

Students Need Teachers And Parents To Work Together To Develop A Healthy Mindset Based On Values And Get Ready For The Challenges Of High School Life

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ABSTRACT

The goal of this research is to support parents and teachers in their shared responsibility to help their children develop a positive view of life, which better equips them to face the difficulties of high school and beyond. Additionally, the possibility of ethnic group-specific variations in the patterns of the relationship between parental and teacher participation and academic achievement was looked into. The research compared the levels of academic success and parental and teacher involvement among the different groups at a school that was ethnically or racially diverse. For this research, 41 parents and children answered a questionnaire on communication between parents and the high school and family engagement with instructors. Final science and English grades were examined in addition to the survey findings, as were English MAP scores. The study's findings showed that parents were the ones who were most interested in their student's education and that pupils fared better academically than their classmates. When student performance was assessed by the signing of weekly grade reports, phone calls to the high school ($r = .586$, $p = .01$), and phone calls received from the high school ($r = .479$, $p = .01$), Pearson correlation analysis showed a favourable association between parental and teacher participation and student accomplishment. The coefficient of Pearson data indicates that there was no significant correlation between the academic performance of their children and the involvement of parents and teachers in reading notes, emails, or texts from high school and signing weekly grade reports, as well as in verifying grades and returning calls from high school ($r = .202$) or signing weekly grade reports ($r = .054$).

KEYWORDS: *Healthy mindset, Pupil development, Parent-teacher relationships, High school challenges.*

1. INTRODUCTION

Students confront a myriad of cross-curricular issues as they near the conclusion of middle school and the beginning of high school. There are a lot of changes happening to a young person throughout this time in their lives, such as facing more challenging schoolwork, having more social contacts, and starting to make important choices about their future. Students need a mentality that is well-developed and based on solid principles to effectively traverse these hurdles, in addition to academic abilities. A student's readiness for high school life is shaped by the collaborative efforts of teachers and parents, who need to work together on this developmental path. During adolescence, people start to take a firmer stance on learning and personal development, as well as on who they are as a whole. What matters most for kids' performance in school and their relationships is the perspective they bring to both, according to research. Researcher's seminal research on the "healthy mindset" shows that kids who think they can become better at things if they try hard enough are more prepared to take risks and keep going when things get tough. On the other hand, pupils who hold the belief that their talents are unchanging, or who have a "fixed mindset," may be less resilient to failure and quicker to see obstacles as dangers than as educational opportunities. According to these findings, encouraging a development attitude is crucial for children to succeed in high school. Mindset shifts like this, however, do not happen by chance. Essential roles are played by both parents and teachers in this endeavour. The organised atmosphere that teachers create via their professional knowledge and everyday interactions with pupils allows them to learn and practice qualities like honesty, respect, and persistence. Teachers impact their students' mindsets and confidence in their abilities to learn via the quality of their feedback, the standards they set for themselves, and the overall way they conduct their classrooms (Laura & Grainne, 2022). Teachers aid their pupils in developing the confidence and perseverance to face academic and personal development obstacles by fostering an encouraging and safe classroom atmosphere. On the contrary, parents play a crucial role in their student's growth by setting a good example outside of school and giving their children emotional and spiritual support. According to Epstein's study, parents who are actively involved in their students' education have a positive effect on their students' academic performance and emotional growth. Along with teachers' efforts, parents who model a healthy mindset for their children by valuing hard work and a positive outlook on learning are a powerful force for achievement. Further, students' perspectives on education and self-improvement are greatly influenced by their family

environments. Making a strong support system for kids requires that teachers and parents work together. Ensuring that kids hear consistent signals about the significance of values and a healthy mindset requires effective communication and coordination between family and school. Scientific studies have shown that when educators and parents work together, it has a multiplicative effect on pupils' growth and high school preparedness. By working together, kids are better able to handle the intellectual and emotional demands of the shift. Parents and educators must work together to help their children be ready for high school. Teachers and parents may help their children succeed in school and life by modeling the behaviours and attitudes that are important to a healthy mindset and personal development. This collaborative strategy does double duty by preparing kids for life beyond high school and overcoming the challenges they inevitably face. Building solid ties between parents and teachers is key for students' support throughout this critical time of their education (Robson et al., 2021).

2. BACKGROUND OF THE STUDY

There is a dramatic change in the social and academic environments that children experience when they go from middle school to high school. New academic obligations heightened social pressures, and chances for personal growth are typically brought about by this change. Pupils need more than only academic knowledge to thrive in this changing world; they must also have a strong sense of personal values and the ability to bounce back from setbacks. According to studies, the formative years of a person's cognitive and emotional capacities are best used during this time. Not only are students adapting to more demanding academic standards at this time, but they are also dealing with complicated social relationships and questions of self-identity. To properly handle these problems, kids need to have a healthy attitude, which includes qualities like tenacity, empathy, and honesty (McGarr, 2021). The role of parents and teachers in influencing this outlook is crucial. By using their knowledge and skills in the classroom, educators create an atmosphere that encourages students to think critically, self-reflect, and act ethically. Students are helped to develop resilience and self-confidence via their academic supervision and emotional assistance. To counter this, parents provide the groundwork for their students' success by modeling and reinforcing positive values at home, creating an environment that is conducive to learning and taking responsibility seriously. Students are more likely to get consistent instruction and support when parents and teachers work together effectively. Students were better equipped to tackle the difficulties of high school with a well-rounded viewpoint thanks to this collaboration, which allows for the development of a mentality founded on solid principles. Students' performance in school, mental health, and social skills significantly increase when parents and teachers work together to help them, according to studies. In light of the significance of this relationship in shaping adolescents' mental health and their preparedness for high school, this research seeks to find effective strategies for this cooperation between educators and parents (Pantić et al., 2021).

3. PURPOSE OF THE RESEARCH

The purpose of this study is to examine the efficacy of parent-teacher partnerships in encouraging positive mental health practices among high school freshmen. Strategies that foster resilience and healthy coping processes were promoted, with an emphasis on building a mentality founded on strong principles. The study's overarching goal is to provide high school students with the tools they need to succeed academically, socially, and emotionally by analysing these group projects. Finding and sharing effective strategies for parent-teacher collaboration is the end goal. In addition to preparing them for the intellectual and emotional challenges of high school, these routines may help adolescents develop the resilience and self-confidence they'll need to succeed academically and personally.

4. LITERATURE REVIEW

In the years between middle and high school, teenagers undergo profound changes in their intellectual, social, and emotional selves, marking a pivotal stage in their development. Students' mindsets, which are essentially moulded by the values imparted by both parents and instructors, are said to have a significant impact on their achievement at this time, according to the literature. It is the goal of this study to compile important results from studies that examine how parents and educators may help their children form positive mental habits and be ready for the rigours of high school. Adolescents must have a positive frame of mind to successfully endure the challenges of high school. According to groundbreaking research on the "healthy mindset," students who have faith in their capacity to learn and develop are more inclined to welcome challenges and keep going even when things become tough. At the other extreme is the "fixed mindset," in which pupils shun difficult tasks out of an irrational dread of failing. A healthy mentality, according to the research, leads to better grades and more resilience. Preparing children for high school and moulding their attitudes are two of the most important roles that teachers play. Many studies have shown that students' motivation and sense of competence are greatly affected by teachers' expectations and comments. To help children build the resilience needed for academic achievement, teachers who provide constructive criticism and promote a growth attitude also benefit themselves. Furthermore, via their interactions and methods of classroom management, teachers have the power to model important qualities like honesty and tenacity, which are crucial for developing a healthy mentality (Goodall, 2021). According to research, parental participation has a crucial role in the emotional and

intellectual development of children. Researchers have shown that pupils' academic performance and emotional stability improve when parents are involved in their student's schooling and provide reinforcement for what they learn at home. Students' ideas and actions are influenced by their parents' values and opinions about schooling. A healthy mentality may be inculcated in children by parents who place more value on perseverance and effort than on intrinsic talent. For a consistent set of principles and expectations to be reinforced, parents and teachers must work together. Academic and social growth are both aided by a cohesive support structure that students experience when instructors and parents maintain open lines of communication and consensus on student expectations. A child's regular exposure to positive role models at home and in the classroom may help them develop character traits like diligence, respect, and responsibility (Lasater et al., 2021). Empowering adolescents with emotional and social skills is equally as important as academic competence when it comes to preparing them for the expectations of high school. It has been shown that pupils who have a strong support system of instructors and parents are more equipped to manage the transition to high school. All the abilities that help children succeed in high school are part of this preparation, and that includes teaching them to self-regulate, solve problems, and feel like they belong. To help their children develop positive mindsets, the literature stresses the need for parents and educators to work together. Parents provide crucial encouragement and support at home, while educators contribute via their teaching methods and value modeling. Children are more likely to be resilient, succeed academically, and develop personally when teachers and parents work together to build a strong school community. By comprehending and using these principles, children may greatly improve their preparedness for high school and lay the groundwork for a successful educational career (Lutovac & M.A. 2021).

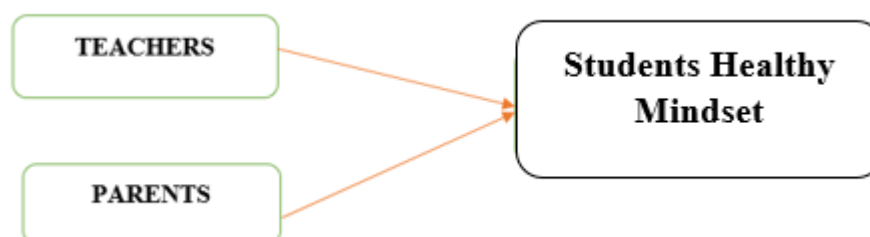
5. RESEARCH QUESTION

- Regarding students of various ethnicities, what kinds of parental participation at home are most influential on their academic performance?

6. METHODOLOGY

This study's quantitative approach was based mostly on survey data. Data collected via polling processes is used in statistical survey analysis in the quantitative approach. To collect data for this research, questionnaires were given to both the parents and children using a five-point Likert scale. Out of ten conceivable outcomes, a score of one was seen to be the worst and a score of five the best. The degree to which parents were involved was the independent variable in this research, while the pupils' academic accomplishment was the dependent variable. In addition to the correlation between the two, this research also assessed the associations between parents' engagement and their students' ethnicity, students' ethnicity and their academic performance, and parents' involvement and their students' academic success. Not only that, but the study also considered the parts' interplay. They built this evaluation on top of prior work in two other fields.

6.1 CONCEPTUAL FRAMEWORK



7. RESULTS

The subject of inquiry was "How do different levels of parental involvement by ethnicity affect students' academic performance?" To shed some light on study topic two, the results of the questionnaires that were submitted to parents and students were evaluated. A Pearson correlation analysis was done to see whether or not there was a relationship between parental involvement and the level of academic success their kid had. The study's findings are shown below.

7.1 Surveys of Students and Parents Involved

The results of both the Parental Involvement Survey and the Student Survey indicated that there was a strong positive correlation between students' academic success and their parent's level of involvement in their education. After examining the information from the two polls, this was the conclusion that was drawn. Signing weekly grade reports and establishing first contact with the school or instructors are positively correlated in a statistically significant way ($r = .586$, $p = .01$). Students who sign their reports more often than those who do not are favoured by this connection. Additionally, there was a statistically

significant correlation ($r = .479$, $p = .01$) between signing weekly grade reports and returning school calls. However, the bulk of the Pearson correlation data indicated that there isn't a strong association between parental involvement and academic success. The researchers arrived at this conclusion. There is a statistically insignificant correlation ($r = .202$) between answering school phone calls and checking grades. Only $r = .054$, or a small enough value, is associated with signing weekly grade reports and reading school-related notes, emails, and texts. This association is not statistically significant. Table 1 is lower down this page for their review and contains the findings of a Pearson correlation.

Table 1: Pearson Correlation between Parental Involvement at Home and Student Academic Achievement in School (n=41)

Type of Involvement	Student Academic Achievement														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. English Homework	1	.844**	.708**	.412**	.101	.078	.223	.167	.267	-.084	.067	.122	-.112	.050	.107
2. Science Homework		1	.651	.355*	-.003	-.036	.150	.076	.108	-.264	-.028	-.042	-.289	-.007	-.059
3. English Study			1	.660	.181	.156	.270	.196	.058	-.171	-.072	-.198	-.237	-.210	-.127
4. Science Study				1	.261	.222	.021	.206	-.130	-.282	-.152	-.185	-.056	-.296	-.109
5. English Test					1	.935	.126	.391	.236	.168	.120	-.002	-.045	.042	-.035
6. Science Test						1	.102	.453	.232	.253	.126	.068	.011	.008	.056
7. Check Grade							1	-.134	.479**	.428**	.349	-.042	-.194	.163	.202
8. Missing Work								1	.383*	-.042	.076	.090	.148	.157	.144
9. Sign Grade Report									1	.348*	.420**	.204	.054	.586**	.479**
10. Check MAP Score										1	.651**	.015	-.005	.071	.203
11. Encourage Do Best in MAP											1	.008	-.175	.134	.164
12. Read Newsletter												1	.467**	.233	.108
13. Read Notes, Email, Texts													1	.248	.315*
14. Call School														1	.324*
15. Return Call															1

Note.

1=English Homework, 2= Science Homework, 3= English Study, 4= Science Study, 5= English Test, 6= Science Test, 7= Check Grade, 8= Check for Missing Work, 9= Sign Weekly Grade Report, 10= Check MAP Score, 11=Encourage Do Best in MAP, 12= Read Newsletter, 13= Read Notes, Emails & Texts, 14= Initiate Call with School, 15= Return Call.

* Correlation is significant at the level $p < .05$, two tailed

** Correlation is significant at the level $p < .01$, two tailed

8. DISCUSSION

If they would want to study all of the data about the Pearson correlation, they may find it in Table 1. The investigator set out on her inquiry with three hypotheses she hoped to verify. The first hypothesis is that generally speaking and regardless of cultural background, children whose parents are actively involved in their education should do better in school. The outcomes of standardised tests and the student's GPA are two indicators of this level of academic success. Although it may have been expected, the researchers found just a link between White parents' participation and their students' academic achievement. The second theory proposed that parental involvement in their students' education, in whatever way, was to improve the academic performance of their children, irrespective of their race or ethnicity. Students whose parents took an active interest in their schooling at home performed better on standardised tests, lending credence to this theory. As stated earlier in the text, the data showed that all of the parents were involved, hence this assumption turned out to be wrong. The third school of thinking posited that academic achievement was higher among children whose parents were completely disengaged from their lives compared to those whose parents were too involved in their daily routines. The findings showed that all of the parents were just the right amount involved; neither of them was too engaged. That is to say, not a single parent was more engaged than was required.

9. CONCLUSION

This study project aimed to determine the degree to which a child's academic achievement in the classroom is correlated with parental engagement at home. The study also examined the possibility of differences in academic success and parental participation amongst teenagers from different cultural and ethnic backgrounds. This study's literature review discusses the many forms of parental engagement, how teachers can encourage it in the classroom, and how parental involvement differs according to the racial and ethnic background of the student. The subject matter was first introduced to the researcher during her first year of teaching. This is why she started to get interested in looking into it further at this point. With almost a third of the students being White, nearly a third being Southeast Asian, and nearly a third being South Asian, the student body in the school system she worked in was as diverse as she was. This school serves a diverse student body, and it seems that their academic performance is comparable to that of their peers. The study's results showed that children with parents who actively supported their education performed better academically than kids with parents who had less interest in their education. Even when pupils with similar academic backgrounds were compared, this remained the case. This study offered the opportunity to test these theories and see if parental involvement was positively correlated with academic achievement for students of all ethnic backgrounds. The study findings showed that there was more communication between the school and White parents than any other parent group, but less interaction took place between the school and parents of Southeast Asian and South Asian children. White students had the highest levels of academic success, on average, based on the study findings. Particularly with regards to the overall grades the children obtained in science and English, this was true. Upon comparing the MAP results it was seen that white students outperformed pupils of colour and other racial groups in terms of their total average score in English. Furthermore, two favourable correlations were discovered by the researchers between the academic achievement of their offspring and the involvement of their parents in their education. This includes the weekly phone calls that kids make to their parents and the calls that parents make to schools that kids then receive. Furthermore, they included parent-to-school phone calls that kids later received.

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