



ACADEMIC ANXIETY IN RELATION TO PARENTAL INVOLVEMENT OF SECONDARY SCHOOL STUDENTS

Radhika T ,Dr. Niranjana KP

Part time research scholar,Assistant professor
Farook Training College,Calicut, Farook Training College,Calicut
University of Calicut ,University of Calicut

Abstract

Parental involvement in education for every child is a crucial factor in their personal development and achievement. Parental involvement creates a positive support and learning environment, and it fosters the responsibility of children. Parental involvement indicates the active role of parents' in their child's education, and it increases the sense of motivation among children. Parents' active engagement in their child's education helps them to score high in their academic performance. Academic anxiety is required for children to take on all responsibilities. But high level academic anxiety or low level academic anxiety shows deleterious effects. Thus, the study aims to identify the relationship between parental involvement and the academic anxiety of secondary school students. The study adopted a survey method. The sample consisted of 300 secondary school students. The tools used for collecting data are the Parental Involvement Rating Scale and the Academic Anxiety Inventory. The result indicated that there is a strong positive correlation between parental involvement and academic anxiety among secondary school students.

Index terms-Parental involvement, Academic anxiety

Introduction

Family is an exemplary part of every child's education. One of the primary roles of every parent is to ensure a happy environment for their child's better education. Active participation of parents' in their child's education helps them to develop a bond among them and improves their social and interpersonal communication skills throughout their life. Parental involvement in education provides resources and academic support that improve academic performance, ensure a positive learning environment at home, and increase the responsibility of children. Parental involvement in education plays a vital role because it creates a bridge between the home environment and school. Pienda,Nunez, Pumariega,Alvarez, Rocas, and Garcia (2002) remarked that without the children's parental support, it is hard for teachers to devise academic experiences to help students learn meaningful content. Voorhis (2003) conducted a study about the influence of family involvement in homework and reported that those students with more parental involvement submit their works more regularly.

In the present educational system, the outcome of education evaluates the academic level of students and the quality of the institution. Knowledge and skills obtained by the students at school indicate their academic achievement. The factors that positively affect parental involvement, types of parental involvement, effectiveness of different strategies, grade level differences, moderating factors, and meta analytic approaches affect the academic achievement of students (Hill & Tyson, 2009). Ashcraft and Moore (2009) examined how anxiety related to mathematics can result in poor performance on assignments and assessments.

Students cannot ignore academic anxiety because a moderate level of academic anxiety provides motivation to students for completing assignments, homework, and preparing for examinations (Majali, 2020). It is true that high levels of anxiety interfere with concentration and memory, which are critical for academic success (McCraty, 2007); however, without any anxiety, most of us would lack the motivation to study for examinations, write papers, or do daily homework. Hooda and Saini (2017) reported that when academic anxiety is identified at the correct time, it helps to improve the academic performance of students. Hoover and Sandler (1995) found children whose parents were involved in education were more likely to develop a strong positive sense of efficacy for successful achievement in school related to certain academic tasks. Thergaonkar (2007) found that there exists a significant negative correlation between test anxiety and the democratic attitude of parents and the acceptance of parents by the child. Academic anxiety can have several serious, severe, and long-lasting consequences if it is not properly treated. These include making a student hate a subject or a teacher, procrastinating, lying to parents, performing poorly on schoolwork, skipping classes to pursue goals, withdrawing from socializing with peers or friends, and even dropping out of school. When the level of academic anxiety experienced by students becomes excessive and they are unable to function properly and productively (Smith, Johnson, Brown, 2018), academic anxiety becomes a problem and needs to be addressed.

So the present study aims to find out the relationship between parental involvement and the academic anxiety of secondary school students.

Objectives of the study

The objective of the study is

To study the relationship between parental involvement and academic anxiety among secondary school students.

Methodology

The study adopted survey method

Sample

The population of the study consisted of secondary school students from Kerala State. The present study was conducted on a sample of 300 students studying in the 8th standard selected from Thrissur, Palakkad, and Malappuram districts of Kerala state.

Instruments used for the study

The Parental Involvement Rating Scale (Radhika, 2020), developed and standardized by the investigator, was used to measure the variable of parental involvement. The scale consists of 30 items related to five major components of parental involvement, such as parenting, communication, volunteering, learning at home, decision-making, and collaborating with the community. The validity of the scale was ensured by using face validity and content validity. The reliability of the scale was ensured by using Cronbach’s alpha. The Cronbach’s coefficient obtained is 0.9, which indicates that the scale is reliable.

2. Academic anxiety Inventory

For measuring academic anxiety, the investigator used the standardized Academic Anxiety Inventory (Pizzie & Kraemer 2019). The inventory is designed to measure math anxiety, science anxiety, writing anxiety, test anxiety, and trait anxiety.

Results and discussion

The objective of the study is to study the relationship between parental involvement and academic anxiety among secondary school students. The relationship between the variables, parental involvement and academic anxiety, was found by using correlation, which is shown in Table1

Table 1
Showing the relationship between Parental Involvement and Academic Anxiety

Variables	N	R	Table value		Level of significance
			0.05	0.01	
Parental involvement & Academic Anxiety	300	0.9861	0.113	0.148	Significant at 0.01 level

The obtained correlation value is 0.98, which is greater than the table value of significance at the 0.01 level. This indicates a very strong positive correlation between Parental Involvement and Academic Anxiety among secondary school students.

Conclusion

It has been recognized that parental involvement is the most important factor that influences childhood and adulthood. Parental Involvement is not only helps in the development of a child physically and socially but also mentally and emotionally. Children having Parental Involvement in their educational section become well adjusted in their society and also have a sense of self-worth. Students with an average level of Parental Involvement in their child's education have moderate Academic Anxiety. Academic Anxiety is the most considerable factor in every student's education. A high level of Academic Anxiety aggravating the academic success of students. So the amount of Parental Involvement is kept in check because over Parental Involvement will worsen the situation.

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