

A STUDY TO ASSESS THE LEVEL OF STRESS DUE TO PARENTAL EXPECTATIONS AMONG STUDENTS OF HOLY MARY'S SCHOOL AND SHIVALIK SENIOR MODEL SCHOOL, BANUR, DISTRICT MOHALI, PUNJAB

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Abstract:

Background of the study: Parental expectations play an important role in explaining the issue of academic stress and child care related issue. Academic stress is a major issue that affects the students mental health. But parent's perception about their child mental health issue is of great concern. Parents involvement has been shown to be a key indicator of academic success. Parents level of negative self feelings and negative perceptions may have relationship between parental educational aspirations for their children's current level of academic performance.

Aim of the study: To assess the level of stress due to parental expectations

Methodology: This study was a descriptive study to assess the level of stress due to parental expectations among students of Holy Mary's School and Shivalik Senior Model School Banur, District Mohali Punjab. The study included 200 students selected by stratified proportionate random sampling technique followed by random table. Self introduction was given to the students and purpose of gathering the information was explained. Written consent form was taken from the students. Self structured 5 point rating scale was used to assess the level of stress due to parental expectations. The time given to each candidate was 35-40 minutes for filling it. The data was analysed to assess level of stress due to parental expectations among students. Self reported Method (paper and pencil)

Results: indicates that 189(95%) of the students were suffering from stress, in which 126(63%) were suffering from moderate stress, 57(29%) were suffering from mild level of stress, 6(3%) were suffering from severe stress and 11(5%) were having no stress.

Conclusion: Finding of the results shows that there is a need of mental health personnel to take active part in providing health education to the students and parents regarding the ill effects of stress which help them to prevent it from it.

Keywords: Assess; Stress; Parental expectation

Introduction

"Parents are the ultimate role models for children. Every word, movement and action has an effect. No other person or outside force has a greater influence on a child than the parent." Bob Keeshan

Education is of utmost importance but applying pressure on kids to achieve top grades means ignoring mental health of the child. Today, more than ever in the past, student's perception of life has come to be dominated by the burden of academics and problems they experience in relation to study, their peers, future planning and handling parent expectations. Very often, they are forced to accept parents' decisions without realizing their caliber. Parents and teachers should know the ability of a student to sustain pressure of a particular course. What is lacking is the understanding nature of parents to find their kids' ability and then instill a sense of confidence among them to choose a path of their own choice¹.

Parenting is very important to children, and it directly or indirectly influences children's outcomes in schools. Parents express passions and strong desires to help their children to succeed regardless of race, ethnicity, or socioeconomic status, and they are highly interested in their children's education in school. Parenting is a process of promoting and supporting a child's comprehensive development including physical, emotional, intellectual and social from infancy to adulthood. Parents' expectations have major effects on children's academic performance.²

Parental expectations and aspirations also have been suggested to have effects on their children's achievement. This common-sense notion has been backed by prior research and has been “confirmed in numerous studies over multiple decades”. For example, positive correlations between parental expectations and student achievement have been documented in several recent studies.³ Student's academic self-concept also has been identified as a variable strongly associated with student academic achievement. Children are guided by their parents to select a particular course because supposedly that course comes with higher chances of getting a high paid reputed job opportunity in future. It would seem strange to parents that there are courses available for being a librarian, carpenter or a painter.⁴

Every individual is different and when it comes to education, not everyone would wish to be a doctor or an engineer. Unfortunately the herd mentality has taken a strong hold over Indian society, prompting parents to ask more from kids than their actual potential. According to an article published in a business magazine, only about 30 percent graduates in India are job worthy. In case of engineering graduates their employability lies somewhere between 20 to 25 per cent. The foremost reason, the article mentioned, was the deteriorating quality of education in these institutes that have failed to generate any skilled talent among students. The second reason was the lack of interest among students in courses they were studying. These students were either pursuing engineering because of parental pressure or because of absence of knowledge or encouragement towards other fields.

The issue is whether we need to concentrate on solving problems faced by students or should we first start counseling parents who offer guidance to their wards without enough knowledge themselves. The point here is not to insult or mock parents but to make them think from a child's perspective. They only wish the best for their kids but parents cannot pressurize them for higher marks.

Apart from bringing in innovative ideas to the current education system, the capacity of a student should be understood and he or she should be encouraged to take up a course accordingly. Changing thought process is not easy and certainly a great deal of counseling is required for both kids and parents when it concerns matter of choosing education and career. But nothing is more important than one's life, which in case of adolescents, is depending on career choices they, rather their parents are making. What parents and society needs to understand is that all kids are not the same when it comes to academic and career choices.⁵

Objectives

1. To assess the level of stress due to parental expectations among students of Holy Mary's School and Shivalik Senior Model school.

2. To determine the association of level of stress due to parental expectations and selected socio demographic variables.

Materials & Methods

To assess the level of stress due to parental expectations among students of Holy mary school and Shivalic senior model school, banur, district Mohali, Punjab, stratified proportionate sample technique was used to study select subjects 200 students of Mohali.

Sample were selected with random method. Self-structured 5 point rating scale was developed first in English and then translated in Punjabi. Language. Nine experts in which seven were from the nursing field and 2 were from department of psychiatry determined the content validity of tool. the reliability of the tool was tested by using split half method, tool was found reliable ($r = 0.82$). pilot study was conducted on 20 participants to check the clarity, feasibility and practicality of the study. The respondents clearly and easily understood the language and study found to be feasible. ethical clearance to conduct the study was obtained from the ethical committee of Gian Sagar Medical College And Hospital. The permission was obtained from the concerned authority; the investigator assured the anonymity to the study participants, and their consent was obtained. the data has been collected from 200 students by using self structured five point rating scale. Which was prepared in punjabi.

RESULTS SECTION-A

DESCRIPTION OF SAMPLE CHARACTERISTICS

This section deals with the description of sample characteristics and has been summarized in terms of frequency and percentage presented in Table 1.

Frequency and percentage distribution of sample characteristics

N=200			
S. No.	Sample characteristics	Frequency (f)	Percentage (%)
1.	Class		
	9 th	100	50.0
	10 th	100	50.0
2.	Gender		
	Male	126	63.0
	Female	74	37.0
3.	Age(years)		
	14	50	25.0
	15	120	60.0
	16	30	15.0

4. Religion

Hindu	90	45.0
Christian	20	10.0
Muslim	7	3.5
Sikh	83	41.5
Others	00	00

5. Type of family

Nuclear	145	72.5
Joint	55	27.5
Extended	00	00

S. No.	Sample characteristics	Frequency (f)	Percentage (%age)
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6. Father's Education

Illiterate	50	25.0
Primary	32	16.0
High	39	19.5
Diploma	29	14.5
Graduate	40	20.0
Post graduate	10	5.0

7. Mother's education

Illiterate	42	21.0
Primary	64	32.0
High	42	21.0
Diploma	0	0.0
Graduate	38	19.0

8. Father's occupation

Govt. service	42	21.0
Private service	35	17.5
Other	123	61.5

9. Mother's occupation

Govt. service	22	11.0
Private service	25	12.5
Other	153	76.5

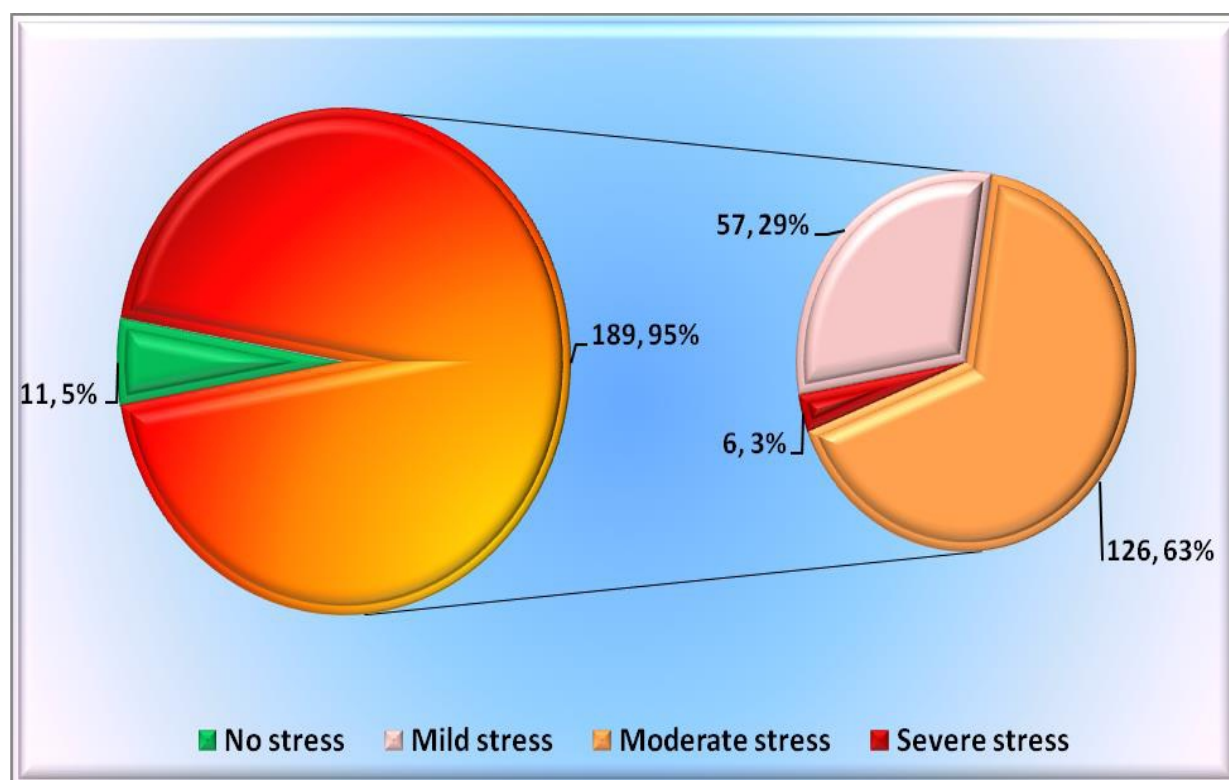
10. Monthly income(Rs.)

≤ 10000	48	24.0
10001 – 20000	55	27.5
20001 – 30000	44	22.0
>30000	53	26.5

S. No.	Sample Characteristics	Frequency (f)	Percentage (%)
11.	Residence		
	Home	200	100.0
	Hostel Paying guest/Others	0	0.0
12.	Previous year result		
	≤ 40%	15	7.5
	41 – 60%	40	20.0
	61 – 80%	75	37.5
	> 80%	70	35.0

Table 1 depicts that 100(50%) students were from 9th class and 100 (50%) students were from 10th class. In case of gender 126(63.0%) were male and 72(37.0%) were female. Most of the students 120(60.0%) were having the age 15 years. 50 (25.0%) were having the age of 14 years, 30(15%) were having the age of 16 years. Regarding the Religion most of the students 90 (45.0%) were Hindu. 83 (41.5%) were Sikh, 20(10.0%) were Christian and 7(3.5%) were from Muslim Religion. According to the type of family majority of the students 145(72.5%) were from nuclear family and 55(27.5%) were from joint family. Regarding the Father's educational status majority 50(25.0%) were illiterate, 40(20.0%) were graduate, 39(19.5%) had done high school, 32(16.0%) had done primary schooling, 29(14.5%) had done diploma and 10(5.0%) were post graduate. In case of Mothers Educational status majority 64(32.0%) had done primary schooling, 42(21.0%) were illiterate, 42(21.0%) had done high schooling, 38(19.0%) were graduate and 14(5%) were post graduate.

In case of father's occupation, majority of them 123(61.5%) were self employee. 42 (21%) were government employee, 35(17.5%) were having private service and in case of Mother's occupation 153(76.5%) were house wife, 25(12.5%) were having private service, 22 (11.0%) were having Govt. service. According to the monthly income majority 55(27.5%) were having 10001-20,000 income per month, 53(26.5%) were having >30,000 income per month, 48(24.0%) were having < 10,000 income per month, 44(22.0%) were having 20,000-30,000 income per month. Regarding the residence majority of the 200 (100%) were from home. According to the previous year result majority of the students 75(37.5%) had score 61-80%, 70(35.0%) had score >80%, 40(20.0%) had score 41 -60%, and 15(7.5%) had score



SECTION C

Objective2:To determine the association of level of stress due to parental expectations and selected socio demographic variables.

Table 3

Association of level of stress among students due to parental expectations and their demographic profile

S. No.	Sample Characteristics	No stress	Mild stress	Moderate stress	Severe stress	X ²	Df	p-value
1.	Class							
	9 th	7(63.6)	25(43.9)	68(54.0)	0(0.0)	8.521 [#]	3	0.033*
	10 th	4(36.4)	32(56.1)	58(46.0)	6(100.0)			
2.	Gender							
	Male	8(72.7)	35(61.4)	83(65.9)	0(0.0)	10.629 [#]	3	0.010*
	Female	3(27.3)	22(38.6)	43(34.1)	6(100.0)			
3.	Age(years)							
	14	3(27.3)	16(28.1)	31(24.6)	0(0.0)	3.656 [#]	6	0.723 ^{NS}
	15	7(63.6)	35(61.4)	73(57.9)	5(83.3)			
	16	1(9.1)	6(10.5)	22(17.5)	1(16.7)			
4.	Religion							
	Hindu	3(27.3)	30(52.6)	56(44.4)	1(16.7)	12.398 [#]	9	0.134 ^{NS}
	Christian	0(0.0)	7(12.3)	13(10.3)	0(0.0)			
	Muslim	0(0.0)	0(0.0)	6(4.8)	1(16.7)			
	Sikh	8(72.7)	20(35.1)	51(40.5)	4(66.7)			
	Others	00	00	00	00			

S. No.	Sample Characteristics	No stress	Mild stress	Moderate stress	Severe stress	X ²	Df	p-value
5.	Type of family							
	Nuclear	11(100.0)	36(63.2)	93(73.8)	5(83.3)	7.245 [#]	3	0.051 ^{NS}
	Joint	0(0.0)	21(36.8)	33(26.2)	1(16.7)			
	Extended	0(0.0)	0(0.0)	0(0.0)	0(0.0)			
6.	Father's Education							
	Illiterate	3(27.3)	17(29.8)	29(23.0)	1(16.7)			
	Primary	2(18.2)	7(12.3)	21(16.7)	2(33.3)			
	High	4(36.4)	13(22.8)	21(16.7)	1(16.7)	13.394 [#]	15	0.572 ^{NS}
	Diploma	1(9.1)	11(19.3)	17(13.5)	0(0.0)			
	Graduate	1(9.1)	7(12.3)	31(24.6)	1(16.7)			
	Postgraduate	0(0.0)	2(3.5)	7(5.6)	1(16.7)			
7.	Mother's Education							
	Illiterate	3(27.3)	14(24.6)	25(19.8)	0(0.0)	21.998 [#]	12	0.037 [*]
	Primary	6(54.5)	21(36.8)	31(24.6)	6(100.0)			
	High	1(9.1)	8(14.0)	33(26.2)	0(0.0)			
	Graduate	1(9.1)	10(17.5)	27(21.4)	0(0.0)			
	Postgraduate	0(0.0)	4(7.0)	10(7.9)	0(0.0)			
8.	Father's Occupation							
	Govt. service	5(45.5)	11(19.3)	26(20.6)	0(0.0)	7.766 [#]	6	0.209 ^{NS}
	Private service	3(27.3)	11(19.3)	20(15.9)	1(16.7)			
	Other	3(27.3)	35(61.4)	80(63.5)	5(83.3)			

S. No.	Sample Characteristics	No stress	Mild stress	Moderate stress	Severe stress	X ²	Df	p-value
9.	Mother's occupation							
	Govt. service	2(18.2)	5(8.8)	15(11.90)	0(0.0)			
	Private service	3(27.3)	6(10.5)	16(12.7)	0(0.0)	21.998 [#]	12	0.037*
	Other	6(54.5)	46(80.7)	95(75.4)	6(100.0)			
10.	Monthly income(Rs.)							
	≤ 10000	2(18.2)	16(28.1)	30(23.8)	0(0.0)			
	10001 – 20000	4(36.4)	20(35.1)	25(19.8)	6(100.0)			
	20001-30000	1(9.1)	11(19.3)	32(25.4)	0(0.0)	7.766 [#]	6	0.209 ^{NS}
	> 30000	4(36.4)	10(17.5)	39(31.0)	0(0.0)			
11.	Residence							
	Home	11(100.0)	57(100.0)	126(100.0)	6(100.0)			
	Hostel Paying guest/ Others	0(0.0)	0(0.0)	0(0.0)	0(0.0)	4.751 [#]	6	0.498 ^{NS}
12.	Previous year result							
	≤ 40%	2(18.2)	5(8.8)	8(6.3)	0(0.0)			
	41 – 60%	5(45.5)	11(19.3)	24(19.0)	0(0.0)			
	61 – 80%	1(9.1)	26(45.6)	48(38.1)	0(0.0)	19.807 [#]	9	0.007*
	> 80%	3(27.3)	15(26.3)	46(36.5)	6(100.0)			

*=Significant at p<0.05

NS= Non significant p >0.05

Table 3 depicts that gender, class, education of mother, mother's occupation and previous year result of students had impact on level of stress due to parental expectations. The difference between gender, class, education of mother, mother's occupation and level of stress due to parental expectations was found statistically significant at $p < 0.005$. But there was no significant association found in between level of stress due to parental expectations among students with their age, religion, type of family, father's education, father's occupation, residence, class.

Discussion

This chapter deals with the major finding of the study in relevance to the objectives framed and discussed in relation to similar studies conducted by other researchers. It was a descriptive study to assess level of stress due to parental expectations among students of Holy Mary's School and Shivalik senior Model School, Banur, district Mohali (Punjab). The main aim of the study to assess level of stress due to parental expectations among students.

The investigator found that majority of the students 100(50%) students were from 9th class and 100 (50%) students were from 10th class. Regarding the gender 126(63.0%) were male and 72(37.0%) were female. Most of the students 120(60.0 %) were having the age 15 years..50(25.0%) were having the age of 14 years, 30(15.0 %) were having the age of 16 years. Regarding the Religion majority of the students 90 (45.0%) were Hindu.83 (41.5%) were Sikh, 20(10.0 %) were Christian and 7(3.5%) were from Muslim Religion.

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In this study investigator found that there was significant association of level of stress due to parental expectations among students with their gender, class, education of mother, monthly income and there was no significant association of level of stress due to parental expectations among students with their age, religion, type of family, education of father, occupation of mother, occupation, residence and previous year result.

A study of 2,142 secondary school students in Hong Kong and the Mainland of China similarly found that over-expectations from families and pressure to succeed led to adolescent distress, regardless of perceptions of familial support (Ngai & Cheung, 2000). Academic over-expectation was the strongest and most frequently reported cause of stress for the adolescents in the study, even above more direct confrontations such as quarrels in the family.

Parental Pressure in Indian Cinema. In recent years, Indian films have begun to showcase the grave ills of parental pressures for academics on youth. *Taare Zameen Par* (2007), a popular Bollywood (or Bombay, India's version of Hollywood) film, advocates as its motto, "Every child is special." The story is of a young boy who does

poorly in school and is frequently mistreated by his parents and teachers until an inspirational teacher accepts him and helps him find his inner artistic genius. The film identifies the lack of awareness of problems with learning in Indian society, since no one recognized that the child's problems with focus and style of instruction resembled features of Dyslexia.

Limitation:

The sample size was limited to 200 students of age 9th and 10th class. Hence the possibility for wider generalization is limited

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Conflict Of interest

Authors do not have any relationship /condition/circumstances that present a potential conflict of interest.

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