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A Study on the Contribution of Parents and Teachers in Students' Academic Performance

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ABSTRACT

Although every child has innate intelligence, ability and potential, parents and teachers play an important role in their better education. The present study explores the influence of parents and teachers in academic performance of students. The main objective is to comprehend the contribution of parents and teachers in academic performance of secondary school students. In this study the data has been collected from 427 parents with their children and 113 teachers from 10 Secondary schools of Navi Mumbai, Maharashtra. The five point Likert type scale questionnaire (CIQ test) is used for collecting the data. The collected data is analyzed using standard deviation, regression analysis and analysis of variance (ANOVA). The results indicate that contribution of parents in academic performance of students is less correlated whereas teachers' contribution is more influentially correlated. This new perception emphasizes the importance of the contribution of parents and teachers in the academic performance of students.

Key Words: Contribution of parents, Contribution of teachers, Academic performance, Secondary school students.

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1. INTRODUCTION:

Academic performance is a criteria used to determine how well a student is performing in studies in school. It is measured by the final grades earned in the tests or examinations. It varies from student to student. Mitzel H.E. (1984) specified that academic achievement is the measurement of learning that takes place during definable course of teaching. Generally it is indicated by marks obtained in test and examinations to check the knowledge acquired and skills developed in school subjects. Secondary school students are very important and need to be handled with extreme care because of their adolescent age. This is the period of keen sensitivity for fast learning and of critical achievements. During this time many personality developmental changes takes place in everyone's life, like his/her thinking, looks and behavior.

Contribution of Parents: The personality of the child is influenced by the thoughts, conduct and life style of parents. No child becomes what he or she is by accident. The major influence in the life of the child could be father or mother or grandfather or grandmother. These significant persons influence children far beyond what most people believe. Different parenting styles, practices, role or traditions have been scientifically researched which state that there are several factors which affect their child's education at home and at school. Parent involvement has been shown to be an important variable that positively influences children's academic performance. In fact physical fitness, emotional balance, sharp intelligence and spiritual consciousness play a major role in making a complete personality or a complete intelligence quotient (CIQ) of a person. It enriches the learning proficiency of student along with their potential achievements. CIQ dimensions promote regularity in our lives to reach our goal or success in life (Pratibha Verma et al., 2019). Parents with good CIQ give time to their children; they listen to and understand them; they discipline the children with love. Numerous states such as California, Illinois, Minnesota, Missouri and Tennessee have included parental involvement components in statewide education reforms (Epstein, 1991). These strategies reflect the belief that parental involvement is not just correlated with student performance in school, but actually influences their performance. Nancy L. Weishew (2003) listed that parents can help their children in their learning, inspecting their activities, helping in improving their achievement, educational prospects, and positive self-perceptions.

It is a well-known fact that excess of everything is bad; parents' excessive love and excessive negligence towards their child are the root cause of all kinds of difficulties in the behavior of the child. For instance if the child is given too much freedom he/she will not develop any respect for elders; similarly under extreme control, his/her performance will not increase appropriately and will suffer from inferiority complex. Generally parents try to cultivate the best in their children by inculcating good values in their life and make sincere efforts to develop a bond of love between them. They provide different opportunities to explore their vision, implement their thoughts, recognize their efforts and celebrate their success for the improvement of their children.

Contribution of Teachers: The contribution of teachers has an important role in student's academic performance. Effective teachers interact with students in caring, trusting, and respectful manner. A caring relationship is defined by acts that bring out the best in students through listening, gentleness, understanding, knowledge of students as individuals, warmth and encouragement, and an overall love for children (Senge, 1990; Thayer-Bacon and Bacon, 1996; Stronge, 2002; Knestrict, 2005; Leitão & Waugh, 2007; Wolk, 2007). Teachers' strong and supportive relationship with students permits them to feel safer and secure in the school. With this students become more talented, more receptive, make good influences with peers and get better academic performance.

A teacher with good complete intelligence quotient (CIQ) provides an equal opportunity for all students to respond, give sufficient time to reply over question before assess, gives compliments and boost their confidence. A good teacher needs lots of patience and determination to teach students, provides additional information to help them, stops misbehavior of students in a calm and courteous manner. Strong teacher-student relations may be one of the most important environmental factors in changing a child's educational path (Baker, 2006). Large amounts of literature provide evidence that strong relationship between teachers and their students is crucial for the improvement of all students in school. (Hamre & Pianta, 2006) explained that positive student-teacher relationships are a valuable resource for students. They proposed that having a positive relationship with a teacher allows students to be able to work perfectly. In good relationship with teachers, students are sure that if any problem arises the teacher will respond to it appropriately.

2. OBJECTIVE:

The main objective of this study is to comprehend the contribution of parents and teachers in academic performance of secondary school students.

3. DESCRIPTION OF IMPORTANCE OF PARENTS AND TEACHERS IN STUDENTS' ACADEMIC PERFORMANCE:

Parents play a very important role in the improved academic performance of their child. They are the first teacher and shoulder a great responsibility in casting the future of their child. It has been observed that the academic performance of the students improves when they get full support from their parents. With their support, child works outstandingly in all fields of life including academics. Gonzalez-DeHass et al, (2005) found that when parents are involved in students' education, students appeared with increased determination, attention, responsibility for learning, concentration, interest in studies and higher perceived proficiency.

The positive contribution of parents and teachers in academic performance of students may be simply recognized by the hard-working, organized and ambitious nature of students. Contribution of parents include communicate with child to boost up good values in them; meeting with teachers regularly regarding child's progress; general surveillance of children's learning activities; supporting and guiding

the child about school activities; helping the child to develop reading habits; involve in homework; attending school meetings and events; discussing school/class activities at home; spending quality time with the child, working on child's strengths and weaknesses, etc. All these activities of parents show a positive effect on academic performance of a child.

It has been established that there exists a positive correlation between the child's learning and the efforts of the parents and teachers working together. When schools made intensive efforts to engage parents in the learning of students, the effect on students' performance is positive. When students feel obligated by their teachers and parents, about working on homework, they develop a sense of burden or avoidance of punishment (Walker et al., 2004); it is very probable that the student will exhibit deprived persistence and little significant learning (Vallerand et al., 1997).

A good example of teacher and student's influence on each other is that when a teacher is explaining subject matter very clearly, students may listen more attentively. On the other hand student may also become more obedient and less inclined to ask questions. Such student behavior may strengthen a strong central position of the teacher in communication. Research consistently found that students who recognize their parents (Epstein,1991; Regner and Loose,2006) and teachers (Patrick et al, 20007) to be actively involved in their academic activities, report higher apparent capabilities, improved intrinsic motivation, job appointments, determination in their efforts and better academic performance. Rosário et al. (2019) found that homework follow-up practices in class are focused on identifying students' learning strengths and weaknesses, promoting students' engagement, and addressing students' difficulties in mathematics. An active teacher communicates with parents regularly, gives feedback to them about classroom performance and sends upkeep materials to assist with homework of students. These dimensions enhances the building relationship with students and parents, as students feel supported and parents feel that the teacher recognizes their child well. Both parents and teachers are verified to be contributed to shape students' academic standards and general behavior. Supervising student's activities by parents and teachers, e.g. whether home work is done, whether student is progressing, whether he/she is doing best at their school, are important sources of academic mechanism and evaluation of their performance.

4. METHOD:

4.1 Sampling Method and Participants:

This study is carried out on 427 parents and 113 teachers from 10 secondary schools across Navi Mumbai, Maharashtra. The academic performance of 427 students (approximately 13 to 16 years of age) is taken by their marks/percentage obtained in their annual exams. A Complete Intelligence Quotient Test (CIQT) is established using 5-point Likert-type scale ranging from Never(Ne), Occasionally(Oc), Neutral(N), Often(Of), to Always(AI), which is standardized by Pratibha Verma, et al. (2019). The questionnaire is developed in two different versions, one for parents and one for teachers

for the collection of data. The minor changes between these versions consisted of vocabulary adaptations.

4.2 Data Analysis and Findings:

For statistical data analysis Microsoft excel software is used. Statistical techniques like reliability test, linear regression analysis, F-test (ANOVA) are used to determine the significance of analysis.

4.3 Experiment Results:

Table 1 shows details of demographic information of data (427 Parents) collected. There is equal distribution of genders amongst the parents. The parents have also been identified with their level of CIQ as Low, Medium and High.

Table 1: Demographic Distribution of Parents

| <i>Profile</i> | <i>Frequency</i> | <i>Percentage</i> |
|--------------------|------------------|-------------------|
| Gender | | |
| Female | 210 | 49.18% |
| Male | 217 | 50.82% |
| CIQ | | |
| High (181-200) | 186 | 43.56% |
| Medium (161-180) | 188 | 44.03% |
| Low (≤ 160) | 53 | 12.41% |

Table 2 presents reliability analysis of the model by way of Cronbach's Alpha test. It is observed that the internal consistency of both variables considered is strong as evident from the value of Cronbach's alpha which is 0.84 for parents and 0.87 for teachers. This confirms the validity of the model.

Table 2: Reliability Analysis

| <i>Variables</i> | <i>Cronbach's Alpha</i> |
|---|-------------------------|
| Complete Intelligence Quotient (Parent) | 0.848176 |
| Complete Intelligence Quotient (Teachers) | 0.871661 |

Table 3 shows the minimum and maximum value of parents and teachers CIQ test, which reveals the moderate role of them.

Table 3: Min & Max Values

| <i>Variable</i> | <i>Minimum</i> | <i>Maximum</i> | <i>Mean</i> | <i>Std Deviation</i> |
|---|----------------|----------------|-------------|----------------------|
| Complete Intelligence Quotient (Parent) | 4 | 5 | 4.419 | 0.323 |
| Complete Intelligence Quotient (Teachers) | 4 | 5 | 4.571 | 0.296 |

Table 4 explains F-test (ANOVA) which is used to test the overall validity of the test, if any of the explanatory variables is having linear relationship with the response variable. Here the significance F or p-value is less than 0.05; strongly suggest that there is an evidence of linear relationship.

Table 4: ANOVA Results

| <i>Model</i> | <i>Sum of Squares</i> | <i>df</i> | <i>Mean Square</i> | <i>F</i> | <i>Significance F</i> |
|--------------|-----------------------|-----------|--------------------|-------------|-----------------------|
| Regression | 1105.069355 | 1 | 1105.069355 | 25.98073366 | 0.00000052 |
| Residual | 18077.02901 | 425 | 42.5341859 | | |
| Total | 19182.09836 | 426 | | | |

Table 5 represents the percentage of contribution of parents & teachers in academic performance of students which is 24% and 36.7% respectively. This shows significant value of parents in academic performance of students and it is more influential in case of teachers.

Table 5: Contribution of Parents & Teachers in the Academic Performance of the Students

| <i>Sr.</i> | <i>Particulars</i> | <i>Academic Performance of Students</i> |
|------------|--------------------------|---|
| 1 | Contribution of parents | 24.00% |
| 2 | Contribution of Teachers | 36.70% |

'Multiple R', the measure of correlation coefficient between two or more variables is shown in Table 6. The study shows that there is a less correlation (0.240) between parents and academic performance of students, whereas it presents a more influential correlation (0.367) between teachers and academic performance of students.

Table 6: Regression Analysis

| <i>Regression Statistics</i> | <i>Parents</i> | <i>Teachers</i> |
|------------------------------|----------------|-----------------|
| Multiple R | 0.240019602 | 0.367038428 |
| R Square | 0.057609409 | 0.134717207 |
| Adjusted R Square | 0.05539202 | 0.126921867 |
| Standard Error | 6.521823817 | 5.887135101 |
| Observations | 427 | 113 |

5. CONCLUSION:

This study shows that statistically there is a positive and adequate contribution of parents and teachers in the academic performance of students. Parents and teachers both have greater role to play really to outshine students' performance. Their increased influence can lead to further significant improvement in academic performance of the students. It shows that there is a need for more contribution from parents and teachers in academic performance of students. To improve the academic performance of secondary

school students, such efforts must be taken by the parents and teachers to provide a good environment both internally and externally to the students. By this way, students will improve their complete intelligence which will further lead to understanding of their potentialities, strengths, weaknesses, welfares, attitude, aptitude, emotions, knowledge etc. This will finally lead them to develop a high level of academic performance and will turn into good citizens ultimately.

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