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## Exploring parental pressure in boasting the academic anxiety among children in contemporary education

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### Abstract

In the realm of contemporary education, the intricate relationship between parental pressure and the exacerbation of academic anxiety among children has emerged as a significant concern. This exploration delves into the multifaceted interplay between parental expectations, academic pressures, and the ensuing anxiety experienced by students within the context of modern education. For shaping the balanced personality development of the child, parental care is important. Parents are the first teachers of the child and they have to shape the harmonious development of the child. Parents have to make the devotion of time, money and care for the sake of the child. Initially the child considers his parents as a role model for accommodating his behavioural traits in the family. But unfortunately, we have observed the excessive and incompetent involvement of the parental towards education of their children. The excessive parental involvement without understanding the child psychology is referred as parental pressure. In the contemporary Indian education system due to tremendous increase of competition, parental pressure is more gripping day by day. The over expectations of the parents on their children has been seen in Indian society. Keeping in view, the present study was carried to explore the role of parental pressure in facilitating the academic anxiety among school going children. The review based on both primary and secondary data was collected to draw the inferences of the study. The results of the study reveal that parental pressure is facilitating the academic anxiety among school going children.

**Keywords:** Parental pressure, academic anxiety, children

### 1. Introduction

In contemporary education, the relationship between parental pressure and academic anxiety among children has become a subject of growing concern. The role parents play in shaping their children's educational experiences has long been acknowledged; however, the increasing competitiveness and expectations within modern educational systems have given rise to heightened levels of parental involvement, sometimes resulting in unintended consequences. This introduction delves into the complex interplay between parental aspirations, academic pressures, and the resulting anxiety experienced by students. The academic journey of a child is often marked by the aspirations and expectations of parents who aim to secure their child's future success. While parental support and involvement are essential components of a child's development, an excess of pressure can lead to detrimental effects. This pressure can manifest in various forms, such as relentless expectations for high grades, participation in numerous extracurricular activities, and strict adherence to specific career paths. These well-intentioned efforts to provide children with the best opportunities can inadvertently lead to heightened academic stress and anxiety. The relationship between parental pressure and academic anxiety is multi-faceted. On one hand, children may internalize these expectations, driving them to excel academically. On the other hand, the constant fear of disappointing their parents can lead to a pervasive sense of anxiety that hampers their ability to learn and perform optimally. This phenomenon has significant implications for the overall well-being of students, impacting their mental health, self-esteem, and overall happiness. In this context, this exploration aims to delve deeper into the mechanisms through which parental pressure influences academic anxiety among children. By analysing existing literature, psychological theories, and case studies, this study seeks to uncover the nuances of this relationship and shed light on potential interventions that can strike a balance between parental involvement and the well-being of students.

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Understanding the factors that contribute to the amplification of academic anxiety within the modern educational landscape is crucial for fostering a healthier and more supportive learning environment for children. In the subsequent sections, this research will delve into the various dimensions of parental pressure, its effects on academic anxiety, the role of educational institutions, and potential strategies to mitigate the negative outcomes. Through this exploration, we aim to contribute to a deeper understanding of the intricate dynamics between parental expectations and their impact on students' mental well-being within the contemporary educational paradigm. Education is a complex and multifaceted process that operates within a tri-polar framework. Within this framework, parents play an integral role in shaping the development of a child's personality. The impact of parents on their children's academic performance and overall well-being cannot be overstated. The involvement of parents in their children's education yields a multitude of benefits, including improved academic achievement, reduced behavioural issues, and heightened self-esteem. However, within the realm of parental involvement lies the intricate concept of parental pressure. This phenomenon occurs when parents exert undue expectations and demands on their children to excel in various domains, often regardless of the child's natural inclinations or abilities. This pressure can be particularly palpable in the academic sphere, where children are driven to achieve excellence across all subjects, often at the cost of their emotional well-being. The looming threat of failing to meet parental expectations, especially when report cards are due, engenders fear and anxiety among children. Parental involvement, a well-documented aspect of the educational landscape, is pivotal for fostering a harmoniously balanced personality in a child. As the child's primary educators, parents wield the responsibility of molding the child's psycho-social foundation. Initially, the child views parents as role models, shaping their behavioral attributes within the familial context. While the child enters the world as an "asocial" entity, parents embark on the critical task of transforming this nascent being into a socially integrated individual, aligning them with societal norms. This process of parental involvement holds a particularly pivotal place within the broader cycle of life and is even more pronounced within the educational journey. The contemporary globalized world has embraced education as a tri-polar process, necessitating active parental participation to facilitate its success. Parental involvement encompasses multifaceted dimensions, illustrating how parents actively contribute to the holistic growth of their child. Yet, when this involvement takes on an overly prescriptive and forceful nature, it transitions into parental pressure. Genuine parental involvement manifests in skilful approaches wherein parents collaboratively nurture and support their child's all-round development. It extends beyond mere academic success, fostering the development of morality, a positive attitude, and harmonious adjustment in children. Conversely, when parents exhibit emotional instability and authoritarian tendencies, they hinder the child's ability to navigate and channelize their emotions and instincts constructively. In essence, the child is analogous to clay in the hands of a sculptor, with parents holding the transformative power to shape or thwart their offspring's future trajectory. When parents adopt an approach characterized by humility,

dedication, friendliness, maturity, care, and understanding, children flourish within an environment conducive to balanced development. The intricate interplay between parental involvement and the potential for its transformation into pressure underscores the need for a holistic understanding of these dynamics in contemporary education. Due to this reason parents want to spend more time for the improvement of their children. In the emerging busy schedule in the contemporary world, parents often provide less involvement with their children in the home and school activities, which is the great concern for the researchers. Today we observe that parents are often pre-occupied with the multiple distraction and demands of life. Illiteracy of parents, loaded by low income, inflexible working hours and advancement of science and technology often acts a barrier in the process of parental involvement in India. The character of the kid for the most part relies upon the inclusion of their folks in their school and everyday exercises. Keeping in view, Kostanski, M. Gullone, E. Ollendick, T. H., & D. T. L. (2005) <sup>[8]</sup> stated that "*parents should be well documented as the major teacher of their children and the professional should be considered consultants to parents*". Parental involvement in the field of education of their children begins at home with the parents providing a congenial and healthy environment, appropriate learning experiences, proper care and attention, development of trust, support and positive attitude about school. The incompetent involvement of parents in the form of force develops academic anxiety among children. Academic anxiety is characterised as mental distress induced by anticipated academic challenges or failure, or even the knowledge that academic failure is a possibility. Academic stressors may manifest themselves in any part of a child's life during the school years: home, school, neighbourhood, or friendship. The key causes of stress for students are school-related conditions, such as exams, grades, learning, and the parental-imposed desire to excel, as well as that caused by others. Academic stress has far-reaching consequences: high levels of academic anxiety have been related to fulfil the parental ambition, which are out of natural capabilities of the children. Additionally, academic anxiety is linked to psychopathology. The students who face more parental pressure are more likely to be depressed. The children who are holding parental pressure are prone towards academic anxiety.

**2. Location of the research gap:** The investigator found that large number of the research studies have been conducted in the relevant domain. Apart from this, the investigator found that both national and international studies have been conducted by different researchers on both variables *viz.* parental pressure and academic anxiety. However, the research found that these research studies were explored different context. In addition to this there seems hardly any research studies which has been explored in composite selection of parental pressure and academic anxiety. Accordingly, the investigator found ample gap to explore the below mentioned research problem:

**3. Problem in hand:** The statement of the research topic is reported as under:  
Parental Pressure In Facilitating The Academic Anxiety Among Children: A Futuristic perspective

**4. Objectives:** The objectives of the study are reported as under:

- 1) To explore the prevalence of academic anxiety among school going children.
- 2) To explore the parental presence on school going children.
- 3) To examine the nexus between parental pressure and academic anxiety of school going children.

**5. Rationale of the study:** Undoubtedly, an informed understanding of these dynamics can greatly inform effective parenting strategies, as well as inform school policies, practices, and interventions that involve parental engagement. Nevertheless, a prevailing observation reveals that a significant portion of parents lack a comprehensive grasp of child psychology. Consequently, they inadvertently impose their own aspirations on their children, prioritizing academic excellence above all else. Regrettably, this well-intentioned but misguided approach often leads to the emergence of academic anxiety, phobia, and stress among children.

Korth. S. J. (1996)<sup>[1]</sup> posits that the Indian education system tends to adhere to a "banking concept," disregarding the individual creative capacities of students. This system places substantial emphasis on rote learning and memorization, often leaving students who struggle with these approaches vulnerable to the weight of parental pressure regarding academic achievement. This phenomenon is particularly pronounced in today's competitive society, where parental expectations for academic success often run high. However, a crucial revelation arises: when parents approach their children's education with emotional support and affection, the burden on the child is alleviated. Consequently, the involvement of parents in the educational process should stem from an emotional bond rather than exerting pressure [Anderson, G. E. 2005]<sup>[2]</sup>. Numerous studies have underscored the pivotal role of parental involvement in fostering their children's success in school activities. This corroborates the assertion that such involvement is indeed essential. Yet, an unfortunate consequence of excessive parental pressure, if applied repeatedly, is its propensity to engender academic anxiety within a child. As elucidated by Copeland, E. P. (2008), when parents fulfil their roles as educational guides for their children, it is imperative that their guidance is rooted in a sense of normalcy and protection. It has been seen that over and under protection of the children facilitate the psychological strains on part of children. Education aims at balanced development of the personality of the Child. Balanced development of the personality of the child is hampered when they receive high expectations and pressure from their parents. Parents hold unique opportunity to motivate their children in terms of academic success. But if the atmosphere of domination may be created, the efficacy will be hampered. Parental pressure or parental force creates psychological complexities among students. Students who are under parental pressure are more likely to experience academic stress. Weidner, G. Kohlmann, C. W., Dotzauer, E., & L. Y. Burns (2005)<sup>[4]</sup> justified that parents placed pressure on their children to get good grades without recognising their children's abilities. The domination on part of children by parents for fostering academic grades results academic anxiety. Some parents compared their children to other people who had done great things Siperstein, G. N., (2012)<sup>[5]</sup> reported that anxiety can

be caused by too much parental pressure to reach high levels of achievement. It is suggested that parents be aware that the pressure they apply to their children causes them to become anxious and socially isolated. Similarly, parents' pressure on their children in school activities causes students' lives to be overwhelming. Students who are under a lot of tension because of their grades are less likely to learn, additionally, they have to face their parental pressure. Besides, conceptualisation of child psychology is imperative for parents. Those parents who lack child psychology are often involved in parental pressure. Raina, M. K., (2012)<sup>[6]</sup> found that having a positive self-perception will assist humans in achieving success and will benefit them individually in a variety of ways. The students are more optimistic and have a plurality of positive attitudes about their potential career because they have a high degree academic resilience. Parental pressure of students is a negative indicator of academic achievement. In either case, students with high parental pressure always believe that they have enough strains to select tasks that require effort. Parents should perform well type of parenting, participate in competitions, and bring forth more effort in a difficult task in order to achieve the target. Students with a high degree of parental pressure believe they are bound to control of their own actions. Kostanski, M. Gullone, E. Ollendick, T. H., & D. T. L. (2005)<sup>[8]</sup> justified that student with high pressure, felt that knowledge had little impact on their ability to improve. Students can increase their academic grades by listening to the experiences of accomplished former students. Students who do not complete a mission effectively feel it is due to a lack of commitment. Individuals in the students' immediate group should assist them in achieving academic achievement. In relation to those parents who actively participate in a programme with their child, it has to do with the students' academic progress in a way that allows parents to focus on their child's previous performance in the present. Parents play a vital role in inspiring their children to do so in all of their activities as well as facilitating stress on parents of their children. The expectation of parents for their children has a major effect on students' confidence that they can accomplish a task independently.

## 6. Conclusion

The present study was intended to explore the role of parental pressure on academic anxiety. Keeping in view, the investigator found that that parental pressure is fundamental burden on part of children for facilitating the academic anxiety. It was explored that Indian education system is not creative oriented rather it is based on banking concept of education. So parents are inclined towards academic grades of their children rather fostering their creativity. In the same process, the incompetent involvement of their parents was seen for facilitating the anxiety among children. So investigator in this review based study recommended that along with teachers, parents should also hold the level of child psychology.

**7. Suggestions of the study:** The suggestions of the study are reported as under:

- 1) Seminars and conferences should be organised at elementary level also. As we observed in Indian education system these seminars and conferences are organised at higher level only. In these seminars and conferences all the stakeholders of educations should be

invited so that the child psychology may be built among parents. Subsequently, they will not pressurise their children.

- 2) Parent teacher meetings and nexus should be made strong so that teacher may share their experience to parents that how they have provide their involvement towards elementary education of their children.
- 3) Efforts should make to redesign the curriculum as per the natural capacities of the child. So that they may build the academic resilience easily and can no face the parental pressure.
- 4) The responsibilities are upon the shoulders of parents, to explore the confidence building measures with their children. So that that they may not face academic stress.
- 5) Efforts should be made to develop emotional bonding with children. Complete ban should be adopted on punishment and rude behaviour of parents.

**Computing interest:** The researcher did not declare any conflict of interest.

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