

Teachers And Parents Need To Work Together To Help Students Develop A Healthy Mindset Based On Values And Get Ready For The Challenges They Will Face In High School

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Abstract

This research aims to provide educators and parents with the tools they need to support their children in developing a positive mindset, which helps them face the difficulties of high school and beyond confidently. Finally, they looked at the correlation between parental and teacher participation and student achievement to see whether there were any changes based on ethnicity. The research aimed to examine the levels of parental and teacher involvement as well as academic accomplishment across the different groups. It took place at a school that had a varied student body in terms of ethnicity or race. For this research, 41 parents and kids filled out a questionnaire on parental engagement in the classroom and communication with the high school. Final science and English grades, English MAP scores, and survey results were also considered. The research found that parents were the most active with their children's education and that pupils fared better academically than their classmates. Teachers' and parents' participation, as shown by weekly grade report signatures, phone calls to and from the high school ($r = .586$, $p = .01$), and incoming phone calls ($r = .479$, $p = .01$), was positively correlated with students' academic performance, according to Pearson's correlation analysis. In terms of parental and teacher involvement, there was no significant relationship between their children's academic performance and the following variables: reading high school notes, emails, or texts and signing weekly grade reports; verifying grades and returning calls from high school ($r = .202$) or signing weekly grade reports ($r = .054$).

KEYWORDS: *Healthy mindset, Student development, Parent-teacher relationship, Challenges of high school.*

1. INTRODUCTION

A critical turning point in students' development occurs when students go from middle to high school. This time may be difficult for students and can affect their general well-being as well as their academic trajectory. It is marked by an increase in academic rigour, changing social circumstances, and a growing feeling of independence. Recent studies highlight how important it is to cultivate a positive attitude based on fundamental principles and a growth-oriented viewpoint to succeed in high school (Kim & Park, 2021). This research explores how well-teacher-parent teamwork might foster this kind of thinking in kids as they navigate this important shift. The study attempts to provide students with the emotional and mental skills required to succeed in the challenging and dynamic atmosphere of high school by investigating and supporting collaborative tactics (Sanguras, 2021).

2. BACKGROUND OF THE STUDY

Teachers and parents working together are being seen as more and more important in today's schools for helping children grow as whole people and getting them ready for the challenges of high school. For children to thrive in

high school and face the challenges of academic rigour, peer pressure, and personal development, they must cultivate a healthy mentality based on values like empathy, integrity, and resilience (Cahill, 2022). Students are better able to develop their character, make educated choices, and stay well-adjusted when they are in an environment where parents and teachers work together to provide a nurturing atmosphere that consistently reinforces values and sets common expectations. For kids to be ready to face the challenges and seize the possibilities of high school and beyond, teachers and parents must collaborate to provide a groundwork that supports students' emotional, social, and intellectual growth (Luo, 2021).

3. PURPOSE OF THE RESEARCH

The purpose of this study is to find out how well working together between parents and teachers can help middle schoolers make the shift to high school while also helping them develop a positive outlook. The research aims to enable children to manage the academic, social, and emotional problems they face in high school by emphasising the development of values-based resilience and coping abilities. The study was to look at tactics like a healthy mindset, open communication, and rewarding effort in addition to accomplishment that parents and teachers may use together. The ultimate goal is to recognise and advance effective practices that may provide students with the psychological and emotional resources they need to succeed in a demanding and dynamic learning environment.

4. LITERATURE REVIEW

Empirical studies highlight the importance of cooperative efforts between educators and parents in assisting children in developing a positive outlook based on principles that are necessary for overcoming obstacles in high school. Research shows that when values like tenacity, accountability, and respect are consistently reinforced in the classroom, kids gain. These characteristics are essential for both social and academic success (Suman, 2023). It is more probable that kids internalise these values as guiding principles when parents and teachers work together to model and impart them in many situations, including the home and school. A strong home-school collaboration also helps kids become more resilient to academic expectations, reduces stress, and promotes pleasant social connections, according to research. Teachers and parents have complementary responsibilities in educating kids to navigate and flourish in the challenging terrain of high school education by working together to create an atmosphere that supports both academic achievement and emotional well-being (Nalipay et al., 2021).

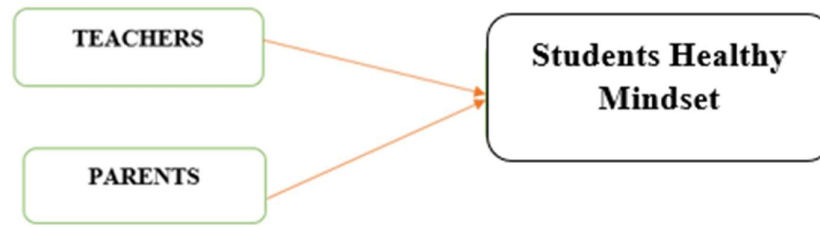
5. RESEARCH QUESTION

- Does there exist a correlation between parental participation at home and academic performance across racial and ethnic groups?

6. METHODOLOGY

Mostly survey data is made up of the quantitative technique employed in this investigation. Analysis of statistical survey data is carried out using data acquired using polling procedures in the quantitative approach. A five-point Likert scale was used in the questionnaires distributed to both the children and their parents to gather data for this study. Scores of one were considered the worst possible outcome, while scores of five were considered the best that could be attained. This study's dependent variable was students' levels of academic achievement, while its independent variable was parents' levels of involvement. This study looked at more than just the link between the two variables; it also examined the relationships between parental participation and their children's academic success, parental involvement and their children's ethnicity, and student's academic achievement and their ethnicity. As a bonus, the research looked at how the two components work together. Previous work in two distinct areas formed the basis of this review.

6.1 CONCEPTUAL FRAMEWORK



7. RESULTS

7.1 Surveys of Students and Parents' Engagement

The research used student and parent questionnaires to address the first research question. 41 students and 41 parents participated in the survey, asking who could help them with homework at home. The survey revealed that 29.3% (12) self-identified as mothers, 9.8% (4) as fathers, 2.4% (1) as grandfathers, 14.6% (6) as siblings, and 43.9% (18) as others. The results are shown in Table 1, which can be found further down on this page. The survey aimed to understand the family resources available to students and help them better understand their homework needs. The results are presented in Table 1.

Table 1: Who's Involved in Student's Education at Home? (n=41)

Who	Number of Student Responses	Percentage
Mother	12	29.3
Father	4	9.8
Grandparent	1	2.4
Sibling	6	14.6
Other	18	43.9
Total	41	100.00

The Student Survey and Parental Engagement Survey examined sixteen aspects of parental participation, including the level of assistance children receive at home. The survey focused on the academic performance of students and the level of contact between the school and parents. A Likert scale was used to rate the importance of each question. Five different iterations of the scale were used, with responses classified as quantitative or descriptive. The scales for quantitative responses ranged from 0 to 6 hours weekly, 1 to 5 days weekly, and 0 to 6 hours weekly, respectively. Descriptive responses were rated using two separate scales, one from never to always and the other from extremely improbable to very likely. The fifth option was given the highest possible score on any specific scale, while the first option received the lowest possible number. The maximum possible point total was awarded to the fourth option, and the minimum possible point total was awarded to the first choice. The Student Survey and Parental Involvement Survey were designed as dyads, allowing for a more thorough analysis of the data collected from both surveys. The surveys were designed as exact duplicates, with identical questions from either the student or parent's perspective, ensuring accurate comparison of outcomes. The same set of questions and the number of questions were asked in each poll to ensure consistency in results.

7.2 Research on Student and Parent Involvement by Ethnicity

The purpose of the research was to examine, across different ethnic groups, if there is a correlation between parental involvement at home and student accomplishment. Nine white parents, thirteen Southeast Asian parents, seventeen South Asian parents, and two unidentified parents made up the forty-one parents surveyed. Academic success and parental participation were the two main areas of focus for the replies. White parents cared more about their kids' MAP scores and checked their grades more often, according to the research. The parents also noted that their children exhibited more intrinsic drive. It was common practice for students to notify their parents of impending science and English examinations, and for parents to regularly sign and return their children's grade reports. It was also determined that parental participation was lowest in the area of communication. Keeping a journal of their kids' daily activities was a great way for parents to stay in touch. The research concluded that communication and parental participation were the most important elements in predicting student success and

parental involvement. Parents in Southeast Asia are the most likely to check their children's homework and sign their weekly report cards, according to a survey of 41 parents that looked at parental involvement. Standardised test scores are closely watched by most parents, who want their children to do their best on these assessments. Science and English were the academic areas where parents showed the least interest in their children's schooling, according to the survey. For parents, the most effective way to keep up with their kid's activities is to read the school bulletin, check their child's planner frequently, and talk to their child over the phone. Parental participation and the bond between parents and children are emphasised in the research as critical factors in children's academic achievement. Of the 41 parents surveyed for the Parental Involvement Survey, the largest percentage were South Asian parents who were actively engaged in their children's school success and family connections. With a mean score of 3.98, the study indicated that parents of South Asian descent were the most concerned about their children's academic achievement. The majority of parents also spend a lot of time helping their children with their homework and going over their science and English class notes. On average, South Asian parents contacted instructors and reviewed their children's school communications (3.75). Parents were not very involved in their children's communication, with phone calls being the most popular method of interaction. Parents checked their children's planners more often than usual, according to the poll. Two parents specified "Other" as their ethnicity on the Parental Involvement Survey, which was filled out by forty-one. Among the parents who took an interest in their children's MAP test scores, those who said they were "Other" were the most hands-on. Parents often reminded each other of impending science and English quizzes and tests, and they frequently checked their children's scores to make sure no homework was missing. Parents were also found to be the least enthusiastic about helping their children with homework and reading class notes, according to the poll. Among parents who placed themselves in the "Other" category, the most important aspects of school communication were getting and reading communications. Talking to their children's teachers or school was a common occurrence for parents of both white and South Asian descent. According to the findings, ethnicity and school communication impact parental participation at home.

Table 2: Average and Standard Deviation of Ethnic Parental Involvement at Home (n = 41)

Ethnicity (n)	W (9)	SEA (13)	SA (17)	O (2)
Aspect of Involvement	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Academic				
English Homework	1.57 (0.85)	1.32 (0.75)	1.22 (0.45)	1.01 (0.21)
Science Homework	1.45 (0.79)	1.12 (0.72)	1.23 (0.72)	1.07 (0.20)
English Study	1.44 (0.77)	1.77 (0.78)	1.23 (0.72)	1.21 (0.20)
Science Study	1.41(0.71)	1.01 (0.71)	1.25 (0.77)	1.07 (0.21)
English Test	3.51 (1.29)	3.65 (1.33)	2.92 (1.39)	3.51 (1.11)
Science Test	3.67 (1.34)	3.01(1.31)	2.97 (1.35)	3.51 (1.11)
Check Grade	4.25 (1.19)	3.02 (1.31)	3.01 (1.31)	3.21 (1.00)
Missing Work	2.22 (1.18)	2.15 (1.29)	2.99 (1.25)	2.27 (1.55)
Sign Grade Report	3.98 (1.20)	4.01(1.09)	3.20 (1.26)	3.22 (1.12)
Check MAP Score	4.72 (0.67)	4.33 (0.55)	3.95 (1.12)	4.21 (0.89)
Encourage Do Best in MAP	4.80 (0.61)	3.89 (1.27)	3.98 (1.27)	4.44 (0.56)
Communication				
Read Newsletter	4.10 (0.88)	2.44 (1.11)	3.10 (1.01)	2.45 (1.25)
Read Notes, Email, Texts	3.99 (1.03)	3.01 (1.21)	3.75 (1.05)	3.00 (0.75)
Check Planner	1.07 (0.11)	1.06 (0.11)	1.03 (0.10)	1.01 (0.09)
Call School	3.11 (0.77)	2.33 (1.11)	2.55 (0.78)	1.22 (0.88)
Return Call	4.67 (0.67)	4.05 (0.95)	3.00 (1.12)	2.99 (1.16)

The research study used various surveys and academic performance records to evaluate students' final English and science grades for the 2019-2020 school year. The study found that the standard deviation in English grades was 10.7 percentage points higher than the mean, with students from diverse cultural backgrounds performing better overall. White students had an average score of 93.1, while students from Southeast Asia had an average score of 89.5. The study analyzed students' academic performance in science and English MAP scores using two methodologies. The science final grade average was calculated by adding each participant's final grade for the first trimester to the person's final grade for the second trimester. The mean score for students of White ethnicity was 91.4, with a standard deviation of 8.1. Students from Southeast Asia had an overall mean score of 91.7 and a standard variation of 4.6. Students from South Asian nations had an average score of 211.6, with a standard deviation of 9.3. Students from other ethnicities had the highest average score of 219.3, with a standard deviation

of 8.8. Both studies revealed significant disparities in students' understanding of scientific concepts.

Table 3: English, Science, and MAP Scores for White Participants (N=9)

Participant	MAP	English	Science
1	224.5	98	100
4	218	99	100.5
5	229.5	97	95.5
7	232	81	94
13	229	97.5	97
17	211.5	88	96
18	217	91.5	94
25	208	85.5	87.5
36	228.5	100	99.5
Mean	222.00	93.06	96.00
Standard Deviation	8.67	6.83	4.03

Table 4: The MAP, English, and Science Scores of Southeast Asian Participants (N = 13)

Participant	MAP	English	Science
2	218	86	91
3	201.5	90	86.5
6	203.5	84.5	90
8	224	91.5	97
10	202	91	93.5
14	207.5	102	99.5
27	187.5	84.5	83
31	223.5	90.5	93.5
32	215	90	92
33	216	98	96.5
34	212	90.5	92.5
38	189.5	73.5	86.5
39	207	92	91
Mean	208.23	89.54	91.73
Standard Deviation	11.50	6.84	4.59

Table 5: The MAP, English, and Science Scores of South Asian Participants (N = 17)

Participant	MAP	English	Science
9	214	79.5	91
15	196	80.5	81.5
16	216.5	71.5	76
19	204.5	71.5	91.5
20	224	78.5	67
21	224	98	100.5
22	194.5	88	91
23	210	71.5	97
24	222	94	94.5
26	218	91.5	88
28	208.5	78	85.5
29	197.5	46	65
30	214	97.5	97
35	212.5	88.5	86
37	207	87	91.5
40	213.5	85.5	92
41	220.5	93.5	99
Mean	211.59	82.38	87.88
Standard Deviation	9.33	12.84	10.33

Table 6: English, Science, and Other Participants' MAP Scores (N=2)

Participant	MAP	English	Science
11	213	95	103.5
12	225.5	99	94.5
Mean	219.25	97.00	99.00
Standard Deviation	8.84	2.83	6.36

Table 7: The MAP, English, and Science Scores of The Participants (N = 41)

Participant	MAP	English	Science
1	224.5	98	100
2	218	96	91
3	201.5	90	86.5
4	218	99	100.5
5	228.5	97	95.5
6	203.5	84.5	96
7	232	81	94
8	224	91.5	97
9	214	79.5	91
10	202	91	93.5
11	215	95	100.5
12	225.5	99	94.5
13	229	97.5	97
14	207.5	102	99.5
15	196	88.5	81.5
16	216.5	71.5	76
17	211.5	88	96
18	217	91.5	94
19	204.5	71.5	91.5
20	224	78.5	47
21	224	98	100.5
22	194.5	88	91
23	210	71.5	97
24	222	94	94.5
25	206	85.5	87.5
26	218	91.5	88
27	187.5	84.5	83
28	208.5	78	85.5
29	197.5	46	65
30	214	97.5	97
31	223.5	96.5	93.5
32	215	96	92
33	216	96	96.5
34	212	96.5	92.5
35	212.5	88.5	86
36	228.5	100	99.5
37	207	87	91.5
38	188.5	77.5	84.5
39	207	92	91
40	213.5	85.5	92
41	220.5	93.5	99
Mean	213.18	87.71	91.43
Standard Deviation	19.95	10.65	8.14

8. DISCUSSION

This study investigated the impact of parental involvement on children's academic achievement, regardless of race or ethnicity. The research used unique technologies and datasets to broaden the scope of the investigation. The Parental Involvement Survey and Student Survey were used as tools for this research, evaluating students' English and science grades from their permanent records and English MAP results. The results showed that parents of white children were more likely to engage in dialogue with the institution compared to parents of kids of color (both Southeast Asian and South Asian). White parents were more likely to make school calls personally, return school calls, read newsletters, and read notes, emails, and texts from teachers than parents of kids of other races. They were also more likely to read newsletters. Parents of White children had a higher likelihood of being active in their children's educational pursuits compared to parents of South Asian and Southeast Asian children. The survey results indicated that parents of students of Southeast Asian and South Asian ethnicity had equivalent degrees of involvement with the school. The same four types of contact with schools were less often participated in by the parents of Southeast Asian and South Asian children compared to the parents of other kids. Parents of Southeast Asian students received a mean score of 3.01 with a standard deviation of 1.21 for reading notes, emails, and texts. They received a mean score of 4.05 with a standard deviation of 0.95 for returning school calls. South Asian parents who returned school calls had an average score of 3.00, while the standard deviation was 1.12. They scored higher for reading newsletters, reading notes, emails, and texts. The average score for making school calls was 2.55, while the standard deviation was 0.78. The study aimed to investigate the academic achievement and test scores of white children compared to those of Southeast Asian and South Asian descent. The results showed that European-origin students earned an average higher English final grade than students of Southeast Asian and South Asian heritage. White students achieved an all-time high of 93.1 with a standard deviation of 6.8, while Southeast Asian students earned an average of 89.5 on their final English exam. South Asian students received an average of 82.4 with a standard deviation of 12.8. The findings align with previous research by researchers, which found that pupils of color demonstrated lower levels of English proficiency than students of white ethnicity throughout all grade levels, especially in middle school and high school. The disparity was most pronounced between middle school and high school. The survey also revealed that White students had a deeper comprehension of scientific concepts than their counterparts from minority groups or non-South Asian ethnicities. The average scientific grade for White students was 96.0 with a standard deviation of 4.0, while Southeast Asian students received an average of 91.7 with a standard deviation of 4.6. The study concluded that white children, on average, received better grades on the English MAP English exam than students of color did. The Parental Involvement Survey and Student Survey were used as tools to investigate this issue. A Pearson correlation analysis was

performed on the survey answers to find evidence of a positive link between parental participation and academic achievement. The research found two substantial and positive relationships between parental participation in their children's education and academic achievement. There was a connection between parental signatures on weekly report cards and parent phone calls to the school ($r = .586$, $p = .01$), indicating a good relationship. Additionally, parents who signed their children's weekly grade reports had a significantly greater chance of returning the school's phone calls ($p = .479$, $p = .01$). However, the majority of the data revealed that parental participation and student academic accomplishment were not statistically related. There was a link between the degree of interest parents have in their children's academic achievement and their academic success, but the association was only marginally significant ($r = .202$) with the number of times their children's schools sought to contact them. The connection between parents' signatures on weekly report cards and attention to school communications was weak ($r = .054$). In conclusion, the study highlights the importance of parental involvement in determining a student's academic achievement across racial and ethnic groups.

9. CONCLUSION

This research aimed to determine the correlation between parental involvement at home and a child's academic success. It also examined if there were disparities in parental involvement and academic achievement among adolescents with different cultural and ethnic origins. The study involved a diverse student population, with a third of students being White, almost a third being Southeast Asian, and nearly a third being South Asian. The findings showed that children with active parental involvement had better academic performance than those with less interest. The research found that the most significant communication occurred between the school and parents of White children, while the contact between the school and parents of Southeast Asian and South Asian children was lower. White children, on average, earned the highest levels of academic accomplishment, particularly in English and science. The MAP results showed that white students had a higher overall average score in English than students of color and other races. The research also found two positive associations between parental involvement in their children's academic lives and academic success. These associations included weekly phone calls sent by children to their parents and those sent to schools, which were then received by children.

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