

## “percieved Parental Expectation and Its Impact on Adolescences in Term of Achievement Motivation”

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### Abstract

*This study is based on effect of adolescences which occurs because of parent's expectation. As is conform on worldwide scenario that parents and adolescences relationship is play a very important role to decided adolescences future and goals.... if everything goes in normal way they find success in life else they get stressed and lose their goals and hope. In this way, parental expectation plays a very critical role in their life. The main aim of this study is to explore the effect of perceived parental expectation (expectation which perceived by adolescences) and parental expectation (expectation of parents) on adolescences. 500 student who are studying in senior secondary level has been selected for this study.*

*Result of study shown that as adolescences perceived that their parents have normal expectation to them they achieved more in academic and in life, but if they perceived parents have very high or very low expectation to them their motivation level decrease. Result also shows that when parental expectation is high at time achievement of the student is high compare to when parental expectation is average and low. When parental expectation is on low side the student performance is also coming very low and when parent's expectation on average side the achievement of student is on moderate level.*

**Keywords:** Parental Expectation, perceived parental Expectation, Stress, Achievement Motivation.

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### Introduction

Parental expectations play a critical role in a child's academic and future success. High expectations are correlated with an increased chance of children staying in school and doing well. Supportive parents who are involved in a child's education can help improve their child's educational achievement. As is conform on world wide scenario that parents and adolescences relationship is play a very important role to decided adolescences future and goals.... if everything goes in normal way they find success in life else they get stressed and lose their goals and hope. In this way, parental expectation play a very critical role in their life. When children, parents and teachers have strong positive expectations for children, children usually thrive. This is not because expectations alone are sufficient for success; but because when people expect to do well, they are usually motivated to work hard to reach the

expectations. Furthermore, those with high hopes are usually happier, attract support, and exude more confidence (Snyder, 2002).

Parental expectations can motivate children to build a strong mind and encourage them to achieve their best academic performance. Therefore, there is nothing wrong with parents who pin expectations on the development of their children. However, such parental expectations should be realistic. But nowadays, many children get depressed and stressed by the fierce competition to enter elite schools. To set parental expectation for children's development as one's top life motivation is beyond reproach, but it is time for some parents to curb their expectations and keep them realistic. When these expectation increases it becomes unrealistic and thereby giving rise to heavy pressure which the younger generation has to endure..... thanks to parental expectations.

These types of expectation create stress and tension in children. They are often forced to think that what would happen when the expectations of their parents are not fulfilled. Expectation may differ from person to person. Everyone in this world has some expectations. Expectations increases creativeness of a person. An Expectation may or may not be realistic. Expectation has its own merits and demerits. If something expected happens..... it is a “surprise” else it is a “disappointment”. Same things happens in parent child relationship.....Parent's always give their best to children from rearing to upbringing. They try to do everything for their child's future. They always expect the child to get success in future. They help them in all ways and support; and in turn want that their children fulfill all their expectations. Parent's seldom thinks about the child's capabilities & interest. These types of unrealistic expectations create anxiety and frustration which leads to failure in work and in academic situation.

It is also important to understand how children perceive their parents' academic expectations and what effect these perceptions have to children's achievement. The way in which parents' expectations are perceived could affect their influence. The relationship between parents' academic expectations and children's perceptions is also important, as a discrepancy between parents and children's expectation may represent bad correlation between them. Research examining children's perceptions of their parents' academic expectations has predominantly studied adolescents, however, due to the preventive benefits of early intervention it appears important to understand these relationships in children of a younger age so that differences between parents' expectations and how they are perceived can be understood and addressed.

### **Defining Parents' Academic Expectations**

A review of the parents' expectations research indicates that academic expectations are defined in various ways. Most of the investigators reviewed define parents'

academic expectations in terms of future educational attainment expected for their children, while others define it as expectations for their children's current academic performance. In addition, investigators vary in their emphasis of the realistic or idealistic aspects of these expectations. Researchers may also include an estimate of children's ability when assessing parents' academic expectations, as an additional measure.

Researchers who define parents' academic expectations in terms of children's current academic performance typically ask parents about their expectations for their children's grades on a report card. (e.g. Dandy & Nettelbeck, 2002; Entwisle & Alexander, 1996.) Researchers defining parents' academic expectations as expectations for their children's future educational attainment typically ask parents how far they expect their child to go in school (Castro, Lubker, Bryant, & Skinner, 2002.) In defining expectations, researchers also vary on whether they emphasize the realistic or idealistic aspects of expectations. Realistic expectations are typically defined as the “predictions made by parents that their child will attain a certain level of academic performance,” while idealistic expectations are “the dreams, wishes, and hopeful anticipations that parents hold for their child in the academic realm” (Seginer, 1983, p. 6).

### **Parental Expectation and Adolescence**

Parental expectations are considered as one of the important cultural factors affecting the achievement of adolescence in the Indian context. Most of the daily newspapers carry information on how students struggle with parental expectation in India during their annual examinations. In addition, adolescent students also tend to face more problems and challenges in the society, getting admission into reputed colleges, competition between schools, competing with different sectors of community, high levels of competition for professional courses driven by societal trends to name a few (Sasikala and Karunanidhi, 2011). The nature and structure of the Indian parents not only

encourage parents to have investment and expectations for their offspring's; children have also been educated to obey and fulfill their parental expectations and needs. Many parents believe that transmitting a sense of high expectations to children is one way to infuse them with confidence, self-esteem, and personal standards of merit and value. But most of the time these expectations are unrealistic and unattainable. High expectations to succeed can be crushing; in some cases it can be detrimental too. Parents often clamp down and put more pressure on the adolescent to conform to parental standards.

**Objective of the study** – The main objective of the study to explore the consequences of the parental expectation, and perceived parental expectation (by adolescences) on Adolescents. To find out the significant differences among high, low and average parental expectation of intermediates student of achievement motivation.

### Hypothesis of the study

1. There are no significant differences among high, low and average perceived parental expectation of intermediates student. (Expectation which perceived by Adolescents)
2. There are no significant differences among high, low and average parental expectation of intermediates student. (Expectation of Parents)

## Methodology

### Sample

This study has been conducted on 500 students. Sample will be belonging to middle class urban and rural families. Both girls and boys included in sample. All student studying in 10 to 12 class

**Sample Age-** study will be based on 14 to 16 years student Sample Group- 250 girls and 250 boys will be included Social status- sample will be belong to middle class urban and rural families

### Design

This study is a quantitative based experimental study where dependent variables is Achievement motivation and Independent variables is parental Expectation. For analysis and result mean, SD, and CR were used.

### Types of Tools-

There is two type of tools used in this study

- 1) AMT (Achievement motivation Test) by Taresh Bhatia
- 2) PSE (Parental Expectation Scale) developed by Deepika Kushwaha and Taresh Bhatia.

PSE is divided by two part first is use by Student and second part use by parents

## Result and Discussion

### TABLE: 1

Table 1 and graph 1 is showing Achievement Motivation differences between Perceived High Parental Expectation, Average Parental Expectation and Low Parental Expectation of parents by Adolescents.

Perceived Parental Expectation Level	N	MEAN	SD	CR		
				A&B	A&C	B&C
Perceived High Parental Expectation of parents by Adolescents	129	30.59	5.81			
Perceived Average Parental Expectation of parents by Adolescents	241	31.26	6.3	1.03	1.33	2.58*
Perceived Low Parental Expectation of parents by Adolescents	130	29.66	5.4			

\*\* significant at 0.01, \* significant at 0.05 level

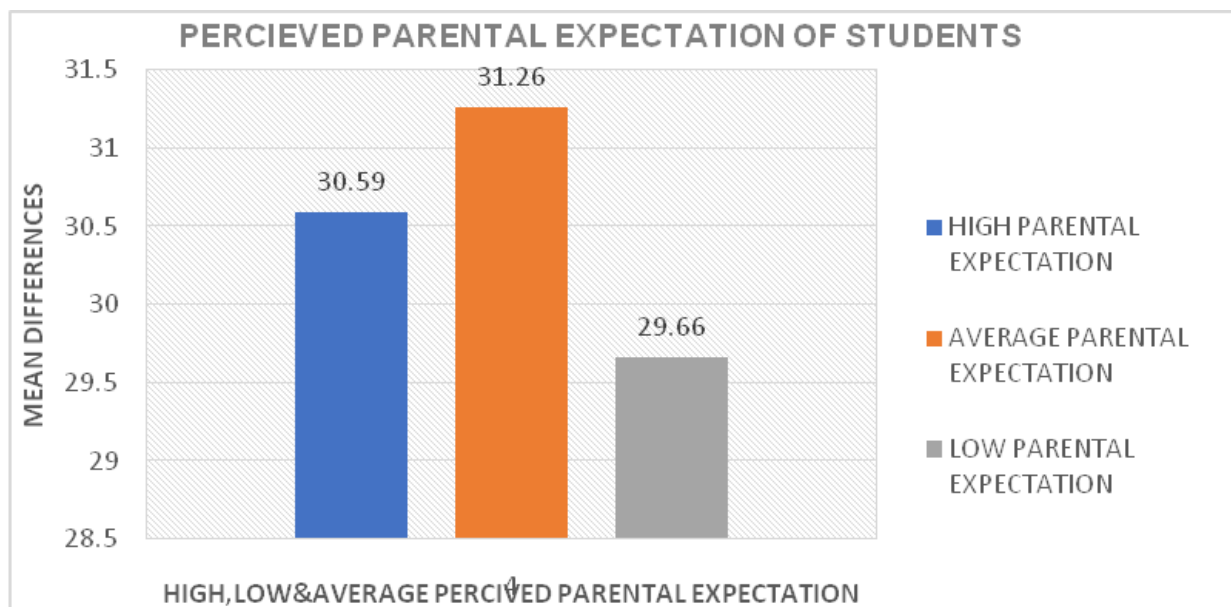


Table 1 is showing Achievement Motivation differences between three level of parental expectation perceived by children in between High, Average and low level of parental expectation. According to the table M of HPEC is 30.59, M of APEC is 31.26 and LPEC is 29.66. which indicating there is mean differences between High, Average and low perceived parental expectation of children. According to the result when students perceived average parental expectation at that time their achievement is high compare to when they perceived high or low expectation from their parents. The result is also showing, when students perceived high expectation from their parents at that time their achievement is still little better compare to when they perceived low parental expectation from parent's side. Result of this table is clearly indicating the point, when students perceived average parental expectations from their parents at that time their achievement motivation high compare to when they perceived high and low parental expectation.

the CR value between A & B is 1.03 which is not significant at 0.05 level showing that there are no significant differences between HPEC and APEC. CR value between A & C is 1.33 which is also not significant at 0.05 level showing that there are no significant differences

between HPEC and LPEC. But the CR value between B&C is (Average and low) is 2.58\* which is significant at 0.05 level showing significant differences between Achievement Motivation of perceived parental expectation of Average and low level of parental expectation. Which simple means if children perceived APE and LPE then parental expectation affect their achievement. At APEC their achievement motivation is high compare to when student =perceived low parental expectation from their parents.

The result of this table clearly indicates that if student perceived that parent's expectation is normal and based on reality, on this situation their achievement is higher compare to that situation when parental expectation, is very high and low. The reasons of this finding are may that students think what parents believe they should do and what they believe they can do. Now days children are more confident in their chances of doing well when they believe their parents trust their abilities and that the utility value attributed to achievement may depend on the interest parents show in what their children do at school, their difficulties and academic progress. when parents are attempting to support their children's schooling, provide their support and give them guidance at that time student also trying their best to



achieve the success because they understand that their parent's expectation is based on reality. The concept of the self-fulfilling prophecy was introduced by early sociologists who argued that parents' prophecy—or expectations—about future achievement boosts their children's motivation and expectations, and in turn leads them to high achievement (Haller and Portes 1973; Reitzes and Mutran 1980; Rosenthal 1974).

Dumais (2006) extended this notion by characterizing student perceptions of parental expectations as the internalization of a social structure that “forms one's worldview and serves as a guide throughout an individual's life” (p.85). Psychologists have proposed a similar notion, describing parents as “expectancy socializers” (Eccles et al.1982) and focusing on the ways in which parental expectations function as an “environmental press” that compels students to meet parental standards (Marjoribanks 1972).

Another reason of this finding is may be parent's education, parents who are highly educated, understand the reality of the world and need of the good education also they provide good facilities of education like book home tuition etc. So their expectation is also based on reality, they always encourage children for hard work. Even children also perceived that their parents are success at this time just because in past they engaged in hard

work. A finding of (Halle et al.1997; Sy et al.2005), parents who placed higher value on education and have higher expectations about their child's educational attainment tend to be more engaged in achievement-related activities, including reading to their children, sending them to extracurricular lessons, and monitoring their academic progress. Parents education level and family income positively correspond with parents' expectation for their children's education. (Alexander et al., 1994).

A study by Neha Acharya and shobhnajoshi (2011), “Achievement Motivation and Parental Support to adolescents” result shown that parents support for their children seems to have a strong influence on achievement motivation.

According to the expectancy-value model, achievement is directly influenced by the individual's self-efficacy expectations and the inherent value of the academic task (Wang & Tsai, 2016). However, our results do not allow us to confirm this direct link between the utility value and achievement in maths; which leads us to suggest that effective expectancy beliefs have a strong influence on achievement.

The result of this table is showing that there are significant differences between Average and low perceived parental expectation of students, so the hypothesis of the study that there is “no significant differences between high, average & low perceived parental Expectation” is Rejected.

**Table :2**

**Parental Expectation, Average Parental Expectation and Low Parental Expectation of Parents**

Parental Expectation Level	N	MEAN	SD	CR		
				A&B	A&C	B&C
High Parental Expectation of Parents	127	31.15	6.02	0.73	1.35	0.78
Average Parental Expectation of Parents	246	30.67	6.18			
Low Parental Expectation Parents	127	30.18	5.51			

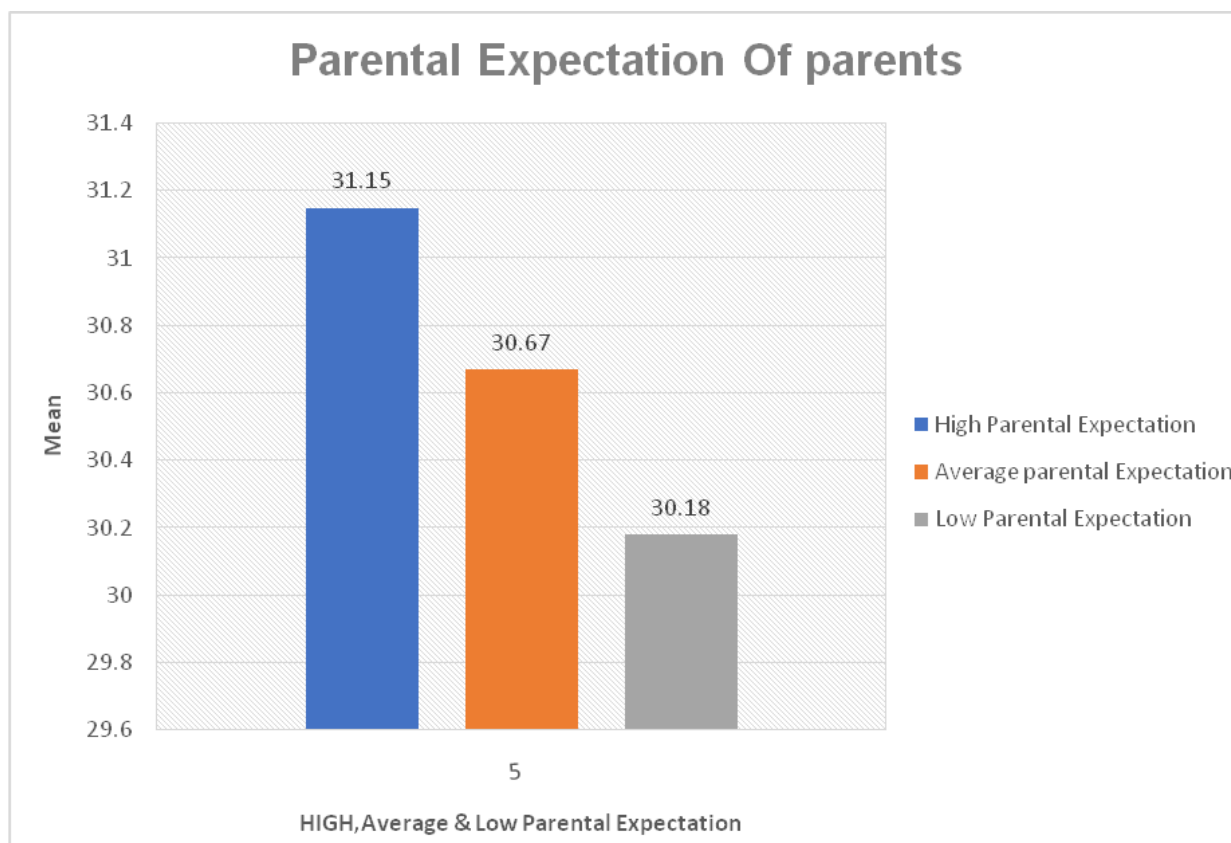


Table 2 is shows Achievement Motivation differences between three level of parental expectation (High, Average and low level of parental expectation) on students. According to the table M of HPEC is 31.15, M of APEC is 30.67 and LPEC is 30.18. which indicating there is very minor mean differences between High, Average and low perceived parental expectation of children.

According to the mean value when parental expectation is high (31.15) at time achievement of the student is high compare to when parental expectation is average and low. When parental expectation is on low side (30.18) the student performance is also coming very low and when parent's expectation on average side (30.67) the achievement of student is on moderate level.

The CR value between A & B is 0.73 which is not significant at 0.05 level showing that there are no significant differences between HPEC and APEC. CR value between A & C is 1.35 which is also not significant at 0.05 level showing that there are no significant differences

between HPEC and LPEC. and the CR value between B&C is (Average and low) is 0.78 which is also not significant at 0.05 level showing. The CR value of this table is shows that there is no significant differences between High, Average, and low parental expectation of parents on students achievement motivation.

The finding of this table clearly indicates that there are no significant differences between high, average and low parental expectation of parents on student's achievement motivation but still high parental expectation effects the achievement motivation of students. The mean differences between High, Average and low parental expectation of parents support many finding of past researches which showing that due to high parental expectation academic achievement motivation will increase.

There are many reasons behind the finding, Parents who are more involved in their children's lives, as measured by the number of shared activities, are more likely to hold higher expectations for their child's education. Early

research examining the impact of parental expectations posited that parents who have high expectations for their children set high standards and make high demands of their children beginning at an early age; these high standards and demands in turn result in high academic achievement (Boocock, 1972).

Parents' expectations influence child outcomes through multiple pathways. Parental expectations are more likely to affect their children when parent-child relationships are characterized by closeness and warmth. Students whose parents hold high expectations receive higher grades, achieve higher scores on standardized tests, and persist longer in school than do those whose parents hold relatively low expectations (Davis-Kean 2005; Pearce 2006; Vartanian et al. 2007). High parental expectations are also linked to student motivation to achieve in school, scholastic and social resilience, and aspirations to attend college (Hossler and Stage 1992; Graduate School of Education, University of California, Berkeley, CA, USA Peng and Wright 1994; Reynolds 1998).

Another reason is may be socioeconomic status of the parents, Socioeconomic status has been demonstrated to be a significant predictor of parents' educational expectations and aspirations for their children. Parents who belong to the high socioeconomic status, provided the all necessary things to student which give support for education like extra tuitions, books and so their expectation for achievement of student also increases, when parents believe that they are capable of helping their children succeed at school, they may retain high expectations concerning their academic performance (Bandura et al. 1996). on other side parents who belongs to low economically status just want their student complete basic education, they don't expect more to their children. Parents with limited education and fewer economic resources tend to feel less efficacious helping their children with school work than do more advantaged parents, and also feel less comfortable interacting with teachers

and other education professionals (Coleman and Karraker 1997; Lareau 1989; Yamamoto 2007; Zhan 2005). (De Civita, Pagani, Vitaro, & Tremblay, 2004; Singh, Bickley, Trivette, Keith, & Anderson, 1995; Zhan, 2006), as has parents' own levels of educational attainment (Davis-Kean, 2005; Englund, Luckner, Whaley, & Egeland, 2004; Gill & Reynolds, 1999). The research has demonstrated that parents who are of lower socioeconomic status, as well as parents who have completed lower amounts of school, expect their children to complete less education than parents who are of higher socioeconomic status and have attained more education.

There is also some studies on Parental aspirations and expectations which shows that there is stronger correlation with student academic achievement than the correlation between the composite of parental involvement and academic achievement or the correlation of any other dimension of involvement and academic achievement (Fan & Chen, 2001).

There is also some studies which shows that there is no differences between parental expectation and achievement motivation, means parental expectation does not effect achievement motivation.

The Okagaki and Frensch study (1998) described earlier found no evidence of an association between parental expectations and student grades for Latino students nor did two more recent longitudinal studies focusing on Latino immigrant families. A study by Goldenberg and colleagues (2001) assessed Latino families' parental expectations and their children's academic performance each year from kindergarten to sixth grade. Analyses conducted with a small sample of 57 found no significant paths from early parental expectations to later school performance (as measured by teacher ratings) or to reading and math test scores. Similar results emerged from a large study of 1,050 Latino immigrant students and families, which found that parental expectations assessed when children were 10th graders were not related to children's math achievement at 12th grade (Carpenter 2008).

The result of this table is showing that there are no significant differences between Average and low perceived parental expectation of students, so the hypothesis of the study that there is “no significant differences between high, average & low parental Expectation” is Accepted.

### Need For the study

Parental Expectation develops lots of stress in adolescences. Stress is an unpleasant psychological and physiological state caused due to some internal or external demands that go beyond our capacity. Everyone experiences stress at times – adults, teens, and even kids. Adolescents are experiencing enormous amount of stress, emotional and psychological problems which affect their health. This period can be called as crucial stage of human life with various problems. The onset of psychological disorders may be fast. Stress mainly comes from academic test, interpersonal relations, relationship problems, life changes, family factor, and career exploration. Such stress may usually cause psychological, physical, and behavioural problems. Academic stress is due to examination system, burden of homework, attitude of parents and teachers and the imp factor which effect the most is parental expectation. So, this study is very useful for academic purpose. It is also help to parent to understand the reality of life and academic stress and study will add to the pool of knowledge on the topic. The result of this study may assist the teachers and parents to make the real expectation to adolescences which helps to achieve the target of their life

### Conclusion

A healthy and realistic expectation of parents open the lots of way to student. This is the way to there they walk confidentially and complete their dreams. The supportive atmosphere of home and a friendly parents their realistic expectation all these element is the surety of success and good life .A healthy parents child relationship exit only when both parent and child able to understand their hope and

expectation. This understanding creates a healthy life style which is very necessary to in present scenario. But when parents having unrealistic expectation to their children When these expectation increases it becomes unrealistic and thereby giving rise to heavy pressure. These types of expectation create stress and tension in children. They are often forced to think that what would happen when the expectations of their parents are not fulfilled. Parental expectations are considered as one of the important cultural factors affecting the achievement of adolescence in the Indian context. Most of the daily newspapers carry information on how students struggle with parental expectation in India during their annual examinations. In addition, adolescent students also tend to face more problems and challenges in the society, getting admission into reputed colleges, competition between schools, competing with different sectors of community, high levels of competition for professional courses driven by societal trends to name a few (Sasikala and Karunanidhi, 2011). The nature and structure of the Indian parents not only encourage parents to have investment and expectations for their offspring's; children have also been educated to obey and fulfill their parental expectations and needs. Many parents believe that transmitting a sense of high expectations to children is one way to infuse them with confidence, self-esteem, and personal standards of merit and value. But most of the time these expectations are unrealistic and unattainable. High expectations to succeed can be crushing; in some cases it can be detrimental too.

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