

Effect of Parental Expectations on Academic Anxiety of High School Students

¹Dr. Sunita Rani & ²Surabhi Rawat

¹Assistant Professor, Psychology, GKV, Haridwar (India)

²Research Scholar, Psychology, GKV, Haridwar (India)

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*Corresponding Author

Email: surbhimudgal[at]rediffmail.com

ABSTRACT

The present study focuses on to find out the effect of parental expectation on academic anxiety of high school students. For this we administered Hindi translation of perception of parental expectations inventory constructed and standardized by Dr. S. Karunanidhi and Dr.S. Sasikala and Academic Anxiety Scale for Children by A.K. Singh and A. Sen Gupta and administered it on 400 high school students of government schools of Dehradun and Haridwar district of Uttarakhand. Then Statistical measure Pearson product moment correlation coefficient and regression analysis was calculated for analysis of data. The results reveal that there was positive relationship between academic anxiety and other dimension of parental expectation namely personal expectation, academic expectation, career expectation parental ambition and parental expectation (0.289, 0.265, 0.209, 0.243, and 0.305), and parental expectation and its dimension are able to predict about academic anxiety its equation was Academic Anxiety = 2.661943 + 0.223263 * Personal Expectation + 0.123318 * Parental Ambition. These results reveal that high parental expectations tend to high academic anxiety in adolescents.

1. Introduction

Parental expectations play a key role in achievement of children. Parents are very important source of inspiration for children's. They directly and indirectly with their behaviour affect their children's. Parents almost always want the best for their children: many harbour dreams of top colleges, followed by lucrative careers within a global, competitive economy. In order for adolescents to meet these expectations, though, they must perform well during the school years. Many parents put intense pressure on their children to earn perfect grades, no matter the cost. Experts warn that this type of intense pressure around school and performance can backfire, leading to social, emotional and physical stress. 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, many childrens try to comprehend the parental expectations and attempt to satisfy their expectations. When they are not ready to achieve their expectations, it prompts stress and impacts their success. Researcher found co-relation between parental expectations and children's school performance (Chapman and Boersma, 1979; Hilliard and Roth, 1969; Hunter, 1972; Ziv, Rimon, and Doni, 1977).

In present time adolescence seems to be in more pressure of getting good grades in exams, particularly in middle and upper middle class, and it potentially links to depression, anxiety and substance abuse. This phenomenon is widely reported in the media over the years (Abeles, 2010; Levine, 2006; Ternus-Bellamy, 2010). Academicians and education policy makers are very hardly trying to find reason behind this. Recently researcher begins to explore the relationship between academic anxiety and adolescent psychological wellbeing and maladaptive behavior.

Research and media reports indicate that teenage children of rich, educated parents often feel intense pressure to succeed, and that their parents are increasingly concerned about the negative effects of academic anxiety and competition (Abeles, 2010; Levine, 2006; Luthar & Sexton, 2004; Ternus-Bellamy, 2010a; Ternus-Bellamy, 2010b, Ternus-Bellamy, 2011). In India mostly middle class people adolescence are in much pressure.

Luthar and Becker (2002) found that adolescents who perceived their parents as overly focused on academic achievement exhibited higher levels of depression, anxiety, and substance abuse. In this study, the junior high school students' self-reported levels of distress and maladaptive perfectionism—measured by statements associated with physiological and social anxiety, clinical depression, and delinquent behavior—were significantly related to the students' perceptions of their parents' high performance expectations (Luthar & Becker, 2002).

Understanding academic anxiety is important because recent research suggests that this anxiety may lead to a host of psychological, physical, and social problems for adolescents (Abeles, 2010; Kasser & Ryan, 1993; Levine, 2006; Luthar & Becker, 2002; Luthar & Latendresse, 2005; Luthar & Sexton, 2004).

Anxiety is our body's way of reacting that there is something in the environment that need our attention. In anxiety a number of bio chemical changes happen in brain and body such as an increase in adrenaline and decrease in dopamine. These changes may result in a state of heightened attention to the source of the anxiety. High levels of anxiety cause body to prepare to fight or run away from the source of perceived threat. It is also known as "fight or flight response".

Anxiety is not always a bad thing. It is true that high level of anxiety interferes with concentration and memory, which was critical for academic success. Without any anxiety nobody is able to succeed in any task. A moderate amount of anxiety actually helps academic performance by creating motivation. Academic anxiety has four component, worry, emotionality, task generated interference and study skill deficits. Academic anxiety is increase or decrease by many factors. Teacher expectations, parent's expectation both put negative as well as positive impact on academic anxiety.

When a student was high anxious about his academic performance or academic results it is known as academic anxiety. Anxiety symptoms are very common in adolescence and can negatively effecting with general wellbeing, social life, academic performance and development of social skills (Pine DS, Cohen P, Gurley D, Brook J, May 1998; Kendall PC, Brady EU, Verduin TL, 2001; Bernstein G, Borehardt C, Perwien A, 1996).

Anxiety symptoms are associated with impairments of memory and cognitive function (Pine DS, Wasserman GA, Workman SB, 1999; Bulbena A, Berrios GE, 1993; Daleiden EL, 1997), and can contribute to poor school performance and academic failure, which can in turn lead to further psychological problems. (Colbert P, Newman B, Ney P, Young J, 1992; Masi G, et al. 2001; Van Ameringen M, Mancini C, Farvolden P 2003). Academic anxiety seems to be an especially very important correlates of school failure for adolescence, may be this was the main reason for school drop out of girls as well as boys. Boys seem to indulge in disruptive activities or other behavioral problems due to high academic anxiety. This academic anxiety itself, the cause of low self esteem, lack of confidence (Huntington DD, Bender WN 1993; Marsh. HV 1990; Byrne BM, Gavin DAW, 1996; Masi G, Favilla L, Mucci M, Poli P, Romano R. 2001). So moderate level of anxiety is essential for any work but if level exceeds it can harm individual performance. In the stage of adolescence most children are in stage of confusion, they want to fly in their own thoughts, but social norms put restriction on them. In most of children amount of perceived parental expectation increase level of academic anxiety. Perceived parental expectation impact students overall growth and wellbeing. There is some evidence that perceiving expectations positively can contribute to positive outcomes in academic/vocational realms (Lent, Brown, & Hackett, 1994). For example, in college students, viewing familial expectations as encouraging is related to higher math grades (Ferry, Fouad, & Smith, 2000).

2. Objectives

1. To examine the relationship between parental expectation and its dimensions namely, personal expectation, academic expectation, career expectation, parental ambition, and academic anxiety of the respondent.

2. To find out contribution of parental expectation on academic anxiety of high school students.

3. Hypothesis

There will be significant relationship between parental expectation (personal expectation, academic expectation, career expectation, parental ambition, and parental expectation) and academic anxiety of the respondents.

There will be significant prediction of academic anxiety of subjects on the basis of parental expectation.

4. Sample

Using convenience sampling 12 government schools were selected from Dehradun and Haridwar districts of Uttarakhand. Using simple random sampling 400 students of class X were selected, In this sample 200 girls are selected from girls government school and 200 boys were selected from boys government school.

5. Tool used

Perception of Parental Expectations Inventory

Perception of Parental Expectations Inventory is developed and standardized by Dr. S. Sasikala and Prof. S. Karunanidhi (2011). This inventory measures the perception of a child towards his/her parents expectations. This inventory is five point scale with two categories- (i) How far your parent expect from you? (Perception of Parental Expectations, PPE) and (ii) How far you can fulfil it? (Perception of fulfilment of Parental Expectations by adolescents, PFPE). It has 30 items which are divided into four dimensions namely, personal expectation, academic expectation, career expectation, and parental ambition. Hindi translation of this inventory is used.

Academic Anxiety Scale for Children

Academic Anxiety Scale for Children constructed and standardized by A.K. Singh and Dr. A. Sen Gupta was used to measure academic anxiety of high school students. This scale was prepared in Hindi and English but in this study hindi version was used. The scale consist of 20 "yes" or "no" type items.

6. Procedure

The data was collected from government schools of Haridwar and Dehradun district, Uttarakhand state of India. The investigators communicated the principals of Government School regarding the purpose of study and take permission for data collection. Then take time from teachers and established rapport with students, and give proper instruction for completing inventory. After inventory completed scoring is done with help of manual. Then with the help of SPSS, data was analysis by using correlation and regression analysis

7. Results and Interpretation

The obtained result of this study enumerated as under-

Table 1.00
Summary of descriptive statistics of academic anxiety and parental expectation (with dimensions) of high school students

Variable	Sum	Sum Squares	Mean	S.D.	Product	N
Academic Anxiety	4285	50353	10.713	3.340	-	400
PERSONAL EXPECTATION	16735	713611	41.838	5.808	181515	
ACADEMIC EXPECTATION	13935	492521	34.838	4.207	150769	
CAREER EXPECTATION	8528	185302	21.320	2.955	92180	
PARENTAL AMBITION	11560	341954	28.900	4.441	125277	
PARENTAL EXPECTATION	50758	6527510	126.895	14.730	549741	

Table 2.00
Summary of correlation between academic anxiety and parental expectation (with dimensions).

	PERSONAL EXPECTATION	ACADEMIC EXPECTATION	CAREER EXPECTATION	PARENTAL AMBITION	PARENTAL EXPECTATION
ACADEMIC ANXIETY	0.289	0.265	0.209	0.243	0.305
p value	<0.00001	<0.00001	<0.00001	<0.00001	<0.00001

It was hypothesized that there would be significant relationship between achievement motivation and parental expectation (personal expectation, academic expectation, career expectation, parental ambition and total parental expectation) of respondents. To test this hypothesis Pearson’s product moment method of correlation was used.

Table-2.00 Shows that correlation coefficient between academic anxiety and personal expectation, academic expectation, career expectation, parental ambition and parental expectation of high school students are(0.289, 0.265, 0.209, 0.243 and 0.305) respectively. Probability of all these

correlations are much less than 0.01. This means that significant relationship exist between academic anxiety and parental expectation and its dimensions. Therefore present results are in hypothesized direction. Results indicate a positive correlation between perceived parental expectation and academic anxiety of respondents.

Further it was hypothesized that there would significant prediction of academic anxiety of subjects on the basis of parental expectation. To verify this hypothesis multiple regression was used. Results are shown in table 3.00

Table 3.00
Prediction of academic anxiety on the basis of dimensions of parental expectations.

Step	Constant	Multiple R	R ²	Adjusted R ²	Beta	Variable	Probability
1	3.746091	.28960	.08387	.08157	.289598	PERSONAL EXPECTATION	0.0000
2	2.661943	.30769	.09467	.09011	.223263	PERSONAL EXPECTATION	0.0001
					.123318	PARENTAL AMBITION	0.0301

Table 3.00 shows that adjusted R² is 0.08157 for personal expectation which is significant at 0.01 level of confidence. This means that prediction of personal expectation on academic anxiety of students is 8.157% (0.08157 X 100 = 8.157) of variance. Further the variable with personal expectation predicts the academic anxiety is parental ambition. The table also shows that beta coefficients of personal expectation and parental ambition dimension (0.223263 and 0.123318) are significant (p= 0.0001 and 0.0301) at 0.01 and 0.05 level. So the regression equation for the prediction is following:

Regression Equation:

$$\text{Academic Anxiety} = 2.661943 + 0.223263 * \text{Personal Expectation} + 0.123318 * \text{Parental Ambition}$$

8. Discussion

The aim of present research was to assess relationship between perceived parental expectation its dimensions namely, personal expectation, academic expectation, career expectation, parental ambition and academic anxiety. The found result indicate significant positive co-relation between perceived parental expectation and academic anxiety, the found value were, 0.289<0.00001, 0.265<0.00001, 0.209<0.00001, 0.243<0.00001, 0.305<0.00001, respectively. The results of regression analysis show that personal expectation and parental ambition able to effect level of academic anxiety in the respondents.

These result are more or less in hypothesised direction. These findings are supported by the many research findings. W.Yukiko, A.Kunijiro, H.Yoshikazu,(2011) suggested that perceived parental expectations were a better predictor of internal adjustment than was estimated strength of parental expectations. They also told that a positive perception of parental expectations can able to promote internal

adjustment, such as general self-worth, whereas burdensome perceptions promote many aspects of reactions to stress, including aggression, depressed moods, anxiety, apathy, and somatic complaints. According to Lent, Brown, and Hackett (1994), perceiving parental expectations positively can contribute to positive outcomes in academic/vocational realms. In another study, children's school performance was significantly correlated with parents' prior expectations, even after partialling out the children's IQ, gender, ethnicity, and children's own expectations (Entwisle & Baker, 1983). These

studies are indicated that a positive relationship existed between perceived parental expectation and academic anxiety.

9. Conclusion

Parental expectation demonstrated a significant predictor of academic anxiety for the sample studied. There was significant relationship between perceived personal expectation, academic expectation, career expectation, parental ambition, parental expectation, and academic anxiety. Whereas perceived personal expectation and perceived parental ambition are strong predictor of academic anxiety.

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