process provides educator-parents close accessibility in advocating

for his or her child. Parents acknowledged to using insider knowledge to

advocate having select teachers instruct their child (Zilber, 2005, p. 11).

<u>Strong family bonds and interrelatedness</u>: In Zilber (2005), parent-educators

revealed they enjoyed seeing their kids daily in the school setting. Receiving

daily updates from their child's teachers through informal dialogue with

colleagues, being able to attend school-wide functions with their child in

attendance, and being a part of co-curricular activities were all marked as

contributors to increasing the family bond. Most other parents never have the

opportunity to experience this type of day-to-day interaction of following their

child's educational and social development. A few parent-educators stated, "You

get to watch your child grow up" (Zilber, 2005, p. 11). An added benefit for some

parent-educators included getting to know their child's friends up close and

personal (Zilber, 2005, p. 11).

<u>Educators as parent role models</u>: Viewing a parent in a professional capacity on a

daily basis is rare for any child. Seeing your parent at your school, interacting

with teachers and other students is, at best, an anomaly. "It was recognized that

not all children have an opportunity to actually see their parents in their

professional role and work environment, and that this is an enriching status that

also strengthens family bonds" (Zilber, 2005, p. 11). Cottrell (2002) surmised

that this type of parent role modeling is "perhaps the reason why 28 percent of

children of international school educators choose a career in education" (Zilber,

2005, p. 11).

Challenges of Parent-Educators

On the opposite side of advantages of having your parent as your principal, teacher, or coach rests challenges. Challenges revealed in the Cottrell (2002) study, included "(a) issues of inequality, (b) uncomfortable communication, (c) awareness/ insider knowledge, (d) conflicts of interest, (e) multiple role-blurring roles, (f) family overload, and (g) child-rearing issues" (Zilber, 2005, pp. 12-13).

Inequality by visibility: Children of educators are under intense pressure to behave in an appropriate manner, befitting from their parent's station. The perception of others that children of educators are expected to be different, to be better than other students, is termed as "fishbowl living" in Cottrell's (2002) study. Not only does the child face scrutiny, but the parent does as well. If the child's behavior is not optimal, colleagues tend to frown upon the parent-educator's inability to control their own child's behavior. This can pitch negative thoughts from fellow teachers of how the parent-educator is able to hold other students accountable within their own class, if their own child does not exhibit proper behavior. This correlates to what Schaetti and Ramsey (1999) called the "visibility factor" where the parent-educator is fearful that their child's behavior might undermine their professional standing within their organization. Children of administrators are perhaps scrutinized even more than other educators' children, especially if they are talented or, conversely, if they are challenged. Doubt and suspicion might be demonstrated when an administrator's child receives awards, prizes, or high grades on examinations or report cards, as if

they are deemed privileged due to the position of the parent. One situation was described as reverse discrimination, where the child was deserving of a sports award, but the father/coach/administrator had him share it with another, in order to avoid community suspicion. As mentioned earlier, bullying, gossip, and rumors were considered more likely against children of administrators (Cottrell, 2002, p. 13).

Unwanted and uncomfortable communication: Previously highlighted as an advantage, open communication between the parent-educator and colleagues can lead to resentment. When colleagues speak with the parent-educator frequently, it can be perceived as if their child is being overly observed. An added component is the parent-educator might not want updates on their child on an ongoing basis throughout their workday. Hearing negative comments from other teachers about your child throughout the workday might be received poorly and can cause a strain among colleagues. Collegial relationships between colleagues can become fraught with tension because of issues that might stem from sensitive issues pertaining to the child (Zilber, 2005, p. 12).

Awareness and insider knowledge: Both the educators and their children have insider knowledge and more awareness than other community members do. Administrators particularly feel guilty if the school programs are inadequate. A major issue for participants was maintaining confidentiality at home about a child's friends or about their teacher/colleagues. Parents must make a concerted effort not to expose certain information. Children inevitably overhear things at home to which they should not be privy (Zilber, 2005, p. 12).

Conflicts of interest: Some parent-educators acknowledged the awkwardness of being aware of decisions made by the school that might not be in their child's best interest. As an employee, educators are aware of the weaknesses in their own school environment. Educators are acutely aware of the strongest or weakest teachers within the building. Having this knowledge and knowing that some inner workings of the school are not in the best interest for their child can lead to feelings of guilt.

Blurred roles: The roles inside the class can become blurred, especially highlighted if the child misbehaves or performs poorly. The educator tends to address their own child in the classroom as the parent and not the educator, placing emphasis on the disparity that exists between the child versus the other students. Participants found this to be a complicated situation. Conflict can also occur outside of school in social settings. At times, it may prove difficult for teachers to connect with non-teachers or other stakeholders as schools are often conversational pieces in social gatherings. A school's performance level is an area that can lead to varying levels of passionate commentary that can quickly spiral. Conflicts can become exacerbated in small communities where teachers share the same retail stores, businesses, and places of worship with non-educators or parents of children they teach (Zilber, 2005, p. 12).

Family overload: Parent-educators and their children find it difficult to disconnect school life from home life. Typically, adults talk about their work issues at home around the dinner table and the same for children who talk about school issues at home with their parents. Parent-educators and their children are inextricably

connected to the school. It is where the parent works and where the child attends.

These overages spill over into the home setting. In situations where the parent is

the educator at the school the child attends, conversations can become disjointed

or stilted in an attempt not to reveal too much information from the parent and the

child. The happenings of school life are normal conversations in most homes.

These conversations are more difficult when each party is looking to protect either

the integrity of the school and fellow colleagues or the secrets of classmates from

someone who has influence at the school (Zilber, 2005, p. 12).

Child-rearing issues: Some of the challenges focused on issues of child rearing.

Some participants felt children of parent-educators are slower in growing their

self-dependence. The children readily expect their parent to handle things for

them since they are in such close proximity. An example was given of students

relying on the parent-educator when they have forgotten to get a permission slip

signed or need money for lunch or other activities. Other students are not

afforded the opportunity of being able to reach mom or dad in such close

proximity when there is an urgent need. The reliance of this subgroup of students

led some respondents to believe that it restricts the child from being self-reliant

and therefore unable to manage situations or face the consequences of not having

the needed item required by others. When it comes to disciplining their own

children, parent-educators may find it awkward to do so in the school setting. The

children of administrators have an additional focus on their behavior and

academics, due to the high-profile position of a school administrator. Participants

related their own struggles of having to discipline their child or their child's friend

or even a colleague's child. The sentiments were not favorable, as the experience was often not well received by the students or the adults. Internal conflicts may also arise with staff members who might feel intimidated when the principal's child is on their roster. Teachers may have misgivings of sending the boss's child to the office for disciplinary reasons in fear of the principal circumventing issuing the correct measure of discipline on their own child or holding it against the teacher (Zilber, 2005, p. 12).

Sense of Belonging

Teachers serve as the most important adult figure in schools to many students. Not only do teachers provide support academically to students, they also help to set the social tone inside their class and throughout the school by virtue of the relationships they have with students. In essence, building positive relationships with teachers, which are shaped by respect, trust, and integrity, are linked to students performing better academically. This also has an effect on student views of school, while learning to value their own self-worth (Furrer & Skinner, 2003; Hughes & Kwok, 2007). This argument was revealed decades ago when Roeser, Midgley, and Urdan (1996) studied a group of middle school students who demonstrated that the dynamics of the teacher-student relationship weighed heavily on a student's sense of school belonging. This strong sense of belonging directly correlated to higher incidents of scholastic achievements.

School belonging is considered an important aspect on the positive outcomes of a student's school-related experiences (Uslu & Gizir, 2017). Uslu and Gizir (2017) went further by stating, "The students who feel supported socially and academically by their parents are motivated to attend school activities and also get on well with peers" (p. 68).

A student's SOBAS is the cornerstone that builds the foundation of the psychosocial

well-being and academic achievement of the child. According to Willms (2003), SOBAS

is a psychological state in which students acknowledge that school plays a significant role

and lasting impact on their present and future, as evidenced in their participation in

school related events, community events, and in their relationships with teachers, staff,

and their peers. Sense of school belonging is also referred to as,

> school attachment, sense of relatedness, sense of school community, or school
>
> membership, is also defined as an individual's being part of a social group in the
>
> school that he or she values and feeling accepted and valued by the members of
>
> that group. (Cemalcilar, 2010, p. 245)
>
> Research has confirmed a positive association between students' attitudes and
>
> affect towards their schools and various academic outcomes, such as academic
>
> performance, success expectations, engagement, and academic self-efficacy in all
>
> levels of schooling, ranging from primary school to college years. (Cemalcilar,
>
> 2010, p. 245)

Croninger and Lee (2001) also identified a sense of belonging and connectedness as

contributing factors in improved academic achievement and engagement.

Chiu, Chow, McBride, and Mol (2016) discovered scholars have examined

SOBAS for two main reasons. Schools exist to share academic knowledge and to

broaden a psychological growth in students. The importance of having positive feelings

toward school and a sense of belonging are critical components of a child's psychological

well-being during their formative years in grade school. In a longitudinal study, L. H.

Anderman (2003) found that middle school students' sense of belonging was shaped

primarily by their knowledge that class groupings were arranged by their academic ability levels. Although students' sense of belonging in that study drifted downward from being academically inclined, that decline stabilized when students became more aware of their teachers' ability to create a climate of understanding and respect among students in class, irrespective of varying academics within the class (Freeman, Anderman, & Jensen, 2007).

Theoretically speaking, Anderman's (2002) earlier research corroborated recent research in the belief that in the school setting, teachers help to shape a student's experience of belonging, primarily due to the majority of time spent in school is typically on the inside of a teacher's classroom. Similarly, Osterman's (2000) findings, along the same timeline as Anderman (2002), underline the idea that students experience a higher sense of belonging when they develop a healthy rapport and support system with their teacher. Osterman went further by stating, "Students who experienced a greater sense of acceptance by peers and teachers were more likely to be interested in and enjoy school and their classes" (p. 331). These perceptions of school were also reflected in the students' levels of and dedication to schoolwork, increased anticipation of success, and decreased periods of anxiety. A study conducted by Freeman et al. (2007) discovered that students who perceived their teacher as part of their support system were those who encouraged active engagement in the form of participation and ownership of learning within the classroom. Additionally, it was noted that those same teachers exuded a level of enthusiasm, friendliness, and helpfulness towards their student. These factors weighed heavily in a student's sense of belonging in the school community.

Earlier data also support the theory that teachers heavily influence a student's

SOBAS, as evidenced below. Classmates have some influence, but teachers have a

stronger impact. Teachers dictate the class environment and are routinely the most

sought-after person by their students as a representative of the school. Students spend the

majority of their school day in class, where teachers have the autonomy of creating the

environment through their design and planning of instruction, classroom management,

and class discussions (McNeely, Nonnemaker, & Blum, 2002). The interaction with

friends usually occurs outside of school hours in contrast to the daily interaction between

teachers and students (Roeser et al., 1996). Chiu's et al.'s (2016) assessment revealed

that students have a more favorable view of their school, based on their positive

interactions with teachers, in comparison to their interaction with their school friends. It

was surmised from these findings that teachers likely have a greater influence on a

student's sense of belonging than their peers do.

     Educators who responded to an Education Week Research Center survey agreed,

"A student's sense of belonging at school is important to academic achievement" (Blad,

2017, p. 1). Sixty-one percent of teachers felt it was important to address concerns of

students who feel they may be judged negatively on their identity (Blad, 2017). In the

same study, 80% of teachers felt it was important for students to feel a sense of belonging

in order to be successful in school. Students who feel they do not fit in with their peers

may exhibit signs of low self-worth and blame themselves for their perceived lack of

social success. Graham, Bellmore, Nishina, and Juvonen (2009) found this to be more

evident for many marginalized youths.

     According to Murdock, Anderman, and Hodge (2000), teacher-student

relationships which are molded by equity and mutual respect have been linked with

decreased separation from school in junior high students. "Positive student-teacher relationships are characterized by interpersonal warmth and by the clear communication that a student's academic learning and success are valued. Student-teacher relationships may be key to understanding the process of alienation from schooling" (Murdock et al., 2000, p. 329). McNeely et al. (2002) reported that a high school student's sense of school belonging was aligned with a teacher's ability to manage the classroom with few behavioral incidents. The results of those studies indicate that students' sense of belonging may be improved in settings defined by meaningful instruction, including an emphasis on relevant learning; inviting, respectful interactions between teachers and students; collegial discourse between students; and routine daily operations of the school (Freeman et al., 2007). Uslu and Gizir (2017) cited several studies (Aliyev & Tunc, 2015; Dehuff, 2013; Farrelly, 2013; Goodenow, 1993) in the research that found that school belonging is strongly associated with other significant factors of students' identities and behaviors, including mental health, social standing, self-esteem, respect of school rules, decreased violence, and a decrease in those exiting schools before graduation.

Teacher Impact

Uslu and Gizir (2017) pointed out, "positive and supportive relationships with teachers and peers promote an adolescents' sense of school belonging" (p. 64). This aids in promoting student participation in the classroom in working with others. These relationships function within and outside of the school environment and help to formulate a student's perception of school. Pittman and Richmond (2008) argued adolescents feel better about the school they attend if they also have a sense of belonging along with a

group of peers with whom they can associate and build relationships.

According to the literature,

When students feel a supportive relationship with their teacher, they feel valued, confident, and exhibit a positive attitude toward school. The family is another important factor in students' educational life. The students who feel supported socially and academically by their parents are motivated to attend school activities and also get on well with peers. (Uslu & Gizir, 2017, p. 68)

Uslu and Gizir (2017) argued that generally speaking, parents are the mainstay in a child's education. Therefore, the perception of children's views of their parent's involvement in their education is crucial. The findings of their research revealed that "both parent involvement at school and at home have an exploratory role when it comes to a student's sense of school belonging" (p. 77). Generally speaking, "when parents are in a relationship with teachers characterized by mutuality and involved in their children's education, both at home and at school, students are more motivated and exhibit higher levels of emotional, social, and behavioral adjustment" (Hughes & Kwok, 2007, p. 41).

Going back a few decades, but relevant to the theory of child psychology, is the need to understand that during most of early childhood and adolescence, schools offer the blueprint to forming social relationships. According to Baumeister and Leary (1995), "human beings have a pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships" (p. 497). The self-determination theory assumes that the need to relate to others is actuated through the positive interactions with others (Deci & Ryan, 2000); and when not met, individuals may experience adverse effects on their mental health. Ryan and Stiller (1994) also

found that individuals react better in environments that serve their need for

belongingness. A greater sense of belonging in the school setting affirms students both

psychologically and academically.

In general, students with a greater sense of school belonging are found to be less

anxious, less lonely, more autonomous and prosocial, more intrinsically than extrinsically

motivated, and more successful in their class. Furthermore, students with a sense of

belonging are prone to value education more; become actively engaged in both in-class

and out-of-class activities; have higher self-esteem; attend school regularly; form

healthier relationships with their teachers and classmates; and, for the most part, are more

content with their lives (Cemalcilar, 2010).

> Lack of belonging, on the other hand, has been linked with feelings of alienation
>
> and loneliness, even hostility, low academic achievement, negative school-related
>
> attitudes, behavioral problems, risky behaviors, low school attendance, high rates
>
> of juvenile delinquency, and dropping out of school. (Cemalcilar, 2010, para. 11)

Numerous factors such as socioeconomic status, race, and gender as well as more

malleable factors such as the curriculum or teacher behaviors have an effect on a

student's SOBAS (Walker, Greene, & Mansell, 2006). Anderman (2002) found during

his research in the early 2000s that there were few studies that investigated the relative

effects of the different types of factors on student academic outcomes. Those few that

existed noted indicators of changeable characteristics of student motivation and systems

in place at the school level, even after accounting for the demographic and individual

factor variables. Moreover, research in the past decade reveals that programs initiated

and implemented at the school level can have a greater impact on a larger number of

students. Relationships developed early on can have a significant influence on an individual's state of mind and personal growth throughout life (Cemalcilar, 2010). Schools, for the most part, offer the cornerstone in which the first significant relationships with people outside the family are formed.

Research has shown that especially during the formative years in elementary school, children thrive on being in secure relationships, as this plays a significant role in their development (Furrer & Skinner, 2003). Trusting and supportive social relations provide a safe base for students. This, in turn, provides opportunities for active engagement, both within and outside of the classroom. This feeling of security also motivates students to perform at their maximum level and acts as a deterrent when faced with obstacles. In the literature, other than relationships with parents, the most commonly examined relationships that have a lasting effect on a student's educational participation and performance are those with teachers and peers.

Research has also revealed the positive relationships between students and teachers acted as influential changes in a student's motivation, interest in school, objectives in learning, and the values placed on education. The healthy relationship between the teacher and student also acted as a change agent and predictor of a student's participation, perseverance, and performance in and outside of school (Giani & O'Guinn, 2010). Going back to the relevancy of the psychological impact on a child, Wentzel (2000) proposed that before expecting adolescents to feel a sense of belonging to the larger school environment, they must first establish a connected relationship with the teacher.

It has been further highlighted in the literature that the most commonly directed

indicator of highly effective schools for students is a "caring environment exhibiting a homelike atmosphere in which teachers treat all students with respect and care, and interact with them in relationships similar to the extended family" (Tosolt, 2010, p. 146). Accordingly, Uslu and Gizir (2017) found,

> When teachers express care toward students, behave sensitively, communicate respect and interest, and remain warm and engaged, this not only improves individual relationships, but increases students' sense of school belonging, cooperation among students, and motivates students to learn, as well as prevents and diffuses disturbing behavior, but also affects the broader climate and reduces classroom conflicts. (pp. 66-67)

Osterman (2000) discovered that the role of the teacher as either nurturing and caring or the opposite, as cold and indifferent, plays an important role in the psyche of a student. Having positive attitudes about teacher-student relationships may offer a safe emotional place from which students can come to anticipate in a school setting. Additionally, building healthy bonds with teachers may facilitate adjustments within adolescents at a time when building and fostering non-parental relationships is vital to students (Uslu & Gizir, 2017).

It can be argued that "students classified as having poor relationships with teachers and poor bonds with school had poorer scores on self- and teacher ratings of social and emotional adjustment than children classified as having positive relationships and bonds" (Murray & Greenberg, 2000, p. 423). Birch and Ladd (1998) found, "the teacher-child relationship influences children's development and adjustment (p. 934). Rawatlal and Peterson (2012) suggested, "The greater involvement of teachers as health-

enhancing role models and mentors to learners is crucial" (p. 355). The relationships between students and teachers builds the opportunity for students to feel more at ease in the classroom environment and the greater school community. Equally important to remember is high school students are less dependent on adults but still need the support and guidance from their teachers. This could help contribute to their sense of belonging and feelings of relevancy at school (Rawatlal & Peterson, 2012).

In addition, Jones and Jones (1998) argued the roles of teachers have evolved from one of sternness and simple deliverer of instruction to one that nurtures, supports, advocates, and creates class environments that promote healthy relationships with peers and ownership of learning. It can be further argued that teachers should make an effort to personalize learning, with attention on the diversity of what every learner can contribute to the educational process. This can be another way of providing a way for students to connect to school (Rawatlal & Petersen, 2012).

Teachers should also be deliberate in cultivating an atmosphere of community and sense of belonging in classrooms through effective classroom management techniques. This argument can be aligned with the thought that teachers should be encouraged to affect positivity in their attitudes and be supportive of students, while providing space for students to build meaningful relationships with their peers. It is believed that an environment of equity, where everyone is valued and emphasis is placed on the importance of all learners, helps to decrease violent tendencies and reduces bullying (De Wet, 2007).

Cemalcilar (2010) also suggested that teachers play a dual role by influencing their students' academic achievement and their feelings towards school. A closer look

into Cemalcilar's study exposed an even larger arena for teachers in having a positive outcome on a student's school attachment more than an administrator's influence. Even though research comparing the effects of these two groups on student outcomes is limited, there is sufficient data highlighting the importance of teacher-student relations on a student's achievement and motivation (Furrer & Skinner, 2003). Although school administrators are not commonly studied in educational research in terms of their effects on students, Cemalcilar's study suggested that the way administrators socialized with their students played a part in student perceptions. The leadership qualities displayed by administrators in their daily operations—handling discipline issues, treatment of students, along with their daily social communication with the students—influence the students' feelings towards the school.

Cemalcilar (2010) conducted a study and found increased sense of school belonging was associated with "both increased satisfaction with social relationships and social-contextual features of the schools and decreased violence in the school" (p. 258). Social relationships within schools and the structural/contextual characteristics of schools make up the two major categories of social aspects of schools (Wentzel & Looney, 2007). According to Malley, Beck, and Adorno (2001), in schools where students feel alienated, it is more likely that they will participate in violent acts, whereas in environments where students have a strong sense of belonging, there exists the weighted possibility that the presence of violent acts will not be presented (Osborne & Walker, 2006). Cemalcilar discovered that among the school cultures studied, "the perceived quality of relations with peers and the perceived safety of the schooling environment emerged as important since each had an additional direct link with the development of sense of school

belonging" (p. 259).

The Influence of Peers

An additional area of study is how the impact of peer relationships shape a student's sense of school belonging. "Although decades of research document the effects of adults on children's academic achievement, studies have only recently begun to examine the influence of peers" (Furrer & Skinner, 2003, p.150). In addition to the teacher-student relationships, peer relationships also play an important role in a student's SOBAS (Law, Cuskelly, & Carroll, 2013). According to Stewart (2008), "Those students who care about and feel supported by their teachers and friends are more likely to develop affective ties to school and display socially acceptable behavior" (p. 197). Osterman (2000) advocated the importance of belonging and being accepted by a group of peers. Uslu and Gizir (2017) highlighted the importance of "peer acceptance in terms of a student's relationships with classmates, and the consensual like or dislike that is directed by the group toward the student" (p. 67) as having a direct impact on the student's sense of belonging. Osterman highlighted a critical aspect in a student's SOBAS in the area of peer relationships. When aligned correctly, peer relationships allow students to produce better social skills and achieve higher levels of academic growth.

Similarly, Ma (2003) argued the more students are connected with peers in supportive and sustaining relationships, the higher the chances are of students sharing in a sense of pride and protectiveness for their school. In contrast, students who are not connected to their schools and classmates are likely not to be supportive of activities or events. These students may develop negative attitudes towards school, resulting in

subpar academic achievements (Ryan, 2001). Osterman (2000) believed this could lead

to higher levels of disinterest and disengagement from school. In addition, Law et al.

(2013) stressed that friendships have a direct impact in addressing the emotional

connection of a SOBAS, as it acts as a catalyst of students feeling as if they are being

included or excluded. According to Simons-Morton and Crump (2003), "social

competence, a self-assessment of relative abilities in the areas of friendships, school and

academics, and problem solving, has been shown to be associated positively with

achievement" (p. 122).

Family Involvement

Another dynamic explored in the literature is family involvement in student

education. As children progress through school, they gradually form a detachment from

their parents; but according to Bester (2007), "parents do influence the personality

development and behavior of their children" (p. 179). The positive effects of parental

involvement have long been studied as an indicator of a student's success. Comer (1980)

found decades ago that in order for adolescents to reach their maximum achievement

level, parents have to provide their sustaining support throughout grade school. These

earlier findings substantiate current research in supporting the theory that parental

involvement plays an important role in the development of the whole child.

Osterman's (2000) research revealed students whose parents are actively involved

in their child's education

> have more positive attitudes toward school, classwork, teachers, and their peers.
>
> They are more likely to like school, and they are also more engaged. They
>
> participate more in school activities, and they invest more of themselves in the

learning process. (p. 343)

There is mounting evidence in the literature that strongly suggests that family

involvement provides teachers with an opportunity to communicate information about

their students to their parents. It is believed that family involvement serves as a

cornerstone in helping students to connect to the school and build collegial relationships

with teachers and with peers (Freeman, 2005).

Similarly, Osterman (2000) proposed that family involvement in school links the

teacher and parent together. This helps when teachers are learning their students'

learning abilities and habits of studying. Stewart (2008) found, "the research has shown

that parents are instrumental to their children's academic success and that parental

involvement has a positive impact on student achievement" (p. 183). This often results in

the creation of a supportive school climate and makes and offers a contribution to a

child's sense of school belonging (Wicker, 2010). In short, a student's sense of school

belonging is based on the premise that the interaction at school with students, teachers,

and peers is an added factor to a student's sense of belonging. In a school where students

feel a sense of belonging, it should be well established that all people should have a place

and can be recognized for who they are and what they contribute to the school

community (Sanchez, Colon, & Esparza, 2005).

The related literature explores the three dynamics of teachers, peers, and family

involvement as independent factors that contribute to and affect a student's SOBAS,

while acknowledging that a correlation dependency of all three factors has not been

researched extensively (Chapman, Buckely, Sheehan, & Shochef, 2013).

This theoretical framework maintains that individuals have psychological needs,

that satisfaction of these needs affects perception and behavior, and that characteristics of the social context influence how well these needs are met. The concern here is how schools, as social organizations, address what is defined as a basic psychological need: the need to experience belongingness. Uslu and Gizir (2017) cited Goodenow (1993) as specifically describing school belonging as "the extent to which students feel personally accepted, respected, included, and supported by others in the school social environment" (p. 66). Specifically, "researchers have identified associations between a sense of school belonging and a number of adolescent outcomes, including strong commitment to school goals and engagement in school activities" (Uslu & Gizir, 2017, p. 66). Uslu and Gizir (2017) further stated, "adolescents' sense of school belonging is attained through supportive and integrative interpersonal relationships that transcend the set social boundaries, cultures or tradition; and adolescents as individuals contribute to the well-being of that society, group, and community" (p. 77).

Summary

As stated earlier in Chapter 2, children of parent-educators are often excluded from peer groups or are left to feel ostracized by peers. The literature explores and uncovers the basic need for students to feel as if they belong in the school community by friends and by teachers. Research presented in Chapter 2 helps to solidify the argument of the psychological and academic advantages of a student's sense of belonging. "The higher the visibility of the parent, the greater the negative feelings of the child, particularly in secondary school" (Zilber, 2005, p. 127). Students who have a parent as a teacher, principal, or coach oftentimes are under tremendous pressure to perform at certain levels. The pressures to fit in with peers, to excel academically, to be included in

certain social groups, or to feel normal in an environment where precepts of who they

should be or how they should act are often previously established.

Chapter 3: Methodology

Overview

The purpose of this chapter is to introduce the research methodology for this qualitative study regarding the experiences of adults who had their parent as a teacher, coach, or administrator in the school they attended. The qualitative approach allows for a deeper understanding of experiences academically and behaviorally as well as the psychological framework of adolescents during their school years. Research questions, research design, study participants, data collection, data analysis, and ethical concerns are addressed in this chapter.

Research Questions

This study is framed by the following research questions:

1. What is the emotional and social impact on students having their parent as their principal, teacher, or coach?

2. From the participants' points of view, what is the perception of how teachers view you?

3. What forms of pressure does the student identify with when the parent is the principal, teacher, or coach?

Research Design

Case study is a research methodology, typically seen in social and life sciences. Case study can be defined as an intensive study about a person or a group that is aimed to generalize (Gustafsson, 2017). A case study is a research method commonly used in social science. It is based on an in-depth investigation of a single individual, group, or event. Case studies may be descriptive or explanatory. Baxter and Jack (2008) wrote

that "Qualitative case study methodology provides tools for researchers to study complex phenomena within their contexts" (p. 544). The researcher used the intrinsic case study approach to understand the experiences of children whose parent was their teacher, coach, or administrator in school. This type of case study, as noted by Stake (1995), is best suited for researchers who have a keen interest in the case and would like to gain a better understanding of the study. The intrinsic case study is not chosen to develop a theory; but due to its uniqueness, it is chosen to get a deeper understanding of the topic.

Because the purpose of this study was to examine the experiences and perceptions of students who had the experience of attending school where their parent worked, a qualitative approach was the best choice. Creswell (2009) stated that

> Qualitative approaches to data collection, analysis, interpretation, and report writing differ from the traditional, quantitative approaches. Purposeful sampling, collection of open-ended data, analysis of text or pictures, representation of information in figures and tables, and personal interpretation of the findings all inform qualitative procedures. (p. 17)

According to Creswell (2007), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

The researcher has worked in education for 23 years and holds a Bachelor of Arts in Secondary Education, a Master of Education in Administration & Supervision, and an Educational Specialist in Administration & Supervision. The researcher does not have a direct relationship with the participants which would represent a conflict of interest, such as a reporting relationship, contract, or any relationship with the researcher that may impart bias on the research study. The researcher has been trained in the skills necessary

to carry out the designed study. The researcher has interviewed multiple people over the course of her administrative career. The researcher's skills include training in listening and speaking skills as a part of her professional development portfolio and a research design course at Gardner-Webb University. Since 2004, she has been a building level principal, interacting and conversing with teachers, students, parents, and members of the community.

Study Participants

Participants were selected from a population of employees in the Study School District who attended school where their parent was either an administrator, teacher, or coach while they were in school. The participants worked at eight different schools throughout the district. All eight participants were at least 21 years old and were recruited through the researcher's existing professional networks. The researcher contacted the superintendent of Study School District via email to request permission to send the email to potential participants (Appendix A), utilizing the district's group email as a tool to distribute the initial email and subsequent survey tool. With the superintendent's approval, the researcher then emailed contacts in her professional network using the email to potential participants (Appendix B) and asked for voluntary participants who fit the criteria. The researcher works at School 9 in the district and did not seek or use any participants in the school where she works.

The participants were asked to respond to a brief demographic survey (Appendix C) via email to help the researcher select participants and document the number of viable participants. An informed consent form was required for each participant prior to participating. The researcher originally anticipated approximately 12-20 participants for

this study but, after a careful review, decreased the number to eight participants who met the criteria.

Data Collection

The researcher contacted the superintendent of Study School District via email Appendix A) to request permission to send an email (Appendix B) to potential participants via the district's email mechanism informing them of the study and the purpose of the study. Approval to conduct the research study was sought and given from the Institutional Review Board (IRB). Once permission was received from the IRB, potential participants were screened using a demographic survey (Appendix C) to ensure they met the selection criteria. There was a link included in the email to potential participants to access the demographic survey.

The research survey (Appendix D) for qualified participants was designed in order to gauge experiences from the selected participants. This study also included interview questions to collect data (Appendix E), in which the researcher conducted the interviews in an open forum setting with the selected participants. Notes were used to capture additional comments from participants during and after each interview. The interviews were recorded electronically using a voice recorder. The interviews began with open-ended questions about the participants' experiences as children of parent-educators. Probing questions were presented during the interviews as needed.

The researcher used the Lawshe method to establish validity for the survey. The Lawshe method calculates the Content Validity Record (CVR). The CVR is an item statistically used in either rejecting or retaining individual items and is internationally known as the record for establishing content validity (Gilbert & Prion, 2016). The

researcher asked employees who worked at School 9 and were not selected as

participants in the research to examine the survey for validity. The participants at School

9 also examined the interview questions for validity, using the Lawshe method. In order

to validate the survey and interview questions, participants at School 9 were asked to rate

each question as essential, useful, or not necessary. Based on these ratings, the researcher

retained all of the questions that were essential and useful to the research study.

Once the responses were collected, participants were contacted and offered

several dates and times to meet for the face-to-face interview. Based on the number of

eight participants, two interview groups were formed and divided equally into two groups

of four. A neutral site was selected to conduct the interviews. Each participant received

an informed consent letter prior to participating. Participants were also required to sign a

consent form attached to the consent letter. No interviews were conducted without

confirming the written and verbal informed consent of the participant.

Data Analysis

Responses from the survey were recorded and analyzed, allowing the researcher

to reflect as themes emerged from the data. Descriptors were used to aid the researcher

in understanding the perspectives of the participants and in analyzing their combined

experiences. The researcher used a computer software program to analyze and transcribe

the data. Codes were created during the research process for the purpose of analyzing the

data (Urquhart, 2013). Coding the results, or breaking them down into meaningful and

manageable chunks of data, was a critical part of the data analysis. Coding helped to

prevent the interviewer from overemphasizing the importance of any one aspect in the

study and helped to ensure a thorough analysis of the entire interview (Charmaz, 2006;

Stake, 2010).

The process of analyzing, reanalyzing, and comparing new data to existing data is known as constant comparison (Birks & Mills, 2011; Urquhart, 2013). As each phase of coding began, it was important to continue to review the data in earlier phases so connections were consistently matched. Coding terminology used for this dissertation was adopted from Urquhart (2013) who termed the three phases of coding as open, selective, and theoretical. As initial themes began to form during the interviews, the researcher added clarifying questions or points of interests in the notes in an effort to explore more on the topic.

Open coding is the phase when each line of transcribed interview text is coded line by line (Urquhart, 2013). It is what its name reflects, coding each line of the transcribed interviews by using a few words to describe the data, as suggested by Urquhart (2013), Birks and Mills (2011), and Charmaz (2006). This method of coding helped the researcher focus in depth on all participants. The data are displayed in corresponding tables.

Ethical Concerns

The researcher ensured that ethics remained a top priority throughout the study. Following the methods as outlined in this chapter was critical in ensuring the validity and reliability of the study. The informed consent form was given to each participant prior to the distribution of the survey. The letter of informed consent follows U.S. federal guidelines, as outlined by Frankfort-Nachmias and Nachmias (2008), including "a fair explanation of procedures, description of risks reasonably to be expected, a description of benefits reasonably to be expected, an offer of inquiry regarding the procedures, and an

instruction that the person is free to withdraw" (p. 75).

The trustworthiness and validity of qualitative research depends on what the researcher saw and heard. Lincoln and Guba (1985) noted that credibility, transferability, dependability, and confirmability are important in establishing trustworthiness. One of the ways to ensure credibility and transferability is to ensure that those interviewed have the experience to discuss the phenomenon the researcher seeks to explore (Lincoln & Guba, 1985). Information from the interviews was to illustrate key themes for this study. The themes also served as support for the results of the study (Leedy & Ormrod, 2013).

One way to establish confirmability was to ensure the researcher did not show any bias. Transcribing entire interviews and manually coding them helped to ensure a deeper understanding of the interview content and participant intent. The use of constant comparative analysis ensured that systematic comparisons were made and that this research demonstrated the links between the analysis and resulting themes (Charmaz, 2006). Transferability will be limited in this research study, as this study sought to explore a unique topic.

Participants were given a consent to participate form. The risks to human subjects associated with this study were minimal. All participants indicated they were at least 21 years of age or older and did not demonstrate any impaired mental capacity, as determined by their ability to perform the positions they hold in the workplace. The criteria of having a parent as a teacher, coach, or administrator and meeting the age requirement of being at least 21 years of age qualified participants for this study. The research data must be accessible to aid trustworthiness (Yin, 2011). The data for this research will be accessible for 3 years following the study. All transcripts and recordings

will thereafter be disposed of, thereby minimizing any future risks related to confidentiality.

Summary

The purpose of Chapter 3 was to outline the research method used to answer the research questions. A discussion of the procedure, study participants, data collection, and interview questions outlined the specifics of how the study was conducted and who participated in the study. A qualitative methodology was used to develop themes of the experiences of the participants who had the experience of having their parent work in the school in which they attended. All study participants contributed to this theory by sharing their own personal experiences. Chapter 4 provides the study results and demonstrates the methodology described in Chapter 3. Chapter 5 provides an analysis of the data in relation to the theoretical framework presented in Chapter 2.

Chapter 4: Results

Introduction

Finding a sense of belonging from peers is the desire of most youth during their adolescent years, especially at the high school level. For many, fitting in could rank higher than excelling academically (Crosnoe, 2011; Eccles & Roeser, 2011). According to Baumeister and Leary (1995) and Walton and Cohen (2007), students feeling comfortable as a part of a peer group weighs heavily on them both in the social and educational environment. This study sought to examine the experiences of adults who had their parent as either their principal, teacher, or coach in the middle or high school they attended and how these experiences influenced them socially, academically, and emotionally.

The participants in this study were comprised of eight teachers who work in the Study School District. The eight participants were chosen due to their response in the initial demographic survey (Appendix C) of having had a parent-educator in the middle or high school they attended as a child. There were four female and four male participants.

Findings

This chapter represents an overview of the findings during the data collection process, based on using a qualitative research method. The researcher developed four qualitative survey questions, which were distributed and collected via Google Forms®. The following research questions guided the research study:

1. What is the emotional and social impact on students in middle and high school with their parent as their principal, teacher, or coach?

2. From the participants' points of view, what is the perception of how teachers view you?

3. What forms of pressure does the student identify with when the parent is the principal, teacher, or coach?

Table 1 is a list of the survey questions and responses administered to the qualified participants.

Table 1

Responses to Qualified Participant Survey

Questions	Yes	No
1: Did you ever feel isolated during school, due to your parent being a principal, teacher, or coach in the school you attended?	0	8
2: Did you feel as if you were treated any differently by your peers and/or teachers while in school?	2	6
3: Did you experience any challenges while in school, due to your parent working at your school?	5	3
4: Did you experience any advantages while in school, due to your parent working at your school?	6	2

All eight participants answered "no" to the survey question, "Did you ever feel isolated during school, due to your parent being a principal, teacher, or coach in the school you attended?" This yielded 100% responding no. When asked if they felt that peers and/or teachers treated them any differently while in school, 25% responded yes and 75% responded no. When presented with the question of experiencing any challenges while in school due to their parent working at their school, 37.5% responded no and 62.5% said yes. Responding to the question of experiencing any advantages while in school due to their parent working at school, 25% said no and 75% said yes.

In addition to the survey questions, the researcher developed an interview guide for the face-to-face interviews. In an effort to gauge the experiences of the participants, the researcher facilitated the interviews with the items listed in the guide.

1. Share with me some of your experiences of having your parent as either a principal, teacher, or coach when you were in school.

2. Tell me about some of your relationships with peers in school when your parent was either a principal, teacher, or coach.

3. What type of student-teacher relationships did you experience in school, with your parent as a principal, teacher or coach?

4. What type of challenges did you experience, due to your parent being a principal, teacher, or coach?

5. Can you recall any advantages you experienced in school, due to your parent being a principal, teacher, or coach?

6. Is there anything else you would like for me to know about your experience as a child during the time when your parent was a principal, teacher, or coach, including any personal stories during this time in your life?

Table 2 matches the open-ended qualitative interview questions with the corresponding research questions.

Table 2

Interview Questions that Respond to Research Questions

Corresponding Research Question	Interview Question	List of Interview Questions
1	1	Share with me some of your experiences of having your parent as either a principal, teacher, or coach when you were in school.
3	2	Tell me about some of your relationships with peers in school when your parent was either a principal, teacher, or coach.
2	3	What type of student-teacher relationships did you experience in school, with your parent as a principal, teacher, or coach?
3	4	What type of challenges did you experience, due to your parent being a principal, teacher, or coach?
1	5	Can you recall any advantages you experienced in school, due to your parent being a principal, teacher, or coach?

Research Question 1 examined the emotional and social impact on participants as students in middle or high school when their parent was their teacher, principal, or coach. Interview Questions 1 and 5 elicited responses from participants that relate directly to Research Question 1. Research Question 2 focused on the participants' points of view of how teachers perceived them when their parent was the principal, teacher, or coach. Interview Question 3 correlated with Research Question 2. Research Question 3 sought to identify forms of pressure the participant identified with when their parent was the principal, teacher, or coach. Interview Questions 2 and 4 elicited responses that correlate directly to Research Question 3.

Research Question 1: What is the emotional and social impact on students in

middle and high school with their parent as their principal, teacher, or coach?

Interview Question 1: Share with me some of your experiences of having your

parent as either a principal, teacher, or coach when you were in school.

As a teacher's kid, I was always treated differently. It always seemed that I was

held to a different standard/expectations than other kids. If some reason there was

an issue (whether behavior or academic), teachers automatically contacted my

mom first. As a middle schooler, this frustrated me to no end. On the positive

end, I was always chosen to complete tasks for other teachers or chosen to run

errands. I was also given an extra chance to get things signed (permission slips,

report cards) because my mom was down the hall. I remember teachers actually

sending me out of the classroom to get things signed if I had not turned it in by

the due date. Looking back, I see how unfair this treatment was. (Participant 1)

I feel as though more students knew me throughout the school because of my

mom. Even to this day, I will see someone in public whom I do not even know

and they'll say, "I remember you, your mom was Mrs. -----, my teacher."

(Participant 2)

My dad was my economics teacher in high school. I remember both of us

laughing the first day when he called roll because it just seemed so weird. I

enjoyed his class though, and I made sure to study and do my homework because

if I didn't, I knew I'd be in trouble! Oh, and I was always proud that my dad was

also the head football coach. (Participant 3)

I had my mother as a teacher for eleventh grade Algebra II, as well as a

cheerleading coach for all four years of high school. When I think back, I would

have to say overall it was a good experience sharing those years with my mom. I

do remember how hard it seemed my mother tried to treat me the same as any

other student in her class, and I feel as though maybe sometimes it came across as

her being stricter than she would be in similar situations with other students.

Looking back as an adult, I realize she was more than likely doing this for my

own good. (Participant 4)

One of the best experiences for me was having somebody I could go to and ask

for money or support, but this changed as I grew older from middle to high school

when my mom started teaching at the high school I attended. (Participant 5)

I was in high school when I had my mother in school. She taught me driver's

education. One of the most memorable experiences that I had in her class was

when I had a difficult training myself to call her what the other students called her

and not mama. She would let that slide if it was just the two of us together at

school, but she was adamant that my sister and I did not call her mama in front of

other students. I remember being upset with her about this and we would argue

about this at home. It was not until I became a teacher myself until I understood

why she wanted it like that. If I were to ever teach my own child, I think I would

have to have that same rule as my mama did. (Participant 6)

I remember how embarrassed I was in middle school when my mom was the

assistant principal. She used to handle all of the discipline, so the kids who got

into trouble didn't like her and they certainly did not like me. I used to pretend

that I couldn't hear the bad students talk about her. It really hurt me to hear the

mean things they would say about her. One good experience I remember that

after school, me and my sister always got to go into the canteen room and pick a

snack while we waited on her to finish up. This was a treat for us. Most teachers

were extra nice to me as I got to see them a lot after school interacting with my

mom. Teachers didn't act like teachers after school. They used to laugh with the

other teachers and my mom, which I got the chance to see. (Participant 7)

My dad was my principal in high school. I remember hating it so much when my

teachers always expected me to make the best grades in every class. Many times,

I didn't make the best grades and I knew my dad would find out about it before I

made it home. I always had to listen to him tell me how disappointed he was that

I didn't apply myself enough in studying. It was pretty tough listening to that.

(Participant 8)

Research Question 1: What is the emotional and social impact on students in middle and high school with their parent as their principal, teacher, or coach?

Interview Question 5: Can you recall any advantages you experienced in school, due to your parent being a principal, teacher, or coach? "Now that I think back, being

called out of class to have donuts made at the local bakery on Wednesdays routinely was

definitely and advantage, but admittedly, an unfair one" (Participant 1). "Use of and

access to areas of school where others were not allowed. Being able to attend field trips

with my mom that other classmates did not get a chance to attend" (Participant 2).

I got to ride to school with daddy before I got my license. He was also a

wonderful teacher. I no longer have him, so now I cherish that one year that I got

to spend a little extra time with him and see him in a different light as my teacher.

I still remember a lot of lessons that he taught in his classroom. (Participant 3)

I would say as far as cheerleading was concerned, advantages I had included

being able to voice ideas first when it came to how practice might run, or any

activity the cheerleaders were involved in. Another advantage of having my mom

as a teacher at my high school was knowing certain things before other students

knew them. I had access to other teachers if I needed them very easily, especially

in my early high school years when I couldn't drive. I stayed after school with

my mom and could get help or ask them anything I needed without being in front

of a class. I would say I also already had a positive relationship built with many

teachers before I even entered high school. Many years I can remember riding the

bus from my school to the high school when the day was over. (Participant 4)

"I can't recall any specific advantages. Just knowing that my mom was in the building if

I needed anything for her was definitely helpful, so I guess that would be considered an

advantage of sorts" (Participant 5).

Only advantages that I can recall was that if I ever forgot to get a paper signed, I

always had the opportunity of getting it signed at some point during the school

day. Other kids couldn't do that. Also, if I ever felt the need to talk to my mom

at school about something I was dealing with, I was always able to go to her

classroom and talk with her. (Participant 6)

Having my mom as the assistant principal, I was able to get into all the middle

school games free and be able to hang out after school, walking around, exploring

all the places that were off limits to students during the regular school day, like

the teacher's lounge. (Participant 7)

I would always know what was going on with the students who got into trouble

from hearing my dad talk about it at home with my mom. My dad's secretary would always look out for me whenever there was food in the office or give me change for the vending machines. (Participant 8)

Research Question 2: From the participants' points of view, what is the perception of how teachers view you? Interview Question 3: What type of student-teacher relationships did you experience in school, with your parent as a principal, teacher, or coach?

There were a few teachers who did not care for teachers' kids at all. That was very well known among those of us whose parents worked in the building. Those teachers thought or expected us to act differently. We were not allowed to play or joke around like other students. Those teachers also held us to a different academic and behavioral standard. (Participant 1)

"I feel as if my teachers had an 'extra eye' on me as a student. I also feel they had more interest in me personally than my peers" (Participant 2)

My dad treated me as he treated any other student in the class, except one time I didn't do well on a vocabulary test and he fussed at me at supper that night. One time I wrote my name on a desk in his room because everybody's name was on a desk. He made me stay after school and wash every desk in his room. My relationships with other teachers as a whole, was good. I would say that my teachers liked me and they were always willing to help me when I needed it. (Participant 3)

I always had good student-teacher relationships and from what I remember, liking mostly all of my teachers, some more than others. I was in general a good student

and took my studies seriously, so I think that was the major reason I never had

problems. (Participant 4)

"I think some teachers were more demanding than others. I also had to be careful with

my behavior or my mother would know of any wrongdoing very quickly" (Participant 5).

Well, there were certain teachers who were quick to let my mother know if

something went on involving me that I am sure they did not let the other students'

parents know. I had one teacher who would tell my mother every time I did not

do homework or did not complete something. But, that same teacher would not

do the same for other students. So, I did not have a very good relationship with

her. I resented that she always told on me to my mom since they worked together,

but other students got off the hook. I also had classes with teachers who were

good friends with my mother and would basically let me do anything that I

wanted without getting into trouble or without my grades being affected. I am

sure there were some who gave me good grades just because of my mother.

(Participant 6)

"For the most part, teachers were very nice to me. There were some who were just mean

to everybody, so I never took it as it was directed at me because of my mom" (Participant

7).

Most of my teachers knew me before they even taught me. With my dad being a

high school principal, I grew up at his school at all the athletic events before I

actually started high school. I had formed friendly relationships with the teachers

and coaches who would be after school at different events. In the classroom,

teachers were always nice to me. They all expected me to have good manners

because I remember my dad telling all of my teachers if they ever had any problems out of me, to let him know. I knew he meant it and they knew he meant it. (Participant 8)

Research Question 3: What forms of pressure does the student identify with when the parent is the principal, teacher, or coach? Interview Question 2: Tell me about some of your relationships with peers in school when your parent was either a principal, teacher, or coach.

My group of friends primarily consisted of other kids whose parents were teachers. I think that many students thought I was a favorite or kiss-up because I was always chosen to run errands or do things for teachers. I think my peers definitely felt that I was treated special just because my mom taught at my school. (Participant 1)

"My mom encouraged me to be friends with students that she approved of only. She would let me know if there was someone I shouldn't be around because of their behavior" (Participant 2).

The boys I dated always seemed a little intimidated by my dad since he was the head football coach. I had good relationships in high school except this one time when I wanted to date someone that I really should not have. Of course, my dad knew everyone and all they had ever done wrong. This was helpful to him, but definitely for me. Having kids of my own now, I understand why my dad told me I couldn't hang around certain kids. (Participant 3)

Overall, I feel as though I was a well-known and liked peer among the students at my high school; however, one relationship or experience that was negative stands

out to me. There was a girl that I was good friends with in my younger years. I remember having sleepovers and just having fun when I was around her. People and relationships change over the years, and by high school, we were not in the same circle at all. Even so, I do not remember having any ill feelings or negative experiences that caused the drift over the years. She was still someone I would speak to, and I didn't think much of it other than that. I can remember several incidents happening in the hallway where this girl would say something ugly about me, loudly, on purpose for others to hear. I can only ever remember ignoring it and wondering why she was mad at me. I racked my brain over anything I could have done for her to do this. Around this time, there was an ugly phrase found written about me at the back of my mother's classroom on her bulletin board. My mom told me after one of my friends in her class pointed it out and it had been taken down. She didn't have any hardcore evidence of who had done it, but my suspicions at the time were always that it was this girl who suddenly seemed to have a problem with me. She did have my mom as a teacher that year, however in a different class than mine. Looking back, my thoughts are that she felt I thought I was "too good "or that I somehow didn't like her, or that she disliked my mother as a teacher and retaliated against me because she was my mother. I have to share the fact that this "hatred" seemed to go on into adulthood. I remember seeing her years and years after graduation and she did everything in her power not to speak to me. I made a point to say hello and tried to be as friendly as possible. She spoke to me, but the look she gave me was a look that told me she would rather have chewed nails than respond to me! Years after

seeing her for the first time in public as adults, I ran into her working at a pharmacy where I was picking up medicine. As a grown woman, I was nervous, because I knew she couldn't stand me. However, the encounter was friendly, pleasant, and she was genuinely nice to me. As a mother, I teach my kids it's okay if someone doesn't want to be best friends with you or like you. Not everyone in the world will. I think that stems from this very situation. (Participant 4)

Things were normal for me with my friends. We all lived in the same neighborhood and had grown up together. Having my mom as my teacher or their teacher wasn't a factor in forming peer relationships. Now, those who did not know me on a personally level would sometimes act mean towards me if they made a bad grade in my mom's class or whenever she had to discipline them for doing something wrong in her class. (Participant 5)

I think that sometimes it was a little bit awkward to have friends at school while my mother was teaching me. I can remember when my mama would walk up to tell me something, my friends would often just seemed to disappear. They wouldn't want to be seen talking to a teacher outside of class for some reason. Also, I would have situations where I would not be able to do things that other friends were able to do because by my mother working at the school, she had insider information on what was going on with most students. She would not allow me to hang out with kids she knew were making poor choices. (Participant 6)

The friends I had in middle school were very limited. Usually it would be

someone who I went to church with or one of my cousins. With my mom being the assistant principal who handled a lot of the discipline, a lot of kids wouldn't even talk to me. I remember standing alone at times during class change or sitting down at lunch with just random people because there was an empty seat. This began to change near my 8th grade year as I preparing to leave the middle school and enter high school. I had two good friends by the time I left middle school. (Participant 7)

Most of my friends in high school were kids I played on athletic teams with, so it was never a problem with me hanging out with people. Some of my friends used to joke and ask me if I knew the inside scoop about things that were happening at school. I can't remember if there was ever anyone who just disliked me because my dad was the principal, but I'm sure some just didn't reach out to me either because my dad was the principal. (Participant 8)

Research Question 3: What forms of pressure does the student identify with when the parent is the principal, teacher, or coach? Interview Question 4: What type of challenges did you experience, due to your parent being a principal, teacher or coach?

Just the fact that teachers always expected me to be different, better than the other students in behavior and grades. I knew I could never get in trouble or remotely do anything rebelliously because teachers would tell my mom or students would want to see how other teachers treated me if I misbehaved in their class. (Participant 1)

"My mother being harder on me than she was with her other students" (Participant 2).

Well, as a teenager, I saw it as a challenge that my dad knew everybody at school

and it seemed, in the community. He always knew where I was and who I was

hanging out with. The one time I decided to skip school, someone brought him

the absentee list and he found out. I remember it also being tough the first year he

took over as head football coach. The record was 0 and 11 and so many people,

including students and parents, talked negatively about him. It was awful having

to hear those things about my dad. (Participant 3)

I would say one challenge I faced included the ex-friend saga I mentioned

previously, which I do believe stemmed from the fact that my mother was a

teacher in my school. Another challenge, although minor I believe was fighting

my inner thoughts and some of my actions while I was actually in my mom's

classroom. I recall thinking I was going to have it made, and I think I outwardly

expressed that a little while in her class and was perhaps too comfortable. I acted

in a way sometimes that I would have never acted in any other classroom.

Although I did well in all subjects, math was always the most challenging to me.

I think part of the time I didn't pay as close of attention or try as hard because I

believed I could just get the help at home or have a heads up for tests or graded

things in my mom's class. This theory of mine was shut down rather quickly after

the first part of the year. (Participant 4)

"Whenever I felt something was wrong at school about the rules or how things were

done, I couldn't really voice my opinion in public or with the other students because I did

not want my mom to be embarrassed" (Participant 5).

I think the challenges that I faced as a result of my mother teaching at the same

school I attended was that I was treated unfairly at times. Some teachers were harder on me than the other students they taught. I think that some teachers had it in for me because I was a teacher's kid and secretly wanted to see me get into trouble just to see how it would be handled. (Participant 6)

Middle school is an awkward time for most kids, mine was doubly so. Most kids didn't know how to approach me as my mom was the assistant principal and some just didn't want to be friends with someone whose mother dealt with punishing kids. As far as my teachers, a challenge I had was also trying to be the good student. The one who never misbehaved and the one who always did homework and prepared for class. At times, I felt like resisting this and just trying to fit in with others, but I knew it wouldn't be allowed by my parents and I knew my teachers would tell my mom if I stepped out of the box and did something wrong. (Participant 7)

When it came to grades, everyone expected me to be at the top because my dad was the principal. That never happened. I was just an average kid academically and to be honest, I was OK with this. My sister was top in her class and loved to study and make good grades. I did not. Knowing that the teachers who taught my sister expected the same type of performance from me was definitely a challenge. By my senior year, the teachers knew just to accept me as me and not my sister's brother or my dad's son. (Participant 8)

Interview Question 6: "Is there anything else you would like for me to know about your experience as a child whose parent was a principal, teacher, or coach, including any personal stories during this time in your life?" This final interview

question yielded responses which did not necessarily correlate with any specific research questions.

> I know that I was treated differently by some teachers, due to my mom being a teacher. For the most part, teachers at my mom's school were nice, but there were some who made it a point to be harder in class or meaner towards me and the other kids who had parents as teachers. Maybe those who treated me meaner assumed that I thought I should be treated better than the other students, but I honestly never felt that way. (Participant 1)

Participant 2 had no further comments.

> I mentioned before that my dad was the head football coach. This happened when I started the 10th grade. This is the time that I was dating my first boyfriend. He was about a year older than me. I thought that he was kind of a big deal. Lord, thinking back now, I ask myself, what in the world were you thinking? Anyway, the team had not been doing well the year before. The former coach had resigned. A lot of the senior football players had graduated. I remember how exciting it was that my dad would be the head coach. Football is everything in our town. And I do mean, everything. My dad had been one of the assistant coaches, so everyone knew him and knew my family very well. During his first season as head coach, they had an awful season. The varsity didn't win one game that year. When I tell you that everybody at school, at church, and in town talked bad about my dad, I mean everybody did. From the team having a won a championship a few years before to not even winning one game dealt a huge blow to our school, to the team, and of course, to the town. My mom and I went shopping for a new

dress for me for the homecoming dance. The season was about over. Everyone just knew that we were going to win homecoming. We were scheduled to play a team that we had beat every season. Well, end up, we didn't win homecoming and the boy who I thought at the time was a big deal, broke up with me right after the game! His words are still very clear to me. He said, "Your dad sucks and so do you." To say that I was very upset would be putting it mildly. I remember standing there shocked. Needless to say, I didn't go the homecoming dance that night. When my dad got home that night, he asked me why I didn't go to the dance. I never told him about what my boyfriend, well, my ex-boyfriend said to me. I actually lied to my dad and told him I wasn't feeling well. In my head, I thought if my dad knew what he had said, he would kick him off the team and then everybody would hate me. I remember crying so much that night in my bedroom. I was humiliated, but it taught me a lesson very early on. One that probably served me well at times and one that probably hurt me as well with relationships. The lesson I learned was to not trust people easily. From that moment on, I never dated anyone else in high school until I went away to college and met my husband my senior year of college. I know that sounds like a bad experience and it was for me at that time, but in the whole scheme of things, I survived it. As an adult, looking back and just thinking about the good times I had with my dad and knowing that I won't see him again until I get to heaven, I wouldn't take anything for the experience of having my dad as my teacher. Overall, I had a positive experience with him as my teacher. I must say that some of your questions definitely brought up some old memories, but for the most part,

I loved that my dad was in the same building with me during my high school years. (Participant 3)

All in all, I think having my mom as a teacher and a coach was a memorable and positive experience. The story that I shared before about the girl who didn't like me was probably the worst experience for me in high school. I think it was because my mom was my teacher and the cheer coach and I was a cheerleader. I could be wrong, but I think she chose to be nasty to me just because she thought I was treated differently. If she only knew the pressure my mom put on me at home about studying and getting good grades, and about making sure I didn't act like I was special at school because of her job, she might have been nicer to me, but I really don't know. (Participant 4)

I got to see the human side of teachers outside of school life at different gatherings with my mom. At the end of the year, all of the teachers would get together for an end of the year celebration at another's teacher's house. The year that it was my mom's time to host, my brother, sister, and I got to see our teachers actually drink, laugh, and act a little crazy. My mom had told us that we were not to tell any of our friends what we saw. Growing up in Venezuela, teachers were highly respected. I wouldn't have dared told any of my friends, but it did allow me to see a different side to teachers. Seeing them back at school the next year, my teachers acted like nothing had happened at our house. I'm pretty sure they knew my mom had told us we better not say anything. My wife and I are both teachers and when we have our other teacher friends over, we tell our children they better not say anything to their friends about a teacher being at our house. In

America, the level of respect for teachers is different from growing up in Venezuela, but we still tell our children to never talk bad about their teachers to other students, because both of their parents are teachers and because it's important for teachers to be able to have lives outside of school. I can say that one of the best experiences for me as a son was to be able to enjoy opportunities to share long conversations with my mother to and from school and sharing the same vacation time. With my mom still in Venezuela and the turmoil my home country is in, I know that I will probably never make it back there to see her. My dad just recently died and I wasn't able to go back, so the chances of me seeing my mom anytime in the near future are pretty slim. But I will always cherish the time I got to spend with her to and from school. (Participant 5)

I think having a parent teach at the same school where I attended had both advantages and disadvantages. While it was nice having my mom close by, there were also times in which it was somewhat aggravating. I suppose it just really depends on each individual situation. (Participant 6)

I actually remember one time when I was standing in the canteen line during lunch, there were a group of boys standing in front of me. One of them or maybe all of them had gotten into trouble for something. They turned around when I got in line behind them, turned back to the front and one of them made a rude comment about my mom and her nose. I stood there, pretending not to have heard them. I also remember fighting back tears hearing people talk about my mom. They knew exactly who I was and had said that remark about her on purpose. That was so not a good feeling. As I got older and went on to high

school and college, I used to think about those three boys and thinking, "If only I had said something back to them". I knew I couldn't and I wouldn't have dared said anything back to them in middle school, but I really wished I had. I guess I also knew that if I had said something back, my mom would have been mad at me because it probably would have gotten really bad and I would have gotten into trouble, even though I would have been defending her. I wasn't a fighter, just a bookworm, so I'm pretty sure that would have turned out disastrously. To this day, I have never told my mom because I didn't want to hurt her feelings. I learned really fast at how to pretend not to hear things that were said negatively about my mom. Other than that and one other time when I was chosen for a spot in the school play and my classmates who didn't get it said I had only got it, because of who my mom was, I really did have a good experience of having my mom at school with me as the assistant principal. It wasn't as bad as I perceived it to be when I was younger, but I was glad when I left her school and went to the high school. I never had to worry about hearing other students talk about her. (Participant 7)

By the time I got to high school, I really just hung out with teammates and a very small group of friends. No one really made a big deal about my dad being the principal. My buddies used to ask me to get extra fries or peanut butter cookies at lunch for them or go in my dad's office to get the key to the vending machines, (I never got the keys). The lunch ladies did treat me good. They used to pile my plate up pretty high with fries and extra stuff. I really had a good time in high school. I barely saw my dad during the school day and once I started driving, the

morning chats ended. He would always be at my games, but he was there in his role as principal and not really there as my dad. My mom took up the slack and used to yell from the stands, which of course, is another whole story. (Participant 8)

Theming the Data

A theme is an "extended phrase or sentence that identifies what a unit of data is about and/or what it means" (Saldana, 2016, p. 199). Rubin and Rubin (2012) stated that "themes are statements in the role of ideas presented by participants during interviews that summarize what is going on, explain what is happening, or suggest why something is done the way it is" (p. 118). In tying the data together, the researcher was able to identify themes from the participants' responses to the interview questions. The first theme that aligned with Research Question 1 was having a good experience of having a parent as a principal, teacher, or coach. Theme 2, acceptance from peers aligned with Research Question 2. Most participants acknowledged having a group of core friends, but the researcher noted that two participants had difficulty in forming friendships, one at the middle school level and one at the high school level. The final theme identified general challenges faced by children of parent-educators. As shown in Table 3, the themes are categorized in correlation to the three research questions, supported by evidence from the participants' responses.

Table 3

Summary of Themes

Research Question	Theme	Evidence from Participants (P) responses
1: What is the emotional and social impact on students in middle or high school with their parent as their principal, teacher, or coach?	Good experience of having a parent as a principal, teacher, or coach.	P3: "Overall, I had a positive experience with my dad as my teacher." P4: "All in all, I think having my mom as a teacher and a coach was a memorable and positive experience." P5: "One of the best experiences for me as a son was to be able to enjoy opportunities to share long conversations with my mother to and from school and sharing the same vacation time." P7: "Looking back, I had a good experience of having my mom at school with me as the assistant principal. It wasn't as bad as I perceived it to be when I was younger."
2: From the participants' points of view, what is the perception of how teachers view you?	Acceptance by peers	P3: "I had good relationships in high school except this one time when I wanted to date someone that I really should not have." P4: Overall, I feel as though I was a well-known and liked peer among the students at my high school." P5: "Things were normal for me with my friends. We all lived in the same neighborhood and had grown up together. Having my mom as my teacher or their teacher wasn't a factor in forming peer relationships." P8: "Most of my friends in high school were kids I played on athletic teams with, so it was never a problem with me hanging out with people."
3: What forms of pressure does the student identify with when the parent is the principal, teacher, or coach?	General challenges faced as a child of a parent-educator	P1: "Just the fact that teachers always expected me to be different, better than the other students in behavior and grades." P2: "My mother being harder on me than she was with her other students." P4: "I recall thinking I was going to have it made, and I think I outwardly expressed that a little while in her class and was perhaps too comfortable." P6: "I think the challenges that I faced as a result of my mother teaching at the same school I attended was that I was treated unfairly at times. Some teachers were harder on me than the other students they taught." P8: "When it came to grades, everyone expected me to be at the top because my dad was the principal."

In looking at the responses from the surveys and one-on-one interviews, having a parent as a principal, teacher, or coach presented its share of advantages as well as challenges. As noted in the survey to qualified participants (Appendix D), 100% responded they did not feel isolated at school by having their parent as an educator in the school they attended. This was further evidenced by the responses in the one-on-one interviews, as none of the participants expressed feelings of isolation; however, some did express frustration at times of being held to a different set of standards from teachers than other students. Participant 6 stated,

> Some teachers were harder on me than the other students they taught. I think that some teachers had it in for me because I was a teacher's kid and secretly wanted to see me get into trouble just to see how it would be handled.

By using the combination of surveys and interview questions, the researcher was able to use different sources to collect the data, not necessarily a triangulation of data but a way to gauge the responses for validity. The one-on-one interviews helped the researcher to gain more in-depth information firsthand from the participants.

Summary

The purpose of this study was to examine the experiences of children whose parent was an educator in the school they attended while in school. This study attempted to gauge the impact of social and emotional pressures experienced by this subgroup of students. A look at the perspectives of the parent-educator, the child of the parent-educator, and other faculty was included in the study.

A qualitative research method was used to conduct the study to determine the social and emotional impact on children when having their parent as an educator in the

school they attend. The researcher used two methods, surveys and one-on-one interviews

to collect the data. The researcher analyzed the data based on the participants' responses

and then subsequently categorized the data in correlation to the research questions that

guided the study.

The data collected and responses from the participants allowed the researcher to

share the experiences and perceptions of teachers' kids with other educators from a

viewpoint rarely examined. Chapter 5 further analyzes the data and presents

recommendations for practice and further study. In addition, limitations for study and

concluding remarks are presented.

Chapter 5: Discussion

Introduction

The purpose of this study was to examine the experiences of children whose parent was an educator in the school they attended while in school. This study attempted to gauge the impact of social and emotional pressures experienced by this subgroup of students. A look at the perspectives of the child of the parent-educator was included in the study. This study sought to offer information on the experiences children of educators encounter during their time in school. Children of teachers or other educators are often relegated to a special subgroup and expected to perform at higher levels than their peers.

A qualitative research design was used to conduct the study to determine the social and emotional impact on children when having their parent as an educator in the school they attend. The researcher used two data sources, surveys and one-on-one interviews to collect the data.

Feeling a sense of belonging from peers is the desire of most youth during their adolescent years, especially at the middle and high school levels. For many, fitting in could rank higher than excelling academically (Crosnoe, 2011; Eccles & Roeser, 2011). According to Baumeister and Leary (1995) and Walton and Cohen (2007), students feeling comfortable as a part of a peer group weighs heavily on them, both in the social and educational environment.

The questions the researcher used to guide the study are as follows:

1. What is the emotional and social impact on students in middle and high school with their parent as their principal, teacher, or coach?

2. From the participants' points of view, what is the perception of how teachers view you?

3. What forms of pressure does the student identify with when the parent is the principal, teacher, or coach?

The researcher used a qualitative methodology to collect the data. The three forms of data collection used were

1. A survey with three questions to determine if participants qualified to participate in the study. The survey was a basic demographic survey to determine if the pool of potential participants had their parent as an educator in the school they attended in middle or high school. Survey questions yielded a yes/no response. The survey was posted electronically through Google Forms® and distributed via the researcher's email.

2. A second survey went to qualifying participants based on their responses to the demographic survey. This survey had four questions which yielded yes/no responses to gain initial knowledge of experiences of participants whose parent was either a principal, teacher, or coach. These questions focused on isolation, advantages, and challenges. The survey was distributed via the researcher's email using Google Forms®.

3. One-on-one interviews were conducted individually with eight qualifying participants at their school sites. The interviews, along with the data collected from the qualifying participant survey, helped the researcher gain additional information on experiences. All eight participants responded to the survey questions and the one-on-one interviews.

Data Analysis

Research Question 1: "What is the emotional and social impact on students in middle and high school with their parent as their principal, teacher, or coach?"

The sense of belonging a student feels during the formative years of school shaped the theoretical framework for the literature review in Chapter 2. Some research indicates that having a sense of belonging in school is aligned with higher academic achievement, along with a student's goals and how much stock they are willing to put into their education (Anderman, 2002). The ever-present need to feel close to something or to someone is a motivating factor for students to attend school. This need is fueled by various factors, but the most prevalent one is the student-teacher relationship (Uslu & Gizir, 2017).

> Research has confirmed a positive association between students' attitudes and affect towards their schools and various academic outcomes, such as academic performance, success expectations, engagement, and academic self-efficacy in all levels of schooling, ranging from primary school to college years. (Cemalcilar, 2010, p. 245)

Croninger and Lee (2001) also identified a sense of belonging and connectedness as contributing factors in improved academic achievement and engagement. Osterman's (2000) findings, along the same timeline as Anderman (2002), underline the idea that students experience a higher sense of belonging when they develop a healthy rapport and support system with their teacher. Osterman went further by stating, "Students who experienced a greater sense of acceptance by peers and teachers were more likely to be interested in and enjoy school and their classes" (p. 331).

Ma (2003) argued that the more students are connected with peers in supportive and sustaining relationships, the higher the chances are of students sharing in a sense of pride and protectiveness for their school. In addition to the participants' perceptions of teachers' treatment, the impact of peers on a student's sense of belonging impacts the child of a parent-educator. As stated by Participant 4,

> I can remember several incidents happening in the hallway where this girl would say something ugly about me, loudly, on purpose, for others to hear. I can only ever remember ignoring it and wondering why she was mad at me. I racked my brain over anything I could have done for her to do this.

Participant 3 also shared an emotional breakup with a boyfriend, due to her dad being the head football coach:

> His words are still very clear to me. He said, "Your dad sucks and so do you." To say that I was very upset would be putting it mildly. I remember standing there shocked. In my head, I thought if my dad knew what he had said, he would kick him off the team and then everybody would hate me.

The responses of Participants 3 and 4 in relation to the impact and influence of peers on relationships highlight some of the negative side effects of trying to fit in with peers and the experience of hurt feelings when peer relationships are not healthy. Participant 7 also shared an experience of the difficulty of forming peer relationships:

> The friends I had in middle school were very limited. Usually it would be someone who I went to church with or one of my cousins. With my mom being the assistant principal who handled a lot of the discipline, a lot of kids wouldn't even talk to me.

Participant 6 added to this thread of peer acceptance by sharing the awkwardness of sometimes forming relationships:

> I think that sometimes it was a little bit awkward to have friends at school while my mother was teaching me or a member of the faculty, in general. I can remember when my mama would walk up to tell me something, my friends would often just seem to disappear.

Participant 1's response related to a perceived unfair treatment by teachers:

> As a teacher's kid, I was always treated differently. It always seemed that I was held to a different standard/expectations than other kids. If for some reason there was an issue (whether behavior or academic), teachers automatically contacted my mom first. As a middle schooler, this frustrated me to no end.

Most adolescents desire the acceptance of peers. The experiences as related by some of the participants in the study underscore the information supplied in the literature review of the self-determination theory, which assumes that the need to relate to others is actuated through the positive interactions with others (Deci & Ryan, 2000) and when not met, individuals may experience adverse effects on their mental health.

According to Furrer and Skinner (2003), trusting and supportive social relations provide a safe base for students. This, in turn, provides opportunities for active engagement, both within and outside of the classroom. This feeling of security also motivates students to perform at their maximum level and acts as a deterrent when faced with obstacles. In the literature, other than relationships with parents, the most commonly examined relationships that have a lasting effect on a student's educational participation and performance are those with teachers and peers. Participant 8's response

in regard to peer relationships indicated an overall positive experience of forming

relationships with peers during the high school years:

> Most of my friends in high school were kids I played on athletic teams with, so it
>
> was never a problem with me hanging out with people. I can't remember if there
>
> was ever anyone who just disliked me because my dad was the principal, but I'm
>
> sure some just didn't reach out to me either because my dad was the principal.

According to the literature,

> When students feel a supportive relationship with their teacher, they feel valued,
>
> confident, and exhibit a positive attitude toward school. The students who feel
>
> supported socially and academically are motivated to attend school activities and
>
> also get on well with peers. (Uslu & Gizir, 2017, p. 68)

Research Question 2: "From the participants' points of view, what is the

perception of how teachers view children of parent-educators?" Teachers serve as

the most important adult figure in schools to many students. Not only do teachers

provide support academically to students, they also help to set the social tone inside their

class and throughout the school by virtue of the relationships they have with students. In

essence, building positive relationships with teachers, which are shaped by respect, trust,

and integrity, are linked to students performing better academically. This also has an

effect on student views of school, while they learn to value their own self-worth (Furrer

& Skinner, 2003; Hughes & Kwok, 2007).

As stated earlier, a sense of belonging a student feels during the formative years

of school helped to frame the focus of the study. All of the participants in the study

responded they did not feel isolated at school by having their parent as an educator in the

school they attended. This was further evidenced by the responses in the one-on-one interviews, as none of the participants expressed feelings of isolation. Notwithstanding, participants did share frustrations of differentiating treatment by some of their teachers. As stated by Participant 1,

> I know that I was treated differently by some teachers, due to my mom being a teacher. For the most part, teachers at my mom's school were nice, but there were some who made it a point to be harder in class or meaner towards me and the other kids who had parents as teachers.

Five of eight participants reported having congenial relationships with their teachers and never having felt as if they were treated adversely due to their parent. Three of the participants responded they had negative experiences with their teachers treating them harshly due to their parent being a teacher or perceived some of their teachers having an unfounded bias against them.

Anderman's (2002) earlier research corroborated recent research in the belief that in the school setting, teachers help to shape a student's experience of belonging, primarily due to the majority of time spent in school is typically on the inside of a teacher's classroom. This argument was evidenced by Participant's 1 perception of being treated differently by some teachers and Participant's 8 response:

> I remember hating it so much when my teachers always expected me to make the best grades in every class. Many times, I didn't make the best grades and I knew my dad would find out about it before I made it home. I always had to listen to him tell me how disappointed he was that I didn't apply myself enough in studying. It was pretty tough listening to that.

Participant's 6's response touched on both a positive and negative view of

teachers:

I had one teacher who would tell my mother every time I did not do homework or

did not complete something. But, that same teacher would not do the same for

other students. So, I did not have a very good relationship with her. I resented

that she always told on me to my mom since they worked together, but other

students got off the hook. I also had classes with teachers who were good friends

with my mother and would basically let me do anything that I wanted without

getting into trouble or without my grades being affected. I am sure there were

some who gave me good grades just because of my mother.

Teachers should also be deliberate in cultivating an atmosphere of community and

sense of belonging in classrooms through effective classroom management techniques.

This argument can be aligned with the thought that teachers should be encouraged to

affect positivity in their attitudes and be supportive of students, while providing space for

students to build meaningful relationships with their peers. It is believed that an

environment of equity where everyone is valued and emphasis is placed on the

importance of all learners helps to decrease a student's anxiety towards school (De Wet,

2007).

Research Question 3: "What forms of pressure does the student identify with

when the parent is the principal, teacher, or coach?" Children of educators are under

intense pressure to behave in an appropriate manner, befitting of their parent's position

within the school. The perception of others that children of educators are expected to be

different, to be better than other students, is termed as fishbowl living. Not only does the

child face scrutiny, but the parent does as well (Zilber, 2005). Children of administrators are perhaps scrutinized even more than other educators' children, especially if they are talented or, conversely, if they are challenged. Participant 7 hit on the pressure of not reacting when something is said negative about their parent at school:

> I actually remember one time when I was standing in the canteen line during lunch, there were a group of boys standing in front of me. One of them or maybe all of them had gotten into trouble for something. They turned around when I got in line behind them, turned back to the front and one of them made a rude comment about my mom and her nose. I stood there, pretending not to have heard them. I also remember fighting back tears hearing people talk about my mom. They knew exactly who I was and had said that remark about her on purpose. That was so not a good feeling. I knew I couldn't and I wouldn't have dared said anything back to them in middle school, but I really wished I had. I guess I also knew that if I had said something back, my mom would have been mad at me because it probably would have gotten really bad and I would have gotten into trouble, even though I would have been defending her.

According to Bielski (2016), it is an awkward scenario having your parent work at the school you attend during some of the most crucial developmental stages for adolescents. Participant 3's story about the breakup she experienced with her football player boyfriend and her dad as the head football coach was a poignant reminder of how fragile emotions can be for adolescents:

> We were scheduled to play a team that we had beat every season. Well, end up, we didn't win homecoming and the boy who I thought at the time was a big deal,

broke up with me right after the game! His words are still very clear to me. He said, "Your dad sucks and so do you." To say that I was very upset would be putting it mildly. I remember standing there shocked. Needless to say, I didn't go the homecoming dance that night. When my dad got home that night, he asked me why I didn't go to the dance. I never told him about what my boyfriend, well, my ex-boyfriend said to me. I actually lied to my dad and told him I wasn't feeling well. In my head, I thought if my dad knew what he had said, he would kick him off the team and then everybody would hate me.

Students who have a parent as a teacher, principal, or coach oftentimes are under tremendous pressure to perform at certain levels. The pressures to fit in with peers, to excel academically, to be included in certain social groups, or to feel normal in an environment where the perception of how a child of an educator should behave are sometimes forgone conclusions. The impact of not being able to be your true self can be an enormous burden on a child of a parent-educator. At times, the disadvantages outweigh the perks. Having to hide behind your feelings or having feelings of not measuring up can have an emotional toll on the psyche of a child.

Analyzing the participants' responses in this study and being able to align many of the experiences with the literature help to shine a spotlight on the need for these students to be treated as fairly as possible by teachers, peers, and even their own parents. Merging real-life experiences with the literature also helps to bring awareness to some of the issues faced by children of educators.

Implications for Practice

The importance of student experiences. The findings from this research study

provide a more in-depth look into the lives of teachers' children. The implications of the examined experiences from this subgroup of students will help to influence parent-educators and other teachers in their assessment of and responses to these students. This research study has the potential to affect current practices of teachers from further preconceived categorization of teachers' children.

In order for educators and parent-educators to be more cognizant of the emotional and social impact on students whose parents are educators in the buildings where they attend school, the researcher recommends open dialogue between faculty members and parent-educators on realistic expectations of teachers' children to include behavioral and academic outcomes. The research supports the continuing emphasis on open dialogue between parent-educators, their children, and other teachers. The challenge is to provide many opportunities for discussions, feedback, and support relative to the experiences the students share.

The need for action on ensuring equity from all stakeholders. An analysis from the research study shows that participants experienced a wide range of differences in relation to equity from teachers. Equity means making sure every student has the support needed to be successful. The need to provide learning spaces where all students feel accepted, regardless of backgrounds or ties to staff members is paramount to a healthy learning environment. Personal biases or preconceptions have to be examined and addressed in the handling of students whose parents are educators. As noted earlier in the literature review, teachers should be deliberate in cultivating an atmosphere of community and sense of belonging in classrooms through effective classroom management techniques. This argument can be aligned with the thought that teachers

should be encouraged to affect positivity in their attitudes and be supportive to students, while providing space for students to build meaningful relationships with their peers. It is believed that an environment of equity where everyone is valued and emphasis is placed on the importance of all learners helps to decrease violent tendencies and reduces bullying (De Wet, 2007).

Student experiences with their parent-educator. As indicated in the data, some students of parent-educators were not as open and candid with their parent regarding school or relationship issues. The fear of not wanting to hurt the parent's feelings, as well as the hesitancy to inform a parent of a situation due to not knowing how the parent would respond, presents an added layer of pressure. Having a healthy and honest relationship with the parent-educator could have a lasting impact on the choices a child makes. Several of the participants shared experiences of not being open about situations with their parent, which played a factor in decision-making later in life. Conflict can also occur outside of school in social settings. At times, it may prove difficult for students to connect with their parent about school and social issues which can quickly spiral if the parent becomes reactionary to a situation instead of listening and talking with their child. Conflicts that children of educators experience with peers or even with teachers can become exacerbated in small communities where parent-educators share the same retail stores, businesses, and places of worship with those within the school community (Zilber, 2005).

Exploring the relationship between the child and parent-educator can prove crucial in developing mainstays of security for the child to freely voice concerns or share issues with a parent without fear of causing increased tensions with peers, social

relationships, or with teachers. Schools can establish programs for all students to have a safe place to voice their issues with trained school-based counselors or with school-based mental health counselors. This program would be available to students for participation on their own or with referrals by staff members. The program would also include components of applicable strategies for parent-educators as well as for all parents on how to provide supportive environments at home for students who struggle with finding a SOBAS and in the broader community. Improving awareness of the experiences of children who have parent educators will aid school staff in being able to identify issues faced by these children. Having a program for students to express themselves without fear of retribution could have immeasurable benefits to the child and to the whole family.

Student experiences need to become more meaningful to parents and teachers. Healthy friendships matter throughout one's lifetime. Uncovering the long-term benefits of forming friendships early has not been widely researched. Limited data show that forming healthy relationships during developmental years adds to increased physical health (Allen et al., 2015). Chango et al. (2015) argued that not forming these healthy relationships earlier in life can have a negative effect in building relationships later into adulthood. It is important for teachers and parents to understand and to respond to the child of an educator with deliberate thoughtfulness. The need to feel accepted and to be treated like other students is a normal expectation on the part of the child. Having parent-educators and teachers help to substantiate this need will help to foster normalcy for the educator's child. The relationships between students and teachers builds the opportunity for students to feel more at ease in the classroom environment and the greater school community. Equally important to remember is high school students are less

dependent on adults but still need the support and guidance from their teachers. This could help contribute to their sense of belonging and feelings of relevancy at school (Rawatlal & Peterson, 2012).

Development of awareness from all stakeholders. Research has also revealed the positive relationship between students and teachers acts as an influential change in a student's motivation, interest in school, objectives in learning, and the values placed on education. The healthy relationship between the teacher and student also acts as a change agent and predictor of a student's participation, perseverance, and performance in and outside of school (Giani & O'Guinn, 2010). Going back to the relevancy of the psychological impact on a child, Wentzel (2000) proposed that before expecting adolescents to feel a sense of belonging to the larger school environment, they must first establish a connected relationship with the teacher.

It has been further highlighted in the literature that the most commonly directed indicator of highly effective schools for students is a "caring environment exhibiting a homelike atmosphere in which teachers treat all students with respect and care, and interact with them in relationships similar to the extended family" (Tosolt, 2010, p. 146). Accordingly, Uslu and Gizir (2017) found,

> When teachers express care toward students, behave sensitively, communicate
> respect and interest, and remain warm and engaged, this not only improves
> individual relationships, but increases students' sense of school belonging,
> cooperation among students, and motivates students to learn, as well as prevents
> and diffuses disturbing behavior, but also affects the broader climate and reduces
> classroom conflicts. (pp. 66-67)

Recommendations for Further Research

A recommendation for further study would be to examine if being a child of a parent-educator had an influence on career choice. The participants in this research study were all certified educators who are currently employed. An additional area of research is to identify if any of the experiences shared by the participants in this study had a direct influence on their chosen career decision. Collecting data from retired educators and non-educators could help to extend the scope of this research study. Alternative methods for gaining more qualitative feedback can be used to supplement survey results. In-depth gathering of data during an extended period during focus groups and personal interviews can provide data in addition to responses to standard survey questions. Additional probing approaches are needed to better capture aspects of this subgroup of students' experiences that can be used to affect changes within the school community to have positive outcomes of success. The pool of participants could also be widened by including current middle or high school students whose parents are educators in the schools they attend.

If school-aged students are used in a future study, areas to include to broaden this study might include the following:

Grades. Grades of teachers' children can be included in future research to determine if grading policies are skewed in their favor or if grades are impacted negatively. Further study into the area of grades could explore if teachers are perceived as biased in their grading practices with children of other teachers. Examining the grading practices of teachers who actually teach their own child could also be a part of future research. Researching a district's or school's policy

of having an educator teach and assign grades to their own child could also be examined.

Behavior. Another area to be included in future research could examine if behavior or behavioral consequences are impacted by having a parent-educator. Research could explore any known incidents of children of educators being exempt from disciplinary actions due to their parent's influence. Under behavior consequences, it would be interesting to explore the expectations from teachers and parent-educators on this population of students. The discipline of administrators' children, specifically, could be included.

Extracurricular activities/awards or recognitions. The involvement of students in extracurricular activities, including athletics or the receiving of academic or athletic recognitions, could be examined to see if those areas were impacted by being a child of a parent-educator. According to Atkins et al. (2015), one less understood aspect of well-intentioned parental involvement surrounds that of parents who coach their own children. The coaching role represents a conduit through which parents may believe they can make a positive and substantial contribution to their child's sport. The dual role of parent-coach can be challenging for the parent and child. Jowett et al. (2007) claimed the dual roles of being the parent-coach and the child-athlete have the potential to spill over into the family unit. Analyzing this type of datum for implications could lead to further inquiry on related correlations of children of parent-educators.

Limitations

The researcher based her data analysis on information collected from participants in the school district where she works utilizing a small sample of employees. Due to the researcher's position, participants were not chosen from her school but from the other eight schools in the district. Even so, due to the small, rural district in which the researcher is employed, participants might have been less likely to participate in the one-on-one interviews because of their concern with anonymity.

Because the researcher is connected with the school district where the study was conducted, her research could be viewed as biased. Participants who took part in the research study did so on a voluntary basis. There were no rewards as well as no punishments for participants. Although an email was sent to all certified employees in the district, only 10 qualified as participants. Eight volunteered to participate. All but one of the eight knew the researcher. Although the questions were designed to solicit non-biased answers, it is possible that some may have answered in a way that the researcher would perceive as favorable.

Delimitations

The researcher decided to use only eight of the qualifying participants who responded to the initial demographic survey. The data analysis was limited to one school district. Participants were chosen from current teachers within the district; thereby, the results of the study represented a very small population.

Conclusion

For the purpose of this study, only the participants' stories of their experiences were examined and analyzed. Since the majority of the participants in the research study

responded favorably to having an overall good experience with having a parent-educator, stakeholders should continue to examine the importance of educating the whole child, with special emphasis on the equal treatment of children of parent-educators. The information from this research study is available to educational practitioners and can be utilized in professional development training sessions or series seminars that focus on bringing awareness to educators on the experiences of children of educators as well as information on the importance of a child's sense of belonging in a school setting. These information-rich sessions will allow educators to gain a deeper understanding of how to effectively communicate with these students and heighten awareness of any preconceived biases teachers and others may have formed of teachers' children. Bringing awareness to educators of the social, emotional, and psychological impacts associated with children who lack a sense of belonging through professional development activities will create and force dialogue among schools if the programs of professional development are meaningful with relevancy and real-life application.

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Appendix A

Email to Superintendent for Permission to Conduct Study

Email to Superintendent for Permission to Conduct Study

I am currently a Doctoral Candidate in the School of Education at Gardner-Webb

University. I am seeking your permission to conduct a research study in the district as a

partial fulfilment of the requirements for the degree of Doctor of Education.

My doctoral research study is titled: *A Qualitative Study of the Impact of Experiences of Students with Parents as Their Principal, Teacher, or Coach.* The purpose of the study is to examine the experiences of children whose parent was an educator in the school they attended during their middle or high school years. This study will attempt to gauge the impact on the social and emotional pressures experienced by this population of students.

With your permission, I would like to send an email to district employees, <u>excluding employees who work in my building</u>, to solicit participation in the study. Employees selected to participate will have to meet the age requirement of being at least 21 years of age or older.

Attached is a copy of the email that will be sent to district employees, along with a copy of the initial demographic survey, pending your approval.

Thank you for your consideration,

Lori Brownlee-Brewton

Appendix B

Letter of Invitation to Participate

Letter of Invitation to Participate

Dear Potential Participant,

I am a doctoral candidate in the School of Education at Gardner-Webb University. My doctoral research study is titled: *A Qualitative Study of the Impact of Experiences of Students with Parents as Their Principal, Teacher, or Coach.* The purpose of the study is to examine the experiences of children whose parent was an educator in the school they attended during their middle or high school years. This study will attempt to gauge the impact on the social and emotional pressures experienced by this population of students.

If your parent was a principal, teacher, or coach during your <u>middle or high school years</u>, I am asking for your participation in the study. Your participation is voluntary and will include a survey and a brief interview. Please click on the three-question survey in the link below to determine your eligibility to participate in this study. If it is determined that you are eligible to participate, you will be contacted with additional information.

Thank you,

Lori Brownlee-Brewton

Appendix C

Initial Demographic Survey to Determine Eligibility and Willingness to Participate

Initial Demographic Survey to Determine Eligibility and Willingness to Participate

Survey Question # 1: Did you attend school at any time during 6th-12th grade where your parent was a principal, teacher or coach?

A. Yes

B. No

Survey Question # 2: If you selected Choice A in Question 1, are you at least 21 years of age or older?

A. Yes

B. No

Survey Question # 3: If the answer to questions 1 and 2 is yes, are you willing to participate in this study?

A. Yes

B. No

C. N/A

Thank you for completing the survey. If selected to participate, you will be notified in the next few days.

Appendix D

Survey to Qualified Participants

Survey to Qualified Participants

Based on your experiences of having your parent as a principal, teacher or coach please

choose the best answer.

1. Did you ever feel isolated during school, due to your parent being a teacher,

   coach, or administrator in the school you attended?

   A. Yes

   B. No

2. Did you feel as if you were treated any differently by your peers and/or teachers

   while in school?

   A. Yes

   B. No

3. Did you experiences any challenges while in school, due to your parent working

   at your school?

   A. Yes

   B. No

4. Did you experience any advantages while in school, due to your parent working at

   your school?

   A. Yes

   B. No

Appendix E

Interview Guide

Interview Guide

1. Share with me some of your experiences of having your parent as either a principal, teacher, or coach when you were in school.

2. Tell me about some of your relationships with peers in school when your parent was either a principal, teacher, or coach.

3. What type of student-teacher relationships did you experience in school, with your parent as a principal, teacher or coach?

4. What type of challenges did you experience, due to your parent being a principal, teacher or coach?

5. Can you recall any advantages you experienced in school, due to your parent being a principal, teacher or coach?

6. Is there anything else you would like for me to know about your experience as a child during the time when your parent was a principal, teacher, or coach, including any personal stories during this time in your life?