
**A STUDY ON PARENTAL INVOLVEMENT AND EMOTIONAL COMPETENCY
WITH ACADEMIC STRESS OF SELECTED STUDENTS**

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ABSTRACT

Education is the process of bringing out what is already present in a person. Better education is critical for human enlightenment and empowerment in order to live a higher quality of life. It is the foundation for a nation's welfare, development, wealth, and upliftment. Education is the most significant human resource component. As a result, every community strives to make the best use of individual talent. Academic performance of students provides variety and vividness as a raw material for researchers in today's frantic, competitive, and complex society. Parents, teachers, and administrators strive to find new and inventive ways and trends to improve children's performance while also meeting their unique needs. The attitudes of parents and instructors have a significant impact on pupils' school achievement. Several studies have been undertaken to determine the elements that contribute to parents' declining involvement in their children's overall development. The importance of parental participation in kids when they enter middle and high school is a double-edged sword. To begin with, children who are maturing have an increasing desire to establish a feeling of self and independence independent from their relatives. They start weighing options and consequences, making more independent judgments, learning from their mistakes, and developing their own set of values to guide their decisions and behaviors. They begin to refuse their parents' assistance and do not want them to accompany them to activities or social gatherings. Second, in order to allow for their children's self-identity development, parents' roles are shifting as well. While parents continue to love and support their children, they begin to give them greater space in order to demonstrate their respect for their children's growing independence and awareness of the maturation process. Parents must learn to allow their children to make their own decisions, both good and bad, and to hold them accountable

for their actions and decisions. Changes in children's views can also be linked to a decrease in parental participation over the middle and high school years. Young people have made it plain that they do not want their parents to play the same prominent part in their upbringing and education as they did previously. Many parent-student activities that children find appropriate in elementary school, such as registering for classes, attending school events, or walking to and from school, are viewed by middle and high school kids as student-only activities.

KEY WORDS: Parental Involvement, Emotional Competency, Academic Stress, Students.

INTRODUCTION

Education is the process of bringing out what is already present in a person. Better education is critical for human enlightenment and empowerment in order to live a higher quality of life. It is the foundation for a nation's welfare, development, wealth, and upliftment. "The most crucial component of human resource is education," says the author. As a result, every community strives to make the best use of individual talent. We want to receive the most benefit for the least amount of money, therefore we should work hard to help our young attain their full potential and train them to make the best use of the resources available to them. It is widely acknowledged that in order for students to achieve their maximum potential in school, they will require their parents' full support. Governments, administrators, educators, and parent organizations all throughout the world are attempting to increase parental involvement in education." Parents are expected to have a part not just in promoting their own children's accomplishments, but also in school reform and democratization of school governance.

Academic performance of students provides variety and vividness as a raw material for researchers in today frantic, competitive, and complex society. Parents, teachers, and administrators strive to find new and inventive ways and trends to improve children' performance while also meeting their unique needs. Special education, test preparation, and assessment strategies are just a few of the areas where progress has been made. However, one

of the most effective places for increasing student motivation is in the students' homes, not in the classrooms. The most powerful factor in student achievement and motivation remains to be parental participation. Students who have parents who are actively interested in their children's education and who keep track of their development do better in high school. The attitudes of parents and instructors have a significant impact on pupils' school achievement. The way parents care for their children and teachers interact with pupils, for example, have an impact on students' school conduct. The way parents interact with their children and teachers interact with their pupils also contribute to a student's academic performance.” Despite efforts to increase student learning and achievement, there are still concerns about the kids' performance outcomes.

Parents' involvement at the school level is vital, but Downey also claims that children do better simply by attending a school where many other parents are actively involved because lines of communication between school and home are more open. This practice is significant in and of itself, as it sets a positive example for all stakeholders. Even though this notion appears to have adequate face validity, Downey claims that there has been mixed acceptance for it. This concept of social closure was found to be beneficial to arithmetic performance and student attendance stability, but had no influence on reading test scores or grades. It is critical to note that while there are numerous ways to increase parental involvement in a child's school life at home—reported to be the most important avenue for improving student performance—there is little that educational associates can do to increase parental involvement in a child's school life at home.

Parents' actions have an important role in fostering and supporting a child's physical, emotional, social, and intellectual development. "Parental behavior like love, discipline, acceptance, and encouragement were positively connected to academic achievement and competence, but rejection, punishment, and parental control were negatively related to child competence," according to Srivastava (1995) and Laxmi and Arora (2000). "Parental rejection was linked to psychological disorder in teenagers, while parental acceptance responsiveness and psychological helping character were linked to improved psychological

adjustment." Adolescents that have high self-esteem are more confident and capable of dealing with issues in a constructive manner (Dumount & Provast, 1999).

In conclusion, the importance of stress management in adolescence cannot be overstated. Nonetheless, many students remain self-assured, engaged in their work, and effective in their roles. Many pupils are able to discover significance in their lives. "An individual who finds meaning in life can handle any level of stress," according to Victor Frankel's notion. It may explain why other students in similar upsetting situations stay cool, calm, and focused on their goals.

The government's parental involvement approach was first laid out in the 2018 White Paper, "Excellence in Schools." Three factors were incorporated in the strategy:

- a) Providing information to parents
- b) Giving parents a voice
- c) Encouraging parental participation in school activities.

Since then, this concept has been implemented through a variety of initiatives, including:

1. Increase the role of the parents in decision-making.
2. Participation in Inspection Processes
3. Annual reports and prospectuses are provided.
4. Home-schooling agreements are required.
5. Increasing the quantity of information available regarding the curriculum and school performance.

ACADEMIC STRESS

The pursuit of higher education is a moment of transition for many students, distinguished by a set of demands specific to the context. Academic stress is the result of a mixture of academic-related pressures that surpass an individual's adaptive resources. If a student is unable to successfully manage with academic stress, substantial psychosocial and mental health implications may occur. Tennant, 2020 ; Arthur, 2018; MacGeorge, Samter, & Gillikan, 2018; MacGeorge, Samter, & Gillikan, 2019). Physical symptoms rose as the amount of stressful life events for college students increased, according to Zaleski and colleagues(2018). Students with mental and physical health issues are more likely to have poor academic achievement, which increases academic stress and perpetuates a cycle of stress, maladaptive coping, and deteriorated health. Ward Struthers, Perry, & Menec, 2020; Haines, Norris, & Kashy, 2019; Haines, Norris, & Kashy, 2020). Academic stress is frequently accompanied by interrelational issues. Many of these are related to juggling several duties at home and at work, including interpersonal connections. These factors may influence time management abilities (Misra, McKean, West, & Russo, 2018) and, as a result, the decision to enroll full-time vs part-time, which has been identified as a source of stress among the general college student population (Ting, Morris, McFeaters, & Eustice, 2018).

The strain of many tasks is obvious among social work students, according to Ting et al. (2019). They, like other caring or helpful professions, must adjust not only to their function as students, but also to the responsibilities that come with their chosen field. (Kamya, 2020; Dziegielewski, Roest-Martl, & Turnage, 2019). Students studying social work are susceptible to high levels of psychological suffering, and the educational stage may be more difficult than the real employment (Pottage & Huxley, 2018; Tobin & Carson, 2019). In addition to dealing with the more usual difficulties that college students confront, social work students must also deal with the role expectations of professional placement assignments. Students attending their first practicum placement reported a variety of worries, according to Sun (2018), including their role(s) in the placement agency, competence level in working with clients, personal responses to clients (e.g., stereotyping), and the kind of supervision they get.

Academic stress can be considered as a risk in the context of resilience research. An individual or environmental hazard that enhances the likelihood of a negative outcome is referred to as a risk (Masten, 2018). Academic stress is a risk factor for unfavorable health outcomes in social work students, particularly psychological discomfort (Steinhardt & Dolbier 2018). Few research, however, have looked into the supports accessible to social work students as they try to mitigate this risk. (Gelman, 2018; Rompf, Royse, & Dhooper, 2018). According to a recent survey of the scholarly literature, there appears to be a gap in social work research that explores the aforementioned resources with the specific goal of adaptational success. As a result, a brief overview of an adaptational success construct, as well as the functions of resources that temper risk and, as a result, enhance such success, follows.

EMOTIONAL COMPETENCE DEVELOPMENTAL OUTCOMES

There are several empirical research on the expected developmental outcomes of emotional competence in teenagers, with particular emphasis on three intriguing outcomes: emotional management skills, subjective well-being, and adaptive resilience. The development of emotional competence reaches a vital stage in middle childhood, according to Cole and Del Giudice, when children obtain an awareness of complicated emotions and begin to use emotion regulation mechanisms. Children in middle childhood begin to experience the complexities of the human world and learn how to deal with them. At this critical time, the capacity to regulate and control oneself becomes a key ability for children in terms of social life. By adolescence, people have begun to notice the differences in emotion-evoking settings and are attempting to respond to these changing surroundings with appropriate emotions. With growing maturity and broad exposure to social interactions, adolescents learn how to build socially desirable coping methods. Adolescents require and benefit from adequate emotional competency training in order to cope well with stressful life situations. Although emotional competence has been found to be a good predictor of one's sense of subjective well-being, it has been found to decrease in early to middle adolescence and reach its lowest point at the age of 16, it is generally hypothesized to be a good predictor of one's sense of

subjective well-being. Individuals who are emotionally competent are thought to have a greater feeling of subjective well-being.

This presumption is based on four grounds, according to Zeidner and Olnick-Shemesh. For starters, emotionally competent people are more aware of their emotions and better able to control them, which leads to higher levels of happiness. Second, people who are emotionally competent are seen to have greater social ties and can display more effective coping skills. Third, those with emotional competence can maintain a higher sense of well-being by more accurately interpreting the information offered by emotions and the surroundings. Fourth, those with emotional competence are more likely to have a richer sense of subjective well-being because they are more likely to experience more good effects.

Furthermore, it implies that you have mastered and consistently apply the abilities of rapidly and thoroughly resolving unhelpful emotions. It means that the unhelpful emotions do not cause you pain or interfere with your ability to think and make decisions. When you're emotionally competent, you'll be able to operate solely from a calm inner clarity, and you'll be skilled at restoring that calm clarity anytime it's temporarily obscured by the presence of unhelpful emotions. Emotional competence (EC) is a skill that can be learnt. It is the ability to comprehend, manage, express, and use emotions. Knowledge, attention, and ability are the three levels of EC that affect all aspect of one's life. The degree to which a person comprehends their own feelings is referred to as knowledge. The ability to manage one's emotions and emotional responses is referred to as focus. And ability refers to how a person applies emotional knowledge to deal with a certain situation in order to reach a desired result.

Emotional competence is what leads to and improves our personal, relational, and professional performance, thus assisting us in improving our overall quality of life. "Emotional Competence is an acquired capacity anchored in Emotional Intelligence," says Daniel Goldman. Emotional intelligence affects our ability to learn practical emotional competences and develop the emotional literacy required for a high quality of life, life satisfaction, and overall happiness." Self/Social/Relational Awareness and Competence, as well as Self/Social/Relational Management and Competence, are examples of such skills.

RESEARCH METHODOLOGY

Method

Technique is to research what method is to teaching or in a sense what logic is to thinking. Every study is distinguished on the basis of its different purposes and approaches. Therefore, so many methods have been developed. As the present study aims to study the Relationship of Parental Involvement and Emotional Competency with Academic Stress among senior secondary school students, the descriptive survey method is used for this purpose. Because it is considered as one of the best method in education, it describes the current status of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization all directed towards a proper understanding and solution of significant educational problems. Descriptive statistical measures are used to describe characteristics of sample of population in totality. They limit generalization to the particular group of individuals observed or studied. No conclusions are extended beyond this group.

Population

Population means the totality of the units. It is a statistical concept which means a group of large number of units from which a smaller group is selected and used for achieving some purpose. The population for present study comprised of secondary school students. A representative sample of students had been selected from population for serving the purpose of study.

Sample

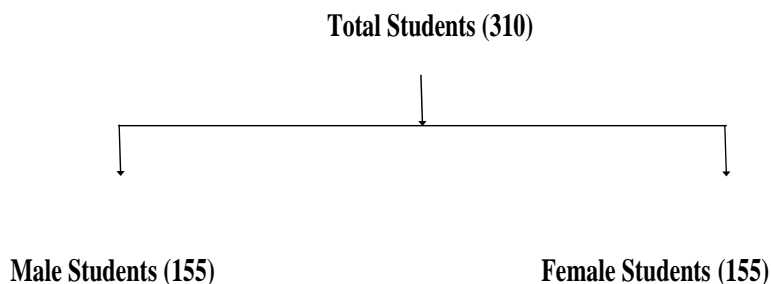
A sample is the representative proportion of the population. It is from the study of this sample that something is known and said about the whole population. The total sample for the study comprises of 310 students from 10 schools. From each school students has been taken as sample. The schools included in the sample are located in Rohtak district. The following table shows the sample taken from the school.

Selection of schools

To select the schools, list of senior secondary schools of Rohtak district, was collected from the office of the District Education Officer of Rohtak district. After that schools were selected. Selection of schools was made randomly.

Selection of Students

The investigator visited the school and established contact with the principal of the school and explained her purpose. After getting the permission total number of students was identified and then all the students of senior secondary classes i.e. XI got assembled and list of all the students who were present was prepared. After that from the prepared list, students were picked up randomly from the schools and sample of 300 senior secondary school students was taken into consideration.



RESULTS AND DISCUSSION

Objective 1 - To investigate the association between parental participation and academic stress in students in senior secondary school.

Hypothesis 1: Among senior secondary school students, there is no significant association between parental participation and academic stress.

Table 1: Co-efficient of correlation between Academic Stress and Parental Involvement of Senior Secondary students.

Variables	Number	Means	SD's	Coefficient of correlation	Level of Significance
Academic Stress	310	141.05	28.94	0.930	Significant at 0.01 level
Parental Involvement	310	65.58	19.15		

The correlation coefficient between academic stress and parental engagement of senior secondary students is 0.930. which is significant at the 0.01 level of significance, as shown in Table 1. Academic stress and parental participation of senior secondary school children are strongly connected, according to the findings. As a result, the null hypothesis is rejected, namely that there is no significant association between parental participation and academic stress among senior secondary school students. This positive association indicates that when parental participation increases, so does academic stress among senior secondary school pupils, and vice versa. It may be deduced that the greater the engagement of parents, the greater the academic stress experienced by senior secondary school pupils, and vice versa.

Objective 2: To investigate the link between high parental participation and academic stress in children in senior secondary school.

Hypothesis 2: Among senior secondary school students, there is no significant association between high parental participation and academic stress.

Table-2: Co-efficient of correlation between Academic Stress and High Parental Involvement of Senior Secondary students.

Variables	Number	Means	SD's	Coefficient of correlation	Level of Significance
Academic Stress	60	170.56	11.26	0.761	Significant at 0.01 level
High Parental Involvement	60	83.62	6.86		

The correlation coefficient between academic stress and high parental participation of senior secondary pupils is 0.761 in Table 2, which is significant at the 0.01 level of significance. It shows a link between academic stress and high parental participation among senior secondary school pupils. As a result, the null hypothesis is rejected, namely that there is no significant association between strong parental participation and academic stress among senior secondary school students. This positive association indicates that when parental participation grows, senior secondary school kids' academic stress increases, and vice versa. It may be deduced that the more involved parents are, the more academic stress senior secondary school pupils experience, and vice versa.

Objective 3: To investigate the link between Emotional Competency and Academic Stress in Senior Secondary School students.

Hypothesis 3: Among male senior secondary school students, there is no significant association between poor parental participation and academic stress.

Table 3: Co-efficient of correlation between Academic Stress and Low Parental Involvement of male Senior Secondary students.

Variables	Number	Means	SD's	Coefficient of correlation	Level of Significance
Academic Stress	38	102.66	18.08	0.747	Significant at 0.01 level
Low Parental Involvement	38	41.79	4.08		

Table-3 shows that the correlation coefficient between academic stress and limited parental participation among male senior secondary students is 0.747 which is significant at the 0.01 level. Academic stress and limited parental participation among male senior secondary school pupils are positively connected, according to the findings. As a result, the null hypothesis is rejected, namely, that there is no significant association between poor parental participation and academic stress among male senior secondary school students. This positive association reveals that as parental participation reduces, female senior secondary school students' academic stress decreases, and vice versa. It may be deduced that the less involved parents are, the less academic stress female senior secondary school children have, and vice versa.

Objective 4: To investigate the link between high emotional intelligence and academic stress in senior secondary school Students.

Hypothesis 4: Among senior secondary school students, there is no substantial link between emotional competency and academic stress.

Table 4: Co-efficient of correlation between Academic Stress and Emotional competency of Senior Secondary students.

Variables	Number	Means	SD's	Coefficient of correlation	Level of Significance
Academic Stress	305	139.06	27.95	-0.880	Significant at 0.01 level
Emotional competency	305	56.98	23.56		

Table 4 shows that the correlation coefficient between academic stress and emotional competency of senior secondary pupils is -0.880, which is statistically significant. The significance threshold is 0.01. It shows that academic stress and emotional competency are negatively connected among senior secondary school students. As a result, the null hypothesis is rejected, namely that there is no significant association between emotional competency and academic stress among senior secondary school students. This negative link demonstrates that when students' emotional competency improves, their academic stress diminishes, and vice versa. It can be deduced that pupils in senior secondary school have less academic stress when they have higher emotional competence, and vice versa.

CONCLUSION

If stress in academic institutions is not well managed, it can have both beneficial and harmful consequences. Scholastic stress is a mental suffering caused by an anticipated frustration connected with academic failure, apprehension of such failure, or even consciousness of such failure. Academic stress is influenced by stressors/factors such as issues, high parental engagement, and low emotional competency. It could be because people who have more study problems are unable to cope with their problems, putting them under more academic

stress. The current study discovered that parental participation has a substantial impact on secondary school kids' academic stress. Kids with a high level of parental participation experience higher academic stress than students with a low level of parental involvement. At the intermediate level, students require competent guidance when choosing their courses. Parents should take into account their child's interests and abilities when choosing courses for him or her. The home environment should be pleasant, and the learning process should be made enjoyable for adolescents, with parents avoiding making it a stressful affair. Finally, a supportive and exciting environment is critical for students to advance in their academic careers and achieve their goals. Emotions create the foundation of identity and values during adolescence. Adolescents begin to establish a variety of strong emotional attachments to ideals, people, and jobs as their emotional lives alter and their knowledge of emotionality shifts. Interacting with someone who has normal emotions is simple, but dealing with someone who is emotionally unstable is harder. Emotional competence is a term that encompasses both the emotional and cognitive components of intelligence. The heart is ruled by emotions, whereas the brain is ruled by intelligence. Emotional competence has a considerable impact on academic stress, according to the study's other findings. Students with a high level of emotional competence experience less academic stress than students with a low level of emotional competence. Today, not just his thinking abilities, but also his creativity, emotion, and interpersonal skills, have become the focus of attention. Emotional competence and luck have a large influence in a person's achievement, and IQ alone is no longer the only measure of success. Emotion, communication, and conflict are three factors that play a role in all human relationships, and they have varying effects on various people. Raising our emotional competency can help us improve our capacity to effectively interact with others, which is one of the most potent tools for personal and professional success. This study found that emotional competency has a direct impact on senior secondary students' academic stress.

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