

## Impacts of Parental Pressure among the Students of Nueva Ecija University of Science and Technology, San Isidro Campus

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### Abstract

This study focused on the impacts of parental pressure on the students of Nueva Ecija University Of Science and Technology San Isidro Campus. Seventy-four (74) students were selected for the study. Purposive sampling was used in determining the respondents. A questionnaire seeks to answer the respondents' profile, the impacts of parental pressure regarding different aspects of life, and how to prevent parental pressure on children in their education. The researcher used the descriptive method of research to utilize the questionnaire as the main instrument in gathering data. Based on the result, the students put pressure on their parents as their motivation to make them proud and they are also eager to do their best to be the person their parents want. Respondents agreed and believed that supportive, understanding, caring and loving parents will be less pressured in their education.

**Keywords:** parental pressure, physical aspect, emotional aspect, mental aspect, parents

### 1. Introduction

Parents always want the best for their children. Life without parental support can be a disaster. They are the one who guides their children through hardships and success (Lahey and Lahey, 2015). They want their children to have a bright future to push them to exceed in school. They want them to become the best among the rest, so they force them to spare their children from disappointment and feelings of failure that may come along if they don't study hard. Anxiety in a child can generate negative consequences for the child's functioning (Jacob et al., 2014).

On the other hand, parental pressure impacts students (Chen, 2012). Mostly, it is negative that can harm children's emotional and physical, social, and moral aspects. Students are terrified that they may not reach the level of expectation of their parents (Bui, 2002). Unrealistic expectations could put stress and anxiety on students, leading to sleep deprivation, eating disorders, excessive worrying, and cheating (Videbeck, 2010).

Parents pressurize their children in different ways. Some parents verbally express their children's wishes for higher grades (Balli, 1996). Some other types of parents physically punish children, whereas some pressurize silently in the form of disappointment (Irfan and Hussain, 2014). Children should be motivated to explore the world in their way. Parent involvement was defined as the teacher's perception of "the positive attitude parents have towards their child's education, teacher, and school" (Topor et al., 2010).

High expectations may induce depression or may lead to committing suicide. It can significantly affect students' behavior the way they act towards others (Bauman, 2013). He may become competitive, gloomy and have deviant behavior. Parents should advise what is good for their kids instead of controlling their lives. Disciplinary approaches such as punishment, lecture and blaming them are unproductive. It can add more pressure on children (Kohn, 2006). Thus, the study was conducted to determine the impacts of parental pressure among the students of Nueva Ecija University of Science and Technology, San Isidro Campus.

## **2. Methods**

### **Research Design**

This research study used a descriptive design to determine the impacts of parental pressure among the students of Nueva Ecija University of Science and Technology, San Isidro Campus.

### **Respondents of the Study**

The respondents of this study are seventy-four (74) students of Nueva Ecija University of Science and Technology, San Isidro Campus.

### **Sampling Procedure**

The research was based on the purposive sampling technique. The alternative use of probability sampling was not considered due to limited time and sources. The researcher contacted the respondents with the use of a questionnaire. The main goal of purposive sampling was to focus on the characteristics of a population.

### **Research Instrument**

This study utilized a survey questionnaire as the primary source of data. The researchers prepared the instruments used by reading the questionnaire checklist of other studies to obtain other ideas—the first part focuses on the respondents' profile, including their age, sex, birth order, and the number of siblings. The second part focus on the involvement of the parents in the education of the students. The third part comprised statements about the impacts of parental pressure in students' different life aspects, including the physical, social, emotional, and mental aspects. The last part was about the various actions on how to prevent parental pressure

### **Data Gathering Procedure**

In determining the impact of parental pressure among the respondents, the researcher undertook the following steps: First, the researcher constructed a questionnaire for the students to collect the necessary data. Second, the researcher asks permission from the Campus Director. Third, the questionnaire was distributed to the respondents after securing the permit. Copies of the approved questionnaire were distributed in order to gather the relevant data. The instruments were retrieved after they were finished answering. The data collected were scored, tallied and tabulated.

### **Statistical Treatment and Data Analysis**

Frequency count and percentage distribution were used to interpret the respondents' profile and the parent's involvement in the education of the students. Meanwhile, the weighted mean was used to analyze the impacts of parental pressure in different life aspects of the respondents and the various ways on how the parent can prevent pressurizing their children.

### 3. Result

#### Socio-demographic Profile of the Respondents

**Table 1. Profile of the Respondents**

Profile of the Respondents		Frequency (F)	Percentage (%)
Age	below 12 years old	14	18.92
	13 – 14 years old	39	52.70
	15 – 16 years old	21	28.38
Sex	Male	23	31.08
	Female	51	68.92
Birth Order	Oldest	25	33.78
	Middle	18	24.32
	Youngest	22	29.73
	Only child	9	12.16
No. of Siblings	0	9	12.16
	1	21	28.38
	2	20	27.03
	More than 1	14	18.92

Table 1 shows the profile of the respondents. Out of 74 respondents, the majority of them or 39 (52.70%) had an age between 13 to 14 years old, 51 (68.92%) were female, 25 (33.78%) were the oldest or the first child in their family and 21 (28.38%) had one sibling.

#### Involvement of the Parents in the Education of the Respondents

Table 2 shows the respondent's involvement in the education of the respondents. The data showed that 36 (48.65%) out of 74 states that their parents are moderately involved in their education. It is followed by 20 (27.03%) parents sternly involved in their education, and 16 (21.62%) said their parents were slightly involved in their education. Only two respondents said that their parents were not involved in their education.

**Table 2. Involvement of the Parents in the Education of the Respondents**

Level of Involvement	Frequency (F)	Percentage (%)
Not Involved	2	2.70
Slightly Involved	16	21.62
Moderately Involved	36	48.65
Strongly Involved	20	27.03

#### Impacts of Parental Pressure to the Respondents in Different Aspect

**Table 3. Impacts of Parental Pressure in Physical Aspect**

<b>Item Statements</b>	<b>Mean</b>	<b>Interpretation</b>
1. Your parents punish you physically when you got low grades.	2.09	Rarely
2. You deprived yourself from eating and sleeping to study your lessons.	2.72	Sometimes
3. You lose weight because of too much stress.	1.93	Rarely
4. You are physically inactive to many activities.	2.32	Sometimes
5. You are suffering from self-mutilation.	1.92	Rarely
<b>Average Weighted Mean</b>	<b>2.20</b>	<b>Rarely</b>

Legend: 4.21 – 5.00 = very often; 3.41 – 4.20 = often; 2.61 – 3.40 = sometimes; 1.81 – 2.60 = rarely; 1.00 – 1.80 = never

Table 3 shows the impacts of parental pressure on the respondents in the physical aspect. The data revealed that the respondents rarely experience the following statements: suffering from self-mutilation, losing weight because of too much stress, and punishing by physical means when getting low grades. Also, the data showed that the respondents sometimes experience being deprived of eating and sleeping to study their lessons and physically inactive to many activities. The average weighted mean obtained was 2.20, which implies that they rarely experience the impacts of parental pressure in the physical aspect.

**Table 4. Impacts of Parental Pressure in Mental Aspect**

<b>Item Statements</b>	<b>Mean</b>	<b>Interpretation</b>
1. You are useless when it comes to studying.	2.32	Rarely
2. You think that you are a disappointment.	2.23	Rarely
3. You think that everyone that surrounds you is your rival on being on top.	2.32	Rarely
4. You think that you are not enough for the expectations of your parents throws at you.	2.32	Rarely
5. You stress yourself too much to get high grades.	2.45	Rarely
<b>Average Weighted Mean</b>	<b>2.35</b>	<b>Rarely</b>

Legend: 4.21 – 5.00 = very often; 3.41 – 4.20 = often; 2.61 – 3.40 = sometimes; 1.81 – 2.60 = rarely; 1.00 – 1.80 = never

Table 4 shows the impacts of parental pressure on the respondents in mental aspects. The data revealed that the respondents rarely experience all the item statements such as thinking that they are useless when it comes to studying, they are a disappointment in their family, a rival surrounds them for being top, they are not enough for the expectations of their parents and they are stress too much to get high grades. The average weighted mean obtained was 2.35, which implies that they rarely experience the impacts of parental pressure in the mental aspect.

Table 5. Impacts of Parental Pressure in Emotional Aspect

<b>Item Statements</b>	<b>Mean</b>	<b>Interpretation</b>
1. You are crying when you got low grades.	2.38	Rarely
2. You feel that your abilities are not sufficient to achieve your parent's expectation.	2.53	Sometimes
3. You are worried that your capabilities are not enough for your parents.	2.43	Rarely
4. You are motivated to study hard because of your parent's expectation.	3.36	Often
5. You are eager to make your parents proud.	3.47	Often
<b>Average Weighted Mean</b>	<b>2.83</b>	<b>Sometimes</b>

Legend: 4.21 – 5.00 = very often; 3.41 – 4.20 = often; 2.61 – 3.40 = sometimes; 1.81 – 2.60 = rarely; 1.00 – 1.80 = never

Table 5 shows the impacts of parental pressure on the respondents in the emotional aspect. The data revealed that the respondents rarely experience the worries that their capabilities are not enough for their parents and crying when getting a low grade. Also, the data showed that the respondents often experience being motivated to study hard because of their parent's expectations and the eagerness to make their parents proud. Last, they sometimes feel that their abilities are not sufficient to achieve their parent's expectations. The average weighted mean obtained was 2.83, which implies that they sometimes experience parental pressure in the emotional aspect.

Table 6. Impacts of Parental Pressure in Emotional Aspect

<b>Item Statements</b>	<b>Mean</b>	<b>Interpretation</b>
1. You don't usually make friends because you feel that they are hindrance to your success.	1.93	Rarely
2. You don't have confidence because of your grades.	2.20	Rarely
3. You are being competitive.	2.78	Sometimes
4. Social isolation or refusal to interact with anxiety and peers.	3.50	Sometimes
5. You don't usually interact with other people.	3.25	Rarely
<b>Average Weighted Mean</b>	<b>2.35</b>	<b>Rarely</b>

Legend: 4.21 – 5.00 = very often; 3.41 – 4.20 = often; 2.61 – 3.40 = sometimes; 1.81 – 2.60 = rarely; 1.00 – 1.80 = never

Table 6 shows the impacts of parental pressure on the respondents in the social aspect. The data revealed that the respondents rarely experience the following statements: do not interact with other people, do not have confidence because of their grades and do not make friends because they feel that it is a hindrance to their success. Also, the data showed that the respondents sometimes experience being competitive and social isolation. The average weighted mean obtained was 2.35, which implies that they rarely experience the impacts of parental pressure in the social aspect

### **Different Ways to Prevent Parental Pressure**

**Table 7. Possible ways to Prevent Parental Pressure**

<b>Item Statements</b>	<b>Mean</b>	<b>Interpretation</b>
1. Instead of controlling their children, they should rather give advice.	2.27	Agree
2. Always praise their children even in their small achievements.	2.22	Agree
3. Be proud on their children's ability even though that's not what they hope for.	2.30	Agree
4. Let their children decide for their future and in decision making.	2.41	Agree
5. Don't make a gap between them and always have time to spend with family.	2.42	Agree
6. Support the ambitions of their children and help them acquire it.	2.20	Agree
7. Listen on their excuses before punishing them if they did something wrong.	2.34	Agree
8. Encourage them to study hard but not too much.	2.31	Agree
9. Let them learn their lesson from their mistake.	2.32	Agree
10. Make their children feel loved and appreciated through actions and words.	2.32	Agree
<b>Average Weighted Mean</b>	<b>2.31</b>	<b>Agree</b>

Legend: 4.21 – 5.00 = strongly agree; 3.41 – 4.20 = agree; 2.61 – 3.40 = Slightly Agree; 1.81 – 2.60 = Disagree; 1.00 – 1.80 = Strongly Disagree

Table 7 shows the possible ways to prevent parental pressure. The data revealed that the respondents agreed that all the item statements could prevent parental pressure. According to them, giving advice rather than controlling them, praising them even in their small achievements, being proud of whatever their ability, let them decide in their future and decision making, always have time to be spent in family, supporting their ambitions and helping them acquire them, listen on their excuses before punishing them if they did something wrong, encourage them to study hard but not too much, let them learn their lesson from their mistake and make them feel loved and appreciated through actions and words. The average weighted mean obtained was 2.31, implying that they agree that the following statements can help prevent parental pressure.

#### **4. Discussion**

The study intends to determine the impacts of parental pressure on the respondents and the different ways to prevent parental pressure. Based on the result, they rarely and sometimes experience statements related to the impacts of parental pressure in their physical aspect. According to K.A (n.d.), the result was supported by that over-studying, in general, can lead to excess and unwanted amounts of stress and tension that can burn you out. It can develop health problems, depression, sleep deprivation and a lack of balance in their lives. Next, they rarely experience all the statements related to the impacts of parental pressure in their mental aspect. Brown et al. (2014) said that pressure becomes too much to the point of frustrating the teens in school. His research discovered that parents who put much pressure on their children by over-managing their lives might end up having cases of depression, low self-esteem and competence. Meanwhile, in the emotional aspect, they often, sometimes and

rarely experience the statements related to the impacts of parental pressure in their emotional aspect. Jensen (2005) said that parents often use pressure and can be an incredible motivational tool when applied in the right way. Pressure isn't necessarily insufficient – it can enhance motivation, concentration and enjoyment. That feeling of stress that often accompanies a pressure situation can help keep you on your toes, ready to rise to a challenge. Last, they rarely and sometimes experience the following statement related to the social aspect.

Data revealed that they agree on all the statements that can prevent parental pressure regarding the different ways to avoid parental pressure. Rogers et al., (2012) suggested that parents must communicate with their children daily. Talk kindly but honestly with your children about her interests and abilities and where she believes she has less interest and ability. Children will grow and change, and so will her interests and abilities—plan to review expectations with them, kindly.

### **5. Conclusion**

The students were too young to experience pressure from their parents as they belonged to thirteen to fourteen years old. Fortunately, most of them are eager and motivated to make their parents proud when carrying expectations on their shoulders from their parents. It is recommended that parents' positive attitude toward their children will gain positive outcomes in relation to their children. Therefore, students must be guided and loved by their parents to be good children and successful citizens in the future that all parents wish for.

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