Teachers and Parents Working Together is Essential for Pupils to Build a Healthy Mindset Based on Values and to Prepare Them for Life's Challenges in High School

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Abstract:- The aim of jthis study was to investigate the potential relationship between parental participation and academic success in middle school. Investigations were also conducted on the ethnic inequalities in the ;relationship between parental engagement and student accomplishment. The research compared parental engagement and academic success between groups in an ethnically and racially diverse school. In order to participate in the research, 41 teenagers and their parents had to answer questions on parental communication with the school and engagement in their kids' education. We examined the students' final science and English grades, as well as their MAP English scores, in addition to their survey replies. According to the study's findings, White parents were the most active in their kids' education and White children scored better academically than their Southeast Asian and South Asian counterparts. The Pearson correlation test is used to determine the positive association between parental involvement and student progress. Parental engagement takes the form of signing weekly grade reports, phoning the school (r =.586, p =.01), or receiving a call from the school (r =.479, p =.01). The Pearson correlation between academic performance and grades (r =.054 for signing weekly grade reports and reading school notes, emails, and texts) did not show a significant relationship between parental participation and academic success.

Keywords:- *Parent-Teacher Relationship, Parental Involvement, Student Achievement, Growth Mindset, Home Learning Environment.*

I. INTRODUCTION

A child's typical day is full of obstacles that call for creative approaches to problem-solving. A young person's attitude towards these issues might be either fixed or evolving. Any kind of response is imaginable. These are two legitimate schools of thinking. In the context of education, a student's ability in a classroom environment is explicitly referred to as "the conviction that people have an accurate understanding of their own skills and the extent to which those abilities contribute to their own success" (Dweck, 2006). The idea behind "growth mindset" is the conviction that life events may help someone grow and learn. According to Dweck (2006), a student has a growth mindset when they persevere in the face of adversity and believe that they will improve as a consequence of the experience. In other words, a learner with a growth mindset believes that they have become a better person as a result of the experience. A learner who has a growth mindset is one who is always working to improve. People with a fixed mindset think that their innate abilities are fixed and will remain so for the remainder of their lives. Consequently, under unforeseen or difficult circumstances, these individuals tend to give up more easily. According to Dweck (2006), when young infants are exposed to unfamiliar circumstances, they begin to develop the capacity to weigh their options and engage in introspection. For the remainder of their lives, they will have this skill. They were raised with these beliefs from an early age, and their parents, teachers, and other authority figures have continued to reinforce them throughout their lives. These individuals have the responsibility of imparting these beliefs to them and ensuring that they are maintained throughout their whole lives. On the other hand, Dweck (2006) contends that a person's mentality is flexible as long as the learning environment is designed to encourage them to embrace a growth mindset.

II. BACKGROUND OF THE STUDY

Using Dweck's (2006) theory of mindset as a guide, the research sought to understand how parents and educators might support the teaching of a growth mindset within the specific context of a given learning environment. With Dweck's (2006) theory of mindset in mind, this research was conducted. It is often known that Dweck (2014) was the first to propose the idea that a person's viewpoint has a significant influence on their motivation, their effort, and the problems they face. Dweck's research was published in 1988. Dweck (2006) found that an individual's perspective might affect whether they are motivated by a desire to succeed or to learn new things. According to Dweck (2006), students who put a high value on performance are more likely to avoid difficult tasks in an effort to seem smarter than they really are. This is due to the fact that students who already place a high value on performance are more likely to do so. Conversely, a driven student is more likely to seek out difficult tasks in order to fulfil their desire to further their education. The information acquired will serve as a means to that end, allowing the student's education to progress. Carol

Dweck drew inspiration for her theory of mindsets from the concept of learning or performance objectives, which she published in 2006. In her study on growth vs fixed mindsets, Dweck (2006) concluded that, given the right circumstances, a child's inherent intellect is malleable and open to development. Considering the research she had done, she said this. She compared this to the idea of having a set mind in order to support her claim. According to Cant (2017), an increasing number of instructors are promoting and supporting a development attitude in their students as a means of motivating them in their lectures. Carlson (2018) Sadly, these techniques for cultivating a growth mentality are seldom used in the home or even in schools. Young kids need to be taught that persistence pays off because it shows them that their accomplishments are a direct outcome of the effort, they have put in. Students have begun the process of cultivating a growth mindset when they attempt to recognise that their own brain is changeable and that it may evolve.

III. PROBLEM STATEMENT

Despite the fact that growth mindset has been extensively studied, only a small number of studies (Kim, 2015; O'Brien et al., 2015) have focused on students in kindergarten through sixth grade. Furthermore, only Carlson's (2018) research looked at the potential for cooperation between teachers and parents in the pursuit of fostering a growth mindset in their kids. However, there is a dearth of research on the methods parents and primary school instructors use to help kids integrate a growth mindset into their everyday lives. This field of research has an unmet need. The literature review looks at studies (Bethge, 2018; Cant, 2017; Enriquez et al., 2017; Kim, 2015; O'Brien et al., 2015; Saia, 2016; Seaton, 2017; Seibel, 2016) that successfully implemented a growth mindset in a variety of learning environments. However, these studies did not concurrently focus on the home and school settings. The aim of this research was to investigate the potential for cooperation between parents and teachers to support children' development mindsets. To uncover underlying trends on the most effective methods for assisting primary school pupils in developing a growth mindset in the classroom, the data may also be coded. Parents have to take the time to get to know one another and develop trust before they can work together and make choices regarding their child's education, both at home and at school. This is essential for children to be able to make decisions both at home and at school. Come from a caring and supportive household, and a child's chances of enjoying school and doing well academically are much better. A "partnership" is an arrangement where tasks and responsibilities may be divided or merged in various ways. It has been shown that interactions that fit the description of "built upon, or building towards, mutual engagement, a joint enterprise, and a shared repertoire" provided by Laluvein (2010) constitute the foundation of long-term relationships. When these linkages are created in the classroom and when all of these factors are considered, students may progress to the greatest extent. With the exception of the required parent-teacher conferences, very little has been done in schools to support the obvious benefits and need of collaboration between educators and parents. Even in cases where parent-teacher conferences are required, this remains true.

IV. RESEARCH OBJECTIVE

The purpose of this study is to ascertain whether or not parental involvement in their children's educational experiences has a positive or negative impact on those young people's academic achievement. This study also assesses if there is a relationship between a parent's level of engagement and the degree of academic accomplishment the child's parents' display.

V. LITERATURE REVIEW

With the primary school classroom serving as the major area of attention, this review of the literature includes research that looks at various components of growth mindset and how they relate to students in diverse learning situations. If a student's needs behavioral, social, medical, or academic cannot be met in a regular classroom, they may be moved to an alternative learning environment (Watson, 2011). This might be the case if the student's needs aren't met in a typical classroom. For a child that is struggling with learning, this may be the case. Drawing on Dweck's (2006) theory of intelligence, this research examined the most effective strategies that primary school teachers and parents might use to assist their students in cultivating a growth mindset. The literature review dissects and thoroughly discusses each component of the theoretical framework, which was drawn from Dweck's (2006) theory of mind. Dweck's theory served as the basis for the construction of this edifice. The development mindset and mentality theories created by Dweck (2006) were the major focus of this research and one of its key topics. In addition, the history of growth mindset, alternate learning settings, and a summary of the research that was done were covered. To achieve the project's goals, they looked at possible connections between non-traditional learning settings, growth mindsets as opposed to fixed mentalities, inquiry-based learning, and discovery-based learning. Regardless of whether their students are learning at home or at a public or private school, teachers have an obligation to provide a stimulating learning environment for them. According to Treadwell's (2010) research, students who take an active role in their education are more likely to adopt a growth mindset and use a variety of learning techniques to become proficient in disciplines they are unfamiliar with. This is because students who actively engage in their education have a greater sense of control over their academic path. Students who have a growth mindset are more likely to ask probing questions about what they have learned, to stick with difficult projects until they finish them, and to solve difficulties as they come up. This is a consequence of students who have a growth mindset believing that they can improve their intelligence and abilities over time. Students are given time to reflect on the ideas they are studying, which encourages them to come up with original answers to problems (O'Brien et al., 2015). Students are now more inclined to endure adversity rather than give up when presented with obstacles as a result of this. It is predicted

that teaching kids in kindergarten through sixth grade a growth mindset would enhance their academic achievement and level of classroom participation. The growth mindset, which promotes the idea that intelligence is a talent that can be developed over time, is to blame for this. Policymakers' recognition of the positive effects that parental participation has on students' success results has led to the incorporation of aspects of parental involvement into new educational programmes and reforms (Graves & Wright, 2011; LaRocque et al., 2011; Topor et al., 2010).
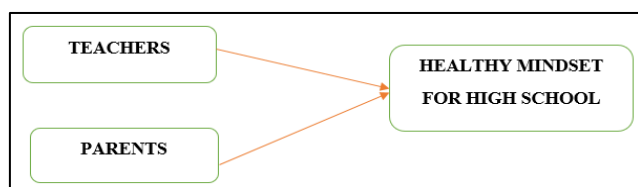

Fig 1 Conceptual Framework

VI. RESEARCH DESIGN

Throughout the study, a quantitative approach that largely utilised survey data was used. In the quantitative method, information obtained via polling methods is used to examine statistical survey data (USC Libraries, 2019). For the purposes of this investigation, questionnaires with a five-point Likert scale were given to the parents and kids. A score of one was regarded as the lowest that could be obtained, and a score of five as the highest. In this research, children's academic success was the dependent variable, while parental involvement levels were the independent variable. The research looked at the connections between the two elements as well as those between parents' engagement and their kids' ethnicity, academic accomplishment and students' own ethnicity, and parents' participation and their kids' academic success. Additionally, the study examined the relationship between the two attributes themselves. This review was built on two different areas of previous research.

VII. RESULT

The data collected for this research was analysed using the statistical tool SPSS, or the Statistical Package for the Social Sciences. To determine the degree to which parental involvement improves academic performance, they computed the mean score and the standard deviation using the answers from the student and parent questionnaires. A study of Pearson correlation was also conducted on the data to see whether there was any connection between the academic achievement of the kids and the participation of their parents. This was done in order to see whether there was any connection between the two. To ascertain the answer to the first research question, they looked over the data they had gathered from MAP assessments, academic records, and student and parent surveys. Researchers used this survey to look at the parents' ethnic backgrounds and degrees of educational participation. The study included both the student success records and the MAP scores to evaluate the degree of academic achievement. In order to ascertain if parental involvement and children's academic success were connected with each other in addition to

ethnicity, these three datasets were pooled and evaluated. To find the answer to the second research question, they assessed the data provided by the parents and students in response to the questionnaires they had given to both groups.

This investigation uses two distinct kinds of data and two distinct pieces of equipment. The researcher was the one who developed and created both of these surveys. These surveys were completed by the kids themselves as well as by their parents. These surveys' dyadic organisational style made it possible to triangulate the data fast and simply. This allowed for practical assurance of the study's validity. The Measures of Academic Progress (MAP) test results, which were given to the students in English, and their grade point averages in science were the two pieces of data used in this research. The students take the MAP exam three times throughout the school year to track their overall academic development. One way to assess the children's overall academic success was to look at their science and English report cards from the previous trimester. This was one of the techniques that was applied.

➤ Survey of Parents

The survey's goal was to ascertain how involved parents of students enrolled in a certain school at a given area were in their offspring's learning experiences. The survey items were thoughtfully chosen by the investigator who carried out the inquiry, with an emphasis on those that were most important to providing answers to the research questions they were attempting to address. The survey consisted of nineteen items. In all, thirteen inquiries sought data about the degree of parental engagement at home, while four inquiries focused on the lucidity of communication between the home and the school. There were two sets of questions in the survey. Every survey question was assigned a score using a Likert scale with a range of one to five points. The results of the alpha Cronbach test indicate that this poll has a reliability of 0.87.

➤ Student Survey

The primary objective of the parent and student surveys was the same as it was for the last one. To find out what students think about how involved their parents are, an online survey is often used. The survey questions were developed and carefully considered by the research author. The author of the paper also conducted the survey. The author took great effort in selecting the survey questions and ensured that the answers were accurate as well as pertinent to the study topics. In order to compare the results of the two surveys, this one was designed to be an identical duplicate of the previous one. The survey provided different answers to the same questions as the previous poll. The survey consisted of nineteen items. The survey included thirteen questions about the student's past, four questions about communication between parents and schools, and fourteen questions about parental assistance at home. All survey questions aside from those that inquire about respondents' demographics have responses that are correlated with Likert scale questions. The survey unquestionably has a reliability of at least 0.82.

VIII. CONCLUSION

The purpose of this research was to ascertain the extent to which parental involvement at home and a child's academic success in the classroom are connected. The research also looked at potential variations in parental involvement and academic achievement among teens from various racial and cultural backgrounds. The literature review for this research addresses the many types of parental participation, how educators might promote it in the classroom, and how parental involvement varies based on the student's racial and cultural background. The researcher was first exposed to the topic area in her first year of teaching. She became interested in learning more about it at this time for this reason. The student population of the school system she worked in was as varied as she was, with about a third of the pupils being White, nearly a third being Southeast Asian, and nearly a third being South Asian. Although the students at this school come from a diverse range of backgrounds, their academic achievement seems to be on par. The findings of the research demonstrated that children who had parents who actively supported their education outperformed children whose parents showed less interest in their education in terms of academic performance. This held true even when students with comparable academic backgrounds were compared. For adolescents from all ethnic origins, this research provided the chance to test these hypotheses and see if parental participation was positively connected with academic performance. The study's conclusions demonstrated that although there was less engagement between the school and parents of Southeast Asian and South Asian children, there was more communication between the school and White parents than any other parent group. The study's conclusions showed that, on average, white pupils had the greatest levels of academic accomplishment. This was especially true in relation to the children's total science and English grades. When comparing the MAP findings, it became evident that white kids did better overall in English than children of colour and other racial groupings. Moreover, the researchers found two positive associations between their children's academic success and their parents' participation in their schooling. This encompasses the weekly phone conversations that children have with their parents as well as the calls that parents place to schools, which children then receive. This also applied to phone calls that schools made to parents thereafter.

LIMITATION OF THE STUDY

The accompanying notes to this research qualify it in two important ways. The research was restricted to seventh-grade pupils from a particular school district in a suburban area of Chicago, which is the first study limitation. Therefore, it is not possible to extrapolate the research's findings to a bigger population or a different grade level. This is a limitation of the study. Moreover, no assessment of the challenged school district's performance against other comparable school districts in the vicinity was carried out. Nevertheless, the study's focus on a single educational system increases the likelihood that it includes mistakes.

The second disadvantage of this research is that only the participants' English MAP scores and a portion of their final grades were included. Moreover, it only considered a small percentage of the students' final grades for the courses they attended. Grades in science and English may not accurately reflect a student's true academic achievement, and final marks may be altered depending on the instructor's assessment of the pupils in their courses. Test anxiety or distaste for standardised testing might make it difficult for a student's results on the MAP exam to accurately reflect their actual academic ability. This is especially true if the student has reservations about taking standardised tests.

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