



A Study Of The Impact Of Parental Involvement On Academic Anxiety Among Government And Private School Students

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Abstract

(The present study investigates the impact of parental involvement on academic anxiety among government and private higher secondary school students in South Kashmir. Academic anxiety has emerged as a significant concern in contemporary education due to increasing academic demands and performance pressures. Parental involvement, while generally considered supportive, may also contribute to students' stress depending on its nature and intensity. The study adopts a descriptive survey method to examine how parental involvement influences academic anxiety across different school contexts. A representative sample of higher secondary students from government and private schools in the districts of Anantnag, Kulgam, Pulwama, and Shopian was selected using random sampling. Standardized tools were employed to measure parental involvement and academic anxiety. The findings reveal that parental involvement among government school students is relatively balanced and consistent, resulting in moderate levels of academic anxiety. In contrast, private school students experience higher academic anxiety associated with more intensive and performance-oriented parental involvement. While district-wise variations within each school type are minimal, a clear difference emerges between government and private schools, indicating that institutional context plays a crucial role in shaping parental expectations and students' emotional experiences. The study concludes that parental involvement does not uniformly affect all students; rather, its impact varies with the schooling environment. The findings highlight the importance of promoting balanced parental engagement to support students' academic success while safeguarding their emotional well-being. This research contributes to educational psychology by offering insights for parents, educators, and policymakers to address academic anxiety effectively.)

Keywords: Parental involvement, Academic anxiety, Government schools, Private schools, Higher secondary students, School type, Student well-being, Educational psychology, Parental expectations, Academic pressure, South Kashmir, School–parent relationship.

1 Introduction

Education plays a crucial role in shaping the cognitive, emotional, and social development of students. In the contemporary educational environment, students face increasing academic demands, performance expectations, and competitive pressures, which often result in heightened levels of academic anxiety. Academic anxiety refers to feelings of tension, worry, and apprehension related to academic tasks such as examinations, classroom performance, and achievement expectations. If not addressed properly, academic anxiety can negatively affect students' academic performance, motivation, self-esteem, and overall well-being. Understanding the factors that influence academic anxiety is therefore essential for promoting a healthy learning environment and supporting students' academic success across different schooling contexts.

Among the various factors influencing students' academic experiences, parental involvement holds significant importance. Parental involvement includes parents' engagement in their children's learning activities, monitoring academic progress, providing emotional support, and maintaining communication with schools. Positive parental involvement can enhance students' confidence, motivation, and academic achievement, while excessive control or unrealistic expectations may contribute to stress and anxiety. Parents play a vital role in shaping students' attitudes toward learning and achievement, especially during school years when children are emotionally dependent on family support. Therefore, examining parental involvement is critical to understanding its influence on students' academic anxiety.

The nature and impact of parental involvement may vary across different types of schools, particularly between government and private institutions. Government and private schools often differ in terms of academic expectations, classroom environments, teaching methods, and evaluation systems. Private schools may emphasize higher academic competition and performance, which can increase parental pressure and student anxiety. In contrast, government schools may present different challenges related to resources, teacher-student ratios, and parental engagement levels. These contextual differences make it important to study how parental involvement interacts with school type in influencing academic anxiety among students.

In this context, the present study aims to examine the impact of parental involvement on academic anxiety among students studying in government and private schools. By comparing these two groups, the study seeks to identify patterns, differences, and relationships that can inform educators, parents, and policymakers. Understanding how parental involvement affects academic anxiety can help in designing supportive parenting practices, effective school-parent partnerships, and intervention strategies to reduce anxiety and enhance students' academic and emotional well-being. The findings of this research are expected to contribute meaningfully to educational psychology and school-based mental health practices.

The present study is conducted in South Kashmir, a region located in the northernmost part of India, known for its rich cultural heritage, diverse geography, and complex socio-political environment. South Kashmir has experienced prolonged periods of instability, which have frequently disrupted educational activities and created unique academic and psychological challenges for students. These conditions often contribute to heightened academic anxiety among school-going children. Despite these challenges, education is highly valued by families in the region, and parents play a critical role in supporting their children's academic pursuits. The distinctive socio-political and educational context of South Kashmir makes it a significant area for examining the relationship between parental involvement and academic anxiety.

For a focused and representative analysis, the study is confined to four districts of South Kashmir: Anantnag, Kulgam, Pulwama, and Shopian. These districts reflect both urban and rural characteristics and include students enrolled in government and private schools. Anantnag represents a relatively urbanized educational environment, while Kulgam, Pulwama, and Shopian largely portray rural and semi-urban settings with varying levels of educational resources. This regional diversity allows for a meaningful comparison of parental involvement patterns and their influence on academic anxiety. The selected area provides a comprehensive understanding of how family support operates within different school systems under shared socio-cultural and environmental conditions.

2. Previous Research Studies in the Chosen Research Problem

A comprehensive review of studies conducted between 2019 and 2024 reveals a strong and consistent research concern regarding the role of parental involvement in reducing academic anxiety and enhancing academic resilience among students across different educational levels in India. Early studies by Mehta and Gupta (2019), Rani and Kumar (2019), and Sharma and Patel (2019) firmly established a negative correlation between parental involvement and academic anxiety, emphasizing emotional support, academic guidance, and school participation as key protective factors. Subsequent research expanded this focus to include resilience, demonstrating that students with actively involved parents exhibit stronger coping mechanisms, higher confidence, and better academic outcomes (Verma & Joshi, 2019; Rai & Joshi, 2019). A notable trend in the literature highlights the importance of parenting styles, with studies such as Choudhary and Singh (2019) indicating that authoritative parenting significantly lowers anxiety while fostering resilience. Researchers also explored diverse student populations, including adolescents, secondary school students, college students, and children with learning disabilities, consistently finding parental support to be a critical buffer against academic stress (Kaur & Tiwari, 2019; Khan, 2019). From 2020 onward, studies increasingly adopted mixed-method and large-sample quantitative approaches, strengthening empirical evidence that emotional, instrumental, and communicative parental engagement directly influences students' psychological well-being (Gupta, 2020; Nair, 2020; Singh & Rao, 2020). More recent research (2021–2024) reflects a growing concern for structured school–parent partnerships, recommending parent education programs, workshops, and institutional policies to enhance effective parental engagement (Verma & Kumar, 2021; Singh & Agarwal, 2022; Kaur & Singh, 2023). Scholars consistently stress that parental involvement not only mitigates academic anxiety but also promotes resilience, motivation, and academic persistence across government and private school settings. Overall, the traced studies collectively underline a research shift from merely identifying correlations to advocating intervention-based parental involvement models, thereby reinforcing the relevance and necessity of the present study on parental involvement and academic anxiety among students.

3. Objectives of the Study

1. To study the parental involvement on the academic anxiety of government school students.
2. To study the parental involvement on the academic anxiety of private school students.

4. Hypothesis of the Study

1. There is no significant difference for the parental involvement on the academic anxiety of government and private school students.

5. Research Methodology

The present study adopts the descriptive survey method, which is appropriate for examining existing conditions, relationships, and differences among variables without manipulation. This method enables the systematic collection of quantitative data related to parental involvement, academic anxiety, and resilience as they naturally occur in educational settings. Given the psychological and educational nature of the variables, the descriptive survey method provides a reliable framework for capturing students' perceptions and experiences objectively. It is particularly suitable for comparative analysis between government and private school students, allowing the researcher to identify trends and patterns. The use of standardized tools and statistical techniques further enhances the reliability, validity, and replicability of the findings. The geographical scope of the study is confined to South Kashmir, specifically the four districts of Anantnag, Kulgam, Pulwama, and Shopian, selected to represent urban, semi-urban, and rural contexts.

The population comprises higher secondary school students studying in classes XI and XII, as this stage involves heightened academic pressure, parental expectations, and emotional challenges. Both government and private schools are included to facilitate meaningful comparison across institutional types. A random sampling technique is employed to ensure equal representation and minimize sampling bias. A total sample of 400 students is selected, comprising 200 government and 200 private school students, proportionately drawn from the selected districts. Primary data for the study are collected directly from students using standardized research instruments, ensuring authenticity and accuracy of responses.

The Parental Involvement Scale (Sharma, 2020) and the Academic Anxiety Scale (Atiq & Abid, 2018) are used to measure key variables systematically. Data are collected through institutional contact with schools after obtaining necessary permissions, following ethical guidelines such as informed consent, confidentiality, and voluntary participation. Statistical analysis is conducted using descriptive and inferential tools, including mean, standard deviation, t-test, and correlation analysis, with the help of SPSS software. This methodological framework provides a robust basis for examining the impact of parental involvement on academic anxiety among students.

6. Data Analysis

Table 1

Statistical analysis of the Parental Involvement of the Academic Anxiety for Students of Government Higher Secondary School

Sn	District	N	$\sum X$	Mean	$\sum X^2$	Std.Dev.
1	Shopian	50	653	13.06	8757	2.161
2	Kulgam	38	463	12.1842	5755	1.7531
3	Pulwama	62	770	12.4194	9722	1.615
4	Anantnag	50	623	12.46	7865	1.4458
	Total	200	2509	12.545	32099	1.7702

Source	SS	df	F Value	P Value	Significancy
Between-treatments	19.5477	3	2.11427	0.099703	Not Significant
Within-treatments	604.0473	196			
Total	623.595	199			

Graph 1

Bar Graph for Statistical analysis of the Parental Involvement of the Academic Anxiety for Students of Government Higher Secondary School

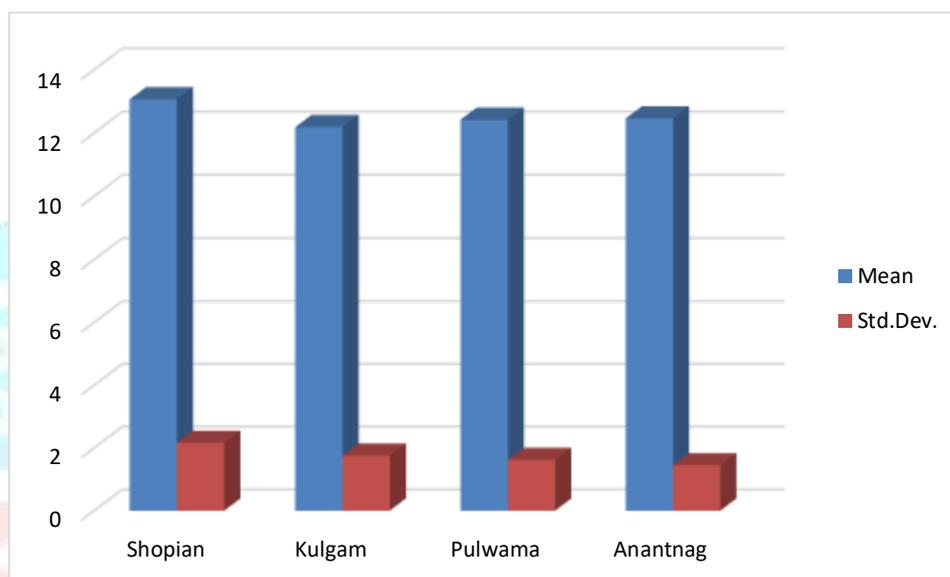


Table 2

Statistical analysis of the Parental Involvement of the Academic Anxiety for Students of Private Higher Secondary School

Sn	District	N	$\sum X$	Mean	$\sum X^2$	Std.Dev.
1	Shopian	45	717	15.9333	11587	1.9235
2	Kulgam	30	495	16.5	8255	1.737
3	Pulwama	75	1220	16.2667	20048	1.6549
4	Anantnag	50	843	16.86	14349	1.6661
	Total	200	3275	16.375	54239	1.7521

Source	SS	df	F Value	P Value	Significancy
Between-treatments	21.8883	3	2.42796	0.066674	Not Significant
Within-treatments	588.9867	196			
Total	610.875	199			

Graph 2

Bar Graph for Statistical analysis of the Parental Involvement of the Academic Anxiety for Students of Private Higher Secondary School

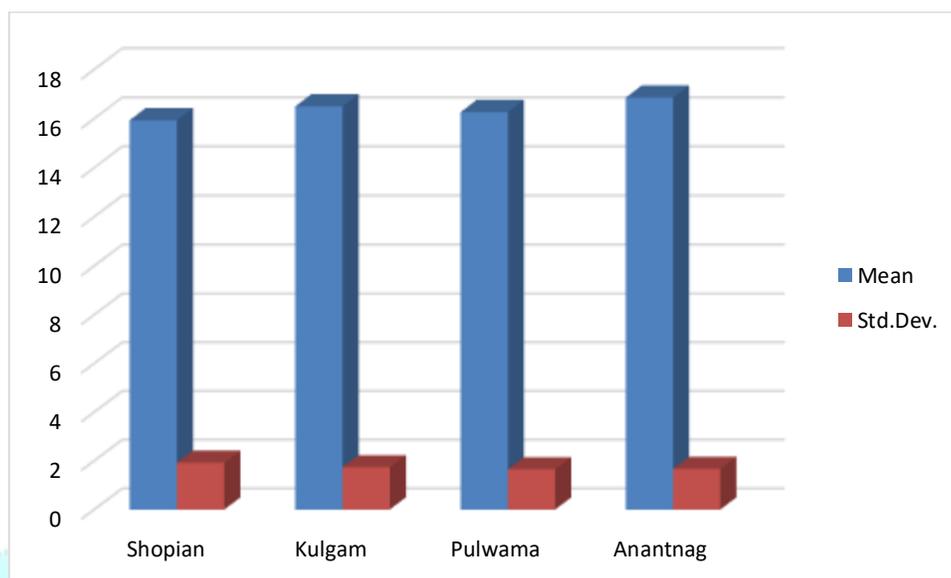


Table 2

Statistical analysis of the Parental Involvement of the Academic Anxiety for Students of Government and Private Higher Secondary School

Sn	Particulars	N	Mean	SD	SEM	SED	t value
1	Government Higher Secondary Schools	200	12.545	1.7702	0.1251	0.176	21.7469
2	Private Higher Secondary Schools	200	16.375	1.7521	0.1238		

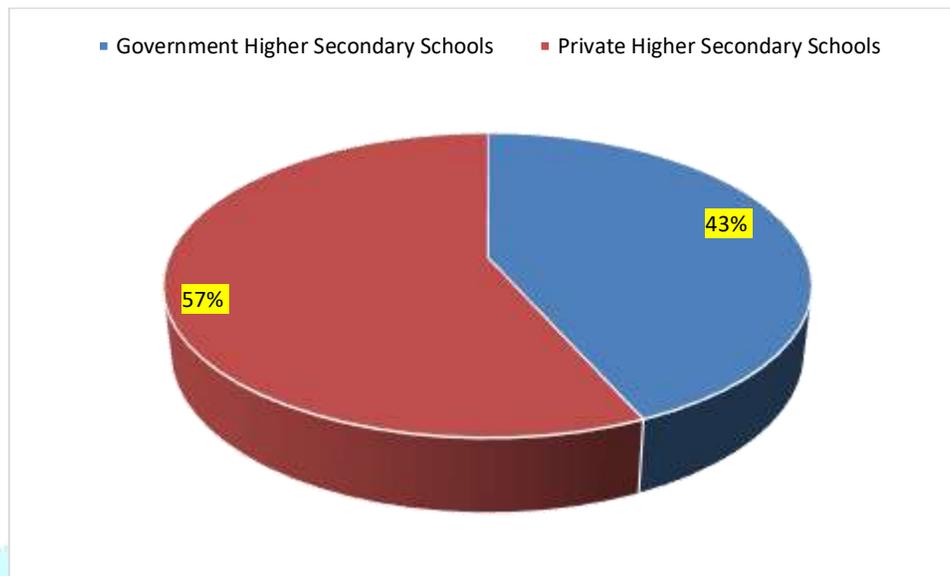
df = 398

P-value is less than 0.0001

Significant at 0.05 Level

Graph 3

Pie Graph for Statistical analysis of the Parental Involvement of the Academic Anxiety for Students of Government and Private Higher Secondary School



7. Results Obtained & Interpretations

Table 1: Statistical Analysis of Parental Involvement Related to Academic Anxiety among Government Higher Secondary School Students

Table 1 reflects district-wise variations in parental involvement associated with academic anxiety among students of government higher secondary schools. The mean scores range from 12.18 in Kulgam to 13.06 in Shopian, while Pulwama and Anantnag display closely similar mean values, indicating only minor differences across districts. These slight variations suggest that students across different districts experience nearly comparable levels of parental involvement influencing academic anxiety. The standard deviation values show moderate dispersion, implying that individual differences exist within districts but remain within a reasonable range. The ANOVA results further support this observation, as the obtained F-value of 2.11427 is statistically non-significant at the 0.05 level, with a p-value exceeding the critical threshold. This indicates that the observed differences in mean scores are not substantial enough to reflect real district-wise variation. Hence, parental involvement related to academic anxiety among government school students appears uniformly distributed across the selected districts.

Table 2: Statistical Analysis of Parental Involvement Related to Academic Anxiety among Private Higher Secondary School Students

Table 2 presents the district-wise analysis of parental involvement related to academic anxiety among private higher secondary school students. The mean scores across districts range from 15.93 in Shopian to 16.86 in Anantnag, demonstrating relatively higher parental involvement compared to government schools. Although slight differences in mean values are observed among districts, the overall pattern indicates consistency in parental involvement influencing academic anxiety. The standard deviation values are fairly similar across districts, suggesting uniform variability in students' responses. The ANOVA findings reveal an F-value of 2.42796, which is statistically non-significant at the 0.05 level, as the p-value remains greater than the critical

value. This result implies that district-wise differences in parental involvement among private school students are not statistically meaningful. Therefore, parental involvement associated with academic anxiety among private higher secondary students remains consistent irrespective of district location.

Table 3: Comparative Analysis of Parental Involvement Related to Academic Anxiety between Government and Private Higher Secondary School Students

Table 3 highlights a comparative analysis of parental involvement related to academic anxiety between government and private higher secondary school students. The mean score of private school students (16.375) is notably higher than that of government school students (12.545), indicating a clear difference in the level of perceived parental involvement. The standard deviation values of both groups are nearly identical, reflecting similar variability in responses. The calculated t-value is extremely high, and the p-value is less than 0.0001, which is statistically significant at the 0.05 level. This confirms that the difference in mean scores between the two groups is not due to chance. The findings strongly suggest that private school students experience significantly higher parental involvement related to academic anxiety than government school students, highlighting the influence of school type on parental expectations and involvement patterns.

8. Logical Argument and Comments

The objectives of the study aimed to examine whether parental involvement influences academic anxiety in the same manner among government and private higher secondary school students. Based on this objective, the null hypothesis proposed that no significant difference exists between the two groups in terms of parental involvement affecting academic anxiety. The findings related to government school students reveal that parental involvement tends to be relatively balanced and uniform. Parents generally support their children through guidance and encouragement without exerting excessive academic pressure. This pattern reflects shared socio-cultural conditions and moderate educational expectations, resulting in a stable influence on students' academic anxiety. Since variations within government schools are minimal and consistent, parental involvement does not create heightened anxiety levels. Thus, within the government school context, the null hypothesis is accepted, as parental involvement does not significantly differentiate students' academic anxiety experiences. However, when the influence of parental involvement among private school students is examined and compared with government school students, a contrasting pattern emerges. Parents of private school students are more actively involved in academic matters and place stronger emphasis on achievement and performance. This intensive involvement often results in increased academic pressure, which contributes to higher levels of anxiety among students. The difference in parental expectations, supervision, and achievement orientation between the two school types leads to differing emotional outcomes for students. Therefore, when comparing government and private school students, parental involvement affects academic anxiety in distinctly different ways. On this basis, the null hypothesis is rejected. The study clearly concludes that parental involvement has a stronger and more anxiety-inducing influence in private school settings than in government schools.

9. Conclusion

The present study concludes that parental involvement plays a significant role in shaping students' academic anxiety, though its influence varies according to the type of school environment. Among government higher secondary school students, parental involvement is generally balanced and moderate, characterized by guidance and support rather than excessive pressure. Parents in this context tend to maintain realistic expectations, influenced by socio-cultural factors and limited competitive academic environments. As a result, academic anxiety among government school students remains relatively controlled and uniform. The study also indicates that parental involvement within government schools does not differ markedly across districts,

suggesting consistency in parental attitudes and practices. Overall, parental involvement in government schools contributes to academic adjustment without creating undue emotional strain, allowing students to manage academic responsibilities with comparatively lower levels of anxiety.

In contrast, the study finds that parental involvement among private higher secondary school students is more intense and performance-oriented, leading to higher levels of academic anxiety. Parents of private school students are often deeply engaged in monitoring academic progress, emphasizing achievement, and setting high expectations, which can increase pressure on students. This heightened involvement reflects the competitive academic culture associated with private schooling and the desire for academic success. The comparative findings clearly demonstrate that private school students experience greater academic anxiety linked to parental involvement than their government school counterparts. Consequently, the study concludes that parental involvement does not affect all students uniformly; instead, its impact is shaped by institutional context. The research highlights the need for balanced parental engagement that supports academic success while safeguarding students' emotional well-being.

10. Suggestions

1. **Balanced Parental Expectations :** Parents should maintain realistic and balanced academic expectations for their children. Encouragement should focus on effort, learning, and personal growth rather than excessive performance pressure, so that academic support does not become a source of anxiety.
2. **Awareness Programs for Parents :** Schools should organize regular orientation and awareness programs for parents to help them understand the emotional impact of excessive academic pressure. Such programs can promote healthy involvement that supports students' academic and psychological well-being.
3. **School-Parent Collaboration :** Strong collaboration between schools and parents should be encouraged to ensure consistent and supportive academic guidance. Regular communication can help align parental involvement with students' abilities, needs, and emotional readiness, reducing unnecessary academic stress.
4. **Counseling and Guidance Services :** Schools should strengthen counseling and guidance services to help students manage academic anxiety effectively. Professional support can assist students in developing coping strategies while also guiding parents toward constructive involvement practices.
5. **Teacher Sensitization and Training :** Teachers should be trained to recognize signs of academic anxiety linked to parental pressure. Sensitized teachers can mediate between parents and students, offering feedback that promotes supportive rather than pressurizing parental involvement.
6. **Promoting Holistic Development :** Educational institutions should emphasize holistic development alongside academic achievement. Encouraging participation in co-curricular activities and life-skills education can help reduce anxiety and create a healthier balance between parental expectations and student well-being.

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