Review paper - "Critical Analysis of Parents-Teachers Psychology and its Importance in Enhancing the Performance of 'Students' Community"

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Abstract- *It is the responsibility of carers at home and teachers to build security and confidence so that the child feels secure. Instilling confidence among the children is not easy. Importance of the proposed investigation lays in that always the faculty and the father/mother have to find out more measures in developing better effective interaction between care-takers at home and teachers which will lay a solid foundation in forming much needed qualities in the students.*

Keywords- *Responsibility, Confidence, Investigation, Developing, Qualities*

Chapter 1 Introduction

1.0 Background or Overview

The sense of social relatedness at school is a key construct in contemporary theories of academic engagement and motivation. As stated by Ahmad (2016), the motivation to participate actively and appropriately in both the life in the classroom and home is highly linked with the sense of belongingness experienced by students at school as well as supportive relations with classmates and teachers. The psychological rapport among teachers and parents significantly builds a strong foundation in relation to the academic pyramid of a student. It is significant that both parent and teachers collectively act as a caretaker at home and school by taking their responsibility sincerely which in turn would positively impact the student and develop an effective environment for students at school. Other than that, in case such responsibilities do not adhere then it may create a hostile environment for the student which would lead to frustration and lower the motivation level. As stated by Alderman (2013), it is imperative for parents to outline a plan along with the school teachers for assisting students during their time of difficulties. Furthermore, policies and methods including cultural and emotional development of students are highly needed for students for influencing their behavior positively towards academic activities. Both parents and teachers characteristics need to be reshaped for developing the student community extensively as it would certainly develop the skills and academic area of the student.

1.1 Scope of the Study

The scope of the study is to cater to the responsibilities of both parents and teachers as it is highly significant in the overall success of the child in school. In addition, this study would significantly analyze the psychology of

parents and teachers which influences the psychology of student. The limitations and issues that are induced due to poor psychological relation towards teachers and students on children would be also analyses through the study in a qualitative manner.

1.2 Objectives of the Study

Based on the scope of the present study to analyze the trends to explore the new strategies and methods for developing the significance of parent's and teacher's psychology for benefitting children, following are the objectives that would be accomplished through the study-

- To explore the parent's psychology towards the children;
- To analyse the teacher's psychology towards children;
- To comprehend the child psychology towards parents and teachers;
- To study parent's teacher's psychology and its importance in enhancing the performance of the student's community;
- To analyse the trends, issues, limitations and future potential of parents teachers psychology towards children.

1.3 Hypothesis of the Study

Merriam (2015) forwarded that the research hypothesis is a proposed explanation in relation to the amount of evidence available which is the starting point for conducting further study and tests. It is an idea that can be tested through experimentation and study. In relation to the scope of the present study, the hypothesis chosen is-

"Parents-Teachers psychology plays an important role in enhancing the Performance of Student's community".

Chapter 2 Literature Review

2.0 Relation between parent's Psychology and Children's psychology

Algan (2013) stated that parent's psychology is highly significant in order to influence the morale and motivation of children. It is very common for young ones to experience too many unpleasant emotions other than positive emotions which affect their mental stability. In such situations, it is imperative for parents to align their psychology with their children in order to attain emotional balance for their children.

Beilock and Willingham (2014) stated that health and emotional imbalances in school need to be taken care of by their parents with prior consultation of teachers. This would certainly assist to develop the psychology of their children in a positive way. In addition, disciplinary mechanisms and to cope up with inappropriate situations at home or school needs to be taken care of by the student's parent. This would certainly facilitate emotional stability as well as cultural development benefitting the children or student at an elevated rate.

2.1 Relation between Teacher's Psychology and Children's psychology

Dweck (2013) stated that the psychology of a teacher needs to be aligned with both parents and students in order to develop the abilities and behavior of a student in a positive direction. It is imperative for teachers to comprehend the abilities of children and must assign developmental activities in relation to their capabilities. It would certainly ensure emotional stability as well as growth for the students. Furthermore, the personality and behaviour of the teacher towards the child significantly influence the personality of the children. The student tends to explore their personality traits, manner and imitate ways based on the personality of the teacher. Hence, mutual understanding is highly required between parents and teachers for benefiting the student, Hinduja, and Patchin (2013).

2.2 Influence of Child psychology Based on Parent's and Teacher's psychology

The communication between home to school and vice-versa is highly essential and needs to be integrated as a communication policy in schools.

Jennings (2013), stated that the psychology of both parents and teachers significantly influences the psychology of children. Hence, it has been well suggested by the researcher that interchange of opinion between teachers and parents is highly required for shaping the behavior and psychology of student in a positive way. Both parents and teachers need to support for reducing the fear and criticism that are most evident in present scenario faced by young student or children at school, McCaleb (2013).

2.3 Limitations and Issues of Parent's and teacher's psychology on children

Mertens (2014), identified that there are several parenting issues as well as potential limitations for teachers to influence their children or student in a positive way at home or school. The difference in psychology or behavior of parents depending on the gender of their children has been evident in past research studies which highly impacts the behavior of the children. On the other hand, the difference made by teachers based on best and worst performer also critically hampers the growth and viability of students to achieve growth in their respective activities or tasks. Such issues and limitations critically diminish the motivation and encouragement of children to grow, Ormrod and Jones (2014).

2.6 Current gaps in the Literature

Based on the literature, it has been comprehended that very limited effort has been provided by the past researchers towards analysing the legible change in methods and policies of educational institutions as well as the psychological approach of parents and children towards their children's academic performance. Most of the research studies have provided the issues and complication of students due to either from parents or from teachers. None of the studies has attained a comprehensive approach for analysing both the variables together. In addition, a comparative study based on private and public educational institutions has not been done earlier which the proposed study intends to fulfill. The role of father's involvement psychologically in the overall progress of the child in education is missing in past research studies leaving a gap in the field of investigation.

Limited information based on content areas and diversity that are required by teachers for developing student content is also a potential gap in the literature.

Chapter 3 Research Methodology

3.0 Research Philosophy

Miller (2012), forwarded that research philosophy can be categorized into interpretivism, positivism, and realism.

The Justification for the Use of Realism approach

The study has induced the qualitative aspect through the use of *realism* research philosophy. The researcher has developed and comprehended the underlying mechanism reinforcing the observable regularities. The integration of appropriate logic and methods based on the psychology of student, teacher, and parents would assist the researcher to accomplish the overall objective through realism philosophy.

3.1 Research design

Pierre (2012), stated that research design can be segregated into descriptive, exploratory and explanatory research design.

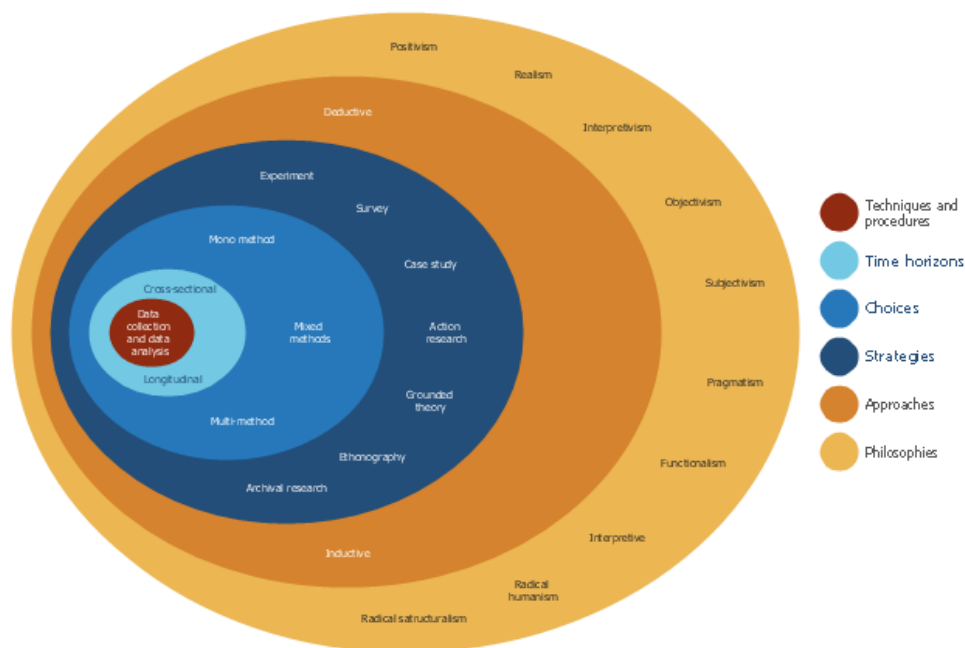### *The Justification for the Use of Descriptive research design*

Based on the scope of the proposed study, the use of *descriptive* research design has been integrated into the study. It has assisted the researcher to clarify and explain the inner properties and relationships of student's, parent's and teacher's psychology. In addition, it has assisted to define the people surveyed based on the research objectives of the study. Hence, its significance and validity for the proposed research are imperative.

3.2 Research approach

Saunders (2012) suggested two kinds of approaches- inductive and deductive approach.

The justification for the Use of the Inductive and Deductive approach

Through the use of the *inductive* approach, the researcher has utilized ancillary resources such as pre-published journals, books, articles, and websites in order to develop the qualitative aspect of the study. It has assisted the researcher to develop an efficient framework for proving the hypothesis. On the other hand, the used of the deductive approach has been also considered as the use of survey analysis has been integrated into the study for analysing the opinions of parents and teachers. However, the focus would be primarily on the qualitative aspect.

Figure 1: Research Onion

(Source: Saunders 2012)

3.3 Data type used

Smith (2015), stated that the data type can be divided into primary and secondary data.

TheJjustification for the use of Primary and Secondary resources

In relation to ***primary data***, the ***qualitative data*** have been collected from observation, questionnaire, and interviews held with the parents and teachers. In addition, several statistical tools and techniques have been also considered for attaining primary data for the study. However, the use of quantitative data is limited for the study as the present study is highly based on qualitative information. Hence, the use of ***secondary data*** including articles, books and various journals related to developmental psychology newspapers, websites and online study material have been considered as the major source for conducting the study in order to accomplish the overall objective of the study. In addition, conferences, workshops, and seminars have been also utilised for developing knowledge related to the study.

3.4 Data collection methods

Snyder (2012), stated that data collection methods can be categorized into ethnography, experiment, grounded theory, case study, and survey.

The Justification for the Use of Survey analysis

In order to develop the qualitative aspect of the study, the data have been collected in literary form through the use of ***survey*** data collection method by interacting with parents and teachers. The instruments for survey

method used for this study *are informal interaction, questionnaire, observation, and interviews.* This would certainly assist to analyse the parents' and teachers' psychology in educational institutions.

3.6 Sample Size and Sampling technique

The sample size of 100 respondents has been collected from Udaipur, India. The data collection survey would be conducted through the use of structure questions. The respondents are the parents and teachers on the basis of qualification, geographical area, gender and ages along with in-depth school-classroom observations have been also integrated for developing the qualitative aspect of the study.

3.5 Ethical aspects

The researcher has maintained each ethical measure for conducting the study, Terrel (2012). The survey based on the interview and questionnaire was conducted with the consent of parents and teachers. In addition, the live observation in school-classroom has been conducted with prior consent from the authorized personnel.

Chapter 4 Result/Findings

In relation to the credible source **Clinton and Hattie (2013**), it has been analyzed that parental involvement and their achievement highly change the psychology and enhances the performance of students at high school. The research was conducted on the students of New Zealand and their perception based on parental involvement. The questionnaire methodology assisted to analyze the view of 1,554 New Zealand school students. The findings revealed that the expectations of children or students towards their parents for future learning are highly significant. It has been also comprehended that parents who are involved with their teachers or attending school meetings have issues of lower achievement.

On the other hand, it has been observed from the credible source **O'Donnell and Kirkner (2014**) that the influence of a collaborative family involvement enhances the educational performance of children. It has been further comprehended by the study conducted on Latino families that family and teacher relationship is highly significant for developing performance and educational system of children at school. Other than that, the program that was set for the families, as well as training of teacher, has assisted to develop the social skills and work habits of students. The findings of the study revealed that parent and teacher's involvement is highly significant for developing social skills and educational activities of students.

Based on the source **Rodríguez (2014**), it has been analyzed that teacher's self-efficacy and psychology highly motivates the performance and achievement of students. The study was conducted on Spanish Universities including teachers and students that revealed that intermediate self-efficacy perception of teachers assists in developing learning-oriented students. It has been also comprehended that teachers who are overconfident about their teaching capabilities negatively influences academic work and self-efficacy of students leading to a higher level of stress and anxiety. Hence, it can be stated that teachers and student's psychology need to have a significant link for developing academic attributes and social skills of students.

Chapter 5 Conclusion

5.0 Summary

After conducting the entire study, it has been analysed that the parents –teachers Psychology for improving the performance of the student's community is highly essential and requires significant implementation policy in school. In addition, the psychology of both student and teacher needs to be aligned for developing the emotional and cultural attributes of students. It is highly recommended to implement appropriate policies including appropriate training for parents and teachers, psychologist or counselors for enhancing the visibility of parents and teachers towards their children and students. In addition, it is highly recommended to integrate weekly meeting or group sessions for teacher and students. This would certainly assist to enhance the psychology of parents and teachers which would influence the psychology of the children in a positive way,

5.2 Limitations of the Study

As the present study is highly based on the qualitative aspect, the integration of quantitative data and results are limited. This is one of the limitations of the study as it could not deliver generalized data. On the other hand, the geographical area is also limited for the present study. In addition, the time and budget was also a significant constraint or the researcher to conduct the study as it possessed potential limitation. However, with such limitations, the researcher has proved the hypothesis of research fulfilling the overall objective of the study.

5.3 Scope for Future research

The first scope for future research is to integrate both qualitative and quantitative aspect for investigating the particular field. The second scope is to extend the geographical limit in order to attain generalized results.

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