



EFFECTS OF PARENTAL PRESSURE ON STUDENTS' ACADEMIC ACHIEVEMENT

Dr. Ramdeo Prasad

*Sr. Assistant Professor, P.G. Centre of Psychology, Gaya College, Gayajee Magadh University,
Bodhgaya, Bihar*

Abstract

A study deals with "Effects of parental pressure on students' academic achievement." A random sample 200 (100 boys and 100 girls) was taken from HS students, Gayajee districts. Hypothesis was that Parental pressure differ significantly affects the academic achievement of the boys and girls high school students' groups. The results find out in table-1 high and low parental pressure of boys groups differ significantly on academic achievement ($t=2.96$, $df=98$, $p<0.01$). While, the high and low parental pressure of HS girls students groups differ significantly on academic achievement ($t=3.13$, $df=98$, $p<0.01$). Parents are the primary educators of children. It emphasizes on the all-round development of the child, it is made feasible in a suitable environment at home, having right parent-child relationship. Parent's behaviour towards the child is important to the educational foundation on which child's formal school learning is built.

Keywords: *Academic achievement, Parental pressure, Parenting style and HS students.*

Parent's desire is that their children should achieve in the educational level. They should climb the ladder of performance to as high level as possible. This desire on the part of the parents put lot of pressure on students, teachers, and schools in the system of education. The entire system of education revolves around the academic achievement of students. Achievement refers to one's valued accomplishments, is the objective result of a person's activity.

Students' academic performance is a function of multiple factors. How plethora of determining factors and especially parental control and participation affects the academic achievement of students is a complex issue. The degree of parental involvement and its optimum mix might positively affect the achievements of students. In this regard, new research is key for framing proactive policies and interventions at the school level in order to reorient the parental involvement through actively working with parents. This might ensure enhanced academic performance of the students.

The social and legal significance of marriage has ended in recent decades. My view point on the concepts of family revolves around a strong, stable and enduring family where the members are attached within, shared love, belongingness and emotional bonds. A child growing up in single parent family or living with parents is often at risk of adequate parental care and concerns. It is anticipated that families should play a role not only in the promotion of their own children's achievement but also more broadly in school improvement and the democratization of school governance. Although many factors are responsible for affecting academic achievement of students to a large extent, but among them parental pressure and parenting style have great importance. Parental pressure in nothing but child caring practices in which both mother and father use their own technique for betterment of children. Each and every parent has heartily desire that his or her children do better in academic achievement. This academic achievement is nothing but academic outcomes that indicate the extent to which a student has achieved their learning goals. Academic achievement may refer to completing educational benchmarks such as higher secondary school. It is often measured through examinations or continuous assessments.¹ Almost parents make pressure on their children for achieving better result in the form of



percentage of marks. Sometimes this pressure creates adverse effect among children to achieve their goals fixed by their own parents.

Parental Pressure And Academic Performance: Achievement motivation must reflect parental pressure or well-defined needs to strive for success, and must be evidenced by perseverance and effort in the face of difficulties, achievement motivation has to be regarded to a central human motivation. Academic achievement measured it by analysing respondents' narratives; rather more controversially hypothesized that it was related to economic growth. Achievement motivation is induced when a person knows that he will be responsible for the outcome of an enterprise, when he expects to have clear knowledge of the outcomes that will define his success or failure, and when to some extent there is risk, that is, some uncertainty as to the outcome of the effort.² Subjects goal of achievement-oriented activity is to be successful, performing well in relation to a standard of excellence or in comparison to others.

An individual's differ in their strength of motive to achieve, and various activities differ in the challenge they pose and the opportunity they offer for expression of this motive. Thus, there is achievement in a particular individual facing a particular challenge. When considering the strength of motivation both personality and environmental factors must be considered. The individual is more strongly motivated to achieve at one time than at another time, even though in most situations he or she is generally more focused on achievement than others.

Student Achievement:- Student achievement is at the forefront when considering any effective inclusionary program, with much of the research in the field examining whether students meet their academic goals. In another related study on inclusive education measures in the Indian context, It was acknowledged that there are limited guidelines to evaluate inclusive education, leading to varying levels of success with regard to student achievement. Introducing indicators of success acts as a means of evaluating inclusionary programs, especially as they align to student achievement. However, research is divided about the effects of inclusive education in relation to student achievement.⁵ Some studies, using more philosophical and social justice frameworks, consider interaction as a marker of participation and equal access and achievement among students with disabilities in mainstream education. Another study was that in a paper which highlights the growing achievement gaps for students with disabilities in regular class settings, expressed some reservations about whether student needs were being met appropriately. However, their meta-analysis conceded that more research into the area is warranted. Reading and literacy gaps were of marked concern. Other studies link student achievement with teacher practice, highlighting the need for more research-based pedagogies, curriculum differentiation and staff development with regard to accommodating students with disabilities, as triggers to enhance student achievement.³

Student performance in information literacy instruction delivered by using the flipped classroom model was assessed by a pretest and posttest design. The pretest and posttest were used to compare what the students knew before taking the course (pretest) and after the flipped classroom experience (posttest) to be able to elaborate on student achievement in the flip model. A pretest was distributed to students One week prior the first lecture, and a posttest was distributed one week after the last lecture was completed.⁴

Parent Involvement- Parent involvement has been defined and measured in multiple ways, including activities that parents engage in at home and at school and positive attitudes parents have towards their



child's education, school, and teacher. The distinction between the activities parents' attitude towards education was highlighted by several recent studies. Several studies found that increased frequency of activities was associated with higher levels of child misbehavior in the classroom, whereas positive attitudes towards education and school were associated with the child's increased academic performance. Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance.⁵ However, there has been little investigation of the mechanisms that explain this association. The study was examined two potential mechanisms of this association: the child's perception of cognitive competence and the quality of the student-teacher relationship. A random sample of 158 seven-year-old participants, their mothers, and their teachers. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. A multiple mediation model indicated that the child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on a standardized achievement test. The quality of the student-teacher relationship fully mediated the relation between parent involvement and teacher ratings of the child's classroom academic performance.⁶ Limitations, future research directions, and implications for public policy initiatives were discussed.

Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance. Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of early academic success, a child's academic success has been found to be relatively stable after early elementary school. Therefore, it is important to examine factors that contribute to early academic success and that are amenable to change.⁷

Academic achievement during adolescence is predicted by interpersonal (parental engagement in adolescents' education), intrapersonal (intrinsic motivation), and institutional (school quality) factors.⁸ Academic achievement is important in its own right as a marker of positive adjustment during adolescence but also because academic achievement sets the stage for future educational and occupational.

Methodology: A random 200 (100 boys and 100 Girls) sample has been selected from different locations in Gayajee districts, whose children are studying in higher secondary level.

Test and tools:- Percentage of marks obtained in final examination, Parental pressure measuring scale, parenting style measuring scale and self-developed bio-data sheet or suitable and appropriate tools has been used for collecting data. The variable academic achievement was measured in terms of the percentage of average marks obtained for the first terminal, second terminal and final examinations of the VIIIth and IXth standard.

The PDS has consisted of 17 items and was used to elicit personal information of the respondents like name, age, sex, religion, school and home address, type of family, birth order, whether both parents are staying with the child, whether they suffer from chronic illness or disability and whether the mother is employed or not. The same questionnaire also revealed information regarding the socio-economic



variables like father’s and mother’s education, father’s and mother’s occupational and the average monthly income of the family from all sources.

Parental Pressure Inventory (PPI): The PPI consisted of 5 sections and item analysis was done for each section separately. In section-I, all the 10 items were retained, as all the items differentiated between high and low groups significantly. In section II, also, all the 10 items were retained. In section-III, out of the 12 items, 10 were retained. In section-N, out of 16 items, 15 items were retained. In section-V, out of 15 items, 14 items were retained. Thus, by using item analysis, from the 63 items of the draft-scale, 59 items were selected in the final form of the scale. The reliability coefficients obtained for each parenting style ranged from 0.712 to 0.794. The scale has high construct validity with the range of 0.508 to 0.819.

Academic Achievement Test:- Academic Achievement test by Sharma (1984) was developed to measure and used. The academic achievement needed to overcome the doubtful proposition which was earlier achieved through observer’s ratings. This test involves self-rating which appeared relatively competent and fruitful. The number of items initially was 70 which were then reduced to 49, having three alternatives each. Later, with further retention only 38 statements were retained having two alternatives each, i.e., A and B. The subjects have to read each statement followed by two alternatives and have to select one of the two alternatives. The reliability of the test was determined by three methods. The split-half-reliability came out to be 0.697 and the rational equivalence method found the reliability to be 0.7506. The reliability coefficient for son and girls was 0.795 and 0.807, respectively.

Hypothesis: Parental pressure significantly affects academic achievement of the boys and girls high school students’ groups.

Results: In order to test the hypothesis that the high and low parental pressure of boys groups would differ significantly on academic achievement. The high and low parental pressure boys groups were compared and computed (table-1) below:

Table-1: Significance Mean Difference of High and Low of Parental Pressure of High And Low Boys Parental Pressurescores On Academic Achievement

Boys Groups	N	Academic achievement		t	df	Significant Level
		Mean	SD			
High pressure	50	13.17	3.14	2.96	98	p<0.01
Low pressure	50	11.12	3.96			

Table-1 shows that high and low parental pressure of boys groups differ significantly on academic achievement (t=2.96, df=98, p<0.01). The result support hypothesis no1. The Mean of high parental pressure boys HS studentsgroups are 13.17, while the low parental pressure groups Mean 11.12.

In order to test the hypothesis that the high and low parental pressure of girls HS students groups would differ significantly on academic achievement. The high and low parental pressure groups were compared and computed (table-2) below:



Table-2: Significance Mean Difference of High and Low of Parental Pressure of Girls HS Students Groups Scores on Academic Achievement

Girls Groups	N	Academic achievement		t	df	Significant Level
		Mean	SD			
High pressure	50	14.81	3.86	3.13	98	p<0.01
Low pressure	50	12.03	4.34			

Table-2 shows that high and low parental pressure of HS girls students groups differ significantly on academic achievement ($t=3.13$, $df=98$, $p<0.01$). The result support hypothesis. The Mean of high parental pressure girls HS students groups are 14.81, while the low parental pressure groups Mean 12.03.

Conclusion

This chapter includes descriptions regarding hypotheses, method, design, sample, data collection tools, procedure, and statistical analysis. Here, in the present study, related variables are verified in the light of collected data and its analysis. The study finds the relationship between parental pressure and academic achievement.

The study suggests them parents can foster need for achievement, give their children responsibilities and stress-free environment. The parents should capitalize on self-motivational conditions within the child. The child can be taught to mentally plan the behavioural sequence required to reach the goals. The child requires assistance to analyse personal strengths and weakness. The parents should provide themselves as a role model. A children observe and imitate may be classified as real life, symbolic or representational. Real models for students include teachers and parents. Parents should express realistic expectation to the children to minimize conflict and disapproval and restore positive affective relationship with parents and teachers. Children who are engaged to use their abilities constructively and to find out things for themselves, especially at early ages, are likely to be high in achievement motivation in later years.

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