



Role of Parents and Teachers in the Social Development of Students

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Abstract: This research paper has been carried out to explore the role of teachers and parents in the social development of children and transforming them into potential beings of society with technological support. A technique called "judgmental sampling" or "intentional sampling" was used to choose the sample size of 130 people. The people who took part were the kids' birth parents. A questionnaire was made beforehand to collect information, and the chi-square test was used to determine what it all meant. This study shows how important it is for special educators, trainers, teachers, and psychologists to help children develop academically and socially to become valuable members of society. The training and development of children in a city should use cutting-edge technology and new ways of looking at education to help them grow and succeed in society. Schools are encouraged to give special education teachers seminars, workshops, and courses yearly to help them improve their professional skills. Seminars on awareness and Counseling for parents are also on the list of things that should be required. Parents, teachers, and the general public all need to know more about the problems children face today.

Introduction

People always have to deal with change and problems that make it hard to keep or improve their quality of life. Adjustment is how different people meet their essential energy and growth needs differently. Successful social adjustment means knowing what your family, friends, and community expect of you and meeting those expectations. It also means keeping good relationships with your teachers and classmates. Schools and universities are the best places for students to learn how to adjust to new situations.

Social skills make it possible to learn, make friends, solve everyday problems, and adapt to the many changes that come with growing up.

People in modern society think that teenagers have a wide range of problems, many of which can be traced back to a personality disorder. Getting teenagers to fit in with culture has become an essential topic of discussion, perhaps because we need to learn more about it. Teenagers can be cared for easily in these situations if the adults involved know how to care for and understand them. A teacher significantly affects how their students grow up as people. Teachers significantly impact their students' lives outside of the classroom. They shape their students' worldviews, help them grow as people, and set them up for future success. Well-being, which is what we mean when we talk about

health, is "a state of complete physical, mental, and social well-being and not just the absence of disease or infirmity."

Meaning of Social Adjustment

Social competence is a broad term for the actions that lead to better relationships, like stronger friendships and more peer acceptance. "Social adjustment" is the psychological process of getting used to a new group's rules, values, and needs. The method of how a person's social and personal traits interact with their environment, either for good or bad, is called "social adjustment." Plato says, "Man is a social animal." Man is naturally social, so he needs to be with others. To fit in, he must learn to follow the rules of his community. The people and places a person interacts with throughout life shape who they are. This is a way to fit in with a group by following their rules, ideals, and expectations. It is something that goes on in a person's head. Social maturity, defined as having positive relationships with one's family, friends, classmates, and teachers, significantly affects a person's ability to adapt to and thrive in their social environment. It is crucial to fit in with the people around us, so we follow the rules of society and have the same ideas about other people. For a man to be happy, he needs to adapt to new social situations. In a constantly changing world, each man has to take care of himself. When a person can not adjust to his social environment, he may feel emotional tension, unease, and restlessness. Teenagers working on their sense of self outside of the house have another reason to put social adjustment at the top of their list. Teenagers' most difficult developmental task is getting used to their new social environments. You will need to change this with people of the opposite sex in a new relationship and with adults outside of your usual social circles at home, school, or work.

Role of Teacher in Social Adjustment of Students

Teachers significantly affect the lives of the teens and young adults they teach and society as a whole. The most critical and formative time in a person's life is when they are in their teens. The years between the end of childhood and the start of adulthood are called adolescence. Maximum development occurs during adolescence. Because of this, it is the job of both teachers and parents to create an environment in the classroom and at home that helps students' bodies and minds grow in the best way possible. Physical activity should be a part of the school day, and there should be time and space for it. Teachers should also be trained to teach these lessons. Today's kids feel lost and aimless because they do not know what they want to do with their lives. The training they get does not get them ready for jobs that pay. Teenagers in today's world need a practical education that is focused on both careers and the market. So, this is where the government, civil society, parents, and teachers should focus most of their attention. During adolescence, feelings swing wildly and are often out of control. This is a time of extreme emotional instability and immaturity. Young adults are very irritable and quick to anger. Even a tiny thing can make them angry. So, teaching teenagers how to deal with their feelings is crucial. They must learn to control their emotions and use them to achieve good things. The teenage years are a bridge between the younger and older generations. Parents, teachers, and people in charge need to know much about adolescent psychology if they work with teenagers.

A person who is both physically and mentally healthy is better able to deal with the challenges of everyday life, do well at work, and make a difference in their community (making the best of what they have). According to the definition of "international conduct," good school social behaviour means that students treat others with respect in various cultural settings. One's audiences are the people with whom one

interacts in daily life. Teenager with well-developed social skills sees the people they interact with as moral, logical actors whose words and actions make sense.

If the child's parents cannot provide these things, the child will not be able to maintain a healthy level of physical fitness and will need more care than a child who is developing typically. Teachers and parents are critical to this study's goal of "normalizing" these kids so they can compete on the same level as kids who are developing typically. This supply factor can boost their powers because it is easy to get. So, the study focuses on how teachers and parents help their children become valuable members of society.

A lot could be done with assistive technology to help students learn better. However, it is up to the teacher to ensure that assistive technology works in the classroom. To help students learn, teachers need to think about the role of assistive technology in the classroom and how it might affect how well students do in school (Heinich, Molenda, Russell, & Smaldino, [1999](#)).

With the correct planning and guidance, a wide range of assistive technology tools and programs can make a big difference in the learning process. A lot of extra electronic equipment, like phones, speech-to-text converters, and electronic communication aids, are needed for high-definition screens.

Closed captioning is another way that people and society are getting better. At the bottom of the screen, the words "closed captioning" let people know what is being said. Text Telephones (TTYs) allow people with trouble hearing to talk on the phone like everyone else. They look like small typewriters but have an LCD screen and a place to hold a cell phone. A TTY call can only be made if the person you call also has a TTY. The national relay system can be used if the person on the TTY needs to talk to someone who does not have a TTY. With mobile phones and pagers, you can also send emails, faxes, and pages and call

people who have TTY or use a relay. Visual Alert Signalers are lights that blink when a phone rings or an alarm goes off.

Right to Drive of Adults in Pakistan.

Pakistan has finally put out a guide to its road signs in Sign Language. This is part of the effort to eliminate the law that says people can't drive. In Pakistan, people have long fought for the right to move (Dawn: June 06: 2006).

Children from low-income families rarely have access to hearing aids or learning tools like books, stories, and colouring books. Because their parents cannot afford to buy them and the help system cannot give them enough, these kids often have to work after school. This cuts their study time and makes it harder for them to get ahead.

Pedagogical Development in Pakistan for children

For deaf children, teens, and adults, the Pakistani government paid to create several books in Pakistan Sign Language. In 2000, work started in earnest, and a dictionary was made as the project's first step. The people who made the sign language dictionary also wrote English and Urdu Qaida books. Both books had alphabets to help kids learn how to write letters.

Role of Family in the Social Development of Children

When a new child is born, or something else changes the status quo of the household, it affects everyone in the family (Carter & McGoldrick, [1980](#)). When a child has special needs, the rest of the family often has to adjust to new, often complex situations that were not planned for. Some family members may be more likely to act in a crisis if they see having a child as an unwelcome change to their lives (Featherstone, 1980)

Family therapy aims to help parents become their children's most influential advocates for positive change (Foster, Berger, and McLean,

1981). Family education experts can advise on how to deal with and prevent many problems. It is up to teachers and parents to help these students reach "normalcy" and be on the same level as other children who are developing typically. This is a change agent that can help them grow intellectually and professionally into people who make a positive contribution to society.

A baby's parents are the best people to help him, or her learn to talk one-on-one. On the other hand, a teacher has to act as both a counsellor and a parent advisor. He can help parents through the different stages of grief and with the administration of the estate. He can also help them be there for their children when they need them. Another goal is to make people feel less helpless. The teacher should also talk about the good and bad times in the family. The primary purpose of habilitation training is to help kids develop socially, economically, and mentally (Meadow, 1980).

Parent's Counseling of Children

Consultation could be a good way for teachers and parents to work together (Conoley & Conoley, 1982). Spending an hour with a teacher can make a big difference in how a student acts at home and in class. Usually, these kinds of talks happen at parent-teacher conferences. Parents can talk to their kids about their progress in school, how they are acting, and any problems that have come up in class. According to research, parents who need to learn how to read or write are less likely to attend parent-teacher conferences. This is probably because they need to understand what is being discussed and care less about their children's social growth.

Family members can take on the role of tutor to help their child do well in school. When a child works with a tutor, they get individualized academic help in a particular subject (Ehly & Larson, 1980).

Because of this, the children's verbal and cognitive development falls behind, which slows their social growth. Social development starts at birth and continues for the rest of a person's life. One way to view it is as a child's ability to be independent and care for their needs grows. This is happening through the process of learning through conversations. This may have a significant impact on how people get along with each other:

A greater dependence by the child on his/her parents.

- Problems in understanding the speech of others
- Limited spoken language skills
- Frustration for the parents in managing the child in the social gathering that the child is mentally disabled.

Several studies have shown that deaf kids are less socially mature than their hearing peers. Most kids have difficulty making friends and talking to their parents because their language skills are not as good as they could be.

Significance of the Study

For kids to do well in school, their teachers and parents must prepare them for the intellectual and social challenges they will face and step in when needed. This study looks at how teachers and other professionals working with children with special needs can learn more about the child's home life and how that might affect the child's academic and social skills.

Teachers' interactions with students in the classroom and the effect of teachers' attitudes on students' academic performance and monthly growth are also looked into.

The study also looks at how teachers motivate and encourage students with special needs to participate in activities outside of school.

As a second premise, this research was based on the idea that people who work with deaf and hard-of-hearing children want to give their students' families the best care possible. This

research is significant because it looks into how teachers handle problems in the classroom and encourage friendships between students to make the classroom a better place to learn.

In this in-depth look at education today, you will see how a teacher's use of creative methods in the classroom can affect a student's intellectual and personal growth for the rest of his or her life.

When you think about all of this, it is easy to see how important teachers and parents are to children's social development and growth into productive adults.

The Objective of the Study

- To analyze the relationship between the teachers and the children.
- To investigate the strategies used by the teachers in promoting social development in the children.
- To explore how teachers guide parents of the children in their socialization.
- To understand the issues faced by the families of the children.
- To explore the importance of the parent-teacher meeting in the social development of the children.

Hypothesis

1. There is a relationship between teachers' behaviour and children's class performance.
2. There is a relationship between strategies teachers adopt and children's social behaviour composition.
3. There is a relationship between regular Counseling of parents in parent-teacher meetings and changes in the children's social behaviour.
4. There is a relationship between the annual training of teachers and the development of innovative behaviour in children.
5. There is a relationship between the devotion of the teacher and the enhancement in responses of the children.

Theoretical Background

Concept of Adjustment

Changing your life to fit into a new situation is as old as human civilization. The first time the idea of systematic emergence was used was in Darwin's "Theory of Evolution" (1859), primarily based on biology. For this, the word "adaptation" was made up. Darwin's theory of evolution says that species better able to meet the challenges of survival survived and grew, while species that were less able to do so died out (Survival of the Fittest). People first used adaptation to deal with the problems that came with their environment. Later, psychologists used "adjustment," a new term with a broader meaning. One example of a new adjustment is changing how you act because of pressures from within. It is often used in psychology, sociology, and education. "Adjustment" and "adaptation" are often used in place of each other. As a noun, "adjustment" refers to the act or process of adjusting or "the state of being adjusted." It comes from the verb "to adjust," which means to fit, settle, arrange, make suitable, adapt, change, or make the match. One way to describe adjustment is as the process of changing how you act so that you are in balance with your surroundings. From a psychological point of view, you can think of adjustment as a way to lessen your needs because everything that lives gets what it needs to be healthy from its environment. Even so, many obstacles exist to getting what you need. Unmet needs will always lead to frustration, sadness, or the need to change. The Oxford English Dictionary says that to "adjust" means to "put in order," "make peace," or "fit to a standard or a purpose." The Webster's New International Dictionary says that contentment is when a person finds a good balance between his or her wants and the needs of others. There are psychological and social meanings to the word "adjustment," both of which are discussed here.

Many academics, researchers, sociologists, and psychologists have looked into how children learn to get along with others. Many different

ways of thinking about how to teach and train children with hearing loss are out there.

An English philosopher John Locke said that a newborn child's mind is a *tabula rasa*, Latin for "blank slate." As the child learns more about the world, ideas, thoughts, and knowledge slowly fill the child's mind. He concluded that how a child is cared for and educated during their early years sets the tone for the rest of their lives. To wit: (Horton and Hunt, [1984](#)).

Still, a cochlear implant is not the answer to every problem. A child's academic success after getting a cochlear implant depends on some out-of-control things. These include the child's age when the surgery is done, cognitive ability and language skills before the surgery, willingness to train consistently after the surgery, and so on.

Jean Piaget thought that a person has to grow before they can learn. He says that general and social progress, in particular, depends on education. Piaget's theory says that children between the ages of three and seven are in the "preoperational stage" of development. This is when their thoughts are still mostly about their own needs. Children have already shown that they can get along with others and know how to deal with their feelings. Two of the most important social skills a child can learn at a young age are listening carefully and paying attention. At ages 4 and 5, being able to think creatively about problems is highly valued by peers. Children move from playing alone to playing together more complexly at this age.

Piaget calls the time between the ages of 7 and 13 the "concrete operations" stage of development. This is when kids learn how to get along with people not in their immediate family. The ability to think creatively about possible solutions becomes more critical for solving problems between people and society. Children learn that a friend is someone who is there for them.

Vygotsky thought social interaction was necessary for learning and improving things. He pushed for cooperative learning in the classroom, where younger kids work with older kids who are further developing. Zone of Proximal Development: Kids get the coaching and direction they need to reach their full potential. For example, a child might have trouble assembling a puzzle independently, but if an adult gives them some tips and instructions, they can do it quickly.

Erik Erikson is a psychologist and psychotherapist known for his social development theory. In it, he talks about eight stages people go through as they grow up. These stages happen for four years in children. His theory is that a person's sense of safety and trust in the world is formed in their first year or two of life and that their interactions with their parents can affect these feelings. By the fourth year, children should feel more pride and independence than shame because of how well they get along with their parents. Children in pre-school, or the "play age," must learn how to work with others and use their imaginations through games. Starting in the sixth grade, kids should work on their traditional social skills and learn how to interact with their classmates within the school's rules.

How well children use language has a lot to do with how they grow as people and as members of society. There is still a lot to learn about how the verbal, emotional, and behavioural skills of children who are deaf or hard of hearing children work together to help or hurt their early school performance and social interactions.

The student repeats the teacher's worldview, as shown in the behaviourist method (Jonassen, [1996](#)). Constructivists, on the other hand, think that students' previous knowledge significantly impacts how they learn (Forcier, 1999; Jonassen, 1996). The constructivist theory says teachers should create an environment where students can actively build their knowledge (Jonassen, 1996; Jonassen et al., [1999](#)). Constructivism is

based on the idea that new meaning can be made (Jonassen et al., 1999).

Carefully chosen media, materials, and technology are vital to adapting lessons for all students, especially those with special needs (Heinich et al., 1999). Also, studies have shown that using technology with kids with disabilities helps them do better in school and feel better about themselves (Kober, 1991).

Methodology

This study aims to determine how teachers and parents affect how children learn to get along with others and become productive members of society. Researchers are using a method called

"quantitative." This study only looked at the schools in Karachi that were chosen by chance.

Non-probability sampling, also called "purposeful sampling," was used because it was more flexible and could be used to find and test hypotheses that had not yet been fully formed (Sarantakos, 1993). Parents of students in grades 6, 7, and 8 filled out the survey, where the researcher can find a sample of parents. One way to talk to the parents of the students was at a meeting between the parents and the teachers. 130 people took part in this study and gave answers. The data were put through the Chi-square test.

Analysis of the Data

Hypothesis 1

Ho= There is no relationship between the teacher's behaviour and the children's classroom performance.

Ha= There is a relationship between the teacher's behaviour and the children's classroom performance.

The behaviour of the teacher		Classroom performance of the children		
Nature	Excellent	Good	Fair	Total
Friendly	24	32	10	74
Normal	32	20	4	43
Rude	1	6	3	8
Total	31	64	30	125

The calculated value= $X^2=13.64$ the table value of $X^2=8.46$

The degree of freedom=4

The level of significance =0.05

The coefficient of correlation of $X^2=0.4$

The estimated value of X^2 is higher than the value in the table. This means the research hypothesis is accurate, and the null hypothesis is false. It has been shown that a link exists between what a teacher does and how well their students do in class. The coefficient of correlation is 0.40. So, it shows that the bond could be more assertive.

Hypothesis 2

Ho= There is no relationship between strategies adopted by the teacher and the composition of children's social behaviour.

Ha= There is a relationship between strategies the teacher adopts and the composition of children's social behaviour.

Strategies adopted by the teacher	Composition of Social behaviour of children
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	Yes	No	Total
Learning through games	43	2	45
Through role-play	36	4	40
Visits in different association	41	4	45
Total	120	10	130

The calculated value of $X^2=1.54$ The table value of $X^2=6.10$

The degree of freedom=3

The level of significance =0.05

Since the estimated value of X^2 is less than the value in the table, the null hypothesis and the alternative hypothesis are false. This shows no link between what the teacher does and how the students act in social situations.

Hypothesis 3

H_0 = There is no relationship between regular Counseling of parents in parent-teacher meetings and change in children's social behaviour.

H_a = There is a relationship between regular Counseling of parents in parent-teacher meetings and changes in children's social behaviour.

Regular Counseling of the teacher in the parent-teacher meeting	Change in the social behaviour of the children.			
	Pleasantly	Aggressive	Normal	Total
Yes	32	13	57	102
No	6	8	14	28
Total	38	21	71	130

The calculated value of $X^2=7.23$ The table value of $X^2=6.10$

The degree of freedom=3

The level of significance=0.05

The coefficient of correlation of $X^2=0.4$

As the calculated value of X^2 is more incredible than the table value. The null hypothesis is rejected, the research hypothesis is accepted, and it is proved that there is a relationship between parent-teacher meetings and changes in children's social behaviour. The coefficient of correlation is 0.4. Thus, it shows a weak relationship.

Hypothesis 4:

H_0 = There is no relationship between the annual training of teachers and the development of innovative behaviours of children.

H_a = There is a relationship between the annual training of teachers and the development of innovative behaviours in children.

Annual training of teachers	Development of innovative behaviour in Children			
	Strongly Agree	Agree	No opinion	Total
Yes	39	51	19	109
No	7	8	6	21
Total	46	59	25	130

The calculated value of $X^2=1.01$ The table value of $X^2=6.10$

The degree of freedom=3

The level of significance=0.05

The coefficient of correlation of $X^2=0.2$

As the calculated value of X^2 is less than the table value. So the null hypothesis is accepted, and the research hypothesis is rejected. This means there is no relationship between the annual training of teachers and the development of innovative behaviour in children.

Hypothesis 5

H_0 = There is no relationship between the devotion of the teacher and the enhancement in responses of the children.

H_a = There is a relationship between the devotion of the teacher and the enhancement in responses of the children.

The devotion of the teacher	Responses of the children			
	Pleasantly	Aggressively	Fairly	Total
Normal teacher	28	11	16	55
Devoted teacher	37	21	17	75
Total	65	32	33	130

The calculated value of $X^2=0.98$ The table value of $X^2=6.10$

The degree of freedom=3

The level of significance=0.05

As the calculated value of X^2 is less than the table value, the null hypothesis is accepted and the research hypothesis is rejected. This means there is no relationship between the teacher's devotion and the children's response enhancement.

Conclusion

Since the teacher is so important in the classroom, it makes sense that what they do directly affects how well their students do. Every kid in the class sees his or her teacher as an example. They know how to keep classrooms quiet and encourage kids to do well in school. This study's results show a link between the quality of the teacher and how well the student does in school.

Based on the hypothesis test results, there is no link between how the teachers teach and how the students act in social situations. This could be because the students need to learn how to adapt to their teacher's style and the classroom environment or be smarter.

The results of the study show that there is a link between student social development and parent-teacher conferences, which supports this hypothesis. These conferences give students and

teachers a chance to talk about their skills and progress in school. They also allow teachers to talk to parents about how they can help their children emotionally and socially as they grow. Even though the teacher and the students were trained every year, the teacher in this study may have yet to be able to use new ideas or change the students' behaviour.

This study did not link teachers' commitment or students' better answers. This could be because students were too shy to speak up during class activities or were afraid of their teacher. The hypothesis testing results show no link between how well a teacher does their job and how much their students grow each month. This could be because many students come from low-income and poorly educated homes, their parents are not involved, or they do not care about school.

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