

The Wall Between School and Home: Impact of Parental Attitudes on Counseling

Mustafa Selim Altınışık¹ , Esat Şanlı¹ 

¹ Department of Guidance and Psychological Counseling, Ondokuz Mayıs University, Samsun, Türkiye

Abstract

This study aims to examine in depth the perceptions and experiences of school counselors regarding challenging and dysfunctional parental attitudes. A qualitative research method was adopted, employing a phenomenological design. Nineteen school counselors working in Türkiye, aged between 24 and 52, were recruited through purposive sampling, with snowball (chain-referral) procedures used to identify eligible participants. The findings were grouped under five main themes: "Awareness and Knowledge Level," "Experience," "Effects on Students," "Effects on School Counseling Services," and "Evaluation of Coping Strategies." Prominent parental profiles included overprotective, denying, constantly anxious, uncooperative, overly demanding, perfectionist, and indifferent parents. Participants perceived these attitudes as negatively affecting students' academic, social, and psychological development and as hindering counseling processes, student communication, and the functioning of guidance services. The study contributes to the development of coping strategies for school counselors in dealing with challenging parental attitudes and to the improvement of the quality of school counseling services.

Keywords: Parents, school counselor, challenging parental attitudes, dysfunctional parental attitudes, school counseling services.

Özet

Bu araştırma, okul psikolojik danışmanlarının zorlayıcı ve işlevsel olmayan ebeveyn tutumlarına ilişkin algı ve deneyimlerini derinlemesine incelemeyi amaçlamaktadır. Araştırmada nitel araştırma yöntemi benimsenmiş ve fenomenolojik desen kullanılmıştır. Türkiye’de görev yapan ve yaşları 24 ile 52 arasında değişen 19 okul psikolojik danışmanı amaçlı örnekleme yoluyla araştırmaya dahil edilmiş; uygun katılımcılara ulaşmak için kartopu (zincir yönlendirme) yöntemi kullanılmıştır. Bulgular "Farkındalık ve Bilgi Düzeyi", "Deneyim", "Öğrenciler Üzerindeki Etkiler", "Psikolojik Hizmetler Üzerindeki Etkiler" ve "Baş Etme Stratejilerinin Değerlendirilmesi" olmak üzere beş ana tema altında toplanmıştır. Öne çıkan ebeveyn profilleri arasında aşırı koruyucu, inkârcı, sürekli kaygılı, iş birliğine kapalı, aşırı talepkâr, mükemmeliyetçi ve ilgisiz ebeveynler yer almıştır. Katılımcılar, bu tutumların öğrencilerin akademik, sosyal ve psikolojik gelişimlerini olumsuz etkilediğini; ayrıca psikolojik danışma süreçlerini, öğrenciyle iletişimi ve rehberlik hizmetlerinin işleyişini zorlaştırdığını ifade etmişlerdir. Araştırma, okul psikolojik danışmanlarının zorlayıcı ebeveyn tutumlarıyla başa çıkma stratejilerinin geliştirilmesine ve psikolojik hizmetlerin niteliğinin artırılmasına katkı sunmaktadır.

Anahtar Kelimeler: Ebeveynler, okul psikolojik danışmanı, zorlayıcı ebeveyn tutumları, işlevsel olmayan ebeveyn tutumları, psikolojik hizmetler.

Okul ve Ev Arasındaki Duvar: Ebeveyn Tutumlarının Psikolojik Danışma Üzerindeki Etkisi

Genişletilmiş Türkçe Özet

Giriş: Okullarda sunulan rehberlik ve psikolojik danışma hizmetleri, öğrencilerin akademik, sosyal, duygusal ve mesleki gelişimlerinin desteklenmesinde önemli bir role sahiptir. Bu hizmetlerin etkili biçimde yürütülmesi yalnızca psikolojik danışmanların mesleki yeterliklerine değil, aynı zamanda okul, öğrenci ve aile arasındaki iş birliğinin niteliğine de bağlıdır. Destekleyici ve iş birliğine açık ebeveyn tutumları öğrencilerin gelişim süreçlerini ve psikolojik yardım hizmetlerine katılımlarını kolaylaştırırken; aşırı koruyucu, kaygılı, mükemmeliyetçi, iş birliğine kapalı veya ilgisiz ebeveyn tutumları hem öğrenci gelişimini hem de psikolojik danışma hizmetlerinin işleyişini güçleştirebilmektedir. Özellikle ebeveynlerin psikolojik danışma sürecine yönelik olumsuz tutumları, öğrencinin yardım alma sürecine katılımını, psikolojik danışmanla kurduğu ilişkiyi ve okul-aile iş birliğini etkileyebilmektedir. Bununla birlikte, okul psikolojik danışmanlarının zorlayıcı ebeveynlerle günlük mesleki yaşamlarında nasıl karşılaştıkları, bu tutumları nasıl anlamlandırdıkları ve hangi baş etme yollarını kullandıkları konusunda ayrıntılı bilgiye ihtiyaç bulunmaktadır. Bu araştırmanın amacı, okul psikolojik danışmanlarının zorlayıcı ve işlevsel olmayan ebeveyn tutumlarına ilişkin algı ve deneyimlerini incelemek; bu tutumların öğrenciler ve okul psikolojik danışma hizmetleri üzerindeki algılanan etkilerini ve psikolojik danışmanların kullandıkları baş etme stratejilerini ortaya koymaktır.

Yöntem: Araştırmada nitel araştırma yaklaşımı benimsenmiş ve fenomenolojik desen kullanılmıştır. Çalışma grubunu Samsun ilindeki farklı eğitim kademelerinde görev yapan 19 okul psikolojik danışmanı oluşturmuştur. Katılımcıların yaşları 24 ile 52 arasında değişmekte olup yedisi kadın, on ikisi erkektir. Katılımcılar amaçlı örnekleme yoluyla belirlenmiş ve uygun katılımcılara ulaşılmasında kartopu örnekleme yönteminden yararlanılmıştır. Verilerin toplanmasında demografik bilgi formu ve araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Görüşme formu; farkındalık ve bilgi, deneyimler, öğrenciler üzerindeki etkiler, okul psikolojik danışma hizmetleri üzerindeki etkiler ve baş etme stratejileri olmak üzere beş temel alan altında yapılandırılmış toplam 68 açık uçlu sorudan oluşmaktadır. Görüşmeler birinci araştırmacı tarafından yüz yüze gerçekleştirilmiş ve yaklaşık 120 dakika sürmüştür. Görüşmeler ses kaydına alınmamış, katılımcıların yanıtları ayrıntılı yazılı notlarla kayıt altına alınmıştır. Verilerin analizinde betimsel analiz ve içerik analizi birlikte kullanılmıştır. Araştırma soruları doğrultusunda beş geniş tematik alan önceden belirlenmiş, bu alanlardaki kodlamalar katılımcı ifadelerine göre geliştirilmiştir. Kodlamaların güvenilirliğini artırmak amacıyla araştırmacılar arasında karşılaştırmalar yapılmış, görüş ayrılıkları uzlaşma yoluyla giderilmiş ve analitik yapıya ilişkin uzman görüşü alınmıştır.

Bulgular: Araştırma sonucunda bulgular “Farkındalık ve Bilgi Düzeyi”, “Deneyim”, “Öğrenciler Üzerindeki Etkiler”, “Psikolojik Danışma Hizmetleri Üzerindeki Etkiler” ve “Baş Etme Stratejilerinin Değerlendirilmesi” olmak üzere beş ana tema altında toplanmıştır. Psikolojik danışmanların zorlayıcı ebeveyn davranışlarını anlamlandırma biçimlerinde mesleki deneyim ve görev yapılan eğitim kademesine bağlı farklılıklar olduğu görülmüştür. Katılımcılar zorlayıcı ebeveynleri aşırı koruyucu, inkârcı, sürekli kaygılı, iş birliğine kapalı, aşırı talepkâr, mükemmeliyetçi ve ilgisiz olmak üzere yedi temel profil altında tanımlamıştır. Bu tutumların öğrencilerde kaygı, iletişim güçlükleri, düşük özgüven, motivasyon kaybı, akademik sorunlar ve mesleki karar vermede zorlanmayla ilişkili olduğu belirtilmiştir. Ayrıca zorlayıcı ebeveyn tutumlarının psikolojik danışmanların motivasyonunu ve mesleki iyi oluşunu olumsuz etkilediği, öğrenciyle iletişimi güçleştirdiği ve rehberlik hizmetlerinin işleyişinde aksamalara yol açtığı ifade edilmiştir. Empatik dinleme, açık iletişim, olumlu dil kullanımı, bilgilendirme, çözüm odaklı yaklaşım ve uygun sınırlar koyma işlevsel baş etme stratejileri olarak öne çıkarken; tartışma, aşırı ikna çabası, ilkelerden ödün verme ve sorunu görmezden gelme işlevsel olmayan stratejiler arasında yer almıştır.

Tartışma: Bulgular, zorlayıcı ebeveyn tutumlarının yalnızca ebeveyn ile psikolojik danışman arasında ortaya çıkan bireysel iletişim sorunları olmadığını; öğrencinin gelişimini, psikolojik danışmanın mesleki iyi oluşunu, öğrenci-psikolojik danışman ilişkisini ve okul psikolojik danışma hizmetlerinin genel işleyişini etkileyen çok boyutlu bir yapı oluşturduğunu göstermektedir. Katılımcılar tarafından tanımlanan farklı ebeveyn profilleri, aşırı müdahaleci ebeveynlikten okul ve öğrenci süreçlerine düşük katılıma kadar geniş bir yelpazeye işaret etmektedir. Bu nedenle zorlayıcı ebeveynlerle çalışırken tek tip bir yaklaşım yerine, ebeveynin tutumuna ve etkileşim biçimine uygun iletişim ve baş etme stratejilerinin kullanılması önem taşımaktadır. Mesleki deneyimin daha kapsamlı değerlendirmelerle ilişkili olması ve empati, açıklık, sınır koyma ve çözüm odaklı yaklaşım gibi stratejilerin öne çıkması, psikolojik danışmanların bu alandaki mesleki yeterliklerinin güçlendirilmesi gerektiğini göstermektedir. Bu doğrultuda okul psikolojik danışmanlarının ebeveynlerle iletişim, çatışma yönetimi ve mesleki sınırların korunması konularında desteklenmesi; okullarda aile-psikolojik danışman iş birliğini güçlendirecek kurumsal mekanizmaların geliştirilmesi önemlidir. Araştırmanın yalnızca Samsun’da görev yapan okul psikolojik danışmanlarının görüşlerine dayanması ve görüşmelerin ses kaydı yerine ayrıntılı yazılı notlarla belgelenmiş olması ise bulguların yorumlanmasında dikkate alınmalıdır.

Introduction

Psychological counseling services in schools play a vital role in supporting students' individual and social development (Harbola, 2021; Dost, 2020). These services help students manage emotional, social, and academic challenges, offering support in areas such as anxiety, stress, and self-confidence (Muhyatun, 2023). They also promote essential life skills—time management, goal setting, and problem solving—along with social competencies such as communication, empathy, and cooperation (Simbolon & Purba, 2022; Sutoyo & Wibowo, 2024). Through these functions, school counseling services contribute not only to students' academic success but also to their psychological well-being and overall adjustment to school life.

School counseling services play a vital role in supporting students' academic, psychological, and social development (Harbola, 2021; Dost, 2020). They help students manage emotional and academic challenges such as anxiety, stress, low motivation, and concentration difficulties (Muhyatun, 2023; Altundağ & Bulut, 2019), while also promoting life skills and social competencies, including problem solving, communication, empathy, and cooperation (Simbolon & Purba, 2022; Sutoyo & Wibowo, 2024). In addition, counseling services support students in identifying their interests and abilities and contribute to psychological resilience in the face of stressors such as family conflict or loss (Terzi et al., 2011; Shoshani & Steinmetz, 2014; Jantz et al., 2015).

School counseling services also contribute to students' social adaptation by supporting healthy peer communication and conflict resolution (Young et al., 2012). This role is particularly important in addressing bullying, as counseling interventions can help reduce bullying behaviors and promote a safer and more supportive school climate (O'Brien et al., 2024; Lee et al., 2015; Strom et al., 2013).

However, the quality and effectiveness of school counseling services can be hindered by various contextual factors. Research points to limited resources, time constraints, counselor workload, lack of administrative support, and school climate as key challenges (Pike & Floyd, 2024; Jones & Pijanowski, 2023; Shtapura-Ibrahim & Benish-Weisman, 2019). In addition, cultural attitudes toward mental health and insufficient counselor training can further restrict service effectiveness. These structural and environmental factors are important, but another critical variable influencing the success of school counseling services is parental attitudes (Dost, 2020; Savaş & Hamamcı, 2010).

Functional parental attitudes strengthen the connection between home and school, enhancing the efficiency of school counseling services. Parents who maintain trust and collaboration with counselors contribute positively to students' resilience and engagement (Pelco & Ries, 1999). Informed and supportive parents also recognize when professional help is needed and facilitate timely access to counseling (Dor, 2012). Conversely, dysfunctional parental attitudes—such as being overprotective, anxious, perfectionist, uncooperative, or indifferent—can obstruct these processes.

Overprotective parents often attempt to control every aspect of their child's life, limiting autonomy and decision-making (Otani et al., 2013). Such behavior undermines independence and problem-solving skills, potentially hindering academic and personal development (Soumokil & Kristinawati, 2024). Similarly, highly anxious parents may transmit their fears to children, fostering stress and emotional insecurity (Beidel & Turner, 1997). Perfectionist parents, expecting flawless performance, can generate pressure, leading to anxiety, self-doubt, and burnout (Haspolat & Yalçın, 2023). Denying or indifferent parents, on the other hand, minimize or ignore their children's emotional needs, preventing timely psychological support (Ebrahimi et al., 2019; Atli, 2018). Uncooperative parents, who resist collaboration with counselors, can further damage the bridge between school and family, undermining the consistency of support (Froiland, 2021).

These dysfunctional patterns weaken counselor–parent collaboration and may result in reduced student participation in school counseling services. Negative parental beliefs about counseling—such as the view that seeking help is unnecessary or stigmatizing—can discourage both parents and students from engaging in support programs (Turner et al., 2015; Paisley & McMahon, 2001). Such resistance may also stem from limited awareness or educational background, making it harder to sustain consistent involvement in school-based mental health initiatives (Purwaningrum et al., 2023).

Parental interference can also compromise counseling effectiveness. Intrusive behaviors may undermine students' trust in confidentiality and the counselor–student relationship (McGuiggan, 2021; Trice-Black et al., 2013). These dynamics can lead to avoidance of psychological support, reduced motivation, and even learned helplessness among students (Filippello et al., 2018). Moreover, indifferent parental attitudes can disrupt the monitoring and reinforcement of students' progress outside school, limiting the continuity of developmental gains (Van Vulpen et al., 2018).

Given these challenges, understanding counselors' perspectives on dysfunctional parental attitudes becomes essential. School counselors are central to implementing school counseling services and play a key role in maintaining their functionality (Harbola, 2021; Splett et al., 2013). The efficiency of these services depends on counselors' motivation, resilience, and professional competence (Kim & Lambie, 2018). Therefore, examining how counselors perceive and experience parental behaviors that hinder counseling is crucial for improving the overall quality of services (Karaman et al., 2021).

However, less is known about how school counselors themselves experience and interpret challenging parental attitudes in their day-to-day practice. In particular, there remains a need for a more comprehensive understanding of how these attitudes are perceived to affect students, counselor–student communication, the functioning of school counseling services, and the strategies counselors use to manage such interactions.

The present study aims to explore school counselors' perspectives on dysfunctional parental attitudes and their impact on the effectiveness of school counseling services. By identifying specific parental behaviors that impede service delivery, this research seeks to contribute to the development of strategies for enhancing collaboration between families and schools. In doing so, the study is expected to increase awareness of barriers to school counseling services and support the creation of more functional, inclusive, and sustainable counseling practices.

Accordingly, the study sought to answer the following research questions:

1. How do school counselors perceive and conceptualize challenging and dysfunctional parental attitudes?
2. What experiences do school counselors report in their interactions with parents exhibiting challenging and dysfunctional attitudes?
3. How do school counselors perceive the effects of challenging and dysfunctional parental attitudes on students?
4. How do school counselors perceive the effects of challenging and dysfunctional parental attitudes on school counseling services?
5. What strategies do school counselors use to cope with challenging and dysfunctional parental attitudes?

Method

Research Design

This study employed a qualitative phenomenological design to gain an in-depth understanding of school counselors' perceptions of dysfunctional and challenging parental attitudes. The phenomenological approach focuses on individuals' lived experiences and interpretations of a particular phenomenon (Çapar & Ceylan, 2022). Given the limited availability of quantitative data on this topic, a qualitative design was deemed appropriate to explore counselors' personal narratives and meaning-making processes regarding difficult parental behaviors (Tutar, 2023). By presenting participants' perspectives in their own words, the study aimed to provide insights that may help improve the inclusivity and effectiveness of school counseling services.

Participants

The study group consisted of 19 school counselors working in various schools in Samsun, Türkiye. Participants were recruited through purposive sampling, with snowball (chain-referral) procedures used to identify eligible school counselors. Participants' ages ranged from 24 to 52 years; seven were female and twelve were male. Four participants held a master's degree in Guidance and Psychological Counseling, and fifteen held a bachelor's degree in the same field. Three participants worked in primary schools, eleven in middle schools, and five in high schools. Fourteen had between 0–5 years of experience, and three identified as parents. Participation was voluntary, and verbal consent was obtained prior to data collection. Demographic details are summarized in Table 1.

Table 1. Demographic characteristics of the study group

No	Age	Marital Status	Education Level	School Level of Employment	Number of Counselors at School	Years of Service	Parental Status
1*	31	Married	Graduate	High School	Single	6-10	Non-parent
2*	38	Married	Bachelor's	Middle School	2 people	16-20	Parent
3**	31	Married	Bachelor's	Middle School	5 or more	0-5	Non-parent
4**	30	Single	Bachelor's	Primary Sch.	4 people	0-5	Non-parent
5**	28	Single	Bachelor's	Primary Sch.	5 or more	0-5	Non-parent
6*	34	Married	Graduate	Middle School	Single	0-5	Non-parent
7*	52	Married	Bachelor's	High School	3 people	11-15	Parent
8*	30	Married	Bachelor's	High School	Single	0-5	Non-parent
9*	30	Single	Graduate	Middle School	3 people	0-5	Non-parent
10**	39	Married	Graduate	Middle School	2 people	6-10	Parent
11*	25	Single	Bachelor's	High School	2 people	0-5	Non-parent
12**	25	Single	Bachelor's	Middle School	2 people	0-5	Non-parent
13*	24	Single	Bachelor's	High School	2 people	0-5	Non-parent
14**	27	Single	Bachelor's	Middle School	Single	0-5	Non-parent
15**	30	Single	Bachelor's	Middle School	Single	0-5	Non-parent

16*	29	Single	Bachelor's	Middle School	Single	0-5	Non-parent
17*	29	Married	Bachelor's	Primary Sch.	Single	0-5	Non-parent
18*	31	Married	Bachelor's	Middle School	2 people	6-10	Non-parent
19*	28	Single	Bachelor's	Middle School	Single	0-5	Non-parent

Not. N = 19; **Female, *Male.

An examination of the demographic data presented in Table 1 indicates that participants' ages ranged from 24 to 52 years, representing both early-career and experienced counselors. Approximately half were single ($n = 10$) and half married ($n = 9$). Most participants held a bachelor's degree in Guidance and Psychological Counseling, while four held a master's degree. The majority were employed in middle schools ($n = 11$), followed by high schools and primary schools. Eight counselors were the sole counselor at their school, while six worked in settings with two counselors. Thus, most participants worked either independently or alongside one other counselor. Fourteen participants had 0–5 years of professional experience. Only a small number were parents themselves ($n = 3$). Overall, the sample represented a diverse group of counselors from different educational levels and professional backgrounds.

Ethics

The study was approved by the Ethics Committee of Social and Human Sciences Research at Ondokuz Mayıs University (Decision No. 2024-558, dated 31.05.2024).

Data Collection Tools

The study employed a demographic information form and a semi-structured interview form. The demographic information form collected information on participants' age, marital status, educational level, school level, number of counselors at school, years of professional experience, and parental status. The semi-structured interview form was developed by the researchers based on the relevant literature and the aims of the study to explore school counselors' perceptions of challenging parental attitudes. It consisted of 68 open-ended questions organized around five broad domains: awareness and knowledge, experiences, perceived effects on students, effects on school counseling services, and coping strategies. The questions within these domains were designed to obtain detailed information about counselors' understanding of challenging parental attitudes, their experiences with such parents, the perceived consequences of these attitudes, and the strategies used to manage these interactions.

Procedure

All interviews were conducted face-to-face by the first author and lasted approximately 120 minutes. The interviews were not audio-recorded; instead, participants' responses were documented through detailed written notes taken during each interview. Throughout the research process, ethical principles were strictly observed. Participants were informed about the purpose and scope of the study, confidentiality was ensured, and personal data were anonymized using gender-based symbols (** for female, * for male).

Data Analysis

Data were analyzed using a combination of descriptive and content analysis techniques. The five broad thematic domains—awareness and knowledge, experiences, effects on students, effects on school counseling services, and coping strategies—were defined a priori based on the research questions and the structure of the semi-structured interview form. Participants' written interview notes were organized within these predefined domains, and the coding within each domain was refined based on the content of participants' responses. To enhance reliability, the first researcher conducted the initial coding, which was later reviewed by co-researchers who independently coded randomly selected interview notes. Discrepancies were resolved through discussion until consensus was reached. Expert opinions were sought to review the appropriateness of the codes and analytical structure. Following these procedures, the final analytical structure was established and the findings were presented systematically.

Results

In light of the data obtained in the study, the themes and sub-themes regarding school counselors' perceptions of challenging parents are presented in Table 2.

Table 2. Themes, subthemes, and categories

Theme	Sub-Theme	Category
Awareness and Knowledge Level	General Knowledge Level	
	Awareness Level	
	Exploring Underlying Reasons	
Experience	Classification	
	Overprotective Parents	Characteristics Stereotypical Statements Most Challenging Experience Reasons
	Denying Parents	Characteristics Stereotypical Statements Most Challenging Experience Reasons
	Constantly Anxious Parents	Characteristics Stereotypical Statements Most Challenging Experience Reasons
	Uncooperative Parents	Characteristics Stereotypical Statements Most Challenging Experience Reasons
	Overly Demanding Parents	Characteristics Stereotypical Statements Most Challenging Experience Reasons
	Perfectionist Parents	Characteristics Stereotypical Statements Most Challenging Experience Reasons
	Indifferent Parents	Characteristics Stereotypical Statements Most Challenging Experience Reasons
	Personal-Social Educational Vocational	
	Counselor Student Communication Functioning Counseling Service	
Effects on Students		
Effects on School Counseling Services		
Evaluation of Coping Strategies	Functional Strategies Non-Functional Strategies	

As shown in Table 2, based on the participants' responses, the themes that reflect school counselors' perceptions of challenging parental attitudes include awareness and knowledge levels, experiences, effects on students, effects on school counseling services, and evaluation of coping strategies, along with their respective sub-themes and categories.

Theme 1. Awareness and Knowledge Level

The first thematic domain concerns counselors' awareness and knowledge about challenging parental attitudes. Participants discussed what constitutes a "difficult parent,"

their typical characteristics, and the possible reasons underlying such behaviors. Participants' accounts reflected differences in how counselors understood and described challenging parental attitudes. This theme includes four sub-themes: general knowledge level, awareness level, exploration of underlying reasons, and classification.

General Knowledge Level

In participants' accounts, counselors with more professional experience tended to describe challenging parental behaviors in broader and more nuanced terms. Some participants associated this pattern with greater exposure to diverse parent profiles. As one counselor explained, "A difficult parent displays behaviors that disrupt school functioning, resist collaboration, and prioritize their own expectations over the student's well-being. Such attitudes hinder communication and counseling activities, damaging the cooperation essential for a student's development" (P-10**).

Awareness Level

Some participants suggested that awareness of challenging parental attitudes may vary across school levels. In particular, counselors working in primary schools described more frequent contact with parents, which they perceived as increasing their familiarity with different parental attitudes. "In primary school, parents constantly want to communicate. We solve most issues together, which increases our familiarity with them and, consequently, our awareness of different parental attitudes" (P-17*). Participants also suggested that as students grow older and gain autonomy, parental involvement may decrease, potentially reducing counselors' opportunities to identify challenging parental attitudes.

Exploring Underlying Reasons

Some participants with postgraduate education provided detailed reflections on the psychological and experiential roots of parents' behaviors. "There can be many reasons for challenging parental attitudes. I think they often relate to personality traits or past school experiences. A parent who once felt unsupported or treated unfairly may carry distrust toward the school, which later influences their attitude" (P-10**). These accounts illustrate how some counselors interpreted challenging parental attitudes through psychological and experiential explanations.

Classification

Most counselors were able to classify challenging parents into recurring categories such as overprotective, denying, anxious, uncooperative, demanding, perfectionist, or

indifferent. As one participant summarized, “They are often uncooperative, problem-focused rather than solution-oriented, and have difficulty recognizing their own mistakes” (P-18*). Such classifications demonstrate counselors’ ability to conceptualize patterns across diverse parental behaviors.

Theme 2. Experience

The second thematic domain concerned school counselors’ experiences with challenging parents and was closely related to the classification sub-theme under awareness and knowledge. Participants discussed their encounters with overprotective, denying, constantly anxious, uncooperative, overly demanding, perfectionist, and indifferent parents. Each sub-theme is presented with four categories: characteristics, stereotypical statements, most challenging experiences, and underlying reasons.

Overprotective Parents

Most participants (n=16) described overprotective parents as controlling, anxious, and over-involved, with behaviors that could restrict the child’s independence (P-7*). A typical expression was My child is very special. What if something happens to my child? (P-6*). Participants particularly emphasized excessive monitoring of children and teachers and completing tasks on behalf of the child, which they associated with parents’ past experiences, upbringing, and overprotective tendencies (P-2*; P-4**).

Denying Parents

All participants (n=19) reported encounters with denying parents, whom they described as unconvinced, accusatory, and resistant to acknowledging their child’s problematic behavior (P-1*). Are you sure, teacher? was identified as a typical expression (P-18*). Participants associated the main difficulties with persistent denial, resistance to intervention, and shifting blame, and related these behaviors to defense mechanisms, perfectionism, social pressure, and the desire to maintain a positive parental image (P-1*; P-6*).

Constantly Anxious Parents

Nearly all participants (n=18) described constantly anxious parents as highly stressed and overly involved in their child’s autonomy (P-14**). I cannot tolerate any kind of negativity was reported as a typical expression (P-4**). Participants highlighted exaggerated concerns, excessive monitoring, and communication difficulties, which they associated with previous negative experiences, perfectionism, and high expectations (P-7*; P-18*).

Uncooperative Parents

Most participants (n=16) characterized uncooperative parents by avoidance of meetings, indifference, and limited engagement (P-9*). A common expression was Coming to the guidance office and talking with you won't solve the problem (P-6*). Participants emphasized lack of responsibility, communication difficulties, and transferring responsibility to the school, and associated these behaviors with indifference, mistrust, and competing priorities (P-3**; P-19*).

Overly Demanding Parents

Fifteen participants reported experiences with overly demanding parents, describing them as insistent, self-centered, and frequently dissatisfied (P-12**). Wouldn't it be better if you took care of it yourself? was identified as a typical expression (P-16*). Participants highlighted persistent demands, pressure on teachers, and expectations of special treatment, which they associated with egocentric tendencies, perfectionism, and high expectations (P-9*; P-4**).

Perfectionist Parents

Nearly all participants (n=18) described perfectionist parents as difficult to satisfy and as expecting flawless performance from both their children and school staff (P-9**). Their statements frequently reflected high achievement expectations (P-11*), while the main difficulties involved unrealistic demands and pressure on children and counselors (P-4**). Participants associated these behaviors with compensation mechanisms, over-identification with the child, and rigid standards (P-13*).

Indifferent Parents

Eighteen participants described indifferent parents as emotionally detached, neglectful, and minimally involved in their child's education (P-1*). A typical expression was My child can handle everything on their own (P-14**). Participants emphasized limited engagement with school counseling services and neglect of student needs, and associated these patterns with heavy workloads, limited educational awareness, personal problems, and cultural norms (P-8*; P-19*).

Theme 3. Effects on Students

The third major theme concerned the effects of dysfunctional parental attitudes on students. Participants consistently reported that such behaviors created challenges across personal–social, educational, and vocational domains.

Personal–Social Effects

All participants (n=19) associated controlling or overly critical parental attitudes with students' fear of criticism and communication problems. As one counselor noted, "Children of such parents become introverted and avoid expressing themselves" (P-3**). Counselors observed issues such as shyness, anxiety, peer bullying, use of offensive language, and low self-confidence. These difficulties were seen as extending beyond the school to the family environment, reducing students' social competence and sense of security.

Educational Effects

Participants (n=19) perceived challenging parental attitudes as negatively affecting students' motivation, performance, and attitudes toward school. Overly demanding parental attitudes were associated by participants with increased test anxiety, whereas indifferent parental attitudes were associated with academic difficulties and absenteeism. As one counselor put it, "Pressure from parents can make students lose motivation and interest in lessons" (P-10**). Counselors highlighted patterns of learning difficulties, lower study efficiency, and reduced engagement with schoolwork.

Vocational Effects

Nearly all participants (n=18) perceived dysfunctional parental behaviors as affecting students' career development. The absence of supportive and functional parenting was seen to hinder self-awareness and decision-making. One participant stated, "When families give the wrong direction, students can't discover their own interests and abilities" (P-19*). Counselors described outcomes such as inappropriate career choices, aimlessness, low motivation toward the future, and difficulty identifying personal strengths and values.

Theme 4. Effects on School Counseling Services

Participants perceived challenging parental attitudes as disrupting the quality and effectiveness of school counseling services. Three main sub-themes emerged: effects on the counselor, effects on student communication, and effects on the functioning of the counseling service.

Effects On the Counselor

All participants (n=19) reported that interactions with such parents negatively affected their motivation and psychological well-being. "It decreased my motivation and sometimes reduced my willingness to work with students" (P-19*). Counselors frequently described emotional exhaustion, burnout, loss of enthusiasm, and feelings of ineffectiveness.

Counselors also associated these interactions with mental fatigue, lower job satisfaction, and emotional distancing from their work.

Effects on Student Communication

Most participants (n=16) reported that challenging parents indirectly influenced their communication with students. “Because of the parent, I unintentionally developed a negative attitude toward the student” (P-3**). Counselors noted that students often echoed their parents’ critical or resistant tone, saying things like “But my father said so”, which hindered trust and collaboration. Participants associated such dynamics with reduced engagement, miscommunication, and student resistance to counseling processes.

Effects on the Functioning of School Counseling Services

All participants (n=19) agreed that these parental attitudes interfered with the broader functioning of school counseling services. “Uncooperative parents make it hard to prepare effective guidance plans,” one counselor explained (P-2*). The most common difficulties included workflow delays, reduced planning efficiency, failure to deliver timely interventions, and increased stress within the counseling process. Counselors also noted the misuse of guidance offices and negative perceptions of the counseling unit stemming from these repeated conflicts.

Theme 5. Evaluation of Coping Strategies

Participants described various strategies they used to manage interactions with challenging parents, which were grouped as functional and non-functional approaches.

Functional Strategies

Most participants (n=16) emphasized using constructive methods such as empathetic listening, open communication, and boundary setting. “Empathy, transparency, and a solution-focused approach always work best,” stated one counselor (P-7*). Functional strategies also included using positive language, providing education and information, involving stakeholders, and developing professional skills to maintain collaboration while protecting the counselor’s well-being.

Non-Functional Strategies

Despite their awareness, many counselors (n=15) acknowledged sometimes relying on ineffective reactions. “Arguing with the parent or trying to retaliate doesn’t solve anything,” one admitted (P-3**). Reported non-functional strategies included arguing, excessive persuasion, overtrusting the parent or student, compromising principles, and

ignoring the issue. These responses often intensified conflict and reduced the effectiveness of counseling efforts.

Discussion

The present study contributes to the literature by providing an integrated account of how school counselors understand and manage challenging parental attitudes in school settings. Rather than reflecting isolated parent–counselor interactions, participants' accounts suggest that these attitudes are perceived as extending across multiple dimensions of school counseling practice, including students' development, counselor–student communication, the functioning of school counseling services, and counselors' coping responses. By examining counselors' awareness, recurring parental profiles, perceived consequences, and coping strategies within the same qualitative framework, the study offers a more comprehensive understanding of how challenging parental attitudes are experienced in everyday school counseling practice.

The first finding of the study suggests variation in school counselors' awareness and knowledge regarding challenging parental behaviors. In participants' accounts, counselors with greater professional experience tended to describe these behaviors in broader and more nuanced terms, which may be associated with greater opportunities for direct interaction with parents. Previous research has similarly linked professional experience with counselors' awareness of parents (Collins et al., 2024; Ohan et al., 2015; Ritchie & Partin, 1994), whereas limited experience has been associated with lower levels of awareness and knowledge (Güllü, 2024). School level also appeared to be associated with awareness in participants' accounts. In particular, primary school counselors described more frequent interactions with parents and greater familiarity with different parental attitudes, a pattern consistent with research emphasizing the relationship between parent communication and awareness (Bang, 2018; Epstein, 2001). Some participants with postgraduate education also provided more detailed psychological and experiential interpretations of parental behaviors. Overall, participants' accounts reflected substantial knowledge across general awareness, exploration of underlying reasons, and classification of challenging parental attitudes, highlighting the relevance of understanding parent–school relationships and developing appropriate coping strategies (Menzies & Bruhn, 2010).

The second finding of the study indicates that participants described seven recurring profiles of challenging parental behavior: overprotective, dismissive, chronically anxious, uncooperative, overly demanding, perfectionist, and indifferent. Although counselors did not necessarily employ formal typologies, their accounts reflected recurring patterns of parental

involvement ranging from highly intrusive to markedly disengaged behaviors (Hornby, 2011). Previous research similarly suggests that different forms of challenging parental behavior may create difficulties for both students and school functioning (Elhami et al., 2019; Hewitt et al., 2017; McEwan, 2004; Prakke & Van Peet, 2007; Selwyn, 2019). In the present study, overprotective parents were primarily associated with control and intrusive involvement, which is consistent with previous research on overprotective and intrusive parenting (Brussoni & Olsen, 2013; Gere et al., 2012; Ungar, 2009). Such patterns have also been associated with difficulties in school functioning and parent–school relationships (Holmbeck et al., 2002; Jiao et al., 2024; Kwatra, 2025). Denying parents were characterized mainly by denial and rejection, consistent with studies addressing parental denial or rejection, particularly in relation to children’s difficulties or disabilities (Broomhead, 2013; Roll-Pettersson, 2001).

Constantly anxious parents were described in relation to persistent anxiety, excessive concern, and achievement-related expectations. Similar patterns have been discussed in research on parental academic anxiety and the transmission of anxiety from parents to children (Bilalli et al., 2023; Poole, 1980; Stearns, 2003; Woodruff-Borden et al., 2002). Uncooperative parents, in contrast, were associated with limited engagement and responsibility-taking, which parallels previous findings concerning parental involvement and responsibility in school contexts (Christenson et al., 1997; Lanjekar et al., 2022; McConnell et al., 2011). Overly demanding parents were characterized by persistent dissatisfaction and expectations for additional attention or services (Locke et al., 2012; Prakke et al., 2007), whereas perfectionist parents were associated with rigid expectations and demands for flawless performance (Cook & Kearney, 2009, 2014; Frost et al., 1991; Soenens et al., 2005). Indifferent parents represented the opposite end of the involvement spectrum and were characterized by limited school engagement and communication (Pantaleno, 1983; Ünal et al., 2010; Vaishnavi & Kumar, 2018).

Across these profiles, participants described different but overlapping challenges in their interactions with parents, including excessive monitoring, denial of problems, distrust, avoidance of responsibility, persistent demands, unrealistic performance expectations, and disengagement from school processes. These experiences are broadly compatible with previous research reporting stress and adjustment-related difficulties associated with overprotective parenting (Ganaprakasam et al., 2018; Navickienė et al., 2021; Rains & Gann, 2024; Schiffrin & Liss, 2017; Schiffrin et al., 2014), challenges associated with parental denial (Gilbey, 2010; Jin et al., 2025; Jordan et al., 2007), and difficulties involving anxiety and distrust (Ferrari & Olivette, 1993; Santiago et al., 2016). Likewise, previous studies have highlighted

avoidance of school-related responsibility among uncooperative parents (Bilton et al., 2018; Polovina & Stanišić, 2007), repeated demands for services among highly demanding parents (Harrison et al., 2004; Mendel, 2006), and taxing professional interactions associated with perfectionistic expectations (Stiles et al., 2020; Wachter et al., 2008). Low parental engagement has similarly been identified as a barrier to school counseling and guidance processes (Atli, 2018). Taken together, these findings suggest that the seven parental profiles may represent distinct forms of parent–school interaction that create different challenges for school counselors.

Participants also offered explanations for the possible origins of these parental attitudes. Their interpretations were broadly consistent with previous literature linking overprotective attitudes with attachment and compensatory processes (Bibi et al., 2021; Moradi et al., 2022; Thomasgard & Metz, 1993) and denial-based attitudes with avoidance tendencies (Thompson, 2004). Chronic parental anxiety has been associated with high expectations and concerns about stigma (Çoban & Kısa, 2020; Kiel et al., 2019; Ma et al., 2023; Weiss et al., 2024), whereas uncooperative behavior has been discussed in relation to limited responsibility-taking (Dor, 2012; Vensel, 1981). Similarly, overly demanding attitudes have been associated with self-centered tendencies (Adams & Jones, 1982; Royzman et al., 2003), while perfectionistic attitudes have been linked to evaluation anxiety and rigid cognitive and behavioral patterns (Drizinsky et al., 2016; Soenens et al., 2005). Finally, indifferent parental attitudes have been discussed in relation to limited knowledge of school functioning and competing life stressors (Christenson et al., 1997; Ohan et al., 2015). Overall, these parallels suggest that participants' interpretations of challenging parental attitudes were generally compatible with explanations previously discussed in the literature.

Another notable finding of the study is the influence of challenging parental attitudes on the provision of school counseling services. The results indicate that such parents exert considerable effects on counselors, students, and the overall functioning of school counseling services. Consistent with previous research, the findings reveal that challenging parents can contribute to significant consequences for school counselors, including loss of motivation and professional burnout (Schilling et al., 2018; Huebner, 1992). Moreover, prior studies demonstrate that these parental attitudes are linked to reduced job satisfaction and the development of psychological problems among counselors (Cleary, 2009; VanVoorhis & Levinson, 2006; Proctor & Steadman, 2003). The findings also align with literature suggesting that when parents display challenging attitudes, they often redirect the focus toward themselves, thereby disrupting healthy communication between the counselor and the

student (Pantaleo, 1983). Similarly, research underscores that these behaviors hinder the delivery of school counseling services and impair their functioning (Eren & Gül, 2022; Vaishnavi & Kumar, 2018; Thielking et al., 2018). Taken together, these results corroborate the study's findings by illustrating how challenging parental attitudes undermine the effectiveness of school counseling services, both by straining the counselor's professional well-being and by obstructing the student-centered goals of school counseling programs.

The final finding of the study highlights the coping strategies employed by school counselors when dealing with challenging parents. This result provides valuable insights by distinguishing between functional and non-functional strategies, offering counselors practical perspectives on the methods they currently use. The findings reveal that functional strategies include approaches such as demonstrating empathy, practicing patience, maintaining openness and transparency, and setting appropriate boundaries (Kaya et al., 2022; Murray et al., 2015; Oluremi, 2014; Mullis & Edwards, 2001). These strategies are closely tied to professional counseling competencies, underscoring that counselors' skills and expertise play a central role in their ability to manage parental challenges effectively. Accordingly, prior research suggests that supportive training opportunities and professional experience contribute significantly to the development and consistent use of such functional strategies (Bhutto et al., 2023; Nazlı et al., 2021; Gysbers et al., 1992). In contrast, non-functional strategies were identified as immediate problem-solving attempts, engaging in arguments with parents, or placing excessive trust in parents without critical evaluation. Literature indicates that these unprofessional strategies are largely ineffective in resolving issues associated with challenging parents (Gürkan, 2020; Vaishnavi & Kumar, 2018; Karaküçük, 2010; Erchul, 1992). Taken together, these findings emphasize the importance of school counselors critically reflecting on the strategies they adopt when engaging with challenging parents. By distinguishing between functional and non-functional approaches, the study underscores the necessity of fostering professional growth and targeted training to strengthen effective coping mechanisms in practice.

More broadly, the main contribution of the present study lies in connecting school counselors' perceptions of challenging parental attitudes with their perceived consequences for students, counselor–student interactions, and the functioning of school counseling services, while also identifying the strategies counselors use to manage these interactions. This integrated perspective suggests that challenging parental attitudes are not experienced merely as isolated interpersonal difficulties but as a broader issue that may shape multiple aspects of school counseling practice. Accordingly, the findings highlight the importance of

considering parent-related challenges within both counselor training and the organizational support structures available in schools.

Limitations

This study has several limitations that should be considered when interpreting the findings. First, the data were derived solely from school psychological counselors, excluding perspectives from teachers, administrators, or parents themselves. The exclusive reliance on counselors' subjective experiences may limit the breadth of interpretations. Second, the sample was limited to school counselors working in Samsun, Türkiye, which may restrict the transferability of the findings to other geographical, educational, and cultural contexts. Third, given the qualitative design, the findings reflect counselors' self-reported experiences, which may be influenced by recall bias or personal perceptions. Additionally, because the interviews were documented through detailed written notes rather than audio-recorded and transcribed verbatim, some nuances or details in participants' responses may not have been fully captured. Finally, even though diverse parent types emerged from the data, some categories may have been shaped by counselors' familiarity with particular parental profiles rather than the full spectrum of parental behaviors.

Ethics Statement: The study protocol was approved by the Social and Human Sciences Research Ethics Committee of Ondokuz Mayıs University (Date: May 31, 2024; Reference Number: 2024-558). The study was conducted in accordance with the ethical standards set forth in the 1964 Declaration of Helsinki and its subsequent amendments.

Author Contributions: This study was conducted through the joint contributions of both authors. The authors collaborated throughout all stages of the study.

Conflict of Interest: The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding: This study received no financial support from any institution or organization.

Data Availability: In accordance with the principles of research ethics applied in this study, the data may be shared with relevant researchers upon reasonable request and solely for scientific research purposes.

Informed Consent: Informed consent was obtained from all participants included in the study.

Artificial Intelligence Use Statement. During the preparation of this manuscript, the authors used an artificial intelligence-based language assistant solely to check language proficiency and enhance academic clarity. The scientific design, conceptual framework, data analysis, interpretation of the findings, and conclusions of the study are entirely the responsibility of the authors.

References

- Adams, G. R., & Jones, R. M. (1982). Adolescent egocentrism: Exploration into possible contributions of parent-child relations. *Journal of Youth and Adolescence*, 11(1), 25-31. <https://doi.org/10.1007/BF01537814>
- Altundağ, Y., & Bulut, S. (2019). The effect of solution-focused brief counseling on reducing test anxiety. *Avances en Psicología Latinoamericana*, 37(1), 1-12. <https://doi.org/10.12804/revistas.urosario.edu.co/apl/a.6270>
- Atlı, A. (2018). Experiences of school counselors working in district boarding schools. *International Journal of School & Educational Psychology*, 6(2), 99-111. <https://doi.org/10.1080/21683603.2017.1285732>
- Bang, Y. S. (2018). Parents' perspectives on how their behaviors impede parent-teacher collaboration. *Social Behavior and Personality: An International Journal*, 46(11), 1787-1799. <https://doi.org/10.2224/sbp.7270>
- Beidel, D. C., & Turner, S. M. (1997). At risk for anxiety: I. Psychopathology in the offspring of anxious parents. *Journal of the American Academy of Child & Adolescent Psychiatry*, 36(7), 918-924. <https://doi.org/10.1097/00004583-199707000-00013>
- Bhutto, Q. Z., Zafar, J. M., & Ullah, N. (2023). Guidance and counselling service: A path to enhance academic achievement for secondary schools' students. *Annals of Human and Social Sciences*, 4(4), 581-595. [https://doi.org/10.35484/ahss.2023\(4-IV\)56](https://doi.org/10.35484/ahss.2023(4-IV)56)
- Bibi, S., Rohail, I., & Akhtar, T. (2021). Overprotecting parenting style and dependent personality disorder: A case study. *Scientific Journal of Neurology & Neurosurgery*, 7(1), 14-18.
- Bilalli, M., Bilalli, E., & Iseini, V. (2023). The impact of anxious and non-anxious parents on the mental health of children. *Human Research in Rehabilitation*, 13(2), 343-351.
- Bilton, R., Jackson, A., & Hymer, B. (2018). Cooperation, conflict and control: Parent-teacher relationships in an English secondary school. *Educational Review*, 70(4), 510-526. <https://doi.org/10.1080/00131911.2017.1410107>
- Broomhead, K. (2013). Blame, guilt and the need for 'labels'; insights from parents of children with special educational needs and educational practitioners. *British Journal of Special Education*, 40(1), 14-21. <https://doi.org/10.1111/1467-8578.12012>

- Brussoni, M., & Olsen, L. L. (2013). The perils of overprotective parenting: Fathers' perspectives explored. *Child: Care, Health and Development*, 39(2), 237-245. <https://doi.org/10.1111/j.1365-2214.2011.01361.x>
- Christenson, S. L., Hurley, C. M., Sheridan, S. M., & Fenstermacher, K. (1997). Parents' and school psychologists' perspectives on parent involvement activities. *School Psychology Review*, 26(1), 111-130. <https://doi.org/10.1080/02796015.1997.12085852>
- Cleary, T. J. (2009). School-based motivation and self-regulation assessments: An examination of school psychologist beliefs and practices. *Journal of Applied School Psychology*, 25(1), 71-94. <https://doi.org/10.1080/15377900802484190>
- Collins, G., Kovac, K., Rigney, G., Benveniste, T., Gerace, A., Dittman, C. K., & Vincent, G. E. (2024). Parental expectations of school counsellors and their role in supporting student mental health and wellbeing: A qualitative study. *Journal of Psychologists and Counsellors in Schools*, 34(4), 415-432. <https://doi.org/10.1177/20556365241298071>
- Cook, L. C., & Kearney, C. A. (2009). Parent and youth perfectionism and internalizing psychopathology. *Personality and Individual Differences*, 46(3), 325-330. <https://doi.org/10.1016/j.paid.2008.10.029>
- Cook, L. C., & Kearney, C. A. (2014). Parent perfectionism and psychopathology symptoms and child perfectionism. *Personality and Individual Differences*, 70, 1-6. <https://doi.org/10.1016/j.paid.2014.06.020>
- Çapar, M. C., & Ceylan, M. (2022). Durum çalışması ve olgubilim desenlerinin karşılaştırılması. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 22, 295-312. <https://doi.org/10.18037/ausbd.1227359>
- Çoban, Y., & Kısa, C. (2020). Analysis of the relation between social anxieties and parental attitudes of the adolescent high school students. *Psychology Research on Education and Social Sciences*, 1(1), 1-10.
- Dor, A. (2012). Parents' Involvement in School: Attitudes of Teachers and School Counselors. *Online Submission*, 11(2012), 921-935.
- Dost, M. T. (2020). Okul psikolojik danışmanlarına göre ilkokullardaki rehberlik ve psikolojik danışma hizmetlerinin durumu ve sorunları. *Elektronik Sosyal Bilimler Dergisi*, 19(76), 1673-1690. <https://doi.org/10.17755/esosder.715029>

- Drizinsky, J., Zülch, J., Gibbons, H., & Stahl, J. (2016). How personal standards perfectionism and evaluative concerns perfectionism affect the error positivity and post-error behavior with varying stimulus visibility. *Cognitive, Affective, & Behavioral Neuroscience, 16*, 876-887. <https://doi.org/10.3758/s13415-016-0438-z>
- Ebrahimi, H., Movaghari, M. R., Bazghaleh, M., Shirmohammadi, N., & Mohammadpourhodki, R. (2019). Parental attitude toward children's mental disorders and its relationship with help seeking behaviors. *Journal of Complementary and Integrative Medicine, 16*(4), 20180244. <https://doi.org/10.1515/jcim-2018-0244>
- Elhami, S., Kasmaee, E., Rostami, M., & Seyed Alirezaee, S. H. (2019). Investigating the Predictive Role of Thinking Styles and Ineffective Parenting Attitudes on Child Anxiety. *International Journal of Medical Investigation, 8*(2), 108-119. <http://intjmi.com/article-1-406-en.html>
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Westview Press.
- Erchul, W. P. (1992). Social psychological perspectives on the school psychologist's involvement with parents. In F. J. Medway & T. P. Cafferty (Eds.), *School psychology: A social psychological perspective* (pp. 425–448). Erlbaum.
- Eren, E., & Gül, İ. (2022). An Evaluation of Psychological Counselling and Guidance Services' Efficiency in Regards of School Administrators and Students. *International Online Journal of Education and Teaching, 9*(3), 1217-1233.
- Ferrari, J. R., & Olivette, M. J. (1993). Perceptions of parental control and the development of indecision among late adolescent females. *Adolescence, 28*(112), 963-970.
- Filippello, P., Harrington, N., Costa, S., Buzzai, C., & Sorrenti, L. (2018). Perceived parental psychological control and school learned helplessness: The role of frustration intolerance as a mediator factor. *School Psychology International, 39*(4), 360-377. <https://doi.org/10.1177/0143034318775140>
- Froiland, J. M. (2021). A comprehensive model of preschool through high school parent involvement with emphasis on the psychological facets. *School Psychology International, 42*(2), 103-131. <https://doi.org/10.1177/0143034320981393>
- Frost, R. O., Lahart, C. M., & Rosenblate, R. (1991). The development of perfectionism: A study of daughters and their parents. *Cognitive Therapy and Research, 15*, 469-489. <https://doi.org/10.1007/BF01175730>

- Ganaprakasam, C., Davaidass, K. S., & Muniandy, S. C. (2018). Helicopter parenting and psychological consequences among adolescent. *International Journal of Scientific and Research Publications*, 8(6), 378-382. <https://doi.org/10.29322/IJSRP.8.6.2018.p7849>
- Gere, M. K., Villabø, M. A., Torgersen, S., & Kendall, P. C. (2012). Overprotective parenting and child anxiety: The role of co-occurring child behavior problems. *Journal of Anxiety Disorders*, 26(6), 642-649. <https://doi.org/10.1016/j.janxdis.2012.04.003>
- Gilbey, P. (2010). Qualitative analysis of parents' experience with receiving the news of the detection of their child's hearing loss. *International Journal of Pediatric Otorhinolaryngology*, 74(3), 265-270. <https://doi.org/10.1016/j.ijporl.2009.11.017>
- Güllü, A. (2024). Rehberlik ve Psikolojik Danışmanlık Öğrencilerinin Okullarda Karşılaştıkları Sorunlar. *Kahramanmaraş Sütçü İmam Üniversitesi Eğitim Dergisi*, 6(2), 131-154.
- Gürkan, U. (2020). Rehberlik öğretmenlerinin bakış açısıyla okul rehberlik hizmetlerinde yaşanan sorunlar. *Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi*, 14(1), 577-605. <https://doi.org/10.17522/balikesirnef.704061>
- Gysbers, N. C., Hughey, K. F., Starr, M., & Lapan, R. T. (1992). Improving school guidance programs: A framework for program, personnel, and results evaluation. *Journal of Counseling & Development*, 70(5), 565-570. <https://doi.org/10.1002/j.1556-6676.1992.tb01662.x>
- Harbola, R. (2021). Impact and need of psychological counseling in a school setting. *IAHRW International Journal of Social Sciences Review*, 9(2), 84-87.
- Harrison, P. L., Cummings, J. A., Dawson, M., Short, R. J., Gorin, S., & Palomares, R. (2004). Responding to the needs of children, families, and schools: The 2002 multisite conference on the future of school psychology. *School Psychology Review*, 33(1), 12-33. <https://doi.org/10.1080/02796015.2004.12086228>
- Haspolat, N. K., & Yalçın, İ. (2023). Psychological symptoms in high achieving students: The multiple mediating effects of parental achievement pressure, perfectionism, and academic expectation stress. *Psychology in the Schools*, 60(11), 4721-4739. <https://doi.org/10.1002/pits.23012>
- Hewitt, P. L., Flett, G. L., & Mikail, S. F. (2017). *Perfectionism: A relational approach to conceptualization, assessment, and treatment*. Guilford Publications.
- Holmbeck, G. N., Johnson, S. Z., Wills, K. E., McKernon, W., Rose, B., Erklin, S., & Kemper, T. (2002). Observed and perceived parental overprotection in relation to psychosocial

- adjustment in preadolescents with a physical disability: the mediational role of behavioral autonomy. *Journal of Consulting and Clinical Psychology*, 70(1), 96-110. <https://doi.org/10.1037/0022-006X.70.1.96>
- Hornby, G. (2011). *Parental involvement in childhood education: Building effective school-family partnerships*. Springer.
- Huebner, E. S. (1992). Burnout among school psychologists: An exploratory investigation into its nature, extent, and correlates. *School Psychology Quarterly*, 7(2), 129-136.
- Jantz, P. B., Comerchero, V. A., Canto, A. I., & Pierson, E. (2015). Traumatic brain injury and grief: Considerations and practical strategies for school psychologists. *Contemporary School Psychology*, 19, 218-229. <https://doi.org/10.1007/s40688-015-0047-9>
- Jiao, J., Pitts, M. J., & Segrin, C. (2024). Autonomy and overparenting: Are parents of emerging adults being responsive? *Family Process*, 63(3), 1623-1636. <https://doi.org/10.1111/famp.12969>
- Jin, X., Wong, C. L., Li, H., & Yao, W. (2025). 'I cannot accept it' distressing experiences in parents of children diagnosed with cancer: A qualitative study. *Journal of Advanced Nursing*, 81(3), 1476-1488. <https://doi.org/10.1111/jan.16339>
- Jones, A., & Pijanowski, J. C. (2023). Understanding and addressing the well-being of school counselors. *NASSP Bulletin*, 107(1), 5-24. <https://doi.org/10.1177/01926365231153436>
- Jordan, A. L., Eccleston, C., & Osborn, M. (2007). Being a parent of the adolescent with complex chronic pain: An interpretative phenomenological analysis. *European Journal of Pain*, 11(1), 49-56. <https://doi.org/10.1016/j.ejpain.2005.12.012>
- Karaküçük, S. (2010). Okul rehberlik servislerinin fiziksel/mekânsal koşullarının incelenmesi. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 1(28), 421-440.
- Karaman, M. A., Eşici, H., Tomar, İ. H., & Aliyev, R. (2021). COVID-19: Are school counseling services ready? Students' psychological symptoms, school counselors' views, and solutions. *Frontiers in Psychology*, 12, 1-14. <https://doi.org/10.3389/fpsyg.2021.647740>
- Kaya, Z., Balkan, S., Kahraman, S., & Tantekin, U. (2022). Okul Yöneticilerin Karşılaştıkları İstenmeyen Öğrenci Davranışları ve Bu Davranışları Önleme Yöntemleri. *Cihanşümül Akademi Sosyal Bilimler Dergisi*, 3(4), 43-52.

- Kiel, E. J., Wagers, K. B., & Luebbe, A. M. (2019). The Attitudes About Parenting Strategies for Anxiety Scale: A measure of parenting attitudes about protective and intrusive behavior. *Assessment*, 26(8), 1504-1523.
<https://doi.org/10.1177/1073191117719513>
- Kim, N., & Lambie, G. W. (2018). Burnout and implications for professional school counselors. *Professional Counselor*, 8(3), 277-294.
<https://doi.org/10.15241/nk.8.3.277>
- Kwatra, A. (2025). Relationship between Helicopter Parenting and Adolescent's Independent Decision-Making Skills. *International Journal of Interdisciplinary Approaches in Psychology*, 3(5), 51-62.
- Lanjekar, P. D., Joshi, S. H., Lanjekar, P. D., & Wagh, V. (2022). The effect of parenting and the parent-child relationship on a child's cognitive development: A literature review. *Cureus*, 14(10), 1-7. <https://doi.org/10.7759/cureus.30574>
- Lee, M. A., Schoppe-Sullivan, S. J., & Dush, C. M. K. (2012). Parenting perfectionism and parental adjustment. *Personality and Individual Differences*, 52(3), 454-457.
<https://doi.org/10.1016/j.paid.2011.10.047>
- Locke, J. Y., Campbell, M. A., & Kavanagh, D. (2012). Can a parent do too much for their child? An examination by parenting professionals of the concept of overparenting. *Australian Journal of Guidance and Counselling*, 22(2), 249-265.
<https://doi.org/10.1017/jgc.2012.29>
- Ma, S. O., McCallum, S. M., Pasalich, D., Batterham, P. J., & Caelear, A. L. (2023). Understanding parental knowledge, attitudes and self-efficacy in professional help-seeking for child anxiety. *Journal of Affective Disorders*, 337, 112-119.
<https://doi.org/10.1016/j.jad.2023.05.079>
- McConnell, D., Feldman, M., Aunos, M., & Prasad, N. (2011). Parental cognitive impairment and child maltreatment in Canada. *Child Abuse & Neglect*, 35(8), 621-632.
<https://doi.org/10.1016/j.chiabu.2011.04.005>
- McEwan, E. K. (2004). *How to deal with parents who are angry, troubled, afraid, or just plain crazy*. Corwin Press.
- McGuiggan, C. (2021). Stepping over the boundary: An exploration of educational psychologists' work with families. *Educational Psychology in Practice*, 37(1), 1-18.
<https://doi.org/10.1080/02667363.2020.1830365>

- Mendel, M. (2006). Parents' spots in school—Challenging place—Conscious partnership. *Revista Interacções*, 2(2), 209-219. <https://doi.org/10.25755/int.297>
- Menzies, H. M., & Bruhn, A. L. (2010). *Managing challenging behaviors in schools: Research-based strategies that work*. Guilford Press.
- Moradi, A., Ghiasi, M., Karimi, S., Yadollahi, S., Izadi, S., Sadri, M., & Pasandideh, Z. (2022). The Effect Of Parenting Styles On Early Maladaptive Schemas With The Mediating Role Of Over Compensatory And Avoidance Coping Strategies. *Journal of Psychology New Ideas*, 13(17), 1-17.
- Muhyatun, M. (2023). Overcoming mental and emotional challenges in high school students: The role of the counselor in school. *Jurnal Kajian Pendidikan Dan Psikologi*, 1, 34-40. <https://doi.org/10.61397/jkpp.v1i1.14>
- Mullis, F., & Edwards, D. (2001). Consulting with parents: Applying family systems concepts and techniques. *Professional School Counseling*, 5(2), 116-122.
- Murray, E., McFarland-Piazza, L., & Harrison, L. J. (2015). Changing patterns of parent–teacher communication and parent involvement from preschool to school. *Early Child Development and Care*, 185(7), 1031-1052. <https://doi.org/10.1080/03004430.2014.975223>
- Navickienė, L., Kupčikienė, I., Stasiūnaitienė, E., Tokgöz, M., & Koçak, E. (2021). Overparenting in education reality: Teacher experience. *Sveikatos Mokslai / Health Sciences in Eastern Europe*, 31(7), 102–109. <https://doi.org/10.35988/sm-hs.2021.231>
- Nazlı, S., Kiye, S., Yoncalık, O., Önal, A. A., Can, N., & Ateş, E. G. Ç. (2021). Rehberlik ve araştırma merkezleri rehberlik hizmetleri bölümünün işlevselliğinin incelenmesi. *Ankara University Journal of Faculty of Educational Sciences (JFES)*, 54(1), 225-268. <https://doi.org/10.30964/auebfd.645542>
- O'Brien, S. O., Campbell, M. A., & Whiteford, C. (2024). Exploring the role of school psychologists/counsellors in addressing bullying: Current practices and suggested future directions. *Journal of Psychologists and Counsellors in Schools*, 34(4), 388-398. <https://doi.org/10.1177/20556365241295299>
- Ohan, J. L., Seward, R. J., Stallman, H. M., Bayliss, D. M., & Sanders, M. R. (2015). Parents' barriers to using school psychology services for their child's mental health problems. *School Mental Health*, 7, 287-297. <https://doi.org/10.1007/s12310-015-9152-1>

- Oluremi, F. D. (2014). Functional guidance and counselling centre in tertiary institution. *Journal of International Social Research*, 7(31), 696-705.
- Otani, K., Suzuki, A., Matsumoto, Y., Shibuya, N., Sadahiro, R., & Enokido, M. (2013). Parental overprotection engenders dysfunctional attitudes about achievement and dependency in a gender-specific manner. *BMC Psychiatry*, 13, 1-4. <https://doi.org/10.1186/1471-244X-13-345>
- Paisley, P. O., & McMahon, G. (2001). School counseling for the 21st century: Challenges and opportunities. *Professional School Counseling*, 5(2), 106-116.
- Pantaleno, A. P. (1983). Parents as primary clients of the school psychologist or why is it we are here? *Journal of School Psychology*, 21(2), 107-113. [https://doi.org/10.1016/0022-4405\(83\)90034-1](https://doi.org/10.1016/0022-4405(83)90034-1)
- Pelco, L. E., & Ries, R. R. (1999). Teachers' attitudes and behaviors towards family-school partnerships: What school psychologists need to know. *School Psychology International*, 20(3), 265-277. <https://doi.org/10.1177/0143034399203002>
- Pike, N. M., & Floyd, R. G. (2024). Stress in United States school psychologists: Development and preliminary psychometric properties of the School Psychologist Distress Inventory. *Journal of School Psychology*, 106, 1-27. <https://doi.org/10.1016/j.jsp.2024.101351>
- Polovina, N., & Stanišić, J. (2007). A study on family-school cooperation based on an analysis of school documentation. *Zbornik Instituta za Pedagoška Istraživanja*, 39(1), 115-133. <https://doi.org/10.2298/ZIPi0701115P>
- Poole, S. R. (1980). The "over-anxious" parent. *Clinical Pediatrics*, 19(8), 557-562. <https://doi.org/10.1177/000992288001900812>
- Prakke, B., & Van Peet, A. (2007). Challenging parents, teacher occupational stress and health in Dutch primary schools. *International Journal about Parents in Education*, 1(1), 36-44. <https://doi.org/10.54195/ijpe.18247>
- Proctor, B. E., & Steadman, T. (2003). Job satisfaction, burnout, and perceived effectiveness of "in-house" versus traditional school psychologists. *Psychology in the Schools*, 40(2), 237-243. <https://doi.org/10.1002/pits.10082>
- Purwaningrum, R., Suryawati, C. T., & Kholili, M. I. (2023). Improving school counselors' personal quality through collaboration with parents a phenomenological study among

- school counselors in junior high schools. *KONSELİ: Jurnal Bimbingan dan Konseling (E-Journal)*, 10(2), 217–226. <https://doi.org/10.24042/kons.v10i2.19171>
- Rains, C. L., & Gann, C. (2024). The Influences of Overparenting on Teachers: Perspectives from Middle and High School Teachers in an Independent School. *School Community Journal*, 34(1), 335-356.
- Ritchie, M. H., & Partin, R. L. (1994). Parent education and consultation activities of school counselors. *The School Counselor*, 41(3), 165-170. <https://www.jstor.org/stable/23900655>
- Roll-Pettersson, L. (2001). Parents talk about how it feels to have a child with a cognitive disability. *European Journal of Special Needs Education*, 16(1), 1-14. <https://doi.org/10.1080/08856250150501761>
- Royzman, E. B., Cassidy, K. W., & Baron, J. (2003). “I know, you know”: Epistemic egocentrism in children and adults. *Review of General Psychology*, 7(1), 38-65. <https://doi.org/10.1037/1089-2680.7.1.38>
- Santiago, R. T., Garbacz, S. A., Beattie, T., & Moore, C. L. (2016). Parent-teacher relationships in elementary school: An examination of parent-teacher trust. *Psychology in the Schools*, 53(10), 1003-1017. <https://doi.org/10.1002/pits.21971>
- Savaş, A. C., & Hamamcı, Z. (2010). Okullarda rehberlik hizmetlerinin internet üzerinden yürütülmesine ilişkin veli, öğrenci ve psikolojik danışmanların görüşlerinin incelenmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 27(27), 147-158.
- Schiffrin, H. H., & Liss, M. (2017). The effects of helicopter parenting on academic motivation. *Journal of Child and Family Studies*, 26, 1472-1480. <https://doi.org/10.1007/s10826-017-0658-z>
- Schiffrin, H. H., Liss, M., Miles-McLean, H., Geary, K. A., Erchull, M. J., & Tashner, T. (2014). Helping or hovering? The effects of helicopter parenting on college students’ well-being. *Journal of Child and Family Studies*, 23(3), 548-557. <https://doi.org/10.1007/s10826-013-9716-3>
- Schilling, E. J., Randolph, M., & Boan-Lenzo, C. (2018). Job burnout in school psychology: How big is the problem? *Contemporary School Psychology*, 22, 324-331. <https://doi.org/10.1007/s40688-017-0138-x>
- Selwyn, D. (2019). Denying our children. *Counterpoints*, 529, 115-132. <https://www.jstor.org/stable/45178041>

- Shtapura-Ifrah, M., & Benish-Weisman, M. (2019). Seeking the help of school counselors: Cross-cultural differences in mothers' knowledge, attitudes, and help-seeking behavior. *International Journal of Intercultural Relations*, 69, 110-119. <https://doi.org/10.1016/j.ijintrel.2019.01.004>
- Simbolon, R., & Purba, W. (2022). Evaluating the Impact of School Counseling Programs on Student Well-being and Academic Performance in the Educational Environment. *Jurnal Ilmu Pendidikan Dan Humaniora*, 11(2), 118-137. <https://doi.org/10.35335/jiph.v11i2.19>
- Soenens, B., Elliot, A. J., Goossens, L., Vansteenkiste, M., Luyten, P., & Duriez, B. (2005). The intergenerational transmission of perfectionism: parents' psychological control as an intervening variable. *Journal of Family Psychology*, 19(3), 358-366. <https://doi.org/10.1037/0893-3200.19.3.358>
- Soumokil, K. V. F., & Kristinawati, W. (2024). Navigating the Impact of Overprotective Parenting on Adolescent Adaptation and Independence. *Jurnal Bimbingan dan Konseling Terapan*, 8(2), 202-210. <https://doi.org/10.30598/jbkt.v8i2.2013>
- Splett, J. W., Fowler, J., Weist, M. D., McDaniel, H., & Dvorsky, M. (2013). The critical role of school psychology in the school mental health movement. *Psychology in the Schools*, 50(3), 245-258. <https://doi.org/10.1002/pits.21677>
- Stearns, P. N. (2003). *Anxious parents: A history of modern childrearing in America*. NYU Press.
- Stiles, K., Lee, S. S., & Luthar, S. S. (2020). When parents seek perfection: Implications for psychological functioning among teens at high-achieving schools. *Journal of Child and Family Studies*, 29(11), 3117-3128. <https://doi.org/10.1007/s10826-020-01828-9>
- Strom, I. F., Thoresen, S., Wentzel-Larsen, T., & Dyb, G. (2013). Violence, bullying and academic achievement: A study of 15-year-old adolescents and their school environment. *Child Abuse & Neglect*, 37(4), 243-251. <https://doi.org/10.1016/j.chiabu.2012.10.010>
- Sutoyo, A., & Wibowo, M. E. (2024). The Effectiveness of Behavioral Group Counseling with a Modeling Technique to Improve Students Social Interaction Skills and Empathy. *Jurnal Bimbingan Konseling*, 19(1), 89-125. <https://doi.org/10.21043/addin.v19i1.30964>
- Terzi, Ş., Tekinalp, B. E., & Leuwerke, W. (2011). Psikolojik danışmanların okul psikolojik danışma ve rehberlik hizmetleri modeline dayalı olarak geliştirilen kapsamlı psikolojik danışma ve rehberlik programını değerlendirmeleri. *Pegem Eğitim ve Öğretim Dergisi*, 1(1), 51-60.

- Thielking, M., Skues, J., & Le, V. A. (2018). Collaborative practices among Australian school psychologists, guidance officers and school counsellors: Important lessons for school psychological practice. *The Educational and Developmental Psychologist*, 35(1), 18-35. <https://doi.org/10.1017/edp.2018.4>
- Thomasgard, M., & Metz, W. P. (1993). Parental overprotection revisited. *Child Psychiatry and Human Development*, 24, 67-80. <https://doi.org/10.1007/BF02367260>
- Thompson, T. (2004). Failure—avoidance: Parenting, the achievement environment of the home and strategies for reduction. *Learning and Instruction*, 14(1), 3-26. <https://doi.org/10.1016/j.learninstruc.2003.10.005>
- Trice-Black, S., Riechel, M. E. K., & Shillingford, M. (2013). School Counselors' Constructions of Student Confidentiality. *Journal of School Counseling*, 11(12), 1-46.
- Turner, E. A., Jensen-Doss, A., & Heffer, R. W. (2015). Ethnicity as a moderator of how parents' attitudes and perceived stigma influence intentions to seek child mental health services. *Cultural Diversity and Ethnic Minority Psychology*, 21(4), 613-618.
- Tutar, H. (2023). Nitel Araştırma Deseni Belirleme Ölçütleri ve Gerekçelendirilmesi. *Kastamonu Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 25(1), 334-355.
- Ungar, M. (2009). Overprotective parenting: Helping parents provide children the right amount of risk and responsibility. *The American Journal of Family Therapy*, 37(3), 258-271. <https://doi.org/10.1080/01926180802534247>
- Ünal, A., Yıldırım, A., & Çelik, M. (2010). İlköğretim okulu müdür ve öğretmenlerinin velilere ilişkin algılarının analizi. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (23), 261-272.
- Vaishnavi, J., & Kumar, A. (2018). Parental involvement in school counseling services: Challenges and experience of counselor. *Psychological Studies*, 63(4), 359-364. <https://doi.org/10.1007/s12646-018-0463-9>
- Van Vulpen, K. S., Habegar, A., & Simmons, T. (2018). Rural school-based mental health services: Parent perceptions of needs and barriers. *Children & Schools*, 40(2), 104-111. <https://doi.org/10.1093/cs/cdy002>
- VanVoorhis, R. W., & Levinson, E. M. (2006). Job satisfaction among school psychologists: A meta-analysis. *School Psychology Quarterly*, 21(1), 77-90. <https://doi.org/10.1521/scpq.2006.21.1.77>

- Vensel, D. S. (1981). Assuming responsibility for the future of school psychology. *School Psychology Review*, 10(2), 182-193.
<https://doi.org/10.1080/02796015.1981.12084897>
- Wachter, C. A., Clemens, E. V., & Lewis, T. F. (2008). Exploring school counselor burnout and school counselor involvement of parents and administrators through an Adlerian theoretical framework. *Journal of Individual Psychology*, 64(4), 432-449.
- Weiss, S., Shernoff, E. S., Lekwa, A., & Shahidullah, J. (2024). Exposures for anxiety: A survey of practicing school psychologists. *Psychology in the Schools*, 61(8), 3102-3120.
<https://doi.org/10.1002/pits.23208>
- Woodruff-Borden, J., Morrow, C., Bourland, S., & Cambron, S. (2002). The behavior of anxious parents: Examining mechanisms of transmission of anxiety from parent to child. *Journal of Clinical Child and Adolescent Psychology*, 31(3), 364-374.
https://doi.org/10.1207/S15374424JCCP3103_08
- Young, J. F., Kranzler, A., Gallop, R., & Mufson, L. (2012). Interpersonal psychotherapy-adolescent skills training: Effects on school and social functioning. *School Mental Health*, 4, 254-264. <https://doi.org/10.1007/s12310-012-9078-9>