Research Article

Family Encouragement And Assertiveness Of Learning High School Students In The Situation Of Covid – 19

Dr. Velankanni Alex

Principal

Salt Christian College of Arts & Teacher Education,

Dimapur, Nagaland, India

Abstract:

Education plays an important role in molding the personality of children Social adjustment is one of the important aims of education. In order to equip the child with necessary skills and information, concepts and attitudes and to enable him to adjust properly in his environment, our society has formulated a separate organization called school where he can develop all qualities and abilities, according to the social needs of the society. Strong families spend time together, but also give their members privacy. For example, family members encourage one another to become involved in individual hobbies, extracurricular activities, and relationships outside the family. Activities outside the family help foster the development of skills and maturity needed to be self-sufficient. Assertiveness is a skill regularly referred to in social and communication skills training. A disadvantage with this technique is that when resistance continues, your requests may lose power every time you have to repeat them. If the requests are repeated too often, it can backfire on the authority of your words. In these cases, it is necessary to have some sanctions on hand. There is a fear of losing 2020 academic year or even more in the coming future. The need of the hour is to innovate and implement alternative educational system and assessment strategies. The COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning. This article aims to provide a comprehensive report on the impact of the COVID-19 pandemic on family encouragement and assertiveness of learning high school students in the situation of COVID-19. The first objective is to find out the level of family encouragement of high school students. The second objective is to find out the level of assertiveness of high school students. The benefactors are students, teachers and the parents.

Keywords: *Family encouragement, Assertiveness, Learning and COVID-19.*

Introduction:

Education is usually understood as a course of study to acquire a body of knowledge or skills undertaken to enhance one's ability to do a particular job and be able to earn more money. The more liberal definitions of education, where it is understood as development and refinement of one's personality, without necessarily an eye to economic advantage, have been out of use for long and one finds only scattered instance of the practice of education with such aims. Discovering Talents Consider holding a family right to help family members discover their gifts or talents. Help them understand that a major purpose for talents is to benefit others, as well as for our own enjoyment. On a sheet of paper, have

family members list things they feel they are good at children frequently list obvious talents such as music or athletics. Help them be aware that skills such as listening and being compassionate are also talents that should be celebrated and that can be developed. Look for these hidden talents in your children and point them out (Sealey-Ruiz, 2011).

Assertiveness refers to the total score obtained by each subject based on the application of the simple assertiveness schedule. Some people are naturally more assertive than others. If your disposition tends more towards being either passive or aggressive, you need to work on the following skills to develop assertiveness. Understand that our rights, thoughts, feelings, needs and desires are just as important as everyone else's. But remember they are not more important than anyone else's, either. Recognize your rights and protect them. Believe us deserve to be treated with respect and dignity at all times. Stop apologizing for everything. Accept compliments graciously. Allow yourself to make mistakes and ask for help. Accept feedback positively be prepared to say you don't agree but do not get defensive or angry (Delamater & Mcnamara, 1986).

The global outbreak of the COVID-19 pandemic has spread worldwide, affecting almost all countries and territories. The outbreak was first identified in December 2019 in Wuhan, China. The countries around the world cautioned the public to take responsive care. The public care strategies have included handwashing, wearing face masks, physical distancing, and avoiding mass gathering and assemblies. Lockdown and staying home strategies have been put in place as the needed action to flatten the curve and control the transmission of the disease (Sintema, 2020). Research highlights certain dearth such as the weakness of online teaching infrastructure, the limited exposure of teachers to online teaching, the information gap, non-conducive environment for learning at home, equity and academic excellence in terms of higher education (Dhawan, 2020).

Review Literature:

Research takes advantage of the knowledge which has accumulated in the post as a result of constant human Endeavour. It can never be undertaken in isolation of the work that has already been done on the problems which are defectively or indirectivity related to a study proposed by a researcher, a careful review of the research journals book, dissertations, these and other sources of information's on the problem to be investigated is one of the important steps in the planning of any research study. A review of the related literature must precede any well planned research study.

Studies related to families:

Epstein (1992), Henderson (1987) and Liontos (1992) suggested some benefits of family encouragement for family and community.

The National PTA (1972) describes the following type of family involvement:

- Family as the first educator in the home
- Family as family with the school.
- Family as advocates for all children any youth in society.
- Head start (U.S Department of health and human services 1992) describes four primary avenues for family participation.
- Family can join in decision making about what kind of program to have to be operative.
- Family can be involved in classroom as paid employees, volunteers and observers.
- Family can participate in adult and family oriented activities which they have planned.
- Home school communication.

- Family as learners.
- Family as teachers.
- Family as advisors (Chris peels 1997).

Comp bell, Liyod (1992) reported that family and school working for student success regional Clark conducted research on low income students identifies as well motivated high achievers, Clark's effective families shared a feeling of control over their lives, frequent communication of high expectations, dreams of future success, reliance on hard work and active engagement and emphasized on spiritual growth, tips for disseminating Clark's finding were provided. Drum-Jean Ed (1993) reported on parenting the gifted child California Association for the gifted, in focuses on techniques foe effectively parenting gifted students in "Family the middle school gifted child". Shoran Freitas provides suggestions for communicating with adolescents and understanding their needs as they strive for increasing independence in search of the owner manual (Terrie Gray) documents the search for a child rearing formula.

Studies related to assertiveness:

It is found that of 205 female college students, those with higher levels of assertiveness were regarded as more adjusted, as defined by peer popularity and scored higher on internal locus of control measures than those with lower levels of assertiveness. Studies of assertiveness levels conducted by Hebert (1992) and Curtis (1994) produced similar results. Hebert (1992) found that those university students of both genders, 48 males and 192 females, who scored higher on a measure of assertiveness also held more internal control beliefs, while those who scored lower on the assertiveness measure held a belief in external control (Akran & Gurbuzturk, 2019).

Lazarus and Folkman (1999) identified ways of coping in order to describe those strategies that may serve both an emotion-focused and a problem-focused function. Their efforts eventually led to the identification of eight coping scales: confronted coping, distancing, self-controlling, seeking social support, accepting responsibility, and escape-avoidance, problem-solving and positive reappraisal. The original two scales, emotion- focused and problem-focused coping, provided the foundation upon which the eight coping subscales were built.

Assertiveness training, as a form of cognitive/behavioral therapy, emphasizes cognitive processes to influence behavior for the purposes of resolving personal and social problems, thus enhancing human functioning (Kazdin, 1978; Kwekkeboom, 2009; Kwekkeboom, Huseby, & Ward, 2008). Cognitive or behavioral therapy has evolved to view human behavior as amenable to systematic and structured counseling or cognitive restructuring. Behavior modification aims to increase a person's skills so that the number of his or her response options is increased. By overcoming debilitating behaviors that restrict choices, one is freer to select possibilities that were not available earlier (Corey, 1996).

Cognition and behavior are thought to continuously and reciprocally influence each other new behavior can alter thinking, and that a new mode of thinking can, in turn, facilitate the new behavior. The general goal of cognitive/behavioral therapy is to create new conditions for learning which foster self-help. A variety of these therapeutic procedures exist; one is assertiveness training. Assertiveness training offers an 81 treatment of choice for many clients with interpersonal difficulties. Blood (2005) examined techniques on assertive communication, as a part of a cognitive/behavioral treatment package in a group of 72 adolescents who stutter. Program results indicated fewer incidences of non-fluent communication, positive changes in attitude, and feelings of control in all participants after 12 months of treatment (Novotney, A. (2012).

COVID – 19 Situation:

Lockdown and social distancing measures due to the COVID-19 pandemic have led to closures of schools, training institutes and higher education facilities in most countries. There is a paradigm shift in the way educators deliver quality education—through various online platforms. The online learning, distance and continuing education have become a panacea for this unprecedented global pandemic, despite the challenges posed to both educators and the learners. Transitioning from traditional face-to-face learning to online learning can be an entirely different experience for the learners and the educators, which they must adapt to with little or no other alternatives available. The education system and the educators have adopted "Education in Emergency" through various online platforms and are compelled to adopt a system that they are not prepared for (Basilaia & Kvayadze, 2020).

Teachers are obliged to develop creative initiatives that assist to overcome the limitations of virtual teaching. Teachers are actively collaborating with one another at a local level to improve online teaching methods. There are incomparable opportunities for cooperation, creative solutions and willingness to learn from others and try new tools as educators, parents and students share similar experiences. Many educational organizations are offering their tools and solutions for free to help and support teaching and learning in a more interactive and engaging environment. Online learning has provided the opportunity to teach and learn in innovative ways unlike the teaching and learning experiences in the normal classroom setting (Doucet et al., 2020).

Methodology:

Quantitative method is used in this study and the sample of 300 high school students was selected randomly from schools such as State Government Schools, Government Aided Schools, and Private Schools. Describes the hypotheses to be tested the tools used and scoring, the collected data were analyzed using appropriate statistical techniques described above to study the effect of Family encouragement and assertiveness the result of which are discussed in the light of hypotheses formulated. To cover the entire population is an impossible task for any survey or research. What is feasible and generally practiced is to study a sample representative of the population. Therefore, a sample of 300 students had been drawn by stratified random sampling method for the present study. The sample consists of both boys and girls of high school students from Government, Government Aided and private schools in Erode district in Tamilnadu.

Findings:

Research consists of systematic observation and description of the characteristic of properties for the purpose of discovering relationships starts with the description of the measures of the variables and goes on to the higher levels of statistical analysis. The data collected will be carefully edited, systematically classified and tabulated, scientifically analyzed and interpreted and rationally concluded. The scores of family encouragement of high school students based on gender (Boys / Girls) have been analyzed and the obtained results are presented below.

Family Encouragement:

Based on the information obtained from the IX standard students regarding their family encouragement, the students are divided into three groups namely low, moderate and high level of family encouragement, the details of which are presented below.

Table 1

Showing the level of family encouragement among high school students

LEVEL	RANGE	NUMBER OF STUDENTS	PERCENTAGE (%)
Low	Below 27	85	28.3
Average	Between 28 to 34	132	44.0
High	Above 35	83	27.7
TOTAL		300	100.0

From the table 1, it is clear that the level of family encouragement among High School students is average in nature.

Hence the hypothesis stating that "The level of Family encouragement among High School students is average in nature" is accepted.

Assertiveness:

Based on the information obtained from the IX standard students regarding their Assertiveness, the students are divided into three groups namely low, moderate and high level of Study Involvement, the details of which are presented below.

Table 2

Showing the level of assertiveness among high school students

LEVEL	RANGE	NUMBER OF STUDENTS	PERCENTAGE (%)
Low	Below 53	76	25.3
Average	Between 54 to 62	132	44.0
High	Above 63	92	30.7
TOTAL		300	100.0

From the table, it is clear that the level of assertiveness among high school students is moderate in nature. Hence the hypothesis stating that "The level of assertiveness among High School students is average in nature" is accepted.

Recommendation & Conclusion:

The findings and the educational implication of the present study. Suggestions for replicating the study in other settings are also listed. The level of family encouragement of high school students is average. The level of assertiveness of high school students is average. The level of family encouragement among High School students is average in nature. The level of assertiveness among high school students is moderate in nature.

Educational research is worthwhile if the results produce fruitful educational implications. As so far the present investigation is concerned, it can be claimed that useful information obtained could be useful in enhancing the educational success of the college students. As all students' assignments and

examinations are carried out from home, it is challenging for educators to find the authenticity of the work and the actual learning taking place. Moreover, many parents guide and support their children during their learning process, and the extent and degree of support varies greatly. Grading of students is another area of study as no proper criteria are developed and effectively used.

The results of the present study reflect that male college students lag behind female counterparts in academic performance. It may due to autonomous nature of the boys or may be due to nurturing style and liberty provided by the parents and society. So it is recommended that self-discipline among male college students so that they could perform well in their academics.

In the present study, the sample is taken from high school level. The study can be conducted upon the students from primary, secondary and higher level. The present study has been done only in some schools of Erode districts. Similar study comprising different district can be attempted. The sample size is restricted to 300 students in the present study. Further study can be done by including more number of students. The impact of parental involvements and teachers' involvement on achievement can also be studied.

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