

Effect of Parental Involvement on Academic Stress Among Adolescents

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ABSTRACT

The study aimed to investigate the effect of parental involvement on academic stress among adolescents. The present study was conducted on 200 students between 14-17 years of age from K.V. schools, Delhi. Two groups of high and low parental involvement were formed according to measured scores. Each group was having equal numbers of male and female students. Parental involvement was measured with the help of Parental Involvement Scale constructed by Dr. Vijya Laxmi Chouhan and Mrs. Gunjan Ganotra. Academic stress was measured by Academic Stress Scale developed by Dr. Uday Kumar Sinha. Two-way Analysis of variance was used to analyse the data. In the present study, effect of parental involvement on academic stress was found significant at .01 level of confidence and effect of gender difference was also found significant at .05 level of confidence. The interaction effect between parental involvement and gender was not found significant at any level of confidence. So, it can be concluded that parental involvement and gender were independently affecting level of academic stress among adolescent students significantly.

Keywords: Parental Involvement, Stress, Academic Stress, Adolescents

Stress became a necessary component of daily existence. Stress can be caused by anything that presents a difficulty or risk to our well-being. Sometimes stress may be beneficial and can aid in performance, but most of the time it affects us adversely. As far as students are concerned, they inevitably experience stress related to their academic activities, assessments, classrooms, peers, which affects how well they do in all academic tasks. Parents also could be one of the sources of stress if they have unrealistic expectations, overindulge with their children or do not pay attention or guide properly as needed by the children. Students' mental health is greatly influenced by the level of academic stress experienced.

Academic stress pertains to the mental strain and strain brought on by academic responsibilities, primarily by learning outcomes like tests, peer competition, and parental and instructor expectations (Xu et al., 2010; Ullah et al., 2022). Learning load, grades, expectations, hopelessness, and assignments are some of the things that might cause academic stress (Sun et al., 2011).

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Academic stress can be categorized as light, moderate, or severe depending on how bad it is. Negative emotions may arise at a higher stress level (Dwi Utari & Hamid, 2021). Parents of teens who perform well academically have higher learning expectations for them, which causes them to experience more academic stress. Family size can also have a big impact on how well students achieve academically (Ullah et al., 2022).

Children's learning depends on parental participation in addition to being vital in their daily life, parents are also very important in their education (Wilder, 2014; Boonk et al., 2018). According to Xiong et al., (2021) the idea of parental participation is complicated because the parental involvement is connected to their kids' education are referred to as home/school-based involvement. Examples of home-based participation include assisting children with their homework, conversing with them about school, establishing high expectations, encouraging their academic achievement, and offering a structured environment that fosters learning. While school-based involvement involves supporting in children's school activities, participating in school-related events and groups, and connecting with educators and staff (Sapungan & Sapungan, 2014).

Parental involvement generally refers to a parent's participation in their child's education or to a parent's behaviours aimed to improve and enhance the child's learning outcomes (Cross et al., 2018; Oranga et al., 2023)

Objective

To study the effect of parental involvement and gender difference on academic stress among adolescents.

Hypotheses

- Parental involvement would significantly affect the level of academic stress among adolescents.
- Gender difference would significantly affect the level of academic stress among adolescents.
- Interaction of Parental involvement and Gender difference would significantly affect the level of academic stress among adolescents.

METHODOLOGY

Sample

Present study was conducted on adolescent students of K.V. schools from Delhi. Age range of the students was between 14-17 years. The sample included 200 students, divided into high parental involvement and low involvement groups on the basis of their measured score on parental involvement scale. In Each group there were 100 students (50 males and 50 females).

Tools used:

- **The Parental Involvement Scale – (T P I S)** was developed by Dr. Vijya Laxmi Chouhan and Mrs. Gunjan Ganotra Arora (2009). There were 25 Items in this full inventory. The inventory was used to measure the level of parental involvement in adolescents. The reliability of the test was .92 and validity of the test was found to be 0.85.
- **Scale for Assessing Academic Stress – (SAAS)** was constructed by Dr. Uday Kumar Sinha (2014). There were 30 items in this full inventory. This test measures

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the academic stress of adolescent students. There were five components of academic stress that indicates expression of academic stress through different channels: cognitive, affective, physical, social/interpersonal and motivational. The test-retest reliability was 0.88 and split half reliability was 0.75. The correlation coefficient of SAAS with AASC was found to be 0.54 which was significant at .05 level of confidence.

Procedure

Due permissions from the school authority and consent from the students were taken. Students were enthusiastic for the study and were willing to participate in the same. After rapport formation with the students test was distributed and instruction were given. Researcher was observant to see any discomfort and was ready to clear the doubts. After a short break second test was also distributed and instruction were given. After completion of the test, researcher collected the test and thanked to the participants.

Research Design and Statistical Analysis

2x2 Factorial design was adapted for the present research. Two independent variables were studied both having two levels each, parental involvement (high & low) and gender (male & female). Two-way analysis of variance was used to analyse the data.

RESULT AND DISCUSSION

Two-way ANOVA was used to assess the effect of parental involvement, gender difference and interaction effect of these two variables on academic stress. Findings are presented in Table No. 1.

Table No. 1 Summary Table of ANOVA for the Effect of Parental Involvement and Gender on Academic Stress (N=200).

Source of Variation	Sum of Squares	df	MS	F-ratio	Level of Significance
Parental Involvement (A)	204.02	1	204.02	9.268	0.01
Gender (B)	87.12	1	87.12	3.958	0.05
Interaction (Ax B)	15.68	1	15.68	0.712	NS*
Error Variance	4314.60	196	22.013		
Total	4621.42	199			

NS non -significant*

The result of the Table No. 1 shows that the main effect of parental involvement on academic stress was found to be significant beyond chance ($F= 9.268$, $df= 1$, $p< .01$), the main effect of gender difference was also found significantly affecting academic stress ($F= 3.958$, $df=1$, $p< .05$). The interaction effect between parental involvement and gender of the students was not found to be significant at any level of significance. On the basis of result it can be said that the parental involvement and gender difference were significantly affecting the level of academic stress among adolescents independently, as together they were not affecting level of academic stress significantly.

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Table No. 2 Mean Score of Academic Stress Based on Factor A (Parental Involvement)

A1 High Parental Involvement			A2 Low Parental Involvement		
N	Mean	SD	N	Mean	SD
100	13.22	5.43	100	15.24	3.89

Table No. 3 Mean Scores of Academic Stress Based on Factor B (Gender)

B1 Female			B2 Male		
N	Mean	SD	N	Mean	SD
100	14.89	4.72	100	13.57	4.84

Table No. 4 Mean Scores of Academic Stress Based on Interaction (AxB)

A1 High Parental involvement				A2 Low Parental Involvement		
B1(Female)	N	Mean	SD	N	Mean	SD
	50	13.60	5.37	50	16.18	3.58
B2(Male)	50	12.84	5.52	50	14.30	3.99

The obtained findings of the present research clearly showed that the parental involvement significantly affects the level of academic stress among adolescents. The result revealed that the students who have high parental involvement experienced low academic stress in comparison to low parental involvement groups (Mean scores 13.22 and 15.24 respectively). The mean scores based on gender also reported that female students scored significantly higher on academic stress than male students (Mean scores 14.89 and 13.57 respectively). The mean scores of interactions (AxB) clearly indicate that the females who have high parental involvement reported low academic stress than the females who have low parental involvement (Mean score 13.60 and 16.18 respectively). Similarly, the male students who have high parental involvement showed low academic stress than the males who have low parental involvement (Mean score 12.84 and 14.30 respectively). The obtained result showed that parental involvement in academic activities can decrease students' academic stress, which is true for both, male and female students.

The reason behind this difference may be related to the fact that the adolescence is a transformational stage for adolescents where they experience physical, emotional, psychological and social changes. Parental involvement significantly facilitates a child's development on all levels: physical, intellectual, social, mental, and emotional. High parental involvement often results in better academic and athletic performance, improved social integration, and greater emotional and mental toughness in children than low or no parental involvement. Parental participation reduces the likelihood of school consequences by promoting self-esteem and self-confidence through age-appropriate behaviour and discipline. Boonk et al., (2018) explained that some parental behaviours have the greatest influence on academic stress, parental involvement typologies include: parents and children's communicating about different academic activities; parents monitoring and helping kids with homework; parents having high expectations for their kids' learning outcomes; and parents or guardians participating in school-related activities. According to Cross et al., (2018) strict parenting and high expectations of parents from their children's academic performance affects student's self-efficacy. Monisha and Vaidharani (2024) also studied that the students who had average parental involvement reported moderate level of academic stress. According to Kaur and Billing (2022) parental involvement directly affects student's academic stress.

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Results also revealed that the level of academic stress is higher in female than male students. This could be due to females' tendency to take things more seriously and work hard to do it. Whereas, boys generally are easy going, and would be able to do their work without taking much of stress. In a Study related to gender difference it was revealed that females were experiencing higher academic stress compared to males (Dhull & Kumari 2015). Singh et al. (2023) also found that female students were experiencing more academic stress than male students. Previous studies supported the findings of the present study.

Present study was an effort to understand the effect of parental involvement on academic stress. It has some limitations also, as it was conducted on adolescent students and only parental involvement and gender difference were studied with regard to academic stress. Attempt could be made to study parental education, economic status, family environment, types of parenting, structure of family and rural background etc.

Present study was of great help in understanding the role of parenting involvement and how it affects level of academic stress. Findings provide insight about the importance of parental involvement. Also, it attracted our attention towards why female students were experiencing more academic stress. Awareness could be created and further research could be designed to explore more deeply regarding these issues.

CONCLUSION

On the basis of the findings of the study, it can be concluded that high parental involvement affects the level of academic stress significantly and positively among adolescents. As High parental involvement group scored low on academic stress. The result also revealed that females were experiencing significantly more academic stress in comparison to male students.

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Conflict of Interest

The author declared no conflict of interests.

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