

“Critical Analysis of Parents- Teachers Psychology and its Importance in Enhancing the Performance of ‘Students’ Community”

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Abstract- This paper intends to clarify the concept of Parents-Teachers Psychology and its importance in improving the academic performance of students as well as the role of parents, teachers, and community in changing or modifying them. Therefore, many literature reviews have based on the relationship between parents, teacher, and students based on several factors and theories. In this regards, it is sensible to mention to know formation during student's life, parenting styles, the significant tasks of parents and teachers, as well as the community concerning support and guidance during the time of identity formation, teacher and moral development in schools, role of parents, and to end, factors making the barriers in enhancing the performance of students. In this research paper, both the qualitative and quantitative research method will be applied and finally, provide the proper suggestions how to improve the student's performance.

Keywords: Parents, teachers, students, Parents-Teachers Psychology, school, academic performance.

Chapter 1: Introduction

1.1 Introduction

This chapter gives an introduction to the particular territory that has been decided for the research study. In addition, parents, and students might be a basic portion of significant boards in school to break down the key strategies in the schools. In this manner, the teacher who is spurred to learn different abilities and capabilities that raises him to a more elevated amount of flawlessness can likewise inspire his/her students additionally appreciate learning and cause kids to accept that learning is a wonderful and happy experience. A decent personal satisfaction can be accomplished uniquely through a decent nature of training. Along these lines, the far-reaching project of professional education of teacher is fundamental for quality education of all the students.

1.2 Importance of the research

A strong psychological among teachers and parents continually draw out the best of output from the students. Moreover, strong parents-teachers' psychology supports in investigating each specific qualitative ability in a sole specific student and hence the individual can perform up to the best of the capacities present. The guardians should dependably be the portion of the academic planning of the school (Abdin, 1992). Teachers if on the periodical premise message with regards to the students to their parents will help the guardians at home to discover the conceivable answers for the issues that their wards are looking in a specific subject or some other

psychological stigmas gazing to imperil their execution. In this way, importance of this research study places in that always the faculty as well as the parents should realize more procedures in developing better effective communication among teachers and parents at home that will lay the strong foundation in starting much required qualities in the students.

1.3 Scope of the study

The scope takes into account roles of the guardians that are basic in the general accomplishment of the children in the school. They need to find out the child experiencing a few circumstances in school and things at home that make the child despondent rather than sound and generous. More youthful ones usually experience such a large number of unpleasant emotions than positive ones. Beyond what many would consider possible the home and the school ought to make an ever-increasing number of circumstances in which pleasant practices prevail.

1.4 Research objectives

The main objective of this research is to study the trends to explore the new methods and strategies for enhancing the importance of parent's teacher's psychology for children. The research study mainly caters to analyze the following objectives:

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

Chapter 2: Literature review

Numerous studies have showed that the parents-teachers psychology which have the positive effect on the overall performance of the students.

As stated by Comer (1984), there ought to be the solid relationship among the parents and the school of the child. There ought to be persistent periodical communications between the parents and the school teachers to know the real advancement of the child and to discover the conceivable solution for the issues of the child in the academics as well as to deal with any behavioral problems. Parents need to be ceaselessly in contact with the school authorities with reference to the advancement of their child and then again, the management of the schools has to illuminate the guardians at home about their child development. The weaknesses of child have to be plainly featured to the parents with the goal that powerful apportionments can be attempted to improve the academic performance of the students. Besides that, the primary classes establish a framework for the child's

future and on the off chance that appropriate consideration isn't paid, at that point it is unrealistic with respect to parents and teachers to think high grade performance at a higher level.

Epstein (1995) stated that homework is the source of disappointment in numerous schools, and in numerous households. However, the research about proposes that learning at home is the best strategies for parents to help their children in improving at school. Moreover, homework creates connects among school and home, and inviting parents to turn out to be effectively associated with the education of the children. In this way, homework is the task by which the student is being broke down both by the parents and the teacher with respect to how he or she has secured a specific point which has been educated in the school. Parents unquestionably need to assume the crucial responsibility in helping their wards in finishing their homework accurately in light of the fact that education as dependably demand consideration from both of the parents to screen and pursue the homework being provided by the teachers. Along with that, lack of attention which will result in no finishing of homework as well as it will thusly result in dissatisfaction in the child in regard to the homework.

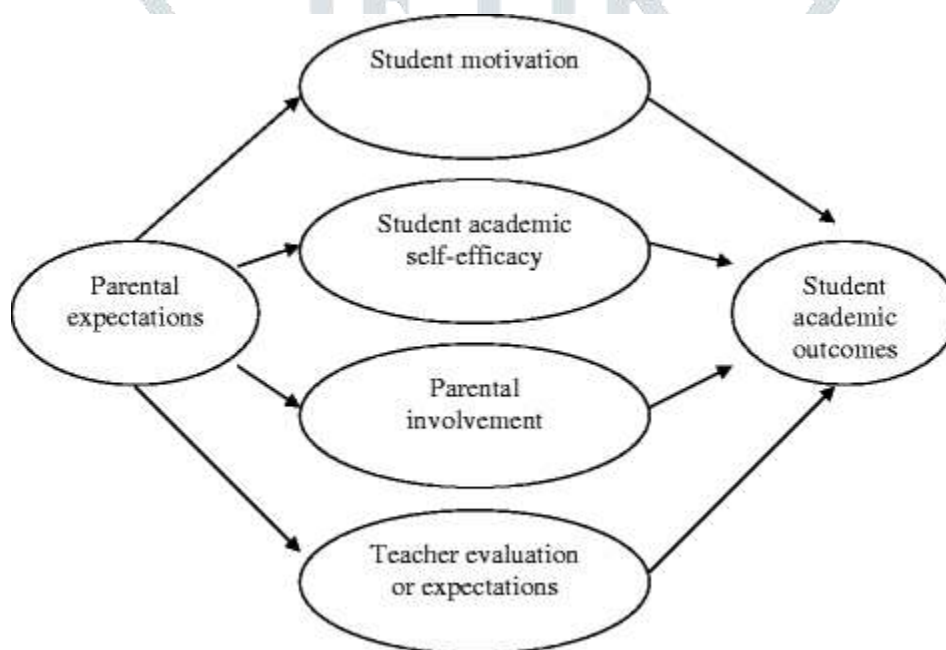


Figure 1: Parental Expectations and student's Academic Performance

Flander (1970) characterizes teaching behavior as performances by the teacher that happen with regards to classroom communication. Moreover, he has seen that classroom interaction could be broken into events or acts. He asserts that through appropriate investigation of these examples, the teacher can without much of a stretch distinguish regarding which of these examples, are related with negative or positive attitude if student or teacher that are related with broad substance accomplishment, and which are related with self-coordinated student conduct. The duty of the teacher to maintain the environment of the class harmonious thoroughly settles upon the frame of mind of the educator. There are numerous students in the class and their estimations of judgment may change from student to student. A set characterized example of attitude, discipline, and principles

must be grown with the goal that every one of the students are profited and they are encouraged to do well in every one of the exercises separated from the studies.

Russell (2004) referenced the qualities of incredible teachers that they expect every one of the students can and will accomplish in their classroom. Teachers with these characteristics are known to remain after school and make themselves accessible to students and parents looking for their assistance. Parents do partake in groups of educational institution as well as they exhibit a guarantee to the schools. Along with that, good teachers dependably have the conviction that every student has some ability or the other and this is the ability that needs to be investigated. Any students can improve at any stage, it is the idea a decent educator must have and strategies would be figured both for the non-performers and performers in school. The significance of any errand dispensed is disclosed unmistakably to every one of the students and not exclusively to the individuals who are as of now performing.

Chapter 3: Research Methodology

This chapter will focus on knowing a reasonable research strategy for this research. In addition, this section will also highlight on the complete discussion of the appropriate technique for the research work. In addition, this chapter will consist of research approach, research philosophy, research strategy, the data collection, the adequate strategy for sampling, and other essential elements that are needed for the research. In addition, the researcher will use the method of primary and secondary data collection for getting data for productive research report.

3.1 Research Philosophy

This is important to know the suitable research philosophy for the research study with the intention of attain all-inclusive results. Furthermore, the use of research philosophy aids to analyze practical extents of the study in order to express appropriate discussions and analysis. The researcher will apply the positivism philosophy for this research.

The justification behind the use of Positivism philosophy

In relation to the scope of the study, the researcher would utilize the positivism philosophy through the significant use of primary data. In addition, this philosophy has helped to conduct both quantitative and qualitative analysis in order to accomplish the overall objectives of the research. Through the use of this research philosophy, the researcher would be able to develop a clear-cut analysis of the research by comprehending the causal mechanism reinforcing apparent consistencies.

3.2 Research Approach

The research approaches are needed to decide the viable research approach to take care of the complete research. In addition, inductive and deductive are the two research approaches. In addition, the inductive approach relies

upon new finding as well as the deductive approach focus on the assumption and former researcher (Quinlan, 2019). The researcher will apply the deductive methodology for leading this research.

3.3 Research Design

It is the key part of the research which assists to explain the noteworthy structure of the research. In addition, it has been analyzed that there are three important classes of research design that are applied about the scope of the research. The three categories are exploratory, descriptive, and explanatory research design. The researcher will consider directing an interview procedure with the teacher, students, and parents (Walliman, 2017). The researcher will conduct interview process with the teachers and parents of several education sectors. In this research paper, the researcher will apply the descriptive research design to complete the research and find out the better result.

3.4 Data collection methods

The researcher will apply the primary data collection method for getting an appropriate thought of the circumstance. In addition, the researcher will likewise lead an interview and survey process for demographic data from the respondents. The research would be both the qualitative and quantitative in nature and will also be trailed by a direct and in-depth school-classroom observation. In this way, tools of study will include interview schedule for 100 teachers, students and parents as well as the opinion plan for reviewing the live communication in the classroom and curriculum operation.

The justification for using primary data

In this research paper, the researcher will collect the primary data. In this way, a set of questionnaires will be prepared by the researcher that will be handed to every participant. The questions will be close ended so that the accuracy of the responses is improved (Smith, 2015).

3.5 Sources of data

The researcher will collect the primary by conducting the interview procedure with teacher, students, and parents, and the survey with the people on the parents-teacher psychology and its importance in improving the performance of the students. In this way, 100 parents, teachers, and students will be invited for the interview process and the survey will be led on the importance of parents-teacher psychology to improve their child's performance.

3.6 Analysis methods

For this research, the researcher will apply both the qualitative and quantitative research method for directing this research. Based on the scope of the research, the researcher considers the non-probability sampling method mainly for getting the qualitative aspect of the study. In this way, the researcher uses the statistical tools for

examining the collected data concerning the parents and teacher's psychology for improving the performance of student's community.

3.7 Sample size

Based on the scope of the research, the sample size considered for the study is 100 parents, teachers and students. Furthermore, the sample size will be segmented on the basis of geographical area, qualification, age and gender for making both quantitative and qualitative characteristic of the research. It would help to get relevant information for developing appropriate results for this study.

3.8 Ethics consideration

The researcher will consider keeping up moral codes for the research work and for gathering data for the research. The privacy of the data must be highly maintained by the researcher with secrecy. The researcher should maintain the research paper by keeping proper measure to maintain the data by the respondents.

3.9 Limitations of research methods

The most important limitation of this research is lack of data and sources for analyzing the results got from the respondents. The researcher will utilize just survey and coordinated interview process which just incorporates teachers, for as far as possible the researcher will just lead an interview with a supervisor which confines the perspective of the other individuals.

Chapter 4: Data analysis

1. Do specific teaching practices impact behaviors and attitudes of students?

The researcher observed whether positive physiognomies of teachers' instructional practice help illuminate the significant teacher impacts portrayed in this review. The researcher additionally presented unlimited gauge, where the connection between one level of the teaching practice as well as the student's outcome is assessed without controlling for the other level (classroom organization and emotional support). The researcher exhibited restrictive appraisals, where all elements of encouraging quality are incorporated into a similar relapse display. The researcher find that students' behaviors and attitudes are anticipated by both content-specific and general teaching practice in manners that for the most part line up with hypothesis. The researcher likewise finds that Classroom Organization, which catches the behavior management skill of teachers and also productivity in delivering content, is emphatically identified with students' reports of their own Behavior in Class. This recommends that teachers who make an organized classroom likely make a model for students' very own capacity to self-control.

2. Are teachers equally effective at enhancing the performance and outcomes of different student?

The researcher present connections among teacher impacts on every student's outcome. Moreover, the way that teacher impacts are estimated with mistake makes it hard to assess the exact greatness of these relationships. Rather, the researcher portrayed relative contrasts in relationships, concentrating on the degree to which teacher impacts inside result type – i.e., teacher consequences for the achievement tests on math or consequences for enhancing the performance of the students – are comparative or not the same as connections among teacher impacts crosswise over outcome type. The researcher additionally examined the solid connection between teacher consequences on the student overview measures, students' Behavior in Class and Self-Efficacy in Math. The most grounded relationship the researcher see crosswise over outcome types is between teacher consequences for the low-stakes class test and impacts on Self-Efficacy in a particular subject. Utilizing this equivalent methodology, the researcher additionally can recognize the connection portraying the connection between teacher consequences for the class tests from every single other relationship relating teacher impacts on test scores to consequences for students' practices and performance. The researcher interpreted these outcomes as sign that, still, next to no is thought about how specific classroom teaching practice are identified with the success of the students in a particular subject.

Chapter 5: Conclusions and suggestions

5.1 Conclusions

This is the concluding section of this research paper. It starts us to recollect at the research plan and strategies and revise a period headed activity plan for understanding the genuine dream behind the execution of strategies and methods of parents-teachers Psychology for improving the performance of student's community (Baroody, 1985). Children as they grow up are extremely quick to know in insight regarding anything new preceding them and their interests must be replied with an engaged personality by their parents and teachers as the children development dependably depend concerning how they are being taken care of and if their inquiries are being addressed attractively, they will be motivated to learn and they will be keen to explain the different new features of information coming their ways.

5.2 Suggestions

The student must know about the communication between the parents and teacher which is a push to improve her or his academic activities. Moreover, homework is an essential connection between the teachers and parents and every one of the parents and teachers have to attempt to make an enthusiasm for the students to the extent their homework is concerned. Students every once in a while, should be remunerated for their work at school as well as at home since this will propel them further to put in their best attempts in schools (Connell, 1994). Along with that, the parents ought to know about the development of their ward as well as the teacher is additionally continually searching for the essential input from the parents. Teachers and schools ought to

likewise advance emotional development a feeling of human qualities, a little thoughtful understanding which will help a child in far in creating with a feeling of belongingness to the learning, institution, and class.

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