

Effect of Parental Expectations and Academic Stress on Academic Achievement in Higher Studies with Special Reference To District Aligarh

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Abstract

The present investigation intends to discover the role of the parental expectations and academic stress on academic achievement in higher studies students. It was theorized that there will be a positive connection between parental expectations, academic stress and academic achievement in higher studies; sexual orientation contrast was likewise conjectured with respect to ponder factors. Sample of 200 students of Bachelors of Business Administration (BBA) was drawn from 2 public and 2 private institutions of Aligarh. Assessment measures were utilized as Parental Expectations Inventory (Wang &Heppner 2002), Educational Stress Scale for Adolescents (Dune, et al2010) to survey the academic stress. Academic achievement was evaluated with the assistance of percentage in final year exams. Results of this paper uncovered that noteworthy relationship found between the dimensions of the parental expectations and academic stress scale. Whereas no huge relationship was found between parental expectations, academic stress and academic achievement in BBA students.

Key words: Parental expectations, Academic stress, Academic achievement

Introduction

Parents play a vital role in the children's development and advancement and parents had numerous desires for their children particularly about their examination. Their desires incite sometimes worry in their kids and impacts the academic achievement. The Parental desires and goals have broad or extensive impacts on the accomplishments of their children. Particularly in adolescences, in light of the fact that amid this period, they comprehend the parental expectations and attempt to satisfy their expectations. When they not ready to achieve their expectations, it prompts stress and impacts their academic achievement. This research paper identified the relationship between parental expectations, academic stress and academic achievement in higher studies.

Parental Expectations

Parents and their expectations impact the entire personality of a new-born child. What's more, parental desires play an indispensable part in a child academic and future performance. Parents have desires for their children's achievement related to

studies that impacts their children desires and accomplishment, and early desires are able to proceed with the entire time of children's school years. Parents hold a role which is an arrangement of expected behaviours and qualities related with their children.

The parents anticipate that their own children will get good marks on the part of education. Despite the fact that education is estimated an individual and predominantly intellectual capacity and the most educational worth is perceived to cognitive academic competencies however such instruction as encourages them too.

Academic Stress

Stress means of a perceived threat (actual or expected) to one's psychological, physical and sacred well-being, consequential from a chain of physiological responses and adaptations (**Seaward, 2006**).

There are two distinctive kind of stress. To begin with is eustress (positive stress) which is a decent stress and goes under any condition that a man feels rousing. Second is distress (negative stress) which has negative impact on one's life.

Academic Stress has expansive impact on the life of students. It has been one of the main considerations that is contributing student's inclination towards the depression, hopelessness, in-sensitiveness, self-hurting activities and turn then towards self-destructive practices(suicide).

Academic Stress implies education related anxieties. Academic Stress is the fundamental source of stress faced by youngsters. A few students frequently feel high academic pressure, less satisfaction related their educational accomplishment. Furthermore, had high external saddle to examine, and may endure more instructive pressure.

Academic Stress is one of the fundamental burdens a sort of trouble. Academic means taking distinctive exams composing diverse content and finishing assignments. Academic stress can be portrayed as a student's associations with ecological stressors, the student's subjective insightfulness and adapting to the academic related stressors, and psychologically or physiological response to the stressors.

Academic Achievement

Achievement means to do ones best to be successful to solve problems and puzzles to accomplish tasks requiring skill and effort (**Moore, 1959**)

Achievement is regarded as act of implementation or attaining by hard work. It is consider everything win by effort, an accomplishment, a notable and flourishing action (**Yusuf, 2010**).

Academic Achievement is normally considered by examinations grades or consistent academic appraisal yet there is no common agreement how we can measure the academic stress. Learning result can be estimated by academic achievement and responsibility.

Review of Literature

Li (2007) in the research paper named **Parental expectations of Chinese immigrants: A theory about children's school achievements** conducted a study on the parental expectations of the Chinese immigrant families about their child's study and career used open ended questioner and sample consisted seven immigrants' families. The result indicate that the parental expectations of Chinese immigrant that are the child's got well education and in this way they safe there professional future and the parents expect that child's leaves a good life and he describe the parental expectations in daily life ply a positivity role.

Yamamoto, & Holloway (2010) in their research paper named **Parental expectations and children's academic performance in sociocultural context** revealed that Parental expectations and their special effects on student routine explain with crossways various racial and ethnic groups of students. Yamamoto and Holloway (2010) indicated in the that the point of parental opportunity differ by cultural and ethnic group and find that earlier students' educational performance is a small well-known wish of parental expectations together racial and ethnic trivial parents than among European American parents and logical the relation among students' earlier presentation and parental expectations. The review illustrate that the relation of parental prospect to parallel or upcoming student's triumph outcomes is weaker for racial and ethnic marginal families than for European American families.

Sun ,Dunne , Hou and xu (2011) in their research paper entitled **Educational stress scale for adolescent Development, validity, and reliability with Chinese students** investigated factor related with educational stress and influences of family school and peers relations .The sample was consisted 1627 urban and rural areas students to measures the range of family ,school and peers stress used Educational Stress Scale For Adolescents (ESSA) .The result showed that less school concentration , the location of school, poor study grades ,gender ,age and many emotional conflicts with peers and teacher the power full correlates and mainly related study behaviour. Also indicated that parental and family factor not have related with perceived educational stress.

Xiao (2013)in research named **Academic Stress, Test Anxiety, and Performance in a Chinese High School Sample: The Moderating Effects of Coping Strategies and Perceived Social Support** inspected the relationship between academic stresses, test related anxiety and test performance and how students use coping strategies and social support to solve this problem. Sample consisted 450 Chinese high school students and used Test Anxiety Inventory to assess the anxiety level of the students and also used Academic Stress Scale (ASS) ,Simplified Coping Style Questionnaire(SCSQ) and Multidimensional Scale of Perceived Social Support (MSPSS).the result revealed that scholastic pressure is helpful related students test anxiety and negative related to test presentation he also find that is influential association between test anxiety test routine when students established parent support and other social support .

Aad,et al. (2015) in their research paper entitled **Parental attachment with their children** studied parental involvement and academic achievement consisted of 37

studies in primary and secondary schools based on 2000 and 2013 passage of time. The results showed that the parental involvement most associated to high achievement. The strongest relations are present while the Families consisted of high academic expectations for their children build up and continue communication with them about school activities and help them to develop learning behavior.

Rafiqe (2012) in his theses titled **Academic Stress and Attitude towards Suicide in Science and Arts students** studied the relationship between academic stress and attitude towards suicide in science and arts students. Sample consisted of 100 male students and use Educational Stress Scale for Adolescents (ESSA) and Attitude towards Suicide Scale (ATSC). Results showed that significant relationship between academic stress and attitude towards suicide in students. It was finding that high academic stress has negative effect on the student's health which related to destructive behavior, health related problem and suicide.

Sohial(2013) in his research named **Stress and Academic Performance Sources of Stress, Levels of Stress and Coping Strategies in Students** examined the connection among stress and educational performance and also find source of stress, levels of stress and cope strategies in students. Sample consisted of 250 students. Results exposed that superior levels of stress are linked with low academic presentation.

Objectives

1. To find out the relationship between parental expectation, academic stress and academic achievement in the students of higher studies.
2. To investigate sex distinction crosswise over parental expectation, academic stress and academic achievement in the students of higher studies.

Research Methodology

Research Design: Correlation study with cross sectional research design.

Sample; 200 students of BBA from 2 public and 2 private institutes of District Aligarh.

Table 1: Demographic Characteristics of Sample (N=200).

Gender	No.(f)	Percentage(%)
Boys	100	50
Girls	100	50

Academic Achievements of students	No.(f)	Percentage (%)
Above average(80% – above)	70	35
Average (60% -79%)	64	32
Below average (below-59%)	66	33

Family type	No.(f)	Percentage(%)
Nuclear	115	57.5
Joint	85	42.5

Father Education	No.(f)	Percentage(%)
Illiterate	4	2
1 to 10 th grade	52	26
FA	22	11
BA	53	26.5
MA	69	34.5

Father Occupation	No.(f)	Percentage(%)
Government	93	46.5
Private	35	17.5
Self-employed	72	36

Mother Education	No.(f)	Percentage(%)
Illiterate	14	7
1 to 10 th grade	96	48
FA	29	14.5
BA	36	18
MA	25	12.5

Mother Occupation	No.(f)	Percentage(%)
House Wives	146	73
Government	30	15
Private	15	7.5
Self-employed	9	4.5

Table 2: Descriptive Statistics and reliability Coefficient (α) of Study Variables for Higher Studies students (N=200).

Variables	K	M	(SD)	Range		
				Min	Max	A
Parental Expectations Inventory	32	71.43	17.13	39	124	.83
Personal Maturity	16	33.22	10.26	16	70	.79
Academic achievement	9	19.29	5.92	9	44	.55
Dating Concerns	7	18.92	6.14	8	38	.71
Educational Stress	16	48.82	6.40	19	76	.62

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scale						
Pressures from study	4	12.84	2.69	4	41	.22
Study work load	3	9.60	1.53	4	12	.51
Worry about grades	3	8.73	2.24	3	12	.77
Self-expectations stress	3	8.80	1.96	3	12	.63
Self-despondency	3	8.84	2.02	3	29	.31

Note: **K**= Number of Items

Table 3: Correlation between the Dimensions of Parental Expectation, Educational Stress and Academic Achievements in Higher studies students (N=200).

Variables	2	3	4	5	6	7	8	9	10	11
Parental Expectations Scale	.85**	.85**	.53**	.15*	-.01	.01	.16*	.21**	.08	-.03
Personal Maturity	–	.76**	.09	.25**	.07	.05	.37**	.20**	.05	-.08
Academic achievement	–	–	.29**	.22**	.01	.09	.25**	.23**	.14**	.01
Dating Concerns	–	–	–	-.14*	-.14*	-.14*	-.38**	.05	-.01	.04
Educational Stress scale	–	–	–	–	.67**	.59**	.69**	.55**	.49**	.01
Pressures from study	–	–	–	–	–	.20**	.30**	.17*	.15*	.05
Study work load	–	–	–	–	–	–	.38**	.31**	.11	-.04
Worry about grades	–	–	–	–	–	–	–	.21**	.18**	-.05
Self-expectations stress	–	–	–	–	–	–	–	–	.06	.06
Self-despondency	–	–	–	–	–	–	–	–	–	.01
Academic achievement percentage	–	–	–	–	–	–	–	–	–	–

Note: *p<.05, **p< .01

Personal maturity is positively correlated with (worry about grades and self - expectation stress) and negatively correlated with academic achievement and whereas academic achievement was positively correlated with (dating concerns, worry about grades, self-expectation stress, self-despondency). Dating concerns was negatively correlated with pressure from study, study work load and worry about grades. As for as education stress scale is concerned, Pressure from study positively correlated with study work load, worry about grades, self-expectation stress and self-despondency and study work load positively correlated with worry about grades and self-expectation stress worry about grades positively correlated with self-expectations stress and self-despondency. Parental expectations and academic stress both revealed non- significant relationship with academic achievement.

Table 3: Simple Regression showing effect of Parental Expectation, Academic Stress and Academic Achievement in Higher students (N=200).

Predictors	Academic Achievement		
	B	p	CI
Parental Expectations			
Personal Maturity	-.15	.12	-47,.05
Academic achievement	.07	.45	-29,.64
Dating concerns	.02	.73	-30,.43
Academic Stress			
Pressure from study	.06	.37	-.41, 1.08
Study work load	-.07	.32	-2.09,.70
Worry about grades	-.01	.89	-1.21,1.06
Self-expectations stress	.04	.21	-.38, 1.70
Study despondency	0	.97	-.98, .95
R²	.17		
F	.68		
ΔR²	.02		

Note: CI= Class Interval

These results shows parental expectations and academic stress proved non- significant predictors of academic achievement.

Table 4: Comparison of Parental Expectation, Academic Stress and Academic Achievement (Gender wise difference) in Higher studies students (N=200).

Variables	Boys		Girls		T	P	95% LL	CI UL	D
	M	SD	M	SD					
Parental Expectations Scale	68.72	15.35	74.15	18.42	- 2.26	.02	-10.1	-.69	-0.32
Personal Maturity	32.45	10.17	34	10.34	- 1.06	.28	-4.41	1.13	-0.15
Academic achievement	18.26	5.16	20.32	6.46	- 2.49	.01	-3.69	-.42	-0.35
Dating Concerns	18.01	4.69	19.83	7.22	- 2.11	.03	-3.51	-.12	-0.29
Educational Stress scale	48.47	6.72	49.17	6.07	-.77	.44	-2.48	1.08	-0.10
Pressures from study	12.75	3.38	12.94	1.77	-.49	.62	-.94	.56	-0.06
Study work load	9.61	1.54	9.60	1.53	.046	.96	-.41	.43	0
Worry about grades	8.55	2.20	8.91	2.29	- 1.13	.25	-.98	.26	-0.16
Self-	8.76	1.85	8.84	2.08	-.28	.77	-.63	.47	-0.03

expectations									
stress									
Self-despondency	8.08	1.27	8.88	2.57	-.27	.78	-.64	.48	-0.03
Academic achievement percentage	70.55	13.21	69.85	13.67	.369	.71	-3.04	4.45	0.05

Note: df= 198

The table demonstrates that noteworthy distinction amongst girls and boys regarding parental expectations. Parents have more expectations with girls rather than boys. Likewise significance difference on the subscale of academic achievement and dating concerns girls again showed high mean scores both subscales. There was no huge gender difference on the education stress.

Findings

- Findings uncover that significant relationship found between the measures of the parental expectations and academic stress scale.
- There was non-significant relationship recognized between parental expectations, academic stress and academic achievement in higher studies students.
- Parental expectations and academic stress demonstrated non-significant predictor of academic achievement for the sample studied.
- Findings additionally uncovered that significant gender difference as parents have more expectations with girls than boys.

Conclusion

In this paper, researcher found significant relationship between parental expectations and academic stress but not in the case of academic achievements. Parental expectations and academic stress demonstrated non-significant predictor of academic achievement for the sample studied. Responses of girls are different on parental perception inventory as compared to boys.

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