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The Effect of Integrating Teacher-Led Private Tutoring with Parental Academic and Psychological Involvement on High School Students' English Language Achievement, Self-Esteem, and Language Anxiety

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ABSTRACT

Objective: The present study aimed to examine the effect of integrating teacher-led private tutoring with parental academic and psychological involvement on students' academic achievement, self-esteem, and English language anxiety among high school students in Yazd, Iran.

Method: This study included a convenience sample of seventh to twelfth-grade students during the 2024–2025 academic year. The research instruments consisted of the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986), the Rosenberg Self-Esteem Scale (Rosenberg, 1965), and a researcher-developed questionnaire assessing parental involvement and participation in private tutoring. Data were collected via Google Forms and analyzed through Mann-Whitney U tests. This non-parametric test was selected because the sample did not meet the assumptions necessary for a parametric independent-samples t-test.

Results: It was hypothesized that the integration of teacher-led private tutoring with parental academic and psychological involvement significantly enhances students' academic performance in English, increases self-esteem, and reduces foreign language anxiety. The results indicated that while parental academic and psychological involvement does not necessarily produce a statistically significant reduction in students' English language anxiety and increase in their self-esteem, there is a potential protective effect, which emphasizes the importance of parental emotional presence and guidance in teacher-led private tutoring.

Conclusions: This potential effect of parental academic and psychological involvement on students' English language anxiety and self-esteem provides insights into how home-school collaboration contributes to more effective English language learning and students' emotional well-being. Findings may further inform educational policymakers and teachers about the importance of fostering parental engagement as a key component in foreign language instruction.

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1- Introduction

English language learning in the Iranian educational system, especially in the last decade, has occupied a fundamental position and is considered as one of the key indicators of students' academic and job success. In today's world, mastery of the English language is not only a linguistic skill but also a factor for accessing scientific resources, international interactions, and educational and job opportunities. Despite the educational system's efforts to expand formal English language education in schools, evidence shows that many students in Iran still face challenges in achieving effective communication skills. This matter has caused families' tendency to use private English language classes to improve their children's academic performance to increase (Bray, 2025).

Private tutoring, as one of the forms of complementary education, creates a learner-centered environment in which the teacher can adjust the educational content based on the needs and abilities of each student. Research shows that in some cases, individual instruction compared to group instruction, especially in language skills, has higher efficiency; because it provides the possibility of direct interaction, immediate feedback, and focus on the specific weaknesses of the language learner (Zhan, Bray, Wang, Lykins, & Kwo, 2013). However, success in language learning depends not only on the teacher's teaching method, but psychological and family factors also play a decisive role (Li, Wang, & Qiu, 2025).

Among family factors, parental involvement in the learning process is one of the most prominent variables that can affect academic achievement and psychological growth of the student. Epstein's parental involvement theory (Epstein, 2011) introduces six key dimensions in this regard: parenting skills, home-school communication, voluntary presence, learning at home, participation in decision-making, and collaboration with the community. Numerous studies at international and national levels have confirmed that academic parental involvement is positively related to increasing students' motivation, self-esteem, and academic performance (Akindipe, 2025; Barger, Kim, Kuncel, & Pomerantz, 2024). In fact, a supportive family environment not only strengthens the feeling of security and worthiness in the student, but also leads to a reduction in educational anxieties and an improvement in attitude towards learning (Mikulincer & Shaver, 2019).

Research has shown that warm and emotional relationships between parents and children, by creating secure attachment, strengthen the student's academic self-concept and self-confidence (Li et al., 2025). On the other hand, cold or tense relationships can lead to increased academic anxiety, avoidance of learning, and decline in performance (Enting, Jongerling, & Reitz, 2025).

Among these, mothers, as one of the main sources of emotional and academic support for children, play a special role in shaping a positive attitude towards language learning. New research in the field of educational psychology emphasizes that the psychological and academic presence of the mother in the learning process can simultaneously affect the student's academic performance and emotional health (Koivuhovi, Kilpi-Jakonen, Erola, & Vainikainen, 2025).

One of the key components in this field is self-esteem, which is defined as the individual's overall evaluation of their own value, ability, and competence (Rosenberg, 1965). High self-esteem is directly related to intrinsic motivation, academic perseverance, and self-satisfaction, while low self-esteem is often accompanied by anxiety, depression, and avoidance of educational interactions (Orth & Robins, 2022). In the field of English language teaching, academic self-esteem plays an important role in language performance. Language learners who feel more valued and capable are more successful in speaking and listening skills (Acosta-Gonzaga, 2023).

On the other hand, foreign language anxiety, first conceptualized by Horwitz and colleagues (1986), is one of the serious obstacles in language learning. Language anxiety can negatively affect cognitive processes; such as working memory, concentration, and information processing (Suárez-Pellicioni, Núñez-Peña, & Colomé, 2016). Studies show that high anxiety causes a decrease in class participation, avoidance of verbal interaction, and weakness in performance assessments. Under such conditions, emotional and motivational support from parents can play a moderating role and reduce language anxiety (Maloney, Gunderson, Levine, & Beilock, 2019).

Given the above evidence, it can be argued that the integration of teacher-led private tutoring with academic and psychological parental involvement is a multidimensional approach to improving English language learning that simultaneously addresses the cognitive, emotional, and social aspects of learning. This constructive interaction between the teacher and parents can lead to a significant improvement in language performance through increasing educational synergy, creating behavioral coherence in the home and school environment, and strengthening the student's motivation and self-esteem. Despite the importance of this topic, a systematic examination of the effect of this type of educational integration in the Iranian context and within the framework of the English language course has not yet been widely conducted. In this research, the term teacher-led private tutoring refers to individual English language educational sessions provided by a specialist teacher outside the formal school program and focused on the individual needs of the student (Bray, 2016). Academic and psychological involvement of the mother means the amount of educational support (tracking assignments, academic supervision) and emotional support (encouragement, empathy, anxiety reduction) that the mother provides

in the language learning process of her child (Epstein, 1995). Self-esteem means the student's overall evaluation of their own worthiness and competence, which has been measured through the Rosenberg scale (Rosenberg, 1965). The term English language anxiety refers to the amount of concern, tension, and fear of the student in foreign language learning situations, which has been measured with the FLCAS scale (Horwitz et al., 1986).

2- Literature Review

Numerous studies in the last decade have examined the combined role of private tutoring and parental involvement in academic achievement and mental health of students. At the international level, findings indicate that emotional and academic support from parents, along with specialized teacher education, can have a significant impact on learners' intrinsic motivation, self-efficacy, and academic performance (Barger et al., 2024; Akindipe, 2025). Recent studies also show that the relationship between family factors, academic self-concept, and language learning is a complex and bidirectional relationship that operates through mediators such as self-esteem and language anxiety (Li et al., 2025; Enting et al., 2025).

In the field of private education, Bray (2025) in his book titled "Shadow Education" introduces the concept of "shadow education" and states that private classes, especially in Asian countries, have become a structural part of the educational system. He shows that the effect of these classes is not limited to the cognitive aspect, but also affects attitude, motivation, and even family relationships. A similar study was conducted by Hart and Nusser (2025) in Germany, which examined the role of the home learning environment in the tendency to participate in private classes. The results showed that students who benefit from a more supportive family environment are more inclined to attend remedial classes and benefit from better results in language learning.

In the field of parental involvement and academic performance, a meta-analysis conducted by Barger and colleagues (2024) on more than 500 studies showed that parental involvement in children's learning has a positive and significant effect on academic achievement at all levels. They concluded that parental presence has the greatest effect when accompanied by emotional support and psychological encouragement rather than direct control or academic pressure. Also, the study by Koivuhovi and colleagues (2025) in Finland with a longitudinal approach showed that a constructive relationship between family and school, especially in families with an average level of education, has a stable effect on achievement in the second language.

In another study, Li and colleagues (2025) examined the role of family and school attachment in students' academic engagement. Their results showed that the secure attachment style is associated with a higher sense of belonging and intrinsic motivation, and consequently, students with this type of attachment have better performance in language learning. Mikulincer

and Shaver (2019) also stated that secure attachment facilitates self-regulation and academic motivation and ultimately leads to higher academic success.

On the other hand, language learning psychology studies place special emphasis on two variables: self-esteem and language anxiety. In a wide study, Orth and Robins (2022) showed that high self-esteem has a positive relationship with greater learning motivation, emotional stability, and better academic performance. The study by Moneva, Villaro, and Malbas (2020) also emphasized the role of the interaction between student self-esteem and the amount of parental involvement. The findings showed that family support leads to the growth of a positive attitude towards learning and consequently strengthens academic self-esteem.

In the field of foreign language anxiety, Horwitz's (2017) research provided a careful review of language anxiety theory and emphasized that language anxiety affects not only speaking performance but also cognitive processes; such as working memory. Suárez-Pellicioni and colleagues (2016), using neuropsychological data, showed that high anxiety causes a decrease in the activity of the prefrontal cortex of the brain during the performance of language tasks. The study by Maloney and colleagues (2019) also reviewed psychological interventions to reduce language anxiety and emphasizes the importance of family support in improving language learners' performance.

In Iran, most studies have focused more on the effect of private tutoring on academic achievement rather than on the psychological variables related to it. For example, the study by Haqiqi and colleagues (2019) using Data Envelopment Analysis (DEA) showed that parental involvement in teaching mathematics leads to an increase in their educational efficiency. Zolfi and Rezaei (2015) in a study on math anxiety reported that simultaneous educational and psychological interventions have the greatest effect in reducing anxiety and improving academic performance.

Also, the study by Ataefar and colleagues (2024) showed that family communication patterns and self-esteem are predictors of assertive behaviors in adolescents; a result that confirms the importance of parental interaction in shaping self-esteem. The findings of Attadokht and colleagues (2014) also showed that family emotional support is an important factor in improving the learning of students with academic problems.

Despite this, studies that have simultaneously examined the integration of teacher-led private tutoring with active parental involvement in the field of English language in Iran are very few. Most domestic studies have focused on mathematics and sciences, and the psychological dimensions of language learning, including self-esteem and language anxiety, have been less addressed. This is while foreign research emphasizes that the effect of parental involvement in

second language education may be significantly different with emotional and family interactions (Tharaldsen, Tvedt, Caravita, & Bru, 2023).

Therefore, the present research aims to fill this research gap and for the first time in the Iranian cultural context, examine the effect of integrating teacher-led private tutoring with academic and psychological parental involvement on academic performance, self-esteem, and English language anxiety of female students enrolled in high schools in the city of Yazd.

Specifically, the following research tries to answer the following questions:

1. Does academic and psychological parental involvement affect the academic achievement (obtained scores) of students who participate in teacher-led private tutoring classes?
2. Does academic and psychological parental involvement affect the self-esteem of students who participate in teacher-led private tutoring classes?
3. Does academic and psychological parental involvement affect the English language anxiety of students who participate in teacher-led private tutoring classes?

3- Theoretical Framework of the Research

The theoretical framework of this research is formed based on psychological and educational approaches that explain the interaction among individual, family, and educational factors in the second language learning process. In this framework, the integration of teacher-led private tutoring as an educational variable and academic and psychological parental involvement as an environmental variable both affect three psycho-educational outcomes including academic achievement, self-esteem, and English language anxiety. The relationships among these variables are explained based on Bandura's, Epstein's, and Horwitz's theories.

Bandura's Social Learning Theory (Social Cognitive Theory)

One of the fundamental theories that can explain the integration of teacher education and parental support is Bandura's (1986) social learning theory. Bandura believes that learning is an interactive process among three factors: individual, environment, and behavior. In this model, the learner's behavior is the result of a bidirectional interaction among individual experiences (such as motivation and self-efficacy), environmental factors (such as parental and teacher support), and behavioral responses.

According to Bandura's viewpoint, self-efficacy plays a central role in learning. When a student believes that he can succeed in learning, his intrinsic motivation and persistence in the face of challenges increase (Bandura, 1997). In the framework of the present research, teacher-led private tutoring strengthens the feeling of competence and control over learning through direct and individual feedback; while the mother's emotional and academic involvement creates a supportive and reinforcing environment that leads to maintaining the student's motivation and self-confidence (Akindipe, 2025).

Based on this, it can be said that the interaction between private tutoring and parental involvement creates a reinforcing cycle: the teacher raises the level of knowledge through specialized education, and the mother continues learning in the natural environment of life with emotional support and tracking at home. This coordination causes the student to feel that his academic success is the result of joint effort; consequently, his self-efficacy and self-esteem increase and his anxiety decreases (Orth & Robins, 2022).

Epstein's Model of Parental Involvement

Epstein's parental involvement theory (Epstein, 2011) is one of the most widely used models in educational research and is based on the idea that the relationship between family and school is an interactive and multidimensional process. Epstein introduces six main dimensions for parental involvement:

1. Effective parenting
2. Home-school communication
3. Voluntary participation in school activities
4. Learning at home
5. Participation in educational decision-making
6. Collaboration with the community

In the framework of the present research, academic and psychological parental involvement is emphasized in two dimensions of "learning at home" and "emotional support". In other words, parents play an active role in both the cognitive and emotional aspects by attending private tutoring sessions and tracking language exercises at home. Studies have shown that this type of involvement, by increasing parent-teacher communication, leads to the formation of "educational alignment" between home and school, which directly affects academic achievement and the student's positive attitude towards learning (Koivuhovi et al., 2025; Barger, 2024).

In addition, parental emotional involvement, through encouragement, empathy, and understanding academic pressures, helps reduce anxiety and increase the sense of belonging to the learning process (Enting et al., 2025). These findings are consistent with the "supportive learning environment" model, in which learners have optimal performance when both the home and school environments send a consistent message of support and positive expectations.

Horwitz and Colleagues' Foreign Language Anxiety Model

Foreign language anxiety is one of the main obstacles in second language learning, and Horwitz and colleagues' (1986) three-dimensional model considers it to include three components: communication anxiety, fear of negative evaluation, and test anxiety. According

to this model, language anxiety increases when the learner feels that he is being judged or criticized.

In this framework, the supportive role of the teacher and parents as anxiety-moderating factors is very vital. Private tutoring allows the student to make mistakes, receive feedback, and experience progress in a safer environment. On the other hand, parents' emotional support (encouragement, calming down, and empathy) causes the child to feel that making a mistake is a natural part of learning, not a sign of inability (Maloney et al., 2019; Suárez-Pellicioni et al., 2016).

Studies have shown that reducing language anxiety by creating a sense of control in the learner has a direct relationship with increasing self-esteem and academic performance; therefore, in the conceptual model of this research, it can be assumed that the integration of private tutoring and parents' emotional involvement, by reducing language anxiety, has an indirect effect on increasing self-esteem and improving academic performance.

Conceptual Model of the Research

Based on the review of the above theories, the conceptual framework of this research is designed as an interactive model:

- Integration of teacher-led private tutoring and academic and psychological involvement of the mother as independent variables
- English language academic achievement, self-esteem, and language anxiety as dependent variables

In this model, it is assumed that active parental involvement alongside individual teacher education, by enhancing self-efficacy and creating a supportive learning environment, leads to an increase in academic performance and self-esteem and a decrease in language anxiety.

It is worth mentioning that since all language learners participating in this study referred to the mother's involvement in this process, henceforth, in this study, only the role of the mother is referred to.

4- Research Method

Research Design

The present research is of the type scientific-comparative (post-event) studies, which was conducted with the aim of examining the difference among different groups regarding the variables of academic achievement, self-esteem, and English language anxiety of students. In this research, independent variables such as integration of teacher-led private tutoring and level of academic and psychological parental involvement were considered as criteria for grouping, and the difference among groups was analyzed using the Mann-Whitney test.

This research is applied in terms of purpose and descriptive-survey in terms of data collection method. In this research, the difference among groups was examined in a natural situation without manipulating variables (Creswell & Creswell, 2005).

Population and Statistical Sample

The statistical population of the research included all female high school students in the city of Yazd during the academic year 1404-1405 (2024-2025). The selection of Yazd city was due to easy access, cultural diversity, and the presence of schools with different educational levels. A convenience sampling method was used, and questionnaires were made available to students via Google Forms.

The participating students included 19 girls from the 7th to 12th grades who participated in the research voluntarily. Parental involvement was measured as self-report through the academic-emotional involvement questionnaire.

Research Variables

In this research, the independent variables include:

1. Integration of teacher-led private tutoring
2. Academic and psychological involvement of the mother

And the dependent variables are:

1. Academic achievement in English
2. Academic self-esteem
3. English language anxiety

Data Collection Tools

Foreign Language Anxiety Scale

To measure the level of students' anxiety in the English language class, the standard Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire developed by Horwitz and colleagues (1986) was used. This questionnaire includes 33 items based on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) and measures three main dimensions of language anxiety: communication anxiety, fear of negative evaluation, and test anxiety.

The native Persian version of this scale has previously been used in Iranian studies (e.g., Karimi et al., 2019) and its validity and reliability have been confirmed (Cronbach's alpha coefficient 0.91).

Rosenberg Self-Esteem Scale

To measure the general self-esteem of students, the Rosenberg Self-Esteem Scale (Rosenberg, 1965) was used. This tool includes 10 items in the form of a four-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree), of which 4 items are reverse-scored. A higher

score indicates higher self-esteem. The Persian version of this scale has been validated in numerous Iranian studies (alpha coefficient between 0.83 and 0.89).

Parental Academic and Psychological Involvement Questionnaire

This questionnaire was designed by the researcher based on Epstein's model (2011) and includes two parts:

a) Amount of use of private tutoring: 5 items about the frequency and duration of private tutoring sessions, parents' presence in classes, and the perceived effect.

b) Amount of academic and psychological involvement of the mother: 6 items about emotional support, tracking studies, presence in the learning process, and the amount of student encouragement.

Items were scored on a five-point Likert scale from 1 (Very Low) to 5 (Very High). To evaluate content validity, the opinion of five experts in educational psychology was used, and the reliability of the scale in the preliminary study was calculated with a Cronbach's alpha coefficient of 0.87.

Regarding construct validity, the design of the present questionnaire is based on Epstein's (2011) parental involvement theoretical framework, which is considered one of the established theoretical models in the field of home-school interaction. In the process of formulating the tool, items were selected in such a way as to provide conceptual coverage of the dimensions related to academic and psychological parental involvement based on this model; therefore, the consistency of the items' content with the theoretical construct provides evidence of construct validity based on the tool's theoretical background. In addition, the results of the internal correlation of the items with the total scale score indicate acceptable coherence between the items. However, given the limited sample size in the present study, exploratory factor analysis was not performed; therefore, it is suggested that in future research, the factor structure of this tool be examined more precisely using exploratory and confirmatory factor analysis.

English Language Academic Achievement Index

Students' academic performance was evaluated through the average of end-of-term English scores before and after participating in private classes. To control individual biases, self-reported scores of students along with teacher reports were used.

Research Execution Method

After obtaining the necessary permits from the Education Department of Yazd Province and obtaining informed consent from students and parents, the researcher provided the link to the online questionnaire to the participants through schools. At the beginning of the questionnaire, a complete explanation of the objectives, confidentiality of responses, and scoring method was

provided. Responding took an average of 20 minutes. The collected data, after removing incomplete or duplicate cases, were entered into SPSS software.

It is worth mentioning that private tutoring sessions were held in coordination with the teacher and the student's family in language institutes in the city of Yazd, and some were held in the student's home. Private tutoring classes were held one-on-one; in such a way that only one student was present in each session. This structure was designed to focus the teacher completely on the individual needs of the learner and provide personalized feedback. Each private tutoring session lasted an average of 60 minutes, and students participated in these classes for at least one educational term (at least 12 sessions).

Academic and psychological involvement of mothers was both direct, meaning direct presence in some private tutoring sessions (as a supportive observer without interfering in teaching), and indirect, including tracking language exercises and homework at home, creating a supportive emotional space, verbal encouragement, and reducing the psychological pressure related to language learning. It is worth mentioning that mothers did not have direct educational intervention in the teaching process, but their role was mainly supportive and motivational.

Data Analysis Methods

The data of this study did not meet the necessary assumptions for the parametric independent-samples t-test. Specifically, the groups formed based on mother's involvement (MI) were unequal in size (4 participants in the "Yes" group and 15 participants in the "No" group). Given this small and unbalanced sample, the assumption of normality could not be reasonably tested; therefore, the Mann-Whitney test, a non-parametric alternative to the t-test that is suitable for comparing two independent groups when the assumption of normality is violated and the data are really small, was used for each of the three research questions.

5- Results and Discussion

In this section, the results obtained from the analysis of data collected from high school students in the city of Yazd are presented. The findings are stated one by one in answer to the research questions.

It is worth mentioning that among the limitations of the present research is the relatively limited sample size and consequently the inability to perform factor analysis to examine the construct validity of the tool in detail; therefore, the generalization of the results related to the tool's structure should be done with caution. Also, none of the observed differences between the groups reached the level of statistical significance at the 0.05 level; therefore, the interpretation of the findings was done with caution and based on the direction of the data trend and the research theoretical framework.

Question 1: Does academic and psychological involvement of the mother affect the academic achievement (obtained scores) of students who participate in teacher-led private tutoring classes?

To examine this question, the Mann-Whitney test was used to compare the academic achievement scores between two groups of students (those whose mothers participated in the learning process and those who did not).

The results in the table below show that the average rank of academic achievement in the group where mothers were present and involved in the teaching process (average rank = 11.88) was higher than the group that lacked this involvement (average rank = 9.50). However, the difference between the two groups was not statistically significant ($U = 22.500$, $Z = -0.794$, $p = 0.427$).

Table 1 Mean Ranks and Sum of Ranks for Students' Academic Achievement Based on Mothers' involvement

Groups	N	Mean Rank	Sum of Ranks
Without maternal involvement	15	9.50	142.50
With maternal involvement	4	11.88	47.50
Total	19		

Table 2 Mann-Whitney U Test Results for Comparing Academic Achievement Based on Mothers' involvement

Statistical Index	Value
Mann-Whitney U	22.500
Wilcoxon W	142.500
Z	-0.794
Sig. (2-tailed)	0.427
Exact Sig. (2-tailed)	0.469

Based on the results of the Mann-Whitney test, although the average rank of academic achievement of students with maternal involvement was slightly higher than the group without involvement, this difference is not statistically significant ($p > 0.05$).

This finding shows that in the case of teacher-led private tutoring, the amount of academic and psychological involvement of the mother does not have a significant effect on students' academic achievement. Based on the results of the Mann-Whitney test, the observed difference in academic achievement between the two groups was not statistically significant; however, the direction of the average ranks favored the group with maternal involvement, which can indicate a positive, albeit non-significant, tendency.

This result may be due to the limitation of the sample size or the overlapping effect of private tutoring, as individual instruction by the teacher may cover most of the parents' effect.

This finding is somewhat consistent with the results of the study by Hart and Nusser (2025) and Barger et al. (2024), which consider parental involvement as a factor enhancing academic performance, but at the same time differs from studies such as (Akindipe, 2025), which have shown that parental involvement has a strong and significant effect even under private education conditions. As a result, it can be said that the effect of maternal involvement on academic achievement may depend on the amount and type of involvement, as well as the level of direct intervention of the teacher in the teaching process.

Question 2: Does academic and psychological involvement of the mother affect the self-esteem of students who participate in teacher-led private tutoring classes?

To examine this question, the Mann-Whitney test was used to determine whether the level of students' self-esteem differs significantly based on their mothers' academic and psychological involvement.

The results in the table below show that students whose mothers participated in the learning process had a lower average rank in self-esteem scores (average rank = 6.50) compared to students lacking maternal involvement (average rank = 10.93).

Table 3 Mean Ranks and Sum of Ranks for Students' Self-Esteem Based on Mothers' Involvement

Groups	N	Mean Rank	Sum of Ranks
Without maternal involvement	15	10.93	164.00
With maternal involvement	4	6.50	26.00
Total	19		

Table 4 Mann-Whitney U Test Results for Comparing Self-Esteem Based on Mothers' Involvement

Statistical Index	Value
Mann-Whitney U	16.000
Wilcoxon W	26.000
Z	-1.402
Sig. (2-tailed)	0.161
Exact Sig. (2-tailed)	0.185

Although the average rank of the group with maternal involvement was lower than the group without involvement, it should be noted that the items of the self-esteem questionnaire in this research had a negative direction; therefore, a lower average rank actually indicates a higher level of self-esteem.

In other words, students whose mothers participated in academic and psychological learning processes had higher self-esteem, although this difference was not statistically significant ($p > 0.05$).

The results of the Mann-Whitney test showed that although the difference in self-esteem between the two groups was not statistically significant, the pattern of average ranks indicated a higher level of self-esteem in students with maternal involvement.

These findings show that maternal involvement can help improve the sense of worthiness and academic self-confidence of students, but due to the low sample size, especially in the "with involvement" group, this effect has not reached the level of statistical significance.

The results of this research are consistent with the studies of Moneva, Villaro, and Malbas (2020), which showed that emotional and academic support from parents has a positive effect on children's self-esteem and academic motivation. Also, the present finding is consistent with the viewpoint of Orth and Robins (2022), who have introduced high self-esteem as one of the basic indicators of mental health and effective academic performance.

Generally, it can be said that although the difference between the two groups was not statistically significant in this research, the trend of results indicates a positive relationship between maternal involvement and students' self-esteem. With an increase in sample size in future research, the probability of observing a significant difference will be higher.

Question 3: Does academic and psychological involvement of the mother affect the English language anxiety of students who participate in teacher-led private tutoring classes?

To examine the difference in the level of English language anxiety among students whose mothers participated in the academic and psychological learning process and those who lacked such involvement, the Mann-Whitney test was used.

The analysis results showed that students whose mothers participated in the learning process had an average rank of English language anxiety equal to 7.88, while the average rank of anxiety in students lacking maternal involvement was 10.57.

Table 5 Mean Ranks and Sum of Ranks for Students' English Language Anxiety Based on Mothers' involvement

Groups	N	Mean Rank	Sum of Ranks
Without maternal involvement	15	10.57	158.50
With maternal involvement	4	7.88	31.50
Total	19		

Table 6 Mann-Whitney U Test Results for Comparing English Language Anxiety Based on Mothers' involvement

Statistical Index	Value
Mann–Whitney U	21.500
Wilcoxon W	31.500
Z	-0.851
Sig. (2-tailed)	0.395
Exact Sig. (2-tailed)	0.411

The results of the test showed that although the average rank of English language anxiety in the group with maternal involvement was lower than the group without involvement (which indicates less anxiety among students in this group), this difference was not statistically significant ($p > 0.05$).

The findings of the Mann-Whitney test showed that the reduction of English language anxiety in the group with maternal involvement was not statistically significant, but the data trend indicates less anxiety in this group. In other words, the presence and academic and psychological support of the mother alongside teacher-led private tutoring, although it was able to reduce the level of students' language anxiety to some extent, but this reduction did not reach the level of significance.

Despite this, the trend of results shows that maternal involvement may have a protective effect on the emotional health and language anxiety of students.

It seems that the mother's emotional support in the form of presence, encouragement, and reassurance in the language learning process can create a safer psychological space for the child and improve his attitude towards learning a foreign language.

However, the small sample size (especially in the group with involvement) probably reduced the statistical power of the research and caused the results to be non-significant.

The present findings are consistent with the results of the studies by Suárez-Pellicioni et al. (2016); Maloney et al. (2019), which have shown that emotional factors and parental support play an important role in reducing language and math anxiety. Overall, it can be said that the emotional and psychological presence of mothers can be considered as a potential supportive factor in reducing language anxiety, although in this research this difference did not reach the level of statistical significance.

Overall, the results of the present research showed that no statistically significant difference was observed among the two groups in any of the variables of academic achievement, self-esteem, and English language anxiety. ($p > 0.05$). However, the direction of the difference in average ranks in the variables of self-esteem and English language anxiety favored the group with maternal involvement. This pattern can indicate the potential role of academic and psychological maternal support in improving language learning emotional indicators, although

due to the limited sample size, these differences did not reach the level of significance; therefore, the present findings indicate more of a noteworthy trend within the framework of the parental involvement theory that requires examination in larger samples and with stronger statistical designs than indicating a definite effect.

The results of this research, in line with previous studies, confirm the important role of the family and especially mothers in the academic and psychological success of students, although the differences were not statistically significant.

The finding related to academic achievement is consistent with the studies of Koivuhovi et al. (2025) and Barger (2024), which showed that parental involvement in learning, especially in the form of home supervision and emotional support, can strengthen children's academic performance. Meanwhile, the non-significant results statistically in the present research may be due to the dominant effect of teacher-led private tutoring; as teacher-led instruction directly improves the quality of learning and may have made the contribution of parental involvement less prominent statistically. This finding may indicate that in the condition of teacher-led private tutoring, the effect of maternal involvement may not appear independently and significantly.

In the field of self-esteem, the results showed that students with maternal involvement had higher self-esteem, which is consistent with the findings of Moneva and colleagues (2020). These researchers have emphasized that continuous emotional interactions between parents and children strengthen the sense of worthiness and positive self-concept. Also, the results are consistent with the viewpoint of Orth and Robins (2022), who consider self-esteem as one of the basic components of mental health and academic achievement. Although no significant difference was observed, the data show that the mother's presence in the learning process can strengthen the student's confidence and sense of competence.

Regarding English language anxiety, the findings showed that maternal involvement is associated with less student anxiety. This result is consistent with the studies by Suárez-Pellicioni et al. (2016); Maloney et al. (2019), which emphasize that parents' emotional support can play a protective role against academic and language anxiety. The relative reduction of anxiety in the group with maternal involvement shows that the presence of a supportive space at home can reduce the anxiety resulting from performance in a second language.

The results of this research are consistent with the findings of Gahramani and Taheri (2023). In a study on Iranian high school students, they showed that participating in private English language tutoring classes, especially when accompanied by parental support, has a positive effect on language progress and academic performance.

Also, the findings of this study are in line with the results of Eslami and Rezaei (2023). They found that academic and emotional support of parents from Iranian language learners leads to

increased motivation, improved attitude towards English language learning, and improved their academic performance.

Overall, the findings of this research emphasize the importance of parental support and the positive relationship between home and school, even if this support takes place in the presence of formal teacher-led education. This confirms Epstein's theory (2011) about the six dimensions of parental involvement, which shows that home-school coordination turns learning from a purely educational process into a social-emotional experience.

6- Conclusion and Suggestions

Given that the relationships among the research variables were not statistically significant, the results and suggestions provided in this research are presented with caution and within the limits of the probable implications of the findings and require further examination in future studies; therefore, any definitive policy or educational suggestion based on the present results was avoided.

The findings of this research showed that although the academic and psychological involvement of mothers alongside teacher-led private tutoring did not lead to statistically significant changes in students' academic performance, self-esteem, and English language anxiety, the direction of changes was positive. This indicates that the integration of specialized teacher education with maternal emotional support may have beneficial psychological and educational effects, although definitive proof of it requires studies with a larger sample size.

From an applied perspective, given the trend observed in the data, it can be cautiously suggested that English language teachers, through continuous communication with parents, especially mothers, create the ground for creating coordinated educational patterns between home and class. Also, the attention of educational counselors and psychologists to the emotional role of parents in reducing academic anxiety and strengthening self-esteem can be useful, although the effectiveness of this approach requires confirmation in future research.

From a research perspective, it is suggested that in future studies, the sample size be increased to provide the necessary statistical power to identify real effects, and the role of fathers and other caregivers in interaction with private tutoring be examined. Also, longitudinal experimental designs should be used so that the sustainable effects of this type of education can be measured at different time intervals. Variables such as intrinsic motivation, self-efficacy, and home-school interaction should also be considered as mediating or moderating factors.

Finally, it can be said that the integration of teacher-led private tutoring with academic and psychological involvement of mothers, although it did not have a statistically significant effect, the trend of data shows a probable positive orientation of this approach in improving English

language learning and students' mental health, which requires examination in future broader studies.

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