

A correlational study between parental expectations and level of stress among adolescents studying in selected High School of Kamrup (Rural) District

Krishna Choudhury^{1,*}, Krishna Das²

¹Lecturer, ²Professor Cum HOD, ¹Dept. of Pediatric Nursing, Royal School of Nursing, The Assam Royal Global University, Guwahati, Assam, ²Dept. of Pediatric Nursing, Regional College of Nursing, Guwahati, Assam, India

***Corresponding Author:**

Email: choudhury.krishna6@gmail.com

Abstract

A descriptive correlational study was undertaken to find the correlation between parental expectations and level of stress among adolescents studying in selected high schools of Kamrup rural district with the objectives to assess the level of parental expectations, level of stress among adolescents, to find the correlation between parental expectations and stress, to find the association between parental expectations and selected socio-demographic variables and also to find the association between levels of stress and selected socio-demographic variables of adolescents studying in selected high school of Kamrup (rural) district. The research approach adopted for the study was quantitative descriptive approach and the research design was correlational descriptive design. 200 sample were selected by multistage stratified random sampling technique from ten selected high schools of Kamrup rural district. A structured questionnaire was developed to collect the demographic information, a Structured Rating Scale was developed to assess the parental expectations and a Modified Depression Anxiety Stress scale 21 (DASS-21) was used to assess the level of stress among the adolescents. The data obtained were analyzed in terms of frequency and percentage distribution, Pearson's correlation coefficient and chi square value and presented in tables and graphs. The findings revealed that 69.5% of the subjects expressed high expectations from their parents. 29.5% of the subjects expressed moderate expectations and rest 1% expressed low expectations from their parents. On the other hand, 78% of the subjects were having moderate stress followed by 21.5% having mild stress and remaining 0.5% was having severe stress. A moderately positive correlation ($r=0.144$) was observed between parental expectation and stress among adolescents studying in selected high schools of Kamrup (Rural) district. Selected demographic variables like parenting style ($\chi^2=25.05$ at $d(f)=6$, $p=0.000$) and father's educational qualification ($\chi^2=21.41$ at $d(f)=12$, $p=0.045$) were significantly associated with parental expectations, whereas age, sex, religion, type of family, student's educational status, student's previous year academic performance, mother's educational qualification, father's occupation, mother's occupation and monthly family income were not significantly associated with parental expectations. On the other hand, selected demographic were not associated with level of stress. The study was believed to be helpful in the field of nursing administration, nursing practice and nursing education. The study can be replicated on a larger sample for generalization and can be conducted among the college going students. School Health Nurse can implement periodic counseling sessions for the adolescents and the parents along with the teachers and appropriate stress reduction strategies could be taught to the adolescents.

Keywords: Parental expectations, Stress, Adolescent, High school, Kamrup (rural).

Introduction

Parental expectations can have a strong effect on child's motivation and self-expectations. While healthy and realistic expectations can encourage child's success, unrealistically high expectations can set children up for failure. Such unrealistic expectations can also lead to anxiety and discouragement when a child cannot live up to her or his parents goals. Likewise, low expectations can make it difficult for children to see and achieve their full potential.

Parents must develop realistic expectations about how the relationship changes when a child becomes adolescent, or else suffer unhappy emotional consequences when they do not. If parents can keep their expectations about adolescence realistic, then they reduce the likelihood of overreacting when times get hard. And this includes not unduly pressuring the adolescent by pushing unrealistic expectations for performance and conduct criticizing anything less than perfection as a relative failure.

It was observed that very few studies were carried out in India regarding correlation between parental expectations and stress among adolescents. Similarly, none of the studies were carried out in the north eastern region and in Assam. It was found that adolescence period is a crucial stage of human development and the adolescents are much prone to develop stress resulting from extreme pressure from their parents, teachers and peers in different aspects. When the adolescents will not be able to cope with the stress, many untoward consequences may take place. It is believed that school is the second home for the students. So, a large sample of adolescents' students can be drawn from the schools. Keeping this fact in view, the researcher felt a need to study the perceived parental expectations from their adolescents and the intensity of stress, experienced by the adolescents, in relation to the expectations of their parents.

Objectives of the Study

1. To assess the level of parental expectations among adolescents studying in selected high school of Kamrup (rural) district, as expressed by the adolescents.
2. To assess the level of stress among adolescents studying in selected high school of Kamrup (rural) district.
3. To find the correlation between parental expectations and stress among adolescents studying in selected high school of Kamrup (rural) district.
4. To find the association between parental expectations and selected socio- demographic variables of adolescents studying in selected high school of Kamrup (rural) district.
5. To find the association between levels of stress and selected socio- demographic variables of adolescents studying in selected high school of Kamrup (rural) district.

Variables

1. **Study variable I:** In this study, one of the study variable is perceived parental expectations of adolescents.
2. **Study variable II:** The second study variable in this study is stress level of adolescents.
3. **Socio-demographic variables:** Socio-demographic variables in this study will be :age of the adolescent, sex of the adolescent, religion of the adolescent, area of residence, type of family, student's educational status, student's previous year's academic performance, parenting style, father's educational qualification, mother's educational qualification, father's occupation, mother's occupation and family income.

Delimitations: The main delimitations of this study are

1. Adolescents between the age group of 13- 16 years.
2. Adolescents residing in rural areas of Kamrup district.
3. Adolescents who can understand English and Assamese language.
4. Adolescents who are in 8th to 10th standard.
5. Government high schools under Kamrup (rural) district.

Review of Literature: A study was conducted by Sharma Ekta and Jaswal S in 2002 to study the relationship of academic Stress with parental aspirations and parental attitudes. Differences among boys and girls in science and humanities stream were studied with regard to academic stress and aspirations and attitudes of the parents of the adolescents. The sample of the study comprised of 120 students of both the sexes studying in twelfth grade in four selected senior secondary schools of Ludhiana city. The results revealed that science and humanities students do not differ significantly as for as academic stress is concerned. Parental aspirations were found to be similar

for all adolescents irrespective of their stream of study or gender whereas parental attitude was found to be more positive towards the education of boys studying science as compared to girls.

A study was done by Bhasin Sanjiv K et al. on Depression, Anxiety and Stress among Adolescent Students Belonging to Affluent Families: A School-based Study. 242 adolescent students from Greater Noida, Uttar Pradesh, a township within the National Capital (NCR), belonging to class 9-12th selected for the study. DASS-21 questionnaire was used for assessing DAS. Results shows that he scores in the three domains (DAS) were found to be remarkably correlated. It was seen that depression was significantly more among the females than the males .Depression ($p=0.025$), Anxiety (0.005) and Stress ($p<0.001$) were all significantly higher among the 'board classes' i.e., 10th and 12th as compared to the classes 9th and 11th. All the three (DAS) were found to have an inverse relationship with the academic performance of the students. Depression and Stress were found to be significantly associated with the number of adverse events in the student's life that occurred in last one year.

Research Methodology

Research Approach: As the present study aimed at finding the relationship between parental expectations and the level of stress among adolescents, so the descriptive non experimental quantitative approach was found to be most suitable for the study to collect the relevant data

Research Design: As the present study aimed at finding the relationship between parental expectations and level of stress among adolescents, the researcher has selected the correlational study, which is descriptive in design.

Setting of the study: The researcher has selected the South Kamrup High school Examination Board out of seven Examination boards under Kamrup rural district, Assam. Ten (10) government high schools are selected from South Kamrup High school Examination Board.

Population: The population of the study is the adolescents among the age group of 13-16 years, who are studying in the government high schools of Kamrup rural district, available during the period of data collection.

Sample and Sample Size: In the present study, the samples were 200 adolescents of 13- 16 years of age, who are studying in 8th, 9th and 10th standard in ten selected government high schools of Kamrup rural district.

Sampling Technique: Multi stage simple random sampling method was used.

Tools and Techniques: Based on the objectives of the study the tool was divided into three sections.

Part I: Part I consist of demographic characteristics. It consists of 12 items and there is no scoring for these

items. This part attempted to seek information from the adolescents regarding age of the adolescent, sex of the adolescent, religion of the adolescent, type of family, student's educational status, student's previous year's academic performance, parenting style, father's educational qualification, mother's educational qualification, father's occupation, mother's occupation and family income.

Part II: Part- II is the structured rating scale on perceived parental expectations from adolescents which consists of 20 items divided under three sections. Those are:

1. Personal expectations(1-7)
2. Academic expectations(8-14)
3. Career expectations(15-20)

In each statement, there are four responses. Those are: "Never", "Occasionally", "Often", "Very often", which are scored as mentioned below:

1. Never = 0
2. Occasionally = 1
3. Often = 2
4. Very often = 3

The total score ranges from 1- 60.

Part III: Part III is the modified Depression Anxiety Stress Scale (DASS-21), which consists of 21 items. In each item, there are four responses. Those are, "Never", "Sometimes", "Often", "Almost always", which are scored as given below:

1. Never = 0
2. Sometimes = 1
3. Often = 2
4. Almost Always = 3

The total score ranges from 1-63.

Reliability of the tool: The reliability of the tools were tested by Guttman split half method and 'r' was obtained as 0.722 and 0.957 which is considered as reliable.

Data collection Procedure: Data collection for the research study was scheduled from 9th February 2016 to 17th February 2016 with prior written permission from the Inspector of Schools, Kamrup rural district and the Headmaster/ Principal of the respective schools. The study was carried out in ten selected high schools of Kamrup rural district among 200 students studying in high schools selected by multistage simple random sampling technique.

Results and Discussion

Demographic Characteristics: It is observed that majority of the subjects, i.e. 51% are in the age group of 13- 14 years of age. 36% of subjects are in the age group of 14- 15 years of age, followed by 13%, those who belongs to the age group of 15-16 years. It was observed that, majority of the subjects, i.e. 53% are

female. Remaining 47 % of the subjects are male. Majority of the subjects, (99.5 %) are hindu, where as 0.5% is muslim. There are no subjects from Christian or any other religion. 79.5 % of subjects belong to nuclear family. 18.5% are from joint family and remaining 2% of the subjects belong to extended family. 38% of subjects were studying in 9th standard. 31% of subjects were studying in 8th standard and the rest 31% of subjects were studying in 10th standard. It was observed that majority of the subjects, i.e. 41% had achieved between 60% - 79% of marks in the previous academic year. 31% had achieved between 45% - 59% of marks. 18.5% had achieved 80% or above and the rest 9% of subjects had achieved 44% of marks or below. Majority of the subjects, i.e. 77.5% expressed authoritative parenting by their parents. 17.5% expressed authoritarian parenting. 4% expressed their parents to be permissive and the remaining 1% expressed uninvolved parenting by their parents. 24.0% of the fathers were in middle school, 22.5% were in primary level, 15% had completed high school, 14% of them were illiterate, 13.5% had completed higher secondary qualification, 8% were graduate and 2% of the fathers were postgraduate. None of them had other professional qualification. 34.5% of the mothers have middle school education, 19% in primary level, 16% have completed high school, 14% of them are illiterate, 11% had completed higher secondary qualification, and only 4.5% were graduate. None of them were post graduate and none had any other professional qualification. It is observed that, 43.5% of the fathers were cultivator. 22.5% were daily earner. 17.5% were self-employed. 10.5% were government employees. 5.5% were private employees and 0.5% was professional. Majority of the mothers, i.e. 92.5% were housewives. 4% of them were daily earners. 3% of them were government employees and 0.5% was self-employed. 26.5 % of the families monthly income are < Rs. 979, 19.5 % are between Rs. 4,894- Rs. 7,322, 17.5% of the families monthly income are between Rs. 980- Rs. 2,935. 16% of the families monthly income were between Rs. 2,936- Rs. 4,893. 7.5% of the families monthly income are Rs. 19,575 or above. Another 7.5% of the families monthly income are Rs. 9,788- Rs. 19,574. Remaining 5.5% of the families monthly income were between Rs. 7,323- Rs. 9787.

Frequency and Percentage distribution of subjects on level of parental expectations Table 1 indicates 69.5 % of the subjects expressed high expectations from their parents. 29.5% of the subjects expressed moderate expectations from their parents and rest 1% expressed low expectations from their parents.

Table 1: Showing frequency and percentage distribution of subjects on level of parental expectations n=200

Parental Expectations	Score Range	Frequency	Percentage (%)
High expectations	41-60	139	69.5

Moderate expectations	21-40	59	29.5
Low expectations	0-20	2	1.0
Total		200	100.0

Frequency and Percentage distribution of subjects on level of stress:

Table 2 shows the frequency and percentage distribution of level of stress of subjects. It was

observed that, majority of the subjects, i.e. 78% were having moderate stress. 21.5% were having mild stress and remaining 0.5% was having severe stress.

Table 2: Showing frequency and percentage distribution of subjects on level of stress n=200

Stress	Score Range	Frequency	Percentage (%)
Severe	47-63	1	0.5
Moderate	19-46	156	78.0
Mild	0-18	43	21.5
Total		200	100.0

Correlation between perceived parental expectations and level of stress among subjects

Table 3 shows the correlation between perceived parental expectations and level of stress among the subjects. In the study, the 'r' value (0.144) shows that there is a significant (p=0.041) positive correlation

between parental expectation and stress among adolescents studying in selected high schools of Kamrup (Rural) district. The result reveals that more parental expectations leads to more stress among the adolescents.

Table 3: Correlation between perceived parental expectations and level of stress among subjects n=200

Parental Expectation	Stress				Correlation (r)	P value
	Severe	Moderate	Mild	Total		
High Expectation	1	112	26	139	r=0.144	p=0.041
Moderate Expectation	0	43	16	59		
Low Expectation	0	1	1	2		
Total	1	156	43	200		

Major findings of the study: It was observed that the perceived parental expectations were high among the adolescents studying in selected high schools of Kamrup (rural) district. It was observed that there was moderate level of stress among the adolescents. A moderately positive correlation was observed between the perceived parental expectations and level of stress among adolescents studying in selected high schools of Kamrup (rural) district. It is observed that there is a significant association of perceived parental expectations with father's educational qualification, $\chi^2=21.413$, $df=12$, $p=0.045<0.05$. It was seen that there is a significant association of perceived parental expectations with parenting style, as $\chi^2=25.052$, $df=6$, $p=0.000<0.05$. There was no significant association between level of stress among adolescents with age, sex, religion, type of family, student's educational status, student's previous year academic performance, parenting style, father's educational qualification, mother's educational qualification, father's occupation, mother's occupation and monthly family income.

Limitation: The study is limited to

1. Adolescents who were in the age group of 13- 16 years.

2. Adolescents residing in rural areas of Kamrup district.
3. Government high schools under Kamrup (rural) district.

Recommendations: On the basis of findings, the following recommendations are offered for future research.

1. The study can be replicated on a larger sample for generalization.
2. Parents of the adolescents can be used as sample for the study.
3. The study can be conducted in the urban setting.
4. A comparative study can be conducted between rural and urban settings.
5. The study can be conducted among the college going students.
6. The study can be carried out to find out the prevalence of stress among adolescence.
7. The study can be conducted to find out different stressors leading to stress among adolescents.
8. The study can be done to assess the correlation between parental expectations and adolescence academic achievement.

9. School Health Nurse can implement periodic counselling sessions for the adolescents and the parents along with the teachers.
10. Stress reduction strategies could be taught to the adolescents.

Implication

Nursing Practice

1. Education to the parents regarding the influence of their expectations on their children and the need of a healthy parent-child relationship.
2. Time to time survey of different stressors in the schools or colleges leading to stress among the adolescents and to provide appropriate psycho-therapeutic therapies, for eg: deep breathing exercises, guided imageries etc. in case of severe to moderate stress.
3. Periodic visit and discussion with parents regarding their children and appropriate evaluation to be done.
4. School teachers should be educated regarding signs of stress.

Nursing Education

1. Teaching learning activities of the student nurses in the clinical area as well as in the community on assessment and prevention of stress and to promote healthy mental health among the students, which is to be taken as an important part of primary health care.
2. Student nurses should be given learning experiences to attend counselling sessions in the psychiatric OPDs or counselling centers.

Nursing Administration

1. Nurse administrator should allot time to the staff nurses, student nurses to arrange for individual or group psycho education for the students with moderate to severe stress in the OPD, wards, clinics and in the field, and to interact with the parents and teachers to know the sources of stress among the students.
2. More emphasis should be given on in service programme on current issues and trends related to mental health status of adolescents.

Nursing Research

1. The study has implication on the need of research in nursing education in the area of parental education to discover the appropriate methods and media for effective teaching on counselling of the adolescents, prevention of stressors and promotion of mental health among the adolescents.
2. Future researchers may carry out similar studies to study the relationship of stress among adolescents with other factors.

Conclusion

Adolescence is a transitional stage from childhood to adulthood and is a time of major changes in all areas of functioning. Children and adolescents can experience various life stresses ranging from catastrophic or

traumatic life events, persistent strain and daily hassles. Academic matters are the most important sources of chronic and sporadic stress for young people in both Western and Asian countries, and has significant associations with mental health problems, such as depression, anxiety and suicidal ideation.

Adolescence is a stage of human development that occurs between childhood and adulthood. About one-fifth of India's population covers the adolescent age group of 10-19 years. It is estimated that there are almost 200 million adolescents in India. It is expected that this age group will continue to grow reaching over 214 million by 2020. Due to fast physical changes and mental development at this stage, students may sometimes experience incompatibility of their mental development with their physical changes or with the social environment and thus suffer from problems arising from inadequate adaptations. These problems may further cause psychological troubles and even induce deviant behaviours.

Parenting is a process of promoting and supporting a child's comprehensive development including physical, emotional, intellectual and social from infancy to adulthood. It is also regarded as a set of parental beliefs, attitudes and expectations. Parents' expectations have major effects on children's academic performances. Traditionally, there are some attempts at defining parental expectations from school's perspective. Specifically, parents' expectations can be understood as a variety of parental behaviors that directly or indirectly influence children's academic performances.

Parents expectations, when tends to be unrealistic, spoils the career of their children and in extreme cases provoked children to commit suicide. The number of suicide cases due to academic stress is on increase now-a- days. Unrealistic parental expectations often stem from parents' own upbringings. Parental expectations are believed to lead to positive behaviors. Parental rules and ideas about proper behavior must be age-appropriate and consider the child's maturity level and skills. If rules and expectations far exceed a child's abilities, this may create anxiety or insubordinate behaviors. Thus, parents should consider each child's unique skills and limitations when establishing expectations.

Conflict Interest: Nil

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