

## **IMPACT OF PARENTAL INVOLVEMENT ON ACADEMIC ANXIETY OF SECONDARY SCHOOL STUDENTS OF MOGA CITY**

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### **ABSTRACT**

The main purpose of the study was to check Impact of parental involvement on academic anxiety of Secondary school students of Moga city. Objectives of the study was to study the Impact of parental involvement on academic anxiety of Secondary school students of Moga city. Null hypotheses were formulated for testing. Survey was used for this study Purposive sampling technique was used. There were 69 borders s and 39 day scholars of private school. Data were collected by standardized scales and questionnaire. The parametric and non-parametric correlation test were used for data analysis purpose. It was revealed in the study that There is no impact of parental involvement on academic anxiety and academic achievement.

**Keywords:** Parental involvement & Academic Anxiety

### **INTRODUCTION**

Education can mean different things to different people around the world. Some people see the education system as classroom training, while others might see it as a life-changing experience. Education refers to the development of the learning and thinking process. It goes beyond the four walls of the classroom.

Education is both the act of teaching knowledge to others and the act of receiving knowledge from someone else. Real education is when you constantly learn something new every day, every week, every month, and every year. True education is beyond earning degrees it is more than bookish knowledge. Education means inculcating moral values, positive thinking,

In short, we can say it is the process of imparting or acquiring general knowledge through any means.

**We can divide education into two main types:**

1. Formal Education
2. Informal Education

#### **Formal Education**

This is also known as formal learning which usually takes place within the premises of the school. It refers to the basic academic knowledge that a child learns in a formal manner.

#### **Informal Education**

This is the type of education wherein a parent is teaching a child thing that are beyond academics like preparing a meal or riding a bicycle.

#### **Academic anxiety**

Academic anxiety refers to the feelings of tension that is associated with academic tasks. This may exams, assignments, subjects, social pressures related to schoolwork or merely feeling uneasy about studying. Anxiety and depression negatively influence academic progress and encourage underachievement. Any event or scenario that makes you feel frustrated or

nervous can trigger it. Anxiety is a feeling of fear, worry, or unease. Anxiety is your body's natural response to stress. It's a feeling of fear or apprehension about what's to come. For example, going to a job interview or giving a speech on the first day of school may cause some people to feel fearful and nervous.

### **Parental involvement**

Parental involvement refers to the participation and engagement of parents or guardians in their child's education and overall well being. It encompasses a wide range of activities and behaviors undertaken by parents to enhance their child's development and social emotional growth. Examples of Parental involvement includes:

Communication with teachers: Parents maintain regular communication with teachers to stay informed about their child's academic performance, behavior and their progress.

Home based involvement: parents create a supportive learning environment at home by establishing routines, providing educational resources, assisting with homework and encouraging educational discussions.

### **RATIONALE**

The reason of selecting this topic is to find the level of stress and anxiety with parental involvement. In many families children and parents are very close with each other , they always discuss their day routine with their parents in this case if parents are involved students have so much confidence if they have confidence they will perform very well they feel secure ,they try to spend more time with family but in many cases if parents are involved much then this also irritates children sometimes they want to make some gaps with them this may leads to anxiety and stress. It has been noticed in many families because of internal problems parents are not so much involved with their children so these children feel more stress, frustrated many times not perform well in school. They want to maintain distance from their parents. If both the parents are working they are not able to give personal attention to their children so their stress and anxiety increases. Sharma and Tanmeet (2012) studied the relationship between perceived social support and academic stress among adolescents. The findings suggest that adolescents who were high on perceived social support were low in all sub- dimensions of academic stress. It determines that perceived social support enhances an individual's psychological and social functioning consistent positive support contributes to improve an individual ability to breakdown stress into a manageable level. Academic stress inventory of Abha. Singh & Upadhyay (2008) investigated academic stress in the context of age and sex differences among college students. Findings revealed that first year students experienced higher degree of academic stress in comparison of third year students. At the same time female students perceived more academic stress in comparison of their male counterpart. Mates & Alisson (1992) reported academic factor contributed stress among high school students on their academic achievement. Therefore, when stress is associated with academic achievement it is hoped that a suitable teaching and learning method is created so that stress will not exist among students. Other than that, the education curriculum that stresses on academic achievement by focusing on the importance of examinations should reevaluated. This is because it may cause stress to the students. Sharma (1984) bring out a study on educational accomplishment of school students about their parent's tutoring. The consequence bare that parental learning was positively and very much associated with school accomplishment of their kids. Singh and Srivastava (1983) examine the crash of parent's literacy on the educational accomplishment on a replica of 85 primary position as well as 80 fifth score students of Punjab in India. Student achieve on a accomplishment experiment are in make use of as proceedings of instructive triumph of the trainee. Product indicates that

parent's literacy had a optimistic association with younger student's educational achievement. Singh et al. (1995) inspect the outcome of dissimilar instrument of parental contribution on pinnacle of the achievement inactive on a appetizer of 16,378 8th groups of student's haggard as of a National Educational Longitudinal Study-88 of America. The consequences open so as to parental contribution in discipline behavior has encouraging consequence lying on realization at the same time as family construction had a minor unconstructive relationship. Yan (2000) conducted a between-group learning of parental contribution comparing three samples that included 6459 students drawn from the nationwide enlightening longitudinal revision of University of Pennsylvania. The groups comprised of victorious AfroAmerican students, victorious Euro- American students and failed AfroAmerican students. One time the surroundings changeable of common group were factored out, parental contribution became a significant selective aspect between groups. Results demonstrated that parental involvement influenced the academic success positively. Zellman and Waterman (2000) experiential the connections among 193 mothers and their children who were in second to fifth grade in the schools of Los Angeles. Children's achievements were considered using school grades for maths. Parenting style was rated next the investigation of videotape footage of a parentchild conversation of on the matter which they both approved was tricky. The fallout indicated that parental encouragement was not significantly related to academic outcome. Sophia Catsambis and Janet, E. Garland (1997) "Articles describes on 'Parental involvement in students' learning through core school and high school'. They analyze information as of the parent constituent of the National Educational Longitudinal Study 1988 (NELS 1988). To consider change in family enlightening contribution flanked by 8th and 12th class students. For this lessons statistics used from National Educational Longitudinal Study (1988). To express the student's progress from the 8th position during high school were used. In this study they were identifying variables common to 8 th and 12th grade parent serves. Eunai Park, Gregory, J. Palardy. (2003) "A researcher has conducted the study of 'The impact of parental involvement and authoritativeness on academic achievement'. Researcher examines the outcome of three forms of parenting practices: Parental home participation, parental school contribution, reliable parenting style on high school student intellectual accomplishment. For this study the data will be used from the National Educational longitudinal study of 1998. In this study they establish that parental school involvement had a depressing organization to achievement for Asian And Whites, but a affirmative 'organization for African Americans and Hispanics. Stephan Sau-Yan Chow (2007) "A researcher has conducted the study of 'The Impact of Filial piety and parental involvement on academic achievement motivation in Chinese secondary school students'. For this study was conducted in Hong-Kong by get-together figures from a survey serve up at three secondary schools. Finally 299 samples were selected. In this study result showed that optimistic and considerable involvement from Filial piety and parental value on teaching in academic achievement inspiration." Pravaraka & Gowthami (2011) conducted study on sources of academic stress: A study on post graduate management students. The result revealed that the component of academic stress such as curriculum and instruction, team work related issues, assessment and placement were causing stress. Around twelve micro issues had been identified under the curriculum and instruction of component, while four stressors were prioritized related to team work and five sub-issues regarding assessment and also three micro issues under placement which were component of academic stress Campbell & Stevenson (1992) reported that college students experience high stress at predictable times each semester due to academic commitments, financial pressures and lack of time management skills. On the 65 other hand when stress is perceived negatively or becomes excessive it can affect both health and academic performance. Students often try to

reduce their stress through avoidance, religion and social support, and positive reappraisal. Sarros&Densten (1989) conducted study on regarding stress among 107 undergraduate students enrolled in a Victorian institute of technology. The findings of the study revealed that more stressors were both academic and personal in nature. Students generally were more likely to adopt direct-action strategies to cope with college stress, while male students rely on sedative techniques compared with female students. The findings were consistent with related research in the USA and Israel, and suggested that the experience of stress for undergraduate students were not differ significantly in their counterparts. Walker (1993) opined that most high school students had experienced academic stress during adolescence. Consistent with other research, the results of an analyses of variance indicated that females reported greater stress than males. The study also indicated that high school students from foster parent families had lower stress than those from intact families, although, in common with other research. Greatest stress was reported for adolescents in single-parent and step-parent families. mostly researches based on one or two variable no one to see the Impact of parental involvement on academic anxiety so the researcher will select the topic for the study.

## **OBJECTIVES**

1. To study the correlation between academic anxiety and parental involvement of secondary schools' student of Moga city
2. To study the correlation between academic anxiety and parental involvement of secondary schools' board appearing student of Moga city
3. To study the correlation between academic anxiety and parental involvement of secondary schools non -board appearing student of Moga city.

## **HYPOTHESES**

1. There is no significant correlation between the parental involvement and academic anxiety of secondary schools' student of Moga city student
2. There is no significant correlation between parental involvement and academic anxiety of board appearing students of Moga city.
3. There is no significant correlation between parental involvement and academic anxiety of non-board appearing students of Moga city.

## **DELIMITATION**

The present study is delimited to students studying in CBSE schools of Moga city.

## **SAMPLE**

Research took 101 students of secondary stage of CBSE school of Moga City.

**Table 1 Details of School**

School Name	Total	Boarders	Day Scholars	Class 9	Class 10	Class 11	Class 12
Teaching Learning Field	101	69	32	25	20	24	32

## Tools

Research took the following scale.

### Description of tools

Sr. No.	Tools Name	Developer	Year	Reliability	Validity
1.	Parental Involvement	Dr. VijayaLaxmi and Mrs. GunjanGangotraArora	1971	0.92	0.85
2.	Academic Anxiety Scale for Children	Prof. A.K. Singh and A. Sen Gupta	1971	.60-.65	31-57

## PROCEDURE OF DATA COLLECTION

Firstly, researcher took permission from college principal, then met school principal and took permission for the work, after permission researcher set the positive atmosphere and explained the basics about the tool, directions how to fill the tool to the students and then collected data from the students.

## PROCEDURE OF DATA ANALYSIS

The data was analyzed by correlation method.

## STATISTICS

Researcher used correlation to find out impact of parental involvement and academic anxiety.

### CORRELATION BETWEEN ACADEMIC ANXIETY AND PARENTAL INVOLVEMENT OF SECONDARY SCHOOLS STUDENT OF MOGA CITY

The third objective of the study was, to study the correlation between academic anxiety and parental involvement of secondary schools' student of Moga city. And the hypothesis was

H<sub>0</sub>: There is no significant correlation between percentage and parental involvement of secondary schools' student of Moga city students.

First do the normality test hypnosis of normality:

H<sub>0</sub>: academic anxiety scores of students do not significantly deviate from normality.

H<sub>0</sub>: the parental involvement scores of students do not significantly deviate from normality.

**Table: Tests of Normality**

Tests of Normality				
Sr. No.	Group	Kolmogorov Smimov		
1	Parental Involvement	.089	101	0.047
2	Academic Anxiety	.094	101	0.028

From table 4.7, it is clear that the value of Kolmogorov-Smirnova statistics for parental involvement of students is .089 for which the significance value is .047 with df = 101, which is greater than the 0.01 level of significance, therefore it is significant at 0.01 level of significance. Hence the null hypothesis "parental of students do not significantly deviate from normality" is not rejected. Therefore, it can be concluded that the percentage of students are

distributed normally. Also, academic anxiety score of the students, the value of Kolmogorov-Smirnova statistics is .094, for which the significance value is .028 with  $df = 101$ , which is also greater than 0.05 level of significance, therefore it is significant at 0.05 level of significance. Hence the null hypothesis “the anxiety of students does not significantly deviate from normality” is not rejected.

Therefore, it can be concluded that the data was normal

**Table : Correlation coefficient between Academic anxiety and parental involvement**

Correlations			
Academic Anxiety	Pearson Correlation	1	.151
	Sig. (2-tailed)		.131
	N	101	101
Parental Involvement	Pearson Correlation	.151	1
	Sig (2-tailed)	.131	
	N	101	101

The result of the correlation interpreted as follows:

**Table: Correlation coefficient between percentage and parental involvement**

Variable	Percentage	Remark
Academic Anxiety	.151	$p > .05$

From table 4.9 it is evident that the correlation Coefficient is .151 which is not significant 0.05 level with  $df = 99$  it reflects that positive but not significantly correlate. Thus, the null hypothesis there is no significant correlation between parental involvement and academic anxiety of secondary schools' student of Moga city students are not rejected. so, there is no correlation between percentage and academic anxiety.

### **CORRELATION BETWEEN ACADEMIC ANXIETY AND PARENTAL INVOLVEMENT OF BOARD APPEARING STUDENTS OF MOGA CITY**

The Sixth objective of the study was, to study the correlation between parental involvement and academic anxiety of board appearing students of Moga city. And the hypothesis was

H<sub>0</sub>: There is no significant correlation between parental involvement and academic anxiety of board appearing students of Moga city students.

First do the normality test hypothesis of normality:

H<sub>0</sub>: parental involvement of students does not significantly deviate from normality.

H<sub>0</sub>: the academic anxiety scores of students do not significantly deviate from normality,

**Table: Tests of Normality**

Tests of Normality				
Sr.No.	Group	Kolmogorov-Smimvov		
		Statistic	Df	SIG.
1	Parental Involvement Board	.084	52	0.200
2	Academic Anxiety	.104	52	0.200

From table 4.16, it is clear that the value of Kolmogorov-Smirnov statistics for parental involvement of students is .084 for which the significance value is .200 with  $df = 52$ , which is

greater than the 0.01 level of significance, therefore it is not significant at 0.01 level of significance. Hence the null hypothesis “percentage of students significantly deviate from normality” is not rejected. Therefore, it can be concluded that the parental involvement of students is distributed normally. Also, academic anxiety score of the students, the statistics is 0.104, for which the significance value is .200 with  $df = 52$ , which is also greater than 0.01 level of significance, therefore it is significant at 0.05 level of significance. Hence the null hypothesis “the parental scores of students do not significantly deviate from normality” is not rejected.

**Table of Correlation**

		Parental Involvement	Percentage
Parental Involvement	Pearson Correlation	1	.191
	Sig. (2-tailed)		.175
	N	52	52
Anxiety Board	Pearson Correlation	.191	1
	Sig. (2-tailed)	.175	
	N	52	52

Therefore, it can be concluded that the data was normal.

The result of the correlation interpreted as follows:

Table 4.18: Correlation coefficient between academic anxiety and prental involvement

Variable	Parental Involvement	Remark
Academic Anxiety	.084	$p > .05$

From table 4.18 it is evident that the correlation Coefficient is .084 which is positive and not significant 0.05 level with  $df = 99$  it reflects that positive but not significant corelate. Thus, the null hypothesis there is no significant correlation between parental involvement and academic anxiety of board appearing student of Moga city students not rejected. so, there is no correlation between parental involvement and academic anxiety.

#### **4.9.0 CORRELATION BETWEEN PARENTAL INVOLVEMENT AND ACADEMIC ANXIETY OF NON-BOARD STUDENTS OF MOGA CITY**

The Ninth objective of the study was, to study the correlation between parental involvement and academic anxiety of non-board students of Moga city. And the hypothesis was

H<sub>0</sub>: There is no significant correlation between the correlation between parental involvement and academic anxiety.

First do the normality test hypothesis of normality:

H<sub>0</sub>: parental involvement of students does not significantly deviate from normality.

H<sub>0</sub>: academic anxiety scores of students do not significantly deviate from normality.

**Table: 4.25 Tests of Normality**

Tests of Normality				
Sr. No.		Statistic	Df	SIG.
1	Parental Involvement	.955	49	0.058
2	Academic Anxiety	.963	49	0.123

From table 4.25, it is clear that the value of shapiro statistics for parental involvement of students is .955 for which the significance value is .058 with  $df = 49$ , which is smaller than the 0.05 level of significance, therefore it is significant at 0.05 level of significance. Hence the null hypothesis “parental involvement of students does not significantly deviate from normality” is not rejected. Therefore, it can be concluded that the percentage scores of students are distributed normally. Also, academic anxiety score of the students, the value of shapiro statistics is 0.963, for which the significance value is .123 with  $df = 49$ , which is also greater than 0.05 level of significance, therefore it is significant at 0.05 level of significance. Hence the null hypothesis “the anxieties of students do not significantly deviate from normality” is not rejected.

Therefore, it can be concluded that the data was normal.

**Table 4.26 Correlation coefficient between non board anxiety and non board parental involvement**

Correlation				
			Board percentage	Anxiety board
Spearman's rho	Board percentage	Correlation coefficient	1.000	.202
		Sig. (2-tailed)		.164
		N	49	49
	Anxiety Board	Correlation Coefficient	.202	1.000
		Sig. (2-tailed)	.164	
		N	49	49

**Table 4.27 Correlation coefficient between non-board anxiety and non- board parental involvement**

Variable	P	Remark
Non-board anxiety	.202	$p > .05$

From table 4.27 it is evident that the correlation Coefficient is .202 which is positive and not significant 0.05 level with  $df = 99$  it reflects that positive but not significant correlate. thus, the null hypothesis There is no significant correlation between non-board anxiety and parental involvement of secondary schools' student of Moga city students not rejected. so, there is no correlation between non-board anxiety and parental involvement.

## FINDINGS

1. There is no significant correlation between academic anxiety and parental involvement of secondary schools' student of Moga city.
2. There is no significant correlation between academic and parental involvement of board students of Moga city
3. There is no significant correlation between academic and parental involvement of non-board students of Moga city.

## CONCLUSIONS

There is no impact of parental involvement on academic anxiety and academic achievement.

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