
NEWSLETTER

The Effect of Parental Involvement on Online Learning Performance of Secondary Students: A Report on the Survey of Primary and Secondary School Online Teaching in Jiangsu Province

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THIS paper was published in the *Journal of East China Normal University*. Affected by the Covid-19 Pandemic, China's education system has experienced a nation-wide practice of online teaching and learning. The online learning performance of primary and secondary school students and their adaptability to the new operation has become a social concern. Families are more involved in child learning process than ever before. Based on a large-scale survey of online teaching in primary and secondary schools commissioned by the Jiangsu Provincial Department of Education, this study explores how middle school students perform in online learning and how parental involvement affects secondary school students' online learning performance. The findings of the study are as follows.

- Overall, the online learning performance of middle school students is close to good, the learning engagement is good, and their behavioral engagement and cognitive engagement have reached an above-good level. Their learning outcomes are measured by the degree of goal achievement; the outcomes are close to good; Students can quite effectively complete online learning tasks and achieve the learning objectives set by teachers. Middle school students are at a medium level in learning psychology and not very pro-active in learning. A big share of middle school students has psychological problems, such as emotional instability and anxiety, which deserves public attention.
- Parental involvement has a positive impact on student learning psychology, and a good parent-child atmosphere positively influences students' learning mentality. Homework tutoring by parents has the greatest positive effect on online learning outcomes and also positively influences learning engagement and learning psychology of students; the creation of a good learning environment can predict student learning engagement to a considerable extent and directly af-

fects online learning experience and learning psychology; excessive parental education expectations or over-rigorous learning supervision may negatively affect students' learning psychology and exacerbate students' anxiety and academic stress.

Based on the research results, this study offers several recommendations. First, in home-school collaboration, it is necessary to incorporate parent education into the teaching framework of blended learning, guide parents to renew their concepts in terms of educational expectations, parent-child communication, and online learning supervision, and teach them how to alleviate their children's anxiety through scientific parenting styles. Second, parents should be concerned about children's mental state in online learning. Different learners have distinct psychological characteristics, and thus different measures should be taken to intervene on potential risks of online learning. Finally, the interactivity, cooperativeness, and sociality of online learning need to be further strengthened.

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