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A Review on Relationship Between Parental Anxiety and Students Academic Stress at Secondary Level

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Abstract

Academic stress and parental anxiety are two crucial factors for the academic achievements of the students. Both of these factors play a key role in academic success. A review study was directed to find relationship between parental anxiety and students' academic stress at secondary level. The literature reviewed indicated that academic stress affects the academic achievements, parent's anxiety, mental health, learning process, social behavior, cognitive skills, learning style, communication between the teachers and students and extra-curricular activities of the students. It shows that academic stress plays a crucial role for development of students. So, there was a close relationship found between the parental anxiety and academic stress of the student for academic achievements.

Key words: *Parental Anxiety, Academic Stress, Students, Secondary Level.*

Introduction

It has been proved in many studies that academic achievement is strongly connected with emotional intelligence (Ahmed et al., 2019). It has been determined that school students who secured higher grades in an examination of emotional intelligence were enabled to handle the academic stress in a better way in the examination. Academic nervousness and anxiety is a commonly psychological ailment in school going children. Mulvenon et al., (2005) concluded in a study that in most of the situations, academic anxiety can be underestimated. It associated with alleged social support. Many researchers concluded that over anxiety lowers the students' academic achievements (Halimi et al., 2020). The high hopes of parents in educational activities are most negative factor for low academic achievements of students (Tillfors et al., 2011). The instructors, administrators, peers and counselors should try to aware about the anxiety and mental health in the students and guide the ways of coping with the academic stress and anxiety. Anxiety and stress are physiological and psychological states characterized by emotional, cognitive, physical and behavioral components. Academic anxiety means that unease in academic activities that may be due to

the absence or presence of psychological stress. Anxiety may occur as a consequence of stress and can affect memory and learning process (Lee et al., 2020).

Anxiety and academic stress are anything that places additional demands on an individual's ability to cope with academic stress. Approximately all children will experience academic anxiety and pressure in school life. Academic pressure is anything that imposes additional demands on an individual's ability to cope, generally academic pressure (Sahu et al., 2016). Some of the factors that can cause stress include low socioeconomic status, long school hours and family education history, unrealistic beliefs, poor academic performance, tutor and teacher requirements, and poor academic performance. Academic stress may be conceptualized as a learner's interface between the cognitive judgement, psychological or physiological response to the stressors and environmental stressors (Mazza et al., 2020).

Academic difficult courses, overloads, insufficient time to study, results from exams, workload in a year, high family expectations and low motivation generate academic stress among the learners. The learners have various goals, expectations and values that they desire to fulfill. In the present highly competitive globe, learners face different academic difficulties including anxiety during tests, problems with homework assignments, exam stress and inability to understand the subjects. Though the learners experience some degree of academic stress and anxiety before and during the examination, academic anxiety can actually blight learning and affects performance of the learners in the examination. Academic stress and anxiety are common problems across cultures, ethnic groups and countries, and must be viewed in context (Hlalele, 2012).

Academic anxiety becomes a dilemma, and a solution is needed only when it becomes so severe that students can no longer work effectively. If academic anxiety is not handled properly, it will have serious consequences, which may have various extreme long-term effects, including making students dislike a subject or teacher, procrastinating, lying to their parents, abandoning poor academic performance, and failed courses Pursue to attract their interest, avoid socializing with peers or friends, and may drop out of school (Persike & Seiffge-Krenke, 2016; Eriksen, 2021). In the development and persistence model of anxiety in children and young adults, parents' activities are involved, including excessive control, lack of warmth, and spreading anxiety. Different parental responses are expected to promote social maturity in childhood and adolescence, which is consistent with normative growth theory, but age is rarely considered in research on childcare and anxiety (Osborn et al., 2020).

Purpose of the Study

The academic stress and parental anxiety play an important role in the academic achievements of students. Academic stress is the product of bio-chemical process that occurs in the brain and body of the students at the same time and in such circumstances the attention level of the student increase in such situation where a student face or suffer with academic stress (Malak & Khalifeh, 2018; Gao et al., 2020). This stressful situation actually is the response to a stressful academic life, for example the situation in which the student wants to complete school assignments on time, or want to present a class project or an upcoming assessment (Hasan et al., 2018). When this state of academic stress occurs, depression becomes too much, the body withdraws as if helpless (Acosta-Gómez et al., 2018). The children of conscious parents are more likely to be conscious and felt more anxiety in studies. Parent's anxiety improves the students' academic achievements and academic stress also affects the academic achievements of students (Assari et al., 2019; Wang et al., 2020). The objectives of conducting this review study was to find out the relationship between parental anxiety and students' academic stress at

secondary level. The findings of the study will help the parents, teachers and students to improve their teaching learning practices to get maximum output.

Review of Literature

Various researchers including (Borelli et al., 2015; Kaliisa, 2019) have done researches on the effects of parental anxiety and academic stress on students' academic achievements. There are also number of studies have been done to find the factors that create academic stress in the students. There are number of factors that influence the student's academic achievements including teacher support and classroom environment (Sharma & Pandey, 2017). Some specific characteristics of pupils and their parent's education are also play an important role in students' academic achievement. A lot of researchers and instructors including (Kumaraswamy, 2013; Alsulami et al., 2018; Jeong et al., 2019) presented negative impact of anxiety and academic stress on the student's academic achievements in the literature. The stress is a discernment of physical tension or emotions. Many events happen in an individual life that diverts him to bad feelings and emotions like nervousness, frustration and anger (Deb et al., 2015). The stress can be positive for some times but prolonged stress can lead towards serious health condition (Hystad et al., 2009). Actually, stress is an individual body's reaction to demand or challenge (Bhujade, 2017).

Most of the times, parents entered in the scope of anxiety with such emotions like care, affection, safety and happiness. Along with themselves they make their children extreme conscious. Parental concerns about their child started when the child is out of the school even. They start thinking about school choice at very early stage. The afterwards when child start climbing the advance levels of education parental anxiety may also increase. It is all about the expectations (Maajida Aafreen et al., 2018). Numerous Studies concluded that parents having high expectation from children are more likely to be conscious which leads them towards anxiety. Parental confidence upon the child is a blessing. Instead of having high expectations the parents should give self-confidence to their children. They will release their anxiety with these feelings that their parents have confidence and trust upon their abilities and efforts (Subramani & Kadhiravan, 2017; Pajarianto, 2020; Mosanya, 2021).

Eweniyi, (2009) observed that students are under greater pressure than others, but they rarely seek help. Due to the educational expectations of parents and teachers, homework and homework, examination system and other factors, academic pressure may arise. Due to their own expectations of excellence and the expectations of their parents and teachers, students may experience academic pressure (Dhull & Kumari, 2015). Essel & Owusu, (2017) proposed that unrealistic parental expectations are the main source of student stress. The education system also helps increase stress levels. Some sources of stress in the education system include overcrowding of conference rooms, insufficient resources and facilities, excessive working hours, and expectations of rote learning. Students report that they are under a lot of pressure during university, especially preparing for exams, competitions and mastering the syllabus within a short period of time. Other sources of academic stress include excessive workload, unhealthy competition, time pressure, lack of financial and financial management, difficulties in managing personal and academic life, and poor self-perception of students. Saharia & Goswami, (2020) believed that if stress is not managed effectively, it can cause serious problems. Also, when a person is under long-term stress, they are likely to suffer from physical and mental illness at the same time. The field of health psychology focuses on how stress affects physical function and how people use stress management techniques to prevent or reduce illness. Stress can be applied to people due to abnormal physical conditions (such as overheating or excessive cold, illness, lack of oxygen, or exposure to bright light). Standing for a long time,

climbing a mountain, or continuously submerging in water will also present strong requirements for the individual to adapt.

Parental Anxiety and Students' Academic Stress

Many factors like parents' expectation and family educational background create pressure on pupils to show good performance in curricular and extra-curricular activities and hence academic anxiety increased (Mahajan, 2015). Neill et al., (2019) stated in a study that academic stress can be defined as an anything that exacted additional expectations on one's abilities to cope. Almost, each pupil feels academic stress in his school's life. The teacher hopes that the in-service students will complete it on time. Students may underestimate the time required to fully complete reading and writing assignments and print copies of assignments (Shin, 2014). Academic pressure and its manifestations as depression, tension, exhaustion, and anxiety have always been a common theme for people working in various professions and institutions (Yeo & Lee, 2017). Rayle & Chung, (2007) conducted a survey to discover the influence of parental anxiety and academic pressure on the academic performance of high school students. The results of the study show that parents who are anxious about their children going to school do well academically. Academic pressure also interferes with students' academic performance.

School stress can be conceptualized as student interactions between environmental stressors, assessment of student cognition, and management of learning stressors and psychological or physiological responses to stressors. School stress is a problem common to all countries, cultures and people and must be seen in context (Guo et al., 2018). Every student aspires to achieve academic success in order to earn respect, family pride and social mobility. This has led to very high academic requirements and special pressure on students, especially young people. Due to the pressure and the requirement to pass exams, students cannot enjoy their academic life, which becomes insignificant and burdensome for them (Plexousakis et al., 2019). In some cases, students will exhibit various emotional reactions that can inhibit the test and impair the test results. This negative emotional response is understood as anxiety. It is an unpleasant emotional response produced by external stimuli, which is regarded by the individual as threatening, and therefore will lead to changes in the subject's physiology and behavior before the examination (Xu et al., 2017).

Dube et al., (2018) conducted a study to emphasize the impact of parental anxiety and academic pressure on the academic performance of high school students. The results of the study show that parents' anxiety has a positive effect on students' academic performance. When academic pressure is denied or becomes extreme, students experience psychological and physical deterioration. Hyseni Duraku & Hoxha, (2018) conducted a statistical research to observe the relationship between the parental anxiety, academic stress and student's academic achievement. The research concluded that home environment had a great impact on the student's academic achievement. Students with good learning home environment improves the student's academic achievement and learning abilities.

Brook & Willoughby, (2015) directed a research to determine the effects of parental anxiety and academic stress on the academic achievements of 10th class in a secondary school. The results of the study indicated that the parents who feel anxiety about their children for academic purpose, their children perform well in schools. Mahajan, (2015) investigated the effects of parental anxiety and academic stress on students' academic achievements in Mathematics of secondary school students. The study found that more the academic stress less will be the students' academic scores and vice versa. The study also found that home environment also play an important role in students' academic achievements. The parents that feel anxiety for their children give better performance in their academic results.

According to Arusha & Biswas, (2020), academic stress is a key issue in academic rings. Many scholars including (Hlalele, 2012; Brady et al., 2018) carried out researches on academic stress to find the valuable factors that create stress for the students. Mahato & Jangir, (2012) conducted an investigation to study the academic stress in adolescents. The results of the study found that most of the pupils experienced academic stress. The academic stress increased near the examination and it became less when the examination were far. It is also concluded in the research that environment and type of school also had a significant role in the student's academic stress. The school having good environment and proper planning created less stress as compared to the school not having good environment and proper planning. The study also revealed that the children, whose parents feel anxiety for their children, perform well in the academic achievements and vice versa. Rentala et al., (2019) conducted a study to find the relationship between the parental anxiety, academic stress and academic achievement in a private higher secondary school. The participants of this study were 400 young students. The main purpose of the study was to find the factors that create stress among the students. The results of the study indicated that inappropriate planning, extra-burden, teachers' instructional strategies and school environment are the main factor that create stress among the students. The study also revealed that parent's anxiety about the academic achievement of the students also play an important role in the students' academic achievements.

Discussion

Student is the focus point in the system of education. All the academic activities revolve around the students. Students seek guidance by their parents, teachers, peers etc. among all of them the parents are the most influenced figure and the students' not only get guidance and motivation from them but also follow the instructions given by them and the students design and built their future plans upon the expectations of their parents (Ilmanto et al., 2021). In a country like Pakistan, education is a perceived as long-term investment. Parents plan the future of their children and wish to secure their future by giving them education. Parents perceive that good education will be a predictor of good career in future for their children. In most of the cases, while thinking about the future of their children, parents experienced an over-equitable amount of anxiety (Butterfield et al., 2021). In such circumstances, students may trouble and may experience stress while performing their academic activities. Such phenomenon is called academic stress.

In most of causes anxiety transforms or transfers to the next generation from their parents. Under this interpretation Anxiety is somehow genetic trade. Children observe their parents taking tension and getting tensed while performing their households, work or job. And do the same under such situations. So, it can simply be concluded that actions and reactions of the children are influenced by the style of problem- solving strategies adopted by their parents. But large number of researchers concluded that anxiety is directed by environmental forces (Emerson et al., 2019; Ren et al., 2020).

Academic stress and anxiety is a universal problem across cultures, ethnic groups and countries and must be seen in its context. Every learner's desires to achieve good academic grades to get respect social mobility and family pride. These high expectations and desires results in very high academic pressure on the learners. As a result of academic stress and demands to achieve good grades in the examination the learners are not able to relish their study life and it becomes burden for them. Stress may be stated as any emotional, chemical or physical factor that create bodily or mental disorders. Chemical and physical factors that can create stress include infections, toxins, trauma, illnesses and injuries of any kind (Ghatol, 2017; Apaolaza et al., 2019). A slight degree of strain and stress can be beneficial sometimes. Academic stress comprises of a state of mind with great stress regarding foreseen challenges and expectations. The results of the study showed that the parental anxiety and academic stress affect the students' academic

achievements. These results were according to the conclusions made by numerous researchers including (Shalev et al., 2020; Okubo et al., 2021).

Conclusion

The parents and children share a complex relationship. They attend a twofold relation facilitating each other. Parents acquire various psychological problems that may affect their children. Among others parental anxiety was the one. The study revealed that parents were equipped with high level of anxiety. Further, students' also reported high academic stress. There was relationship between parental anxiety and students' academic stress. Furthermore, parental anxiety had a predictive relationship with students' academic stress.

Recommendations

(i) Parents should try to control their anxiety level towards the academic achievement of their child and also follow up their children academic progress to decrease the academic stress of their children and to improve the academic achievements.
(ii) The institutions in general and teachers in specific should provide various learning experiences and should use various teaching techniques to minimize the academic stress of the students.
(iii) There should be a strong coordination between the parents and the teachers to minimize the academic stress of the students and to improve the overall academic achievements.

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