

The Effect of Parental Education and Parental Involvement on Children's Academic Anxiety

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Abstract

Psychological disorders like anxiety, depression and stress significantly exacerbate the pressure on students to perform better. The factors collectively hamper their performance leading to low academic achievement. This study aimed to fill that gap and find out the relationship among academic anxiety. The prime aim of this research is to investigate of parental education and parental involvement affecting on academic anxiety of their children. A random sampling method was used to select 400 parents as well as their 400 children studying in secondary or higher secondary school of north Gujarat. Collection of data was carried out with the help of parental involvement scale and academic anxiety scale for children. For analysis of data 't' test was used. Result indicate that the less and more involved parent children have no difference in academic anxiety.

Keywords: *parental involvement, parental education, and academic anxiety.*

Introduction:

Parental involvement and parental education have a major impact on their children's academic anxiety. So nearly everyone researchers do several researches in academic anxiety area. "In this context, the family is the primary unit for the child. Compared by other species, human children develop slowly; needing years of support and teaching before they ready to be self-governing. Families are pervasive, and parents are across the world important in children survives. The attachments children form with parents and siblings usually last a lifetime, and they serve as mockups for relationship in the wider world of neighborhood and school (Berk, 2002)."

Academic anxiety is a nervous tension that students experience based upon school associated functions, for instance presenting in front of a class or any academic performance.

Academic anxiety has four components -

- ✓ Worry
- ✓ Emotionality
- ✓ Task-generated interference
- ✓ Study skills deficits

"Lenka, S. and kant, R. (2012) studies A Study of Effect of Parental Participation on Academic Attainment of Secondary School Students outcomes there are significant positive relationship among parents' involvement and children's academic achievement. Positive relationship was too found in parental participation and academic performance in some core subjects of children."

“Milgram, N. and Toubiana, Y. (2010) investigate Academic Anxiety, Academic Procrastination, and Parental Involvement in Students and Their Parents outcomes indicate that the more students were anxious about preparing for examinations and writing papers, the more they procrastinated on these projects, confirming the appraisal-anxiety avoidance (AAA) model. The inverse relationship of anxiety and procrastination with regard to homework led to our making a post hoc distinction between task-centred and consequence-centred anxiety.”

‘Mahajan, G. (2015) studies Academic Anxiety of Secondary School Students in Relation to their Parental Encouragement outcomes indicate that academic stress was significantly and negatively correlated with parental encouragement. No significant difference was found between academic anxiety of male and female secondary school students. A significant difference was found between academic anxiety of govt. and private secondary school teachers.”

Kumari, M. (2018) research A Study of Academic Anxiety in Relation to Mental Health in Adolescents result indicate that there is significant relationship between Academic Anxiety and Mental Health of Adolescent. Boys and Girls of secondary schools at 0.01 and 0.05 levels of significance and they are negatively correlated.

Objective of this Study:

The main objectives of study were as under:

1. To study the role of Parent’s Education on the development of children’s academic anxiety.

2. To examine and analyze the impact of Parental Involvement in the development of children's Academic anxiety.

Hypothesis of This Study:

1. There will be no significant difference between children of less involved and more involved parents on Academic anxiety.
2. There will be no significant difference between children of below and above graduate parents on Academic anxiety.

Variables:

The following variables were treated as independent and dependent variable:

(1) Independent Variables:

- (I) Parental Involvement - Less Involvement and More Involvement
- (II) Parental Education - Below Graduation & Above Graduation

(2) Dependent Variables: Score achieved on Academic anxiety

Research Sample:

The sample of the study will include of 400 parents as well as their 400 children studying in primary and Secondary school. The sample will be selected from the sexes and age range from 35 to 50 and 13 to 17 years for parents and their children respectively. The sample will be randomly selected

from various locations of Central and North Gujarat as per the requirement of research plan of this study.

Tools:

Following standardized tools will be used for collecting the data.

(1) Parental Involvement Scale (PIS):

To measure parental involvement of a parent's in their child's activities, the Parental Involvement Scale developed by Dr. (Mrs.) Rita Chopra and Dr. Surabala Sahoo was used. This scale consists 34 items in three areas –school involvement, home involvement and involvement through PTA. The scale has standardized on parents of school student (primary and secondary level) by the developer of the scale. The test-retest reliability of the scale was found to be 0.93, split-half reliability was found to be 0.91 and K. R. Formula was to be 0.77 by the developer of the scale. The face validity of the scale is very high suggested by the experts of the field.

(2) Academic Anxiety Scale for Children (AASC):

To measure the level of academic anxiety of children the Academic Anxiety Scale for Children (AASC) developed by A.K. Singh and A. Sengupta was used. It is a brief scale of 20 items and is meant for school students of class 8 to 10th. The test-retest reliability of the scale was found to be 0.60 and split-half reliability was found to be 0.65. In present study the Gujarati version of the scale was used for collecting the data.

Procedure:

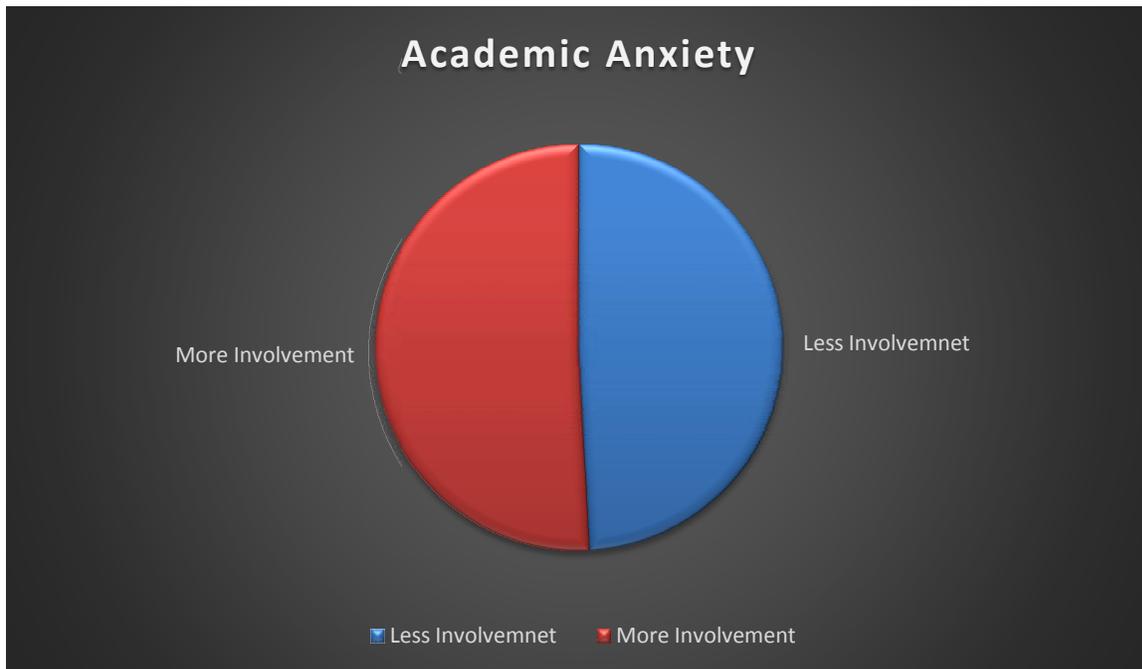
In the initial stage of data collection, the data will be collected from the parents by the help Parental Involvement Scale to determine their parental involvement. After the collection of such data the subject will be assigned in sub group as per predetermined research design. In the next stage of data collection, the required data will be gathered from each related child by giving Academic Anxiety Scale for School Students. The scoring will be done with the help of manual. The obtained data from 400 children was analyzed with adequate statistical techniques of 't' Test.

Result and Discussion:

Ho.1 There will be no significant difference between children of less involved and more involved parents on Academic anxiety.

Table: 1
**Showing 't' score of the Academic anxiety of less involved
and more involved parents**

Particular	N	M	SD	't'	Significant
Less Involve	80	12.04	2.94	0.92	NS
More Involve	80	12.45	2.98		

Figure: 01**Pie Chart of Mean Score on academic anxiety in Relation to Parental Involvement.**

It is observed that the mean scores in Table No.01 and figure no 01 revealed that the more involved parent students demonstrate more academic anxiety (12.45) than less involved parent's students (12.04). However, the outcomes are really normal that less involved and more involved have normal difference of academic anxiety. The result reveals that the mean score of two groups as regard parental involvement are not differ each other on academic and these no difference ($t=0.92$); therefore, null hypothesis No. 1 is not rejected.

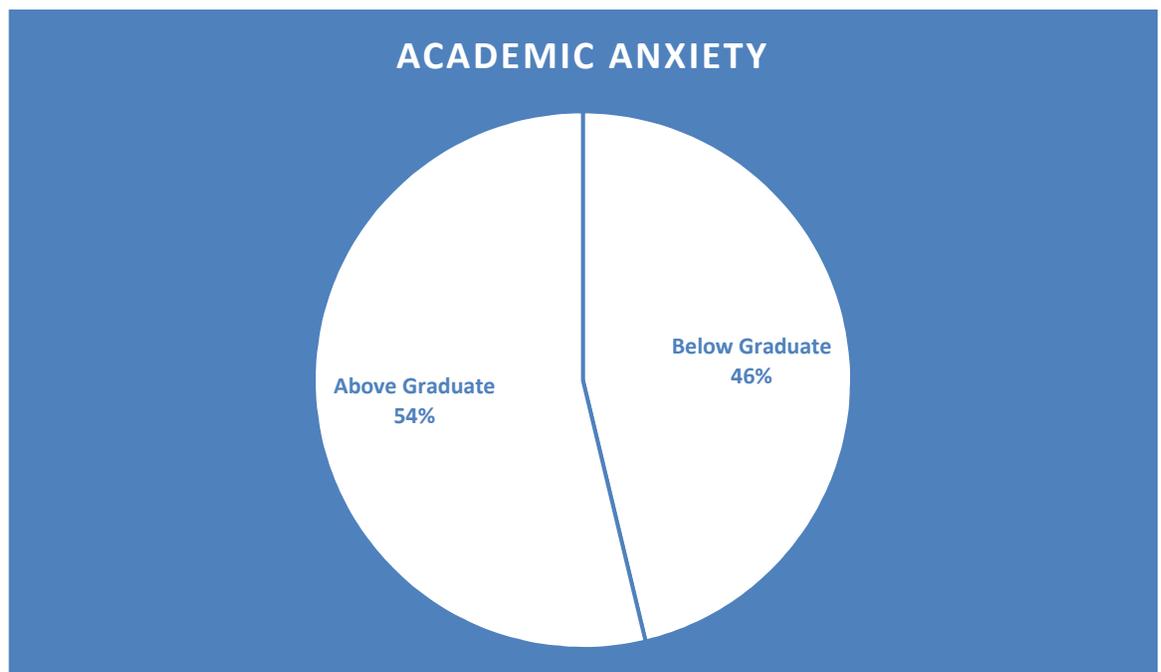
Ho.2 There will be no significant difference between children of below and above graduate parents on academic anxiety.

Table: 2
**Showing 't' score of the Academic anxiety of below
 and Above Graduate Parents**

Particular	N	M	SD	't'	Significant
Below Graduate	80	10.66	2.45	4.36	0.01
Above Graduate	80	12.39	2.59		

Figure: 02

Pie Chart of Mean Score on academic anxiety in Relation to Parental education.



It could be seen the mean scores in Table Number 02 and figure Number 02 that the above graduate parent demonstrates more academic anxiety (12.39) than below graduate parent (10.66). However, the outcomes are really remarkable that below graduate parent and above graduate parent have much difference of academic anxiety. The result reveals that the mean score of two groups as regard parental education are different each other on academic anxiety and these difference ($t=4.36$); therefore, null hypothesis No. 2 is rejected.

Conclusion:

There was no significant difference in academic anxiety among more involved and less involved parent on her children. Result indicate that the less and more involved parent children have no difference in academic anxiety. There was significant difference in academic anxiety among below and above graduate parent on her children. Result indicate that the above graduate parent has more academic anxiety to compare below graduate parent on her children.

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