

E-ISSN: 2789-1615
P-ISSN: 2789-1607
Impact Factor: 5.69
IJLE 2022; 2(1): 14-18
www.educationjournal.info
Received: 09-11-2021
Accepted: 11-12-2021

Alka Tomer
Research Scholar, Himalayan
Garhwal University,
Uttarakhand, India

Counter effect of parental expectations on academic achievement in students of higher education: A special study of Pilibhit district

Alka Tomer

Abstract

Academic stress has a profound impact on the lives of students. It was one of the things that contribute to the student's propensity for depression, hopelessness, sensitivity, self-injurious behavior and basic considerations toward self-destructive behaviors (suicide). Academic stress means educational anxiety. Academic stress is a source of stress that young people face. A small number of students often feel a heavy academic load and less satisfaction with academic performance. In addition, this test could be outside the saddle to withstand the higher pressures with more education. This study seeks to understand the role of parents' expectations and academic stress in the academic performance of high school students. There was a theory that there would be a positive link between the expectations of higher education students, academic achievement and academic performance. Sexually oriented contrasts were similarly conjectured about speculative factors. 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.

Keywords: Academic stress, achievement, parental expectation

Introduction

In today's competitive era every parents wants their child to become a successful person, from very start they start worrying about the future and give extra attention towards the child need and in the early stages they scarifies their own happiness to achieve a little in the Childs future building, like special games, extracurricular activities and many more this list becomes never ending from very beginning and once the child comes in graduation, beside his own dreams and desire the parental expectation to do better become their headache. The child start feeling suffocated and become rebellious as he think that he cannot have any independence of thinking about his own life and career. The extra pampering from very initial makes him demanding and bit overruled, which further becomes his violent action towards the parents or depression towards himself.

Academic stress has a profound impact on the lives of students. It was one of the things that contribute to the student's propensity for depression, hopelessness, sensitivity, self-injurious behavior and basic considerations toward self-destructive behaviors (suicide). Academic stress means educational anxiety. Academic stress is a source of stress that young people face. A small number of students often feel a heavy academic load and less satisfaction with academic performance. In addition, this test could be outside the saddle to withstand the higher pressures with more education.

Parents play an important role in the development and progress of children, and parents are often anxious for the test, especially in children. Their desires sometimes harass children and affect their academic achievements. Needs and goals of parents have a wide or wide impact on the performance of their children. In particular, this time to understand the expectations of parents and adolescents in view of the fact that attempts to meet expectations cause stress when they are not prepared that can meet expectations and affect academic performance(1). This research report has confirmed the relationship between parents' expectations in parent studies, academic performance and academic performance.

Expectation of Parents

Parents and their expectations influence the general nature of the newborn. As well as the needs of parents is an integral part in children's education and future performance.

Correspondence
Alka Tomer
Research Scholar, Himalayan
Garhwal University,
Uttarakhand, India

Parents have a desire for compliance with the children associated with the study to affect the needs and achievements of the children and early wish may continue with their child's full year. Parents act as a series of expected behaviors and qualities associated with their children [2]. Parents expect their children to get good grades in terms of education. Despite personal education and will be first evaluated in intellectual capacity, educational value will be recognized in academic cognitive skills, but this training will also encourage them.

Academic stress

Stress refers to the perception of the threat of psychological good look; physical, sacred comes from a chain of physiological reactions and adaptation (current or planned). There are two different types of stress. There is eustress (positive stress) in any state under stress right amount of sensation when a person begins to breathe. The second is stress (negative stress) that negatively affects your life. Academic stress is a kind of fundamental burden. Academic means a unique test that builds different content and completes a task. Academic stress can be described as a psychological or physiological reactions to the relevance, intelligence and adaptation of subjective academic stressors, stress factors of students and stress factors in ecological students.

Academic Achievement

Achievement means to do ones best to be successful to solve problems and puzzles to accomplish tasks requiring skill and effort. 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. 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.

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

Sample: 200 students of graduation from 2 public and 2 private institutes of District Pilibhit.

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

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

Table 1B:

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

Table 1C:

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

Table 1D:

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

Table 1E:

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

Table 1F:

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

Table 1G:

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

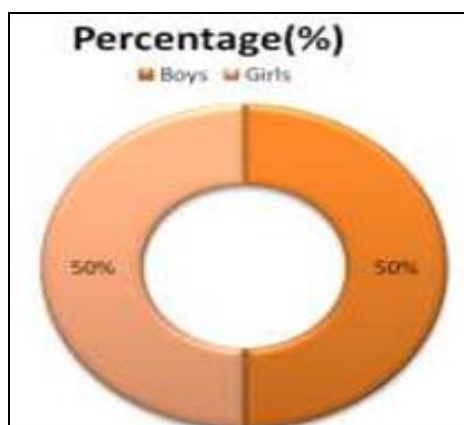


Fig 1A

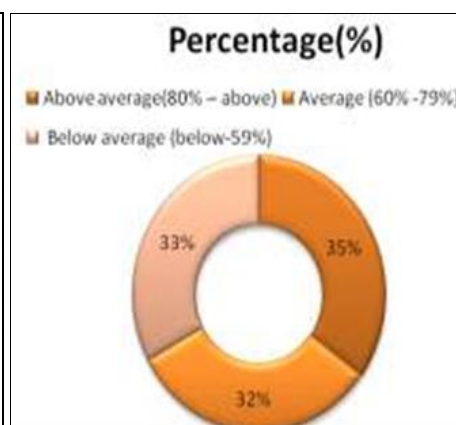


Fig 1B

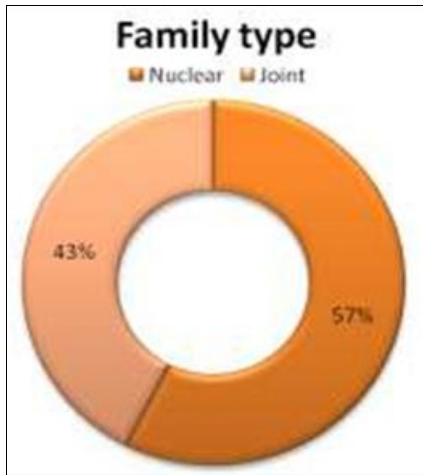


Fig 1C

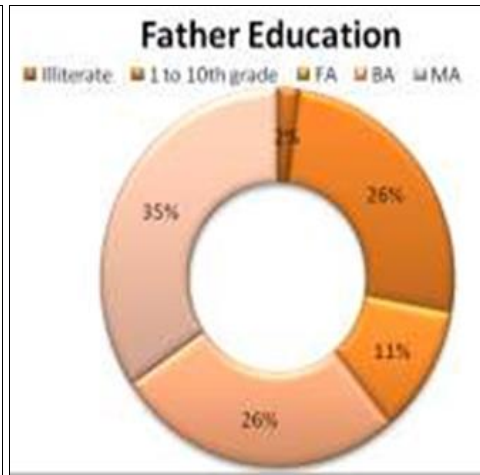


Fig 1D



Fig 1E

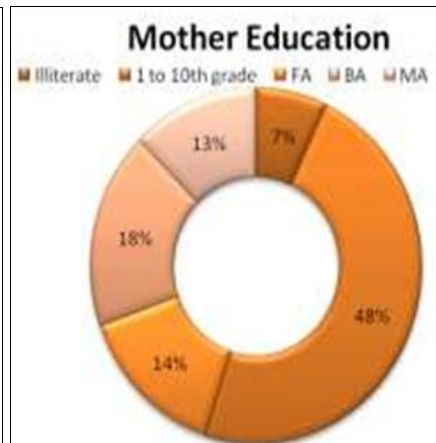


Fig 1F



Fig 1G

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

Variables	Range					A
	K	M	(SD)	Min	Max	
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 scale	16	48.82	6.40	19	76	.62
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-dependency	3	8.84	2.02	3	29	.31

Note: K= Number of Items

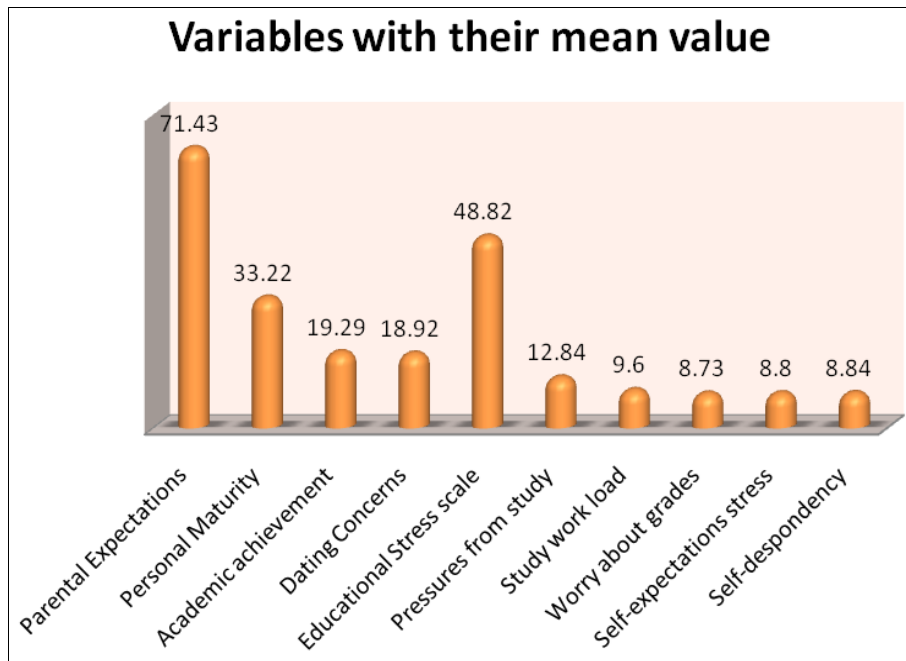


Fig 1: Variable with their mean value

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-expectations stress	8.76	1.85	8.84	2.08	-.28	.77	-.63	.47	-0.03
Self-dependency	8.08	1.27	8.88	2.57	-.27	.78	-.64	.48	-0.03
Academic achievement %	70.55	13.21	69.85	13.67	.369	.71	-3.04	4.45	0.05

Note: df= 198

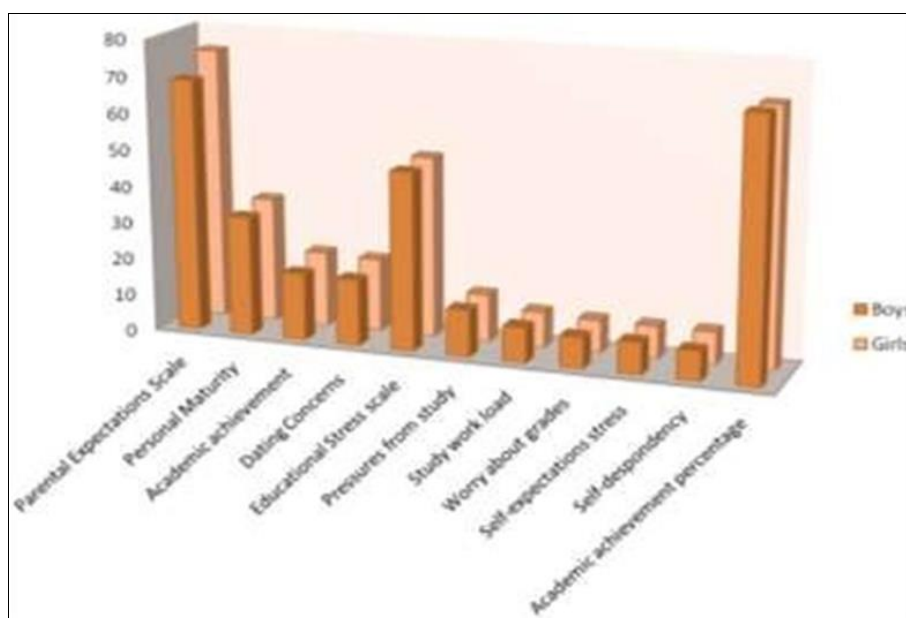


Fig 2: Comparison of Parental Expectation, Academic Stress and Academic Achievement (Gender wise difference) in Higher studies students (N=200)

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 (5).
- 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

A sample of 200 Bachelor students has been drawn from two audiences and two private institutions. The evaluation measures were used as the Parent Expectations Inventory, a measure of educational stress for adolescents to investigate academic stress. The academic performance was evaluated with the help of a percentage of the exams of the last year. The results of this work revealed that there is a remarkable relationship between parents' expectations and measures of academic stress. There was no significant correlation between the expectations of the parents, the academic achievement and the academic performance of the graduate students.

References

1. Mishra RC, Joshi S. Acculturation and children's education in a rural Adivasi community. *Indian Educational*. 2015, 53(1).
2. Rai PK, Nathawat MS. *Geoinformatics in Health Facility Analysis*: Springer. 2017.
3. Acharya S. Access to Primary Education: Rural Maharashtra and Madhya Pradesh, Chapter-2. 2006.
4. Elementary Education in Rural India: A Grassroot View Vaidyanathan A, Gopinathan Nair PR, Strategies for Human Development in India, Sage Publications, New Delhi. 2.
5. Chandrasekhar S, Mukhopadhyay, Abhiroop. Primary Education as a Fundamental Right Cost Implications, *Economic and Political Weekly*. 2006;41(35):3797-3804.
6. Diwan Rashmi. An Analytical Review of Schemes of Incentives at the Primary Stage of Education, *Journal of Educational Planning and Administration*. 1992 July;6(3):277-286.
7. Dreze J, Sen A. *India Economic Development and Social Opportunity*, Oxford University Press. 1996, 109-137.
8. Mehrotra S, Panchmukhi PR. Private Provision of Elementary Education in India: Findings of a Survey in Eight States. *Compare: A Journal of Comparative Education*. December. 2006;36(4):421-442.

9. PROBE. Public Report on Basic Education in India. Oxford University Press, New Delhi. 1999.
10. Ramachandran V, Mehrotra N, Jandhyala K. Incentives In Elementary Education: Do They make A Difference? *Journal of Educational Planning and Administration*. 2007 Apr;21(2):141-153.
11. Shah MR. A Study of Operation of Incentive Schemes in the Schools of Kachchh District in Relation to UEE (Gujarat) Dissertation submitted for District Education Officers Programme in NIEPA. 1989.
12. Subrahmanian R. Education Exclusion and the Developmental State. In: Chopra, R. and Jeffery, P. (ed.) *Educational Regimes in Contemporary India*. New Delhi: Sage Publications. 2005.
13. Mehta BC. Free Primary Education, *Economic and Political Weekly, Discussion*. 1996 April 20-27.
14. Pramanik Rashmi. *Overburdened School-Going Children*, Concept Publishing Company, New Delhi. 2007.
15. Tilak JBG. How Free is Free Primary Education in India? *Economic and Political Weekly*. 1996 Feb 3;31(5, 6):275-82, 355-66
16. Sulochana R. Poor Affordability and Low Access to Primary Education with Special Reference to Eastern Uttar Pradesh: Reflections from DISE Data. *Journal of Education and Practice*. 2015;6(28):97-103.