

Parental Pressure Determines The Academic Performance Of Secondary School Students: An Empirical Study

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Abstract

This study investigated parental pressure as a determinant of academic performance of school students. The method employed in this investigation was descriptive survey. A sample of 800 students was chosen using multi-stage random sampling technique. Academic performance was considered the dependent variable, while parental pressure was taken as independent variable. In order to determine the academic performance measure, the researcher had to rely on the school's examination record. Parental Pressure Scale by Kumari and Maikhuri (2019) was employed to collect the data. It was shown that secondary school pupils' academic performance was significantly impacted by parental pressure. Additionally, kids' academic performance in secondary school was significantly impacted by their locality. Additionally, a noteworthy interaction impact of parental pressure & locality on secondary school children' academic performance was noted.

Keywords: Academic Performance, Locality, Parental Pressure, Secondary School Students.

INTRODUCTION:

In the twenty-first century, education is vital for all people. It is widely known that education, especially secondary education, plays a major role in helping people plan for the future. A child should receive an education that prepares them for both success in the classroom and success in life. Despite teachers' best efforts to enhance student performance, students' levels of accomplishment remain unchanged. Education should prepare a child for both personal & academic achievement. Despite instructors' best efforts to improve student performance, students

do not achieve higher levels of success. One of the most important topics of research for educational psychologists has been the improvement of students' academic performance. Academic accomplishment, often known as 'academic performance', is defined as "obtaining high exam scores and grades". Academic performance is a measure of how successfully predefined learning objectives are achieved. This can be accomplished through final examination systems or continuing evaluation techniques such as assignments, each of which have advantages and disadvantages of their own. In this competitive world, the quality of performance becomes the key factor for progress of students. Many factors influence academic performance, including personality, self-confidence, intelligence, motivation, school environment, home environment, school experiences, gender, locality, family background, parents' socioeconomic status, the internet, and many others. Despite these factors parental pressure of an individual is also a major factor that affect the academic performance of students.

Parental Pressure

The pressure put on their kids by their parents to accomplish a goal is known as parental pressure. When parents push their kids to succeed in a variety of areas, this is known as parental pressure. Parents occasionally pressure their children to perform better than they should in all they do, particularly in the classroom. Crucially, students who have gone through such a predicament have the opportunity to achieve academic success as demanded by their parents. As a reward for their parents' sacrifices and hard work, students will give it their all. If they don't live up to their parents' expectations, it makes them anxious and scared, especially when report card distribution is approaching. Parents pushed their kids to do well in school. Without considering their children's skills, parents put pressure on them to get desired grades (Koskei, B. K., 2014). Children who experience stress due to parental pressure are less likely to achieve high academic standing. Most kids or students feel too much pressure and are unable to complete the work, even though they can do it easily.

Need of the Study

When parents meet all of their children's requirements, they will have their entire focus when it comes to offering guidance (Librojo & Alampay 2010). Some parents made comparisons between their

kids and other high achievers (Irfan, S. M. & Hussain, N., 2014). If they fail to meet their parents' expectations, such as achieving academic success and high marks, they may become angry with them. (Deb, S., Strodl, E., & Sun, J., 2015). Anxiety would arise from excessive parental pressure to achieve high accomplishment (Akhtar, Z. & Aziz, S., 2011). According to Johnson and Descartes (2017), parents should be aware that the pressure they put on their kids might cause social isolation and high levels of anxiety. Similarly, students' lives become stressful when parents put pressure on them to perform well in school (Sangma et al., 2018). Students would rarely learn if they are under a lot of stress due to their grades (Aafreen, Priya, & Gayathri, 2018). They must therefore make certain preparations for their kids in order to help them succeed academically (Chohan & Khan, 2010). Additionally, they are the ones that teach their kids moral principles in order to get them ready for school (Schmuck, 2011). An emotional state that parents place on their kids, parental pressure is frequently linked to academic achievement (Moore, 2022). Jia et al. (2022) assert that parents are crucial social agents who have the power to directly or indirectly, favorably or unfavorably, affect children's conduct, beliefs, and values, including their academic achievement. This study added to the body of research showing that excessive parental pressure can have a detrimental effect on students' academic achievement by revealing that it had a direct and indirect, albeit somewhat negative, impact on students' academic performance. Urban kids perform exceptionally well because of their higher quality education, the information they can get from a variety of sources, including electronic and mass media, and the support of their educated peer groups and families. Compared to pupils in rural areas, they enjoy several educational benefits and facilities. In addition to being less exposed to the outside world, students in rural areas are also less aware of current events. This study is necessary because it includes the causes and effects of parental pressure that students deal with on a daily basis. Parents, teachers, and students have all acknowledged the detrimental effects of parental pressure. Therefore, it is crucial to conduct this research in order to understand or discover ways to overcome parental pressure and to guide children in making their own career decisions.

VARIABLES USED

- ❖ **Dependent variable:** “The dependent variable is that factor which is observed and measured to determine the effect of the independent variable. It is considered dependent because its value depends upon the value of the independent variable. In the present study, **Academic performance** has been taken as the dependent variable”.
- ❖ **Independent Variables:** “The independent variable is a factor which is measured, manipulated or selected by the researcher to determine its relationship with an observed phenomenon. In the present study, **Parental Pressure** has been taken as the independent variable”.
- ❖ **Demographic Variable:** “In the present study, **Locality** has been taken as demographic variable”.

OBJECTIVES

1. “To examine the main effect of Parental Pressure (A) on academic performance of secondary school students”.
2. “To examine the main effect of Locality (B) on academic performance of secondary school students”.
3. “To examine the interaction effect of Parental Pressure (A) & Locality (B) on academic performance of secondary school students”.

HYPOTHESES

- H₀₁** “There is no significant effect of Parental Pressure (A) on academic performance of secondary school students.”
- H₀₂** “There is no significant effect of Locality (B) on academic performance of secondary school students.”
- H₀₃** “There is no significant double interaction effect of Parental Pressure (A) & Locality (B) on academic performance of secondary school students.”

RESEARCH METHODOLOGY AND DESIGN

For the current investigation “**Descriptive Survey Method**” was used. “The 2×2 factorial randomized group design was used to analyze the data. The independent variables i.e. Parental Pressure (High & Low) and Locality (Rural & Urban) were varied at the two levels as given below”.

Total Students (800)
Parental Pressure (A)
High (A1)

Low (A2)

Locality (B)
Rural (B1)

Urban (B2)

POPULATION AND SAMPLE

“In the present study, all the 9th class students studying in private secondary schools, affiliated to CBSE of Rohtak and Hisar Districts of Haryana State constituted the target population. “Multi-stage random sampling technique” was employed to select a sample of 800 (Rural & Urban) sec. school students from Hisar and Rohtak Districts”.

TOOLS USED

- **Parental Pressure Scale** by Kumari and Maikhuri (2019).
- “For the Academic performance measure, the researcher had to depend upon the school examination record of the respective school”.

STATISTICAL TECHNIQUES

“Mean, SD, t-test & Two way ANOVA were employed to examine the main & interaction effect.”

DATA ANALYSIS AND INTERPRETATION

“In order to analyse the data, the 2-Way ANOVA with 2×2 factorial design was considered. It was decided that the null hypotheses will be rejected or retained at 0.01 and 0.05 level of significance. In order to confirm the objectives & to check the null hypotheses, the current investigation has been analyzed shown below”.

Table-1 “Summary of 2 Way ANOVA (2×2 Factorial Design) for Academic Performance of Sec. School Students with respect to their Parental Pressure & Locality”

Source of Variance	Type III Sum of Squares	df	Mean Squares	F-ratios	Sig.
Corrected Model	19373.684	7	2767.669	13.660	.000
Intercept	2212951.442	1	2212951.442	5598.58	.000
Main Effect					
Parental Pressure (A)	4590.977	1	4590.977	11.495*	.000
Locality (B)	4885.454	1	4885.454	12.360*	.000
Double Interaction Effect					
Interaction effect of Parental Pressure x Locality (AxB)	4470.271	1	4470.271	32.166*	.000
Between Cells	210283.537	532	795.270		
Within Cells	229657.220	539		
Total		540			

** "Significant at 0.01 level
Significant at 0.05 level"

"Main effect of (a) Parental pressure and (b) Locality on academic performance of secondary school students"

Parental Pressure (A)

An inspection of Table-1 indicates that F-ratio for parental pressure is (11.495) which is found significant at 0.01 level. Therefore, H_{01} stands rejected. Therefore, it can be said that parental pressure significantly affects secondary school students' academic performance. The "t"-value was calculated in order to conduct additional research, and it is provided in Table 2.

Table-2 "t'-value for the Mean Scores of Academic Performance of Secondary School Students with respect to Parental Pressure"

Groups	N	Mean	SD	't' value	Level of Significance
High Parental Pressure	263	73.54	20.87	3.86	Significant at 0.01

Low Parental Pressure	277	66.94	18.78		
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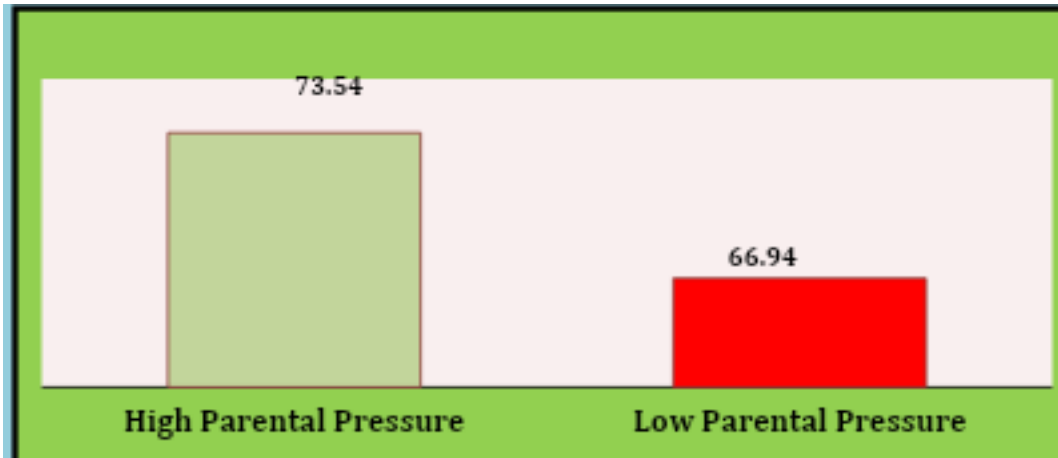


Fig. 2: “Mean Academic Performance Scores of Secondary School Students with respect to Parental Pressure”

“It can be observed from table-2 and fig. 1. that the t-value (3.86) for the mean scores of academic performance of secondary school students having high and low parental pressure is found significant at 0.01 level”. Means scores concluded that students having high parental pressure (73.54±20.87) possess higher academic performance as compared to students having low parental pressure (66.94±18.78). So, it can be concluded that those students who have higher parental pressure have higher performance.

Locality (B)

Again, an examination of Table-1 reveals that the F-ratio of locality is 12.360, which is significant at the 0.01 level. As a result, H₀ stands rejected. Therefore, it can be concluded that a student's locality has a significant impact on their academic performance in secondary school. The "t"-value was calculated in order to conduct additional research, and it is provided in Table 3.

Table-3 “t’-value for the Mean Scores of Academic Performance of Secondary School Students with respect to Locality”

Groups	N	Mean	SD	t’ value	Level of Significance
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Rural Area	265	62.37	20.39	3.57	Significant at 0.01
Urban Area	275	68.63	20.44		

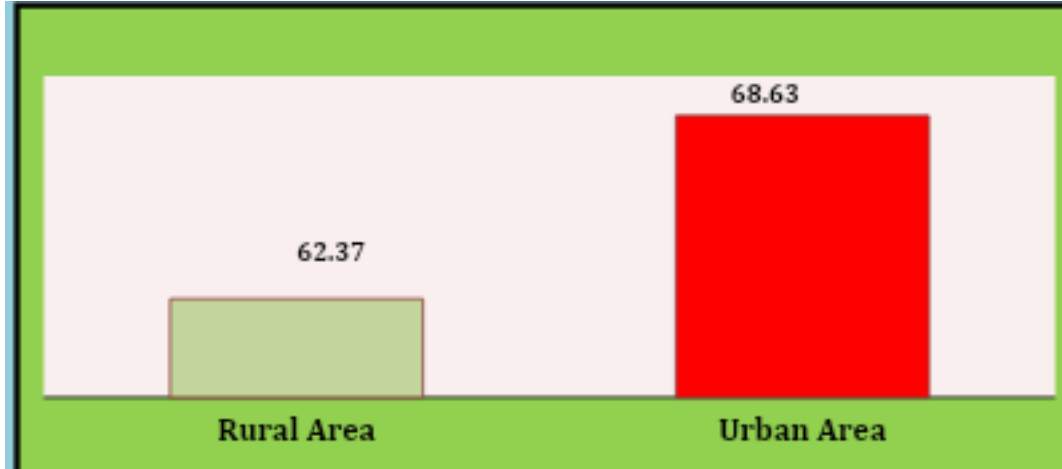


Fig. 2: “Mean Academic Performance Scores of Secondary School Students with respect to Locality”

Table-1 and Fig. 2 shows that the t-value (3.57) for the average academic performance scores of secondary school students from both rural & urban areas is significant at the 0.01 level. Means scores concluded that students belonging to rural locality (62.37±20.39) possess lower academic performance as compared to students belonging to urban locality (68.63±20.44). So, it can be concluded that those students who have urban locality have higher performance towards their academics.

INTERACTION EFFECT OF (A) PARENTAL PRESSURE & LOCALITY (AxB) ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS

Parental Pressure x Locality (AxB)

Further, Table-1 demonstrates that the interaction effect of parental pressure and locality on students' academic performance has a significant F-ratio (32.166) at the 0.01 level. As a result, H_03 , stands rejected. Therefore, it can interpreted that parental pressure & locality have a significant interaction effect on secondary school students' academic performance. The t-test was used for additional research in order to determine whether the mean academic performance scores for various groups differed significantly. The findings are displayed in Fig. 3 and Table 4.

Table-4 “t’ values for Mean Scores of Academic Performance of Secondary School Students for Different groups of Parental Pressure x Locality (A x B)”

Groups	N	Means	SDs	t-values			
A ₁ B ₁ vs A ₂ B ₁	149	116	73.86	61.90	18.23	21.22	4.84**
A ₁ B ₂ vs A ₂ B ₂	114	161	57.90	65.53	20.72	19.62	3.08**
A ₁ B ₁ vs A ₂ B ₂	149	161	73.86	65.53	18.23	19.62	3.87**
A ₁ B ₂ vs A ₂ B ₁	114	116	57.90	61.90	20.72	21.22	1.45(NS)
A ₁ B ₁ vs A ₁ B ₂	149	114	73.86	57.90	18.23	20.72	6.51**
A ₂ B ₁ vs A ₂ B ₂	116	161	61.90	65.53	21.22	19.62	1.45(NS)

** “Significant at 0.01 level * Significant at 0.05 level NS = Not Significant”

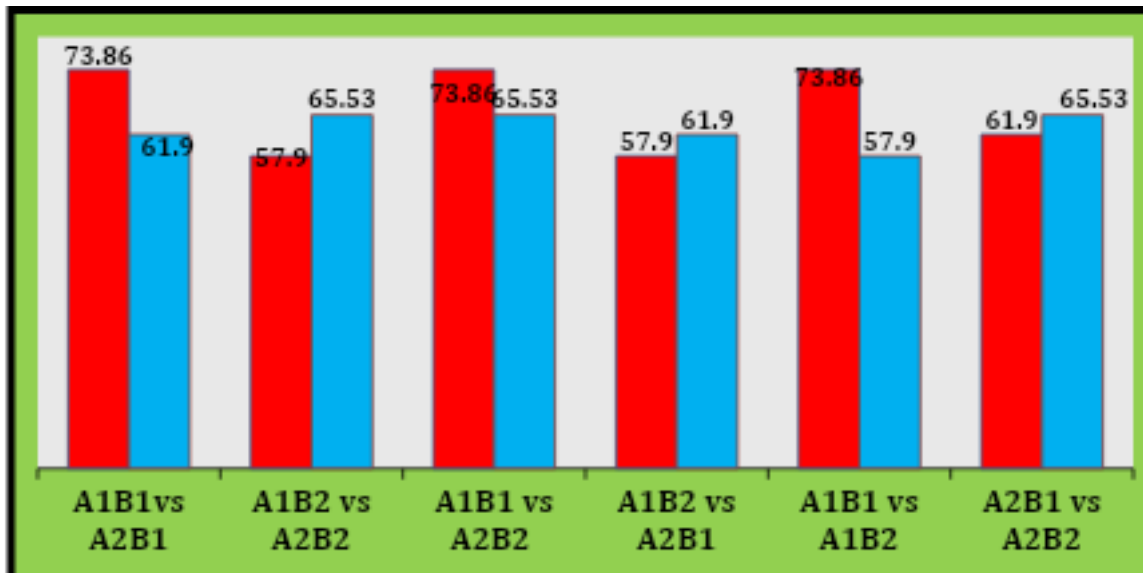


Fig. 3: “Mean Scores for Interaction Effect of Parental Pressure & Locality (AxB) on Academic Performance of Secondary School Students”

According to Table-4, the t-value (4.84) for rural students with high parental pressure (A₁B₁) and same with low parental pressure (A₂B₁) is significant at 0.01. level. Mean scores inferred that rural students having high parental pressure (73.86) have higher academic performance than rural students having low parental pressure (61.90). The t-value (3.08) for urban pupils having high parental pressure (A₁B₂) & urban students having low parental pressure (A₂B₂) is significant at 0.01 level. After comparing average scores, it was determined that urban students having low parental pressure (65.53) showed less academic performance than urban

students having high parental pressure (57.90). Similarly, the t-value (3.87) for rural pupils having high parental pressure (A_1B_1) and urban students having low parental pressure (A_2B_2) is significant at 0.01 level. While comparing average scores, it can be demonstrated that rural students having high parental pressure (73.86) got higher academic performance than urban students having low parental pressure (65.53). The t-values (1.45 and 1.45) for the groups (A_1B_2 vs A_2B_1 and A_2B_1 vs A_2B_2) are not found significant at 0.05 level. However, the t-value (6.51) for rural pupils having high parental pressure (A_1B_1) and urban students having high parental pressure (A_1B_2) is significant at 0.01 level. Mean scores cleared that rural students having high parental pressure (73.86) got higher academic performance as compare to urban students having high parental pressure (57.90).

Discussion of Results

The results of the current study showed that parental pressure significantly impacted secondary school students' academic performance. This indicates that students who experience more parental pressure perform better. This result is in line with previous studies that indicated parents' expectations for their kids' academic success may positively impact their actual academic achievement (Murayama et al., 2016). Pupils with high expectations from their parents perform better academically than those with low expectations (Haider, 2022). Furthermore, students' locality had a big influence on their secondary school academic performance. This indicates that students from urban areas performed better academically than those from rural areas. The study's results are in line with those of Chavan & Chavan (2018), who discovered that urban schools significantly outperformed rural ones in terms of both overall and individual item studies of school performance scores. As a result, the government must focus more on rural schools in order to quickly upgrade their general infrastructure, medical facilities, and sanitary facilities. They must come up with creative ways to boost the amount of money coming into these schools. Locality and parental pressure were found to have a significant interaction effect on secondary school students' academic performance. According to the survey, when parents had low expectations for their children's education, rural students did not feel under any pressure to perform well. Both parents and educators should keep a check on students to know the effects of poor performance of

the students due to pressure. Numerous student welfare initiatives can be started to help students who are under parental pressure feel less stressed. Policymakers can create programs or hold seminars on how students handle parental pressure and the difficulties that come with being a parent. Teaching new parents that pressure is not a way to handle children and to improve their grades academically. Various programmes should be introduced for parents counselling in order to aware parents about their child's performance. Continuous guiding session should be done to counsel students to handle pressure.

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