

Madani: Jurnal Ilmiah Multidisiplin

Volume 3, Nomor 5, June 2025, P. 568-578

E-ISSN: 2986-6340

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DOI: <https://doi.org/10.5281/zenodo.15716721>

Mathematics Education Students' Perceptions of the Impact of Parental Involvement on Mental Health

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Abstrak

Penelitian ini mengkaji persepsi mahasiswa pendidikan matematika tentang dampak keterlibatan orang tua terhadap kesehatan mental mereka. Penelitian ini menggunakan pendekatan kuantitatif melalui pengumpulan data dengan menyebarkan kuesioner daring yang dibagi menjadi tiga kategori pertanyaan, yaitu aspek kognitif, aspek afektif, dan aspek psikomotorik, kepada 32 responden. Dari rata-rata yang diperoleh, hasil menyatakan setuju dengan pernyataan dalam kuesioner, mencapai 75% memilih Sangat Setuju dan Setuju. Hal ini menunjukkan bahwa secara umum mahasiswa pendidikan matematika memiliki kecenderungan positif dalam hal menanggapi keterlibatan orang tua. Terbukti banyak dari mereka yang mengalami tekanan akademis yang tinggi akibat ekspektasi orang tua. Bentuk dampak yang muncul akibat tekanan tersebut adalah kecemasan, ketakutan gagal, stres emosional, dan komunikasi terbuka antara orang tua dan siswa untuk mengurangi stres akademis dan menjaga kesejahteraan mental. Penelitian ini menunjukkan perlunya keterlibatan orang tua yang seimbang, yang mendukung anak tanpa merasa terbebani.

Kata kunci: keterlibatan orang tua, persepsi siswa, kesehatan mental, tekanan akademis, pendidikan matematika

Abstract

This study examines mathematics education students' perceptions of the impact of parental involvement on their mental health. This study uses a quantitative approach through data collection by distributing an online questionnaire divided into three categories of questions, namely cognitive aspects, affective aspects, and psychomotor aspects, to 32 respondents. From the average obtained, the results stated agreement with the statements in the questionnaire, reaching 75% choosing Strongly Agree and Agree. Here, it shows that, in general, mathematics education students have a positive tendency in terms of responding to parental involvement. It is proven that many of them experience high academic pressure due to parental expectations. The form of impact that arises due to this pressure is anxiety, fear of failure, emotional stress, and open communication between parents and students to reduce academic stress and maintain mental well-being. This study shows a need for balanced parental involvement, which supports children without feeling burdened.

Keywords: parental involvement, student perception, mental health, academic pressure, mathematics education

Article Info

Received date: 29 May 2025

Revised date: 05 June 2025

Accepted date: 18 June 2025

INTRODUCTION

Parental support helps students build social relationships, confidence, and emotional regulation. Therefore, parents play an essential role in forming morals, empathy, independence, and overall emotional control of children (Puspita & Waroh, 2024). When students realize that their parents offer emotional and psychological assistance, they are more inclined to cultivate proficient interpersonal abilities, encompassing relationship formation, leadership, and collaborative efforts (Zuo et al., 2022).

Lack of parental attention is significant for children's mental health. Similarly, parental involvement brings positive things to children's behavior and achievement, but many parents still do not know good parental involvement strategies (Omarkhanova et al., 2024). As a result, most parents are unaware of the lack of attention they give to their children and expect the campus to provide services for their students (Morris, 2021).

Late studies show that high academic pressure negatively impacts students' mental well-being. The research endeavor seeks to investigate the correlation between academic-related stressors and mental well-being among university students, thereby delineating the principal emphasis of the inquiry (Subardjo, 2024). For example, there has been increased stress for students in recent years due to increasingly competitive and demanding education, resulting in reduced oversight of mental well-being (Gupta et al., 2024).

Mathematics education students experience high levels of academic stress. Earlier studies have discussed the importance of social support, including parental involvement, in helping students manage academic stress and pressure. So, parents who contribute positive support have been shown to improve students' psychological well-being and motivate them to study (Ramlan & Ahmad, 2023). Students who tend to experience test anxiety perceive math as a complex subject and feel they do not have available coping resources (Jamieson et al., 2021).

Based on the review, many students feel pressured by their parents' expectations and try hard to meet them. The analysis defines that high social pressure and parental expectations play an important role in exacerbating students' stress, leading to unfortunate fallouts such as anxiety disorders and suboptimal academic performance. Affective parental involvement is essential to advance a supportive and stress-reducing environment for students (Ruiz & Lopez, 2024). The research indicated that 496 (87.0%) adolescents reported elevated levels of perceived parental pressure, suggesting that a significant number of students experience stress stemming from their parent's expectations, which exacerbates their academic stress and anxiety associated with competitive entrance examinations (Pienyu et al., 2024).

This study aims to discover in-depth how mathematics education students perceive parental involvement in academics and examine how support and pressure can impact their psychological and mental health. Parents who participate in their child's education by discussing math concepts and asking their child what areas of difficulty they are having can improve their child's grades and academic success (Hanafiah & Rosly, 2024). This study also identifies how parental involvement influences students' motivation and academic performance, but it is also essential to maintain healthy emotional communication between children and parents. This study is expected to contribute to developing good education and parenting, especially in literacy.

METHOD

This study uses a quantitative method, with a questionnaire as the main instrument in data collection. This approach was chosen because it allows researchers to measure the studied variables objectively and consistently. The questionnaire was constructed based on an index relevant to the study's focus to establish the comfort level and efficiency of the data. Respondents were asked to fill out the questionnaire independently so that the data collected reflects their perceptions. In addition, using questionnaires allows researchers to reach more respondents relatively quickly. The data obtained were then analyzed using statistical analysis techniques to draw conclusions that can be scientifically supported.

The questionnaire builds questions about major selection, parental expectations, support, and academic pressure. Questions about major selection are designed to determine how much personal desires and parental encouragement influence students' decisions. Meanwhile, items about parental expectations aim to describe how parental expectations influence students' views and motivation to learn. Aspects of parental support include emotional, financial, and motivational assistance provided during the study period. In addition, academic pressure is measured through students' perceptions of the study load and the demands of achievement felt during the lectures.

This analysis uses a Likert scale to test students' perceptions of academic experiences and parental involvement. The Likert scale is an essential instrument in empirical research because of its

wide use, efficacy in measuring subjective attitudes, adaptability in its formulation, and capacity to enable organized data acquisition (Kusmaryono & Wijayanti, 2022). This scale was chosen because it can measure respondents' attitudes and perceptions quantitatively through a choice of levels of agreement. Each statement in the questionnaire is arranged in five response levels, ranging from "strongly disagree" to "strongly agree." With this approach, researchers can identify the tendency of students' perceptions of various aspects, such as parental emotional support, academic pressure, and satisfaction with the choice of major. The data obtained from the Likert scale were then analyzed to determine general patterns and differences in perceptions between respondents.

Data were collected through an online questionnaire between April 15 and 22, 2025. An online questionnaire was chosen because it efficiently reaches participants without location conditions. Respondents were given sufficient time to read and understand each question before answering during the filling period. The target participants were 32 mathematics education students, who were selected based on convinced belief to ensure the relevance of the data. A one-week data collection was also deemed sufficient to obtain representative responses from the allowed defendant.

Responses were limited and collected based on what students felt most, such as parental expectations and support. This approach is expected to identify what is acceptable for parent involvement. The theme of parental expectations included expectations regarding children's academic achievement and career alternatives, while parental support included moral, motivational, and financial support during the study period. The analysis became more focused and in-depth by grouping the data based on these themes. Furthermore, things such as high expectations, positive support, and parental anxiety were used in analyzing the data to capture the nuances of emotions and pressures felt by the students. The questionnaire instrument consisted of 50 statements, divided into 20 affective items, 20 cognitive items, and 10 psychomotor items. This division refers to Bloom's taxonomy to classify responses into three main domains: affective, cognitive, and psychomotor (Bloom, 1956; Krathwohl, Bloom, & Masia, 1964; Simpson, 1972).

Categories such as high expectations, positive support, and parental anxiety were used in analyzing the data to identify the forms of parental involvement perceived by students. High expectations reflect academic pressure due to high expectations from parents, while positive support shows parents' contribution in providing motivation and enthusiasm for learning. On the other hand, anxiety describes the negative impact of excessive or inappropriate involvement. Student responses were grouped into three main domains in the analysis process: cognitive, affective, and psychomotor. The affective domain refers to the emotional aspects of learning, including attitudes, beliefs, motivation, and anxiety related to student learning outcomes (Kwon & Kim, 2024). The psychomotor domain refers to physical abilities and the implementation of tasks given to students. (Muhiddin et al., 2024).

RESULT AND DISCUSSION

The research effort attempted to evaluate participants' perceptions regarding the learning process in three main domains, specifically cognitive (knowledge), affective (attitude), and psychomotor (skills) domains. The evaluation was conducted using a 5-point Likert scale that included the categories: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The results of the distribution of participants' responses are illustrated in the form of a pie chart and are explained as follows:

1. Cognitive Aspect

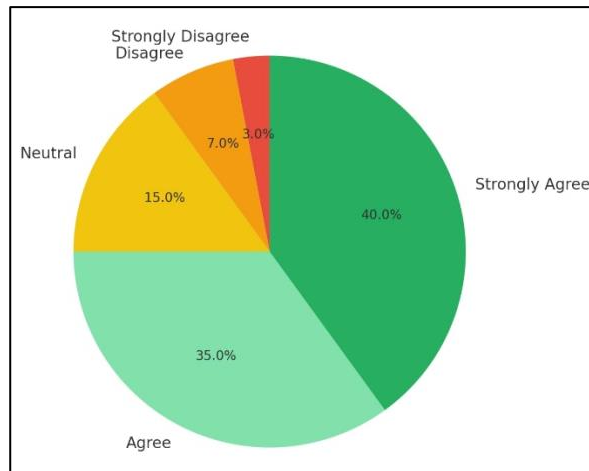


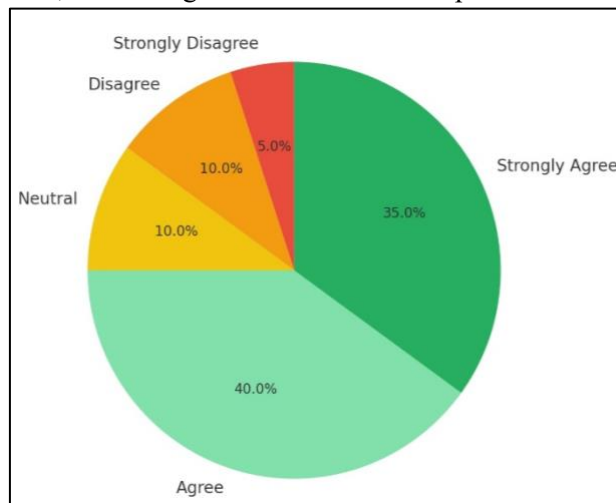
Figure 1. Results of Cognitive Domain Research

The data showed that most participants showed a very affirmative perception of the learning process from a cognitive perspective. Specifically, 40% of respondents chose "Strongly Agree," and 35% chose "Agree," resulting in 75% of participants giving a positive assessment. In contrast, only 7% answered with "Disagree" and 3% with "Strongly Disagree," while the remaining 15% expressed a "Neutral" attitude. Illustrates that most participants considered the learning activity effective in improving their knowledge and understanding.

2. Affective AAspec

Figure 2. Results of Affective Domain Research

In the affective domain, which deals with participants' attitudes, interests, and motivations about the educational process, the findings showed that 35% responded with "Strongly Agree" and 40%



with "Agree," culminating in a total affirmative response rate of 75%. In contrast, neutral and negative responses (Neutral 10%, Disagree 10%, and Strongly Disagree 5%) were observed to be present in lower proportions. These data indicate that most participants demonstrated favorable attitudes toward learning, experienced a sense of motivation, and demonstrated substantial emotional engagement throughout the process.

3. Psychomotor Aspect

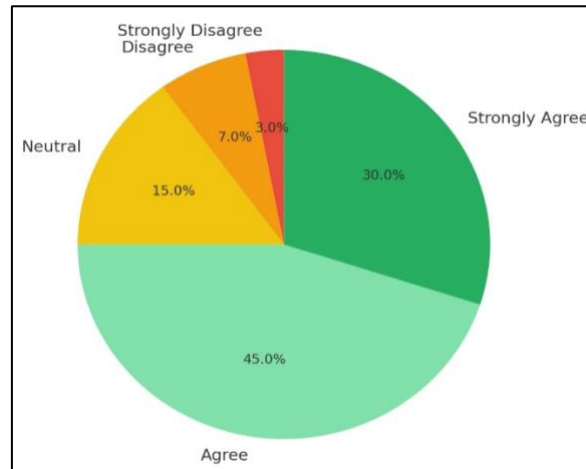


Figure 3. Results of Psychomotor Domain Research

Participants' responses regarding the psychomotor domain were very affirmative. Specifically, 45% of respondents indicated "Agree," while 30% selected "Strongly Agree," indicating that 75% of participants considered themselves capable of implementing the instructed practical skills. Simultaneously, 15% indicated "Neutral," 7% selected "Disagree," and only 3% stated "Strongly Disagree." The substantial proportions in the positive category indicate that participants have a sense of assurance and readiness to engage in activities that require motor skills or experiential practice.

The average percentage data for each answer is obtained based on the questionnaire's three aspects used as questions. Starting from those who strongly agree to those who strongly disagree. The following is a table of the average research results from our distributed questionnaire.

Table 1. Overall average number

No.	Category	Average (%)
1.	Strongly agree	35.0%
2.	Agree	40.0%
3.	Neutral	13.3%
4.	Disagree	8.0%
5.	Strongly disagree	3.7%

The data show that a learning methodology that includes all three domains of Bloom's taxonomy in a balanced manner can increase the effectiveness of learning as a whole. The three domains will support each other in forming a student profile of cognitive intelligence, a commendable attitude, and adequate practical capability. The development of students' cognitive, affective, and psychomotor aspects impacts their overall mental well-being and academic success.

Students' perceptions of parental involvement varied significantly based on data captured from 32 mathematics education students, most of whom were dominated by experiences of relatively high academic pressure. Many of them stated that their parents' high expectations for their academic achievements, especially in mathematics, felt very high and were a source of great stress. Some also admitted that they did not choose the mathematics education major according to their wishes, but followed their parents' wishes. Although some respondents felt fully supported, most stated that parental involvement was more evaluative than supportive. They stated that there was a great fear of failure and anxiety that arose due to the pressure to meet these expectations.

This finding also showed that 75% chose Strongly Agree and Agree based on the average results of statements from respondents through the questionnaire. It shows that, in general, mathematics

education students have a positive tendency to respond to parental involvement. Many of them stated a lack of emotional communication between parents and students. Students feel less free to convey their psychological conditions or complain about academic pressure

It also shows that unbalanced parental involvement contributes to feelings of learned helplessness, lack of intrinsic motivation, and the emergence of significant academic anxiety. It is mixed with the views of psychological control theory (Barber, 1996) and the concept of helicopter parenting (Padilla-Walker & Nelson, 2012), where excessive parental involvement without being balanced with empathy can hurt children's mental well-being.

Conversely, students who receive positive support from their parents, such as two-way communication, emotional reinforcement, and acceptance of learning outcomes, tend to show a more positive attitude toward their studies and have better resilience in facing academic challenges.

1. Cognitive Aspect

In the academic field, the cognitive aspect includes students' ability to understand, analyze, and apply the knowledge gained through the learning process (Anderson & Krathwohl, 2020). Of the respondents, 40% strongly agreed with the cognitive aspect because of the importance of understanding the child's point of view, especially in the mental element (Adeola et al., 2024). Students who answered "Agree" and "Strongly Agree" showed that the educational process had effectively improved participants' understanding of the subject matter.

This reality can be attributed to applying sound pedagogical methodologies, including interactive lectures, case studies, or integrating learning media that adapt to important content characteristics. Understanding basic concepts is essential to advancing the affective and psychomotor domains. Bloom (1956), in his fundamental work, *Taxonomy of Educational Objectives: Classification of Educational Objectives. Handbook I: Cognition Domain* states that cognitive objectives are related to remembering or recognizing knowledge and developing intellectual abilities and skills (Bloom, 1956: 7).

Parental support related to students' academics greatly influences their cognitive development during college. (Satwika, Sadono, & Palupi, 2025). Parents actively involved in children's education will significantly influence children's cognitive aspects, especially progress in their learning (Hidayat, 2023). Parental guidance and supervision support children's mental and academic development (Masripah, Latifah, & Dewi, 2025).

Based on the review, parental involvement greatly influences student GPA, especially support through providing motivation, financial and emotional support, and facilities to children (Nada, Margareta, & Safitri, 2024). When choosing options, children need parental support to feel confident in their choices, especially academic decisions that impact children's cognitive development in the future (Albardi, 2019).

This feedback shows that students are committed to intellectual processing rather than the direct mixing of information, which shows an understanding of the influence of the family environment on academic achievement. Meanwhile, those who answered "Disagree" and "Strongly Disagree" felt that they did not get enough intellectual support from the family environment, such as the absence of academic discussions at home or lack of motivation to learn from parents, which resulted in a tendency to have difficulty understanding the material so that the child's mental health also became chaotic. According to the findings of Biggs and Tang (2021), the acceleration of the importance of a holistic learning environment, including support from home, significantly impacts students' cognitive success.

2. Affective Aspect

The affective aspect consists of attitudes, interests, motivations, emotions, and feelings that affect students' emotional involvement in the learning process (Pekrun & Loderer, 2020). An increase in affirmative responses in the affective domain indicates that participants show significant emotional participation in the educational process. Of the 32 respondents in the affective aspect, 40% chose "agree" because family involvement in mental health education is significant for early detection, emotional support, and effective intervention (MA, 2024).

An approved learning environment, the involvement of parents' emotional relationships with students, affective support and consideration, and the instructor's humanistic pedagogical approach effectively broaden interest and reason to study. This upbeat personality substantially contributes to the overall success of the learning experience. This observation is in line with the theoretical framework

proposed by Krathwohl, Bloom, and Masia (1964) in their seminal work, *Taxonomy of Educational Objectives: Handbook II, Affective domain*, which states that: “The affective domain includes how we deal with things emotionally, such as feelings, values, rewards, incentives, motivations, drives, and attitudes.” (Krathwohl et al., 1964, p. 7).

As a result, parental involvement significantly impacts students’ affective dimension, especially in instilling values and fostering appreciation for emotional support. However, suppose parents are too excessively involved in learning until their parents control their choices and thoughts. In that case, it can hurt psychological conditions because of the pressure they feel. As stated by (Barber, 1996), the term psychological control is when excessive parental involvement can interfere with children’s independence and can have negative consequences, such as children feeling that others control their lives and their own will.

The key to fostering learning motivation in students is effective parental involvement that can help promote healthy emotional regulation in children. Parenting effectiveness, especially in responding, supervising, and being an example, is an important thing that will shape children’s character and motivation (Masripah, Latifah, & Dewi, 2025). In developing healthy emotional regulation in children, effective parental involvement is needed to help children who will motivate them (Rantari, Hasanah, Ervia, & Ismawan, 2024). Maintaining communication between parents and children and emotional support greatly influences children’s learning motivation and can improve students’ academic performance (Rahmawati & Mufidah, 2025).

The impact of lack of parental support and involvement on children. Lack of family communication will affect the child’s emotions and moral values, disturbing the child’s feelings (Naim, 2024). Children’s interest and motivation in learning are greatly influenced by support and guidance from parents. Even those lacking parental support can delay children’s emotional aspects and language development (Yuniarni, Halida, Amalia, Solichah, & Satwika, 2023).

3. Psychomotor Aspect

The psychomotor aspect is the ability of students to apply practical and motor skills or behaviours that students use as a result of learning (Imaniah et al., 2020). Different parenting practices, such as parenting style and expectations, significantly influence students’ academic performance (Jaiswal dan Choudhuri, 2017). Parental involvement is a complex interplay that can foster and hinder student development (Rong, 2024). Parents’ active participation in school activities enhances students’ motivation and self-esteem, contributing to their overall achievement (Sharma, 2024).

The results obtained from respondents in the psychomotor aspect were 45% in agreement, which proves that children will become more active participants in discussion activities and the learning process (Nasution et al., n.d.). When parents are attentive and supportive, it fosters a conducive learning environment at home (Lumaygay & Orong, 2024). The high positive response in the psychomotor domain indicates that participants not only understand the concept theoretically but can also apply and implement it in the form of real actions. Indicates the success of practice-based learning or skills training, such as simulations, demonstrations, or group work.

Parental involvement with various student outcomes suggests that higher levels of parental engagement can lead to better academic performance, increased retention rates, and overall well-being among students (Lowe & Dotterer, 2018). Participants feel assured in manipulating the skills learned, which is an essential indicator of the success of holistic learning. In his seminal work, *The Classification of Educational Objectives in the Psychomotor Domain*, Simpson (1972) explains that “Psychomotor behavior is behavior that involves the manipulation of objects and the demonstration of motor skills, ranging from reflexes to skilled creative movements.” (Simpson, 1972, p. 11).

In developing practical skills, parental support is essential in providing facilities, giving permission, and moral encouragement to continue trying and practising. Students who do not get this kind of support may feel incapable or insecure in developing psychomotor skills. As Simpson (1972) stated, support, support, and opportunity for practice are crucial in this domain, and family is an external factor that plays an important role.

CONCLUSION

This study shows that parental involvement greatly influences mathematics education students' psychological and mental health. Many of them feel pressured by high expectations from their parents, especially in academics, which causes anxiety, fear of collapse, and lack of ability to determine study programs. Indicates that the relationship between parents and their involvement in children can anxiety the development of children's emotions and abilities. Therefore, the pattern of parental involvement needs to be corrected to the different psychological needs of children, and it must be based on open communication and empathy. Parents are advised not only to demand academic achievement but also to provide emotional support and trust in their children's learning process. Universities are also expected to provide counseling services responsive to students' psychological stress to create a learning environment that supports mental health and academic well-being.

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