

THE CRUCIAL ROLE OF PARENTS AND TEACHERS IN HELPING SLUGGISH STUDENTS UNCOVER THEIR FULL POTENTIAL: SEM ANALYSIS

¹Divita Yadav

Email - divitaayaadav@gmail.com

ABSTRACT

The novel attempt in this study discussed the factors influencing parents and teachers in helping sluggish students. It highlights the importance of effective communication, individualized support, positive reinforcement, realistic goal-setting, consistency, differentiated instruction, emotional support, collaboration, identifying and addressing underlying issues, and patience in supporting sluggish students. The research emphasized the significance of parents and teachers working together to create a supportive environment fostering sluggish students' growth and development. A questionnaire consisting of 280 parents and guardians employed Smart-PLS to validate the outcomes empirically. It is inferred that by considering these factors and maintaining a collaborative approach, parents and teachers can significantly impact sluggish students' academic progress and overall well-being.

Keywords: New-age Learning, Emotional Development, Positive Reinforcement, Individualized Support, Moral Principles.

I. INTRODUCTION

Parents play a crucial role in the development and well-being of their children. They serve as their first teachers, nurturers, and role models (Bhati & Dubey, 2022; Upadhyay et al., 2022). There are lots of ways in which parents contribute to their children's lives. According to (Dadhich, 2016), parents play a fundamental role in shaping their children's emotional well-being. Parents create a secure attachment with their children by providing love, care, and support, fostering healthy emotional development. They teach children how to express and manage emotions, develop empathy, and form healthy relationships. They are instrumental in their children's education. They support their learning by encouraging curiosity, providing educational resources, and engaging in educational activities. They also play an active role in their children's academic progress by assisting with homework, communicating with teachers, and advocating for their educational needs (Paluri & Sonwaney, 2022). Parents play a significant role in instilling values, ethics, and moral principles in their children. Parents teach children honesty, integrity, empathy, responsibility, and respect for others through their words, actions, and behaviors. They serve as important moral guides, helping children develop a strong moral compass (Froehlich et al., 2022). Health and well-being are vital to be taken care of by the guardian and they play a crucial role in promoting their children's physical and mental health. They provide a nurturing and

healthy environment, ensuring access to nutritious food, regular exercise, and proper healthcare. Additionally, parents support their children's mental well-being by fostering a supportive and open environment, promoting self-care practices, and addressing any emotional challenges (Ghimire & Vatsa, 2021). In Indian society, elders establish and enforce boundaries, rules, and discipline, which are essential for children's overall development. Parents teach children about responsibility, consequences, and self-control through consistent and appropriate discipline strategies. They help children understand right from wrong and develop a sense of discipline and accountability (Froehlich et al., 2022; Purohit et al., 2022).

II. REVIEW OF LITERATURE

(Arru, 2020) studied that parents are responsible for equipping their children with essential life skills necessary for their future success. These skills include problem-solving, decision-making, communication, financial literacy, time management, and interpersonal skills. Parents provide guidance, mentorship, and opportunities for their children to practice and develop these skills. (Shafuda & De, 2020) stated that guardian and parents serve as primary role models for their children. Children observe and learn from their parents' behaviors, attitudes, and values. Parents inspire and motivate their children to become responsible, confident, and well-rounded individuals by demonstrating positive behaviors, resilience, perseverance, and a strong work ethic. Numerous studies have shown a positive correlation between parental involvement and academic achievement. A meta-analysis conducted by (Agyekum, 2022) involving over 60 studies found that parental involvement significantly influenced students' academic outcomes across various grade levels and subject areas.

(Li-Tsang et al., 2023) assessed the parental expectations and aspirations that are crucial in shaping students' motivation and educational attainment. (Manvinder Singh Pahwa, Manish Dadhich, Jaskaran Singh Saini, 2021) indicated that students whose parents had high educational expectations were more likely to demonstrate higher academic achievement and aspirations. (Mekonen & Adarkwah, 2023) outlined effective communication between parents and teachers is essential for fostering student success. A study by (Gaurav Kumar Singh, 2022) demonstrated that parental involvement in school activities and regular communication with teachers positively impacted student achievement, attendance, and behavior.

(Goldstein, 2014) did a case study on parental involvement in supporting homework completion and providing academic guidance has been linked to improved academic performance. Research by (Dadhich et al., 2021) indicated that students who received homework help from their parents demonstrated better academic outcomes compared to those who did not receive such assistance. (Haataja et al., 2019) recognized the influence of socioeconomic status (SES) on parental involvement and student achievement. It is important to note that sluggish working-class students may face additional challenges due to socioeconomic factors such as limited access to resources and opportunities. Research by (Manish Dadhich, Manvinder Singh Pahwa, Vipin Jain, 2021) highlighted how differences in parental involvement practices between working-class and middle-class families can impact educational outcomes. (Pearson, 2022) studied the cultural beliefs and practices that can also shape parental involvement and its impact on student achievement. A study by (Purohit et al., 2022) suggested that cultural factors, such as beliefs about education and parental roles, influence the extent and nature of parental involvement in different communities. (Lee, 2018) studied that the impact of parental involvement on student achievement can vary based on context, cultural background, and individual circumstances. Additionally, while parental involvement is generally associated with positive educational outcomes. Therefore,

it is vital to note that the crucial role of parents is not limited to biological parents. Guardians, caregivers, and other individuals who take on parenting roles also contribute significantly to a child's development.

III. HOW DO SLUGGISH STUDENTS CONTINUE IN THE CLASSROOM

Sluggish or sluggish working class students may face various challenges in the classroom, but with the right support and strategies, they can navigate these difficulties and strive for success. There are some ways in which sluggish working class students can survive and thrive in the classroom:

- **Identify and address individual needs**

Each student has unique strengths, weaknesses, and learning styles. Identifying the specific areas where a student is struggling and providing targeted support is crucial. This could involve personalized instruction, additional resources, or differentiated learning strategies that cater to their individual needs.

- **Create a supportive classroom environment**

A positive and inclusive classroom environment can significantly impact a student's engagement and motivation. Teachers can foster a supportive atmosphere by promoting student collaboration, respect, and empathy. Creating a safe space where students feel comfortable expressing their ideas and asking questions can encourage participation and academic growth.

- **Establish clear expectations and goals**

Setting clear expectations and goals can give sluggish students a sense of direction. Teachers can communicate their expectations regarding behavior, effort, and academic performance. Breaking down larger goals into smaller, achievable tasks can make them more manageable and boost students' confidence and motivation.

- **Provide academic support**

Additional academic support can be valuable for sluggish working class students. Teachers can offer extra assistance through one-on-one tutoring, after-school programs, or mentoring. Providing resources such as study guides, supplementary materials, or online resources can also help students reinforce their learning outside of the classroom.

- **Cultivate parental involvement**

Collaboration between teachers and parents/guardians is crucial in supporting sluggish students. Educators can reach out to parents, inform them about their child's progress, and involve them in their child's education. This partnership can enhance communication, reinforce academic expectations, and create a support network for the student.

- **Build self-esteem and confidence**

Sluggish students may lack confidence and low self-esteem due to academic struggles. Teachers can focus on nurturing their self-belief by providing constructive feedback, highlighting their strengths, and celebrating their achievements. Encouraging students to set realistic goals and acknowledging their progress can help build their confidence over time.

- **Engage students through relevance and real-world connections**

Making learning relevant and connecting it to real-world contexts can enhance students' interest and motivation. Teachers can relate classroom concepts to practical applications, use examples that resonate with students' experiences, or incorporate hands-on activities (Dadhich, Hiran, et al., 2022). This approach helps sluggish students see the value and relevance of their education, increasing their engagement in the classroom.

- **Foster a growth mindset**

Encouraging a growth mindset can empower sluggish students to embrace challenges, persist through difficulties, and believe in their ability to improve. Teachers can emphasize effort, resilience, and the idea that intelligence and skills can be developed through hard work and dedication. By shifting the focus from grades to learning and personal growth, students can develop a more positive attitude towards their education.

- **Provide access to resources and opportunities**

Underprivileged students may face barriers due to limited access to educational resources or opportunities. Teachers can play a vital role in bridging this gap by providing access to books, technology, field trips, or extracurricular activities. Collaborating with community organizations or seeking external funding can also help expand the range of resources available to sluggish students.

- **Encourage peer support and collaboration**

Collaborative learning activities and peer support can be beneficial for sluggish students. Group work, study partners, or mentoring programs can provide opportunities for students to learn from and support each other. This can foster a sense of belonging, enhance social skills, and improve academic outcomes.

Eventually, every student is unique, and individual circumstances vary. It is essential to approach each student with empathy, patience, and a willingness to understand their specific needs and challenges. By implementing these strategies, teachers can help sluggish working class students thrive in the classroom and reach their full potential.

IV. RESEARCH METHODOLOGY

Primary studies entail collecting, analyzing, and interpreting data directly from the source, giving researchers the chance to look into particular research problems, test theories, and add to the body of knowledge (Dadhich, Poddar, et al., 2022). With the aim of associating aspects, the study examines crucial Role of parents and teachers in helping sluggish students uncover their full potential.

- a. **Data gathering:** Both primary and secondary data sources were used in the investigation. A systematic questionnaire and in-depth interviews with a variety of convenience sample respondents, including parent and guardian, were used to collect primary data. The secondary data comes from records of internet companies, periodicals, and publications that are made publicly available.
- b. **Analysis tools:** Smart-PLS was used to help record, analyse, and interpret the collected data in a meaningful way.
- c. **Sample size:** The study used a sample of four districts from Rajasthan. Only 280 of the 300 participants in the study attempted all of the claims, thus the analysis was restricted to these

participants. Additionally, Figure 1 defines the research framework that supports the work's progression.

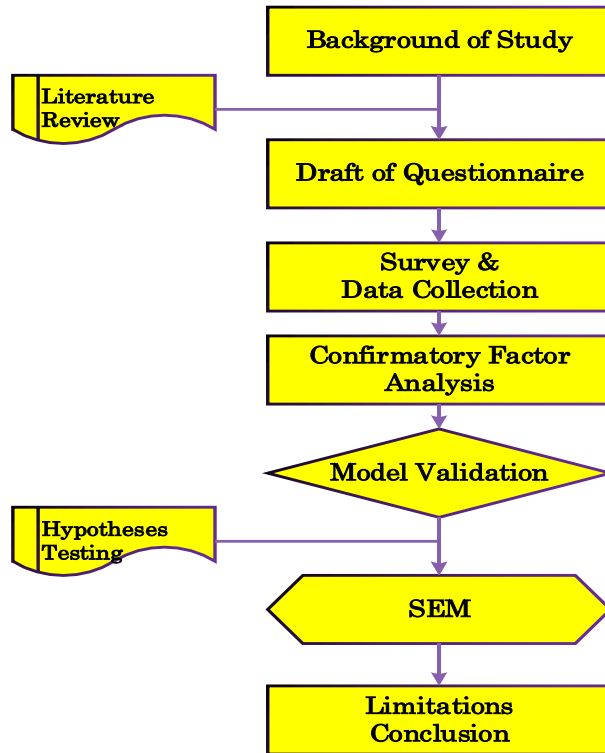


Fig.1: Research Framework

Table 1 outlines the 280 samples used for the study; of these, 39.30% were male, 60.70% were female, 32.20% were in the 20–30 age range, 28.60% were in the 30–50 range, and the remaining 39.30% were over the age of 50. Income ranged from <6 lakh, 6-10 lakh, and above 50, with corresponding percentages of 39.30%, 25.00%, and 35.70%. Graduate, P.G., and professional degrees made up the bulk of the educational background; they were 41.10%, 26.80%, and 32.10%.

Table 1: Descriptive Statistics

Factors	Classification	Freq.	%
Gender	Male	110	39.30
	Female	170	60.70
	Total	280	100.00
Age	20-30	90	32.20
	30-50	80	28.60
	Above 50	110	39.30
	Total	280	100.00

Income	<6 lakhs	110	39.30
	6-10 lakhs	70	25.00
	>10 lakhs	100	35.70
	Total	280	100.00
Education Level	Graduate	115	41.10
	P.G.	75	26.80
	Professional	90	32.10
	Total	280	100.00

V. DATA ANALYSIS AND INTERPRETATION

The statistical data were analyzed in three steps. The first step was to assess the reliability of the proposed study paradigm. The Cronbach's alpha coefficient was used to evaluate the dependability of model variables. Confirmative factor analysis also evaluated composite reliability, convergent and discriminant validity. In the second phase of the inquiry, maximum likelihood estimation was utilised in structural equation modelling (SEM) to examine hypotheses. We used neural networks to confirm the degree of the influence of independent variables on dependent variables, the significance of which was determined using SEM analysis in the third phase. The data was analyzed using the Smart-PLS.

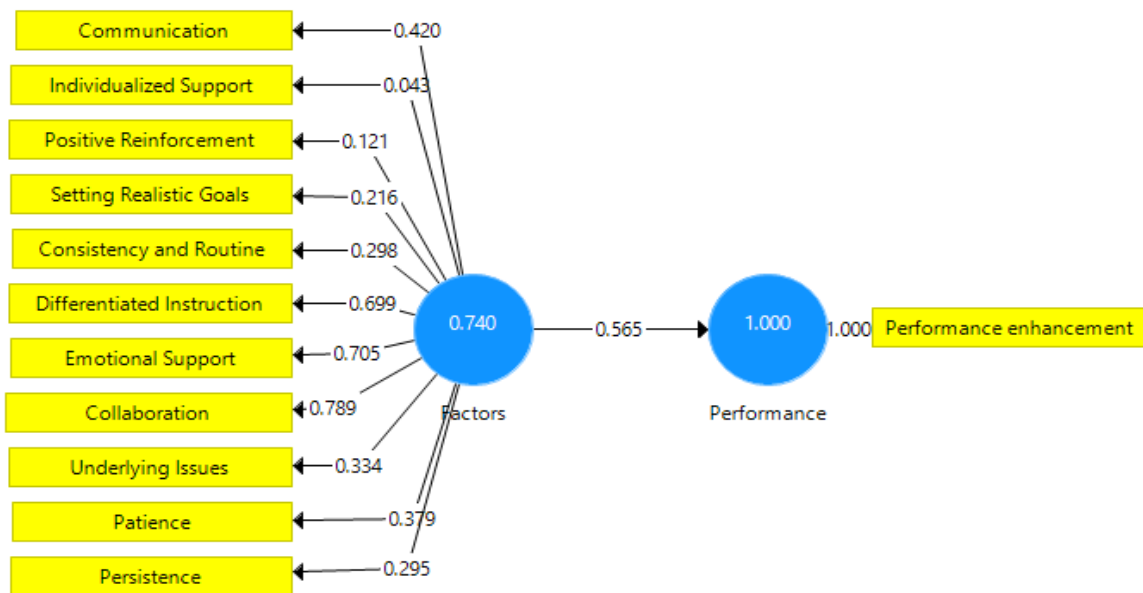


Fig. 2: Underlying Model of SEM

The figure 2 delineated the significant relationship between communication, individualized support, positive reinforcement, setting realistic goals, consistency and routine, differentiated instruction, emotional support, collaboration, identifying and addressing underlying issues, patience, persistence and performance enhancement of the sluggish students.

Table 4: Testing of Hypotheses

SN	Structural Path	Original Sample	Sample Mean	95% Conf. Interval (LB, UB)	T Stat.	P.val.	F ²
H ₁	Underlying Factor	0.190	0.233	(0.129, 0.135)	5.116	0.012 [*]	0.114
H ₂	Performance Enhancement	0.603	0.569	(0.309, 0.395)	3.227	0.001 [*]	0.326

The proposed model was accepted because the p-value is less than 0.05. There is a noteworthy relationship between underlying factor (t.stat=5.11, p-value=0.012, F²=0.114), performance enhancement (t.stat=3.22, p-value=0.001, F²=0.326) of the sluggish students. Thus, these results are aligned with the previous work (Dadhich, Manish, Shalendra Singh Rao, Renu Sharma, 2021; Nureen et al., 2023). Further, there are several factors can influence parents and teachers in helping sluggish students:

Communication: Effective communication between parents and teachers is crucial in understanding the challenges a sluggish student may be facing. Regular meetings, open lines of communication, and sharing observations and concerns can help both parties work together to support the student.

Individualized Support: Recognizing that each student is unique and may require personalized attention is important. Parents and teachers should collaborate to develop an individualized plan that addresses the specific needs of the sluggish student. This may involve differentiated instruction, additional resources, or modifications to the learning environment.

Positive Reinforcement: Encouragement and positive reinforcement can go a long way in motivating sluggish students. Both parents and teachers can provide praise and recognition for the student's efforts and progress, boosting their self-confidence and encouraging them to continue putting in the effort.

Setting Realistic Goals: Setting achievable goals is important for sluggish students to experience success and build momentum. Parents and teachers should work together to establish realistic goals that are challenging but attainable, breaking them down into smaller steps to avoid overwhelming the student.

Consistency and Routine: Establishing a consistent routine can be beneficial for sluggish students. A structured schedule and predictable learning environment provide stability, which can help them feel more comfortable and engaged. Parents and teachers can work together to establish consistent expectations and routines both at home and in the classroom.

Differentiated Instruction: Adapting teaching strategies and materials to suit the individual needs of the sluggish student is essential. Teachers can employ various instructional methods, such as hands-on activities, visual aids, or technology-based resources, to cater to different learning styles and engage the student effectively.

Emotional Support: Sluggish students may face emotional challenges that impact their academic performance. Parents and teachers should create a supportive environment where students feel safe expressing their emotions and seeking help when needed. Building trust and offering emotional support can help them overcome hurdles and develop resilience.

Collaboration: Effective collaboration between parents and teachers is key to providing comprehensive support to sluggish students (Dadhich & Tiwari, 2022). By sharing insights, strategies, and progress observations, parents and teachers can better understand the student's needs and work together to implement appropriate interventions.

Identifying and Addressing Underlying Issues: Sluggishness in students may stem from underlying issues such as learning disabilities, attention difficulties, or emotional disturbances. Parents and teachers should collaborate to identify these issues and seek appropriate professional help if necessary. Early intervention and targeted support can significantly impact the student's progress.

Patience and Persistence: Supporting sluggish students can be a gradual and ongoing process. Both parents and teachers need to exhibit patience, understanding, and persistence. It is important to remember that progress may be slow but steady, and consistent efforts will yield positive outcomes over time.

By considering these factors and working together, parents and teachers can provide the necessary support to help sluggish students overcome challenges and achieve their full potential.

VI. CONCLUSIONS

Parents and teachers play a vital role in helping sluggish students overcome academic challenges. By considering factors such as effective communication, individualized support, positive reinforcement, realistic goal-setting, consistency, differentiated instruction, emotional support, collaboration, identification and addressing of underlying issues, and patience, parents and teachers can create a supportive environment that fosters the growth and development of sluggish students (Manish Dadhich, Manvinder Singh Pahwa, Vipin Jain, 2021). By working together and maintaining open lines of communication, parents and teachers can gain a deeper understanding of the student's needs and provide the necessary interventions and resources to support their academic progress. Recognizing that each student is unique and may require personalized attention is important. Parents and teachers can help them overcome hurdles and succeed academically by tailoring strategies and approaches to meet their individual needs. Supporting sluggish students is a gradual and ongoing process that requires patience, persistence, and a commitment to their well-being. By providing consistent support, acknowledging their efforts, and celebrating their achievements, parents and teachers can instill confidence and motivation in sluggish students, helping them build resilience and reach their full potential. Ultimately, the collaboration between parents and teachers is crucial in creating a positive and nurturing educational environment where sluggish students can thrive. By working together, they can make a significant difference in the academic journey of these students, helping them overcome challenges and succeed academically and personally.

VII. REFERENCES

- Agyekum, B. (2022). Adult student perspectives toward housing during COVID-19. *Wellbeing, Space and Society*, 3(3), 1–12. <https://doi.org/10.1016/j.wss.2022.100086>
- Arru, B. (2020). An integrative model for understanding the sustainable entrepreneurs' behavioural intentions: an empirical study of the Italian context. In *Environment, Development and Sustainability* (Vol. 22, Issue 4). Springer Netherlands. <https://doi.org/10.1007/s10668-019-00356-x>
- Bhati, M. S., & Dubey, P. J. P. (2022). Media Literacy Among Students In India. *Journal of Positive School Psychology*, 6(4), 12021–12031.
- Dadhich, Manish, Shalendra Singh Rao, Renu Sharma, R. M. (2021). Analytical Study of Stochastic Trends of Non- Performing Assets of Public and Private Commercial Banks in India. *2021 3rd International*

Conference on Advances in Computing, Communication Control and Networking (ICACCCN) Analytical, 71–76. <https://doi.org/10.1109/ICAC3N53548.2021.9725463>

Dadhich, M. (2016). An Overview of Ancient Value and Cultural Heritage of Bali (Indonesia). *International Journal in Management and Social Science*, 04(12), 157–163.

Dadhich, M., Poddar, S., & Kant, K. (2022). Antecedents and consequences of patients' adoption of the IoT 4.0 for e-health management system: A novel PLS-SEM approach. *Smart Health*, 25(5), 1–14. <https://doi.org/10.1016/j.smhl.2022.100300>

Dadhich, M., & Tiwari, H. (2022). Quantum Blockchain for Smart Society: Applications, Challenges, and Opportunities. In *Advancements in Quantum Blockchain With Real-Time Applications*, IGI Global (pp. 178–198). <https://doi.org/10.4018/978-1-6684-5072-7.ch009>

Froehlich, A., Ringas, N., & Wilson, J. (2022). How space can support African civil societies: Security, peace, and development through Efficient Governance Supported by space applications. *Acta Astronautica*, 195, 532–539. <https://doi.org/10.1016/j.actaastro.2021.06.006>

Gaurav Kumar Singh, M. D. (2022). Assessment of Multidimensional Drivers of Blockchain Technology (BoT) in Sustainable Supply Chain Management (SSCM) of Indian Cement Industry: A Novel PLS-SEM Approach. In *International Journal of Logistics Systems and Management*. <https://doi.org/10.1504/IJLSM.2022.10045308>

Ghimire, U., & Vatsa, R. (2021). Spatial distribution of various forms of malnutrition among reproductive age women in Nepal: A Bayesian geospatial quantile regression approach. *SSM - Population Health*, 14, 1–15. <https://doi.org/10.1016/j.ssmph.2021.100781>

Goldstein, L. M. (2014). Questions and answers about teacher written commentary and student revision: Teachers and students working together. *Journal of Second Language Writing*, 13(1), 63–80. <https://doi.org/10.1016/j.jslw.2004.04.006>

Haataja, E., Garcia Moreno-Esteva, E., Salonen, V., Laine, A., Toivanen, M., & Hannula, M. S. (2019). Teacher's visual attention when scaffolding collaborative mathematical problem solving. *Teaching and Teacher Education*, 86, 1–16. <https://doi.org/10.1016/j.tate.2019.102877>

Dadhich, M., Hiran, K. K., Rao, S. S., Sharma, R., & Meena, R. (2022). Study of Combating Technology Induced Fraud Assault (TIFA) and Possible Solutions: The Way Forward. In V. E. Balas, G. R. Sinha, B. Agarwal, T. K. Sharma, P. Dadheech, & M. Mahrishi (Eds.), *Emerging Technologies in Computer Engineering: Cognitive Computing and Intelligent IoT* (pp. 715–723). Springer International Publishing.

Dadhich, M., Pahwa, M. S., Goswami, S., & Rao, S. S. (2021). Analytical Study of Financial Wellbeing of Selected Public and Private Sector Banks: A CAMEL Approach. *2021 IEEE International Conference on Emerging Trends in Industry 4.0, ETI 4.0 2021*, 1–6. <https://doi.org/10.1109/ETI4.051663.2021.9619424>

Lee, I. (2018). Understanding teachers' written feedback practices in Hong Kong secondary classrooms. *Journal of Second Language Writing*, 17(2), 69–85. <https://doi.org/10.1016/j.jslw.2007.10.001>

- Li-Tsang, C. W. P., Li, T. M. H., Yang, C. N., Cheung, P. P. P., Au, K. Y., Chan, Y. P., Cheung, K. Y., Ho, K. H., Kwok, K. W., & Leung, H. W. H. (2023). Evaluation of a group-based sensorimotor intervention programme to improve Chinese handwriting of primary school students. *Heliyon*, 9(2), 1–15. <https://doi.org/10.1016/j.heliyon.2022.e12554>
- Manish Dadhich, Manvinder Singh Pahwa, Vipin Jain, R. D. (2021). Predictive Models for Stock Market Index Using Stochastic Time Series ARIMA Modeling in Emerging Economy. *Advances in Mechanical Engineering*, 281–290. https://doi.org/10.1007/978-981-16-0942-8_26.
- Manvinder Singh Pahwa, Manish Dadhich, Jaskaran Singh Saini, D. kumar S. (2021). Use of Artificial Intelligence (AI) in the Optimization of Production of Biodiesel Energy. In *Artificial Intelligence for Renewable Energy Systems* (p. 230). Scrivener Publishing, Wiley. <https://doi.org/doi.org/10.1002/9781119761686.ch11>
- Mekonen, Y. K., & Adarkwah, M. A. (2023). Exploring homesickness among international students in China during border closure. *International Journal of Intercultural Relations*, 94, 1–12. <https://doi.org/10.1016/j.ijintrel.2023.101800>
- Nureen, N., Sun, H., Irfan, M., Nuta, A. C., & Malik, M. (2023). Digital transformation: fresh insights to implement green supply chain management, eco-technological innovation, and collaborative capability in manufacturing sector of an emerging economy. *Environmental Science and Pollution Research*, 1, 1–14. <https://doi.org/10.1007/s11356-023-27796-3>
- Paluri, A. R., & Sonwaney, V. (2022). Brillio Technologies and ‘Bringing Smiles.’ *Asian Journal of Management Cases*, 19(1), 20–38. <https://doi.org/10.1177/0972820121994961>
- Pearson, W. S. (2022). The mediating effects of student beliefs on engagement with written feedback in preparation for high-stakes English writing assessment. *Assessing Writing*, 52(9), 1–12. <https://doi.org/10.1016/j.asw.2022.100611>
- Purohit, H., Dadhich, M., & Ajmera, P. K. (2022). Analytical study on users’ awareness and acceptability towards adoption of multimodal biometrics (MMB) mechanism in online transactions : a two-stage SEM-ANN approach. *Multimedia Tools and Applications*, 1, 1–25. <https://doi.org/10.1007/s11042-022-13786-z>
- Shafuda, C. P. P., & De, U. K. (2020). Government expenditure on human capital and growth in Namibia: a time series analysis. *Journal of Economic Structures*, 9(1). <https://doi.org/10.1186/s40008-020-00196-3>
- Upadhyay, P., Paul, M., & Shrivastava, S. (2022). Making Students ‘Industry-Ready’: An Empirical Analysis of Management Programme Outcomes. *FIIB Business Review*, 1(137), 1–12. <https://doi.org/10.1177/23197145221125288>