

## Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic

Agriima Nanda<sup>1\*</sup>, Tanushree Ganguli<sup>2</sup>

### ABSTRACT

The current study was an investigation of perceived parental expectations, parental support and the student's academic self-concept during a global pandemic. The objective of the research was to understand how students of class 9th to 12th perceive their parents expectations regarding their academics, the level of support students feel their parents provide for their academics and how has that changed during the pandemic, how students feel the parental expectations and support is influencing their academic performance and the students' academic self-concept and how it influences their academic performance. Through the results of the study, the hypothesis- Perceived parental expectation in regard to academics will positively or negatively influence children's academic performance during this global pandemic does not have enough evidence to be proved and more research is required in this domain. The second hypothesis- Perceived parental support in regard to academics will positively or negatively influence children's academic performance during this global pandemic is proven to be true.

**Keywords:** Parental expectations, Parental support, Academic self-esteem, Global pandemic, Academic performance, High school students

Since the global pandemic broke out, life as we know it has come to a standstill. There are major lifestyle changes going around, with people of every stratum trying to cope the best they can during these difficult times. People's jobs, business, social life amongst others has taken a major hit and the one of the most impacted things is education. Teachers, students and parents are facing unprecedented circumstances and trying to adapt according to individual capabilities. This has caused a lot of psychological pressure on all three which can be clearly seen in the children's academic performance. Since, the pandemic is not going to end anytime soon, the trend of online classes will continue for the time being. Hence, studying the effect of parental support and expectation on the child's academic performance is more crucial now, than ever before.

Parental expectation, from what we understand is the believe or judgment that parents have in regards of their children's future academic achievements based on an assessment of the

<sup>1</sup>Department of Psychology, IILM University, Gurgaon, India

<sup>2</sup>Department of Psychology, IILM University, Gurgaon, India

\*Corresponding Author

Received: July 25, 2021; Revision Received: October 17, 2021; Accepted: October 27, 2021

## Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic

child's academic capabilities as reflected in course grades and prior performance as well as the available support and resources in the environment. Parental expectations can be contrasted with parental aspirations, which typically refer to desires, wishes or goals that parents have formed regarding their children's future attainment rather than what they realistically expect their children to achieve (Seginer 1983). Perceived parental expectation in this regard is the child's assumption of what the parents expect out of their academics. The academic performance being measured in this paper is not based on grades or school assessments, rather on the children's own perception of their academic capabilities and achievement, and how this has undergone a change from before and during the pandemic. Academic self-concept refers to the personal beliefs someone develops about their academic abilities or skills. A person's academic self-concept develops with mental and psychical growth and begins to develop at early childhood. Parenting styles and early educators have an influence on their self-concept.

Due to this global pandemic, parents and children are restrained at home. This has resulted in constant parental supervision on children's academics, including their online classes, assignments as well as exam preparations. The increased involvement of parents in their child's school work has subsequently increased the effect of parental expectation on the child's academic performance. Parental expectations are usually shaped depending on the prior academic achievement of their ward.

Wigfield and Eccles (2002) developed the expectancy-value theory of achievement motivation. This theory states that the individual's expectations and values are influenced by their social context such as parents, teachers, peers, neighbours and community and previous academic achievement. Once established, these expectations and values further influence the individual's academic performance, persistence, academic subject choice and other related areas. Expectancy-value theory is useful in explaining not only how parents' expectations influence adolescents' expectations and achievement, but also how parents' expectations are developed.

In fact, several recent studies have suggested that the relationship between parents' expectations and adolescents' achievement is reciprocal in nature. For example, Bandura et al. (1996) found that children whose parents had high academic expectations from them generally had higher academic self-efficacy compared to children whose parents did not.

Perceptions of parental expectations (rather than actual expectations) also have an influence over adolescents' academic achievement. Compatibility between students' expectations and their perceptions of their parents' expectations leads to positive achievement outcomes, however, discrepancies can lead to negative achievement outcomes. To illustrate, in their study of an ethnically diverse sample, Hao and Bonstead-Bruns (1998) found that adolescents who perceived that their parents had similar expectations as they did tended to perform well academically. On the other hand, when there was a perceived mismatch in students' and parents' expectations, the students' academic performance suffered.

Parental academic expectations refer to how far parents realistically believe their child will go in education, whereas parental aspirations refer to how far parents wishfully want their child to go. Although the concepts are closely related and often used interchangeably, they are not always in agreement. The two concepts are theoretically different in that expectations are often based on a realistic appraisal of existing ability and socioeconomic status, whereas

## **Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic**

aspirations tend to remain stable despite possibly unfavourable circumstances. This is sometimes reflected in the parents' behaviour and conversations which they have with their children. Many a time which may be misunderstood by their children as they get confused between the two and get pressurized to fulfil their parent's aspirations (perceived parental expectation).

The increased involvements of parents in the child's learning activities has also shown a relation between parental involvement, parental perceptions about the child's learning, and the socioeconomic status of the household. In this pandemic situations parents also now have the responsibility of making sure their kids continue their education at home, while some improvise, and manage to teach their children, others find this task daunting since they have to assist in all subject like English, maths and science .I also found that more affluent parents are more likely to become involved in their children's learning, as they themselves tend to be more educated and to recognise their child's learning gaps, whereas less affluent and less educated parents may have more challenges supporting their child's learning.

High parental expectations have been found to be associated with higher child academic achievement, but the relationship between parental expectations and child mental health is unclear. On the one hand, it has been hypothesized that children may feel stressed about meeting their parents' high expectations, which may increase their risk of internalizing problems on the other hand, low parental expectations could indicate lack of a supportive structure in the family, which may lead to externalizing problems.

Parental criticism rather than expectations leads to negative mental health outcomes, as well as high parental expectations are related to psychological distress through the way they are communicated to the child. Thus, the quality of the parent-child relationship should be considered when assessing the link between parental expectations and child mental health.

According to Cooley (2000), academic self-concept is broadly conceptualized as how a student views his/her academic ability when compared with other students. For him, to be academically successful individuals must be identified with domain of academics. Academics must be part of their self-concept; more specifically, they must have a positive academic self-concept. Some previous research works suggest that there is a positive relationship between academic self-concept and academic achievement as measured by grade point average (Cooley, 2000; Gerardi, 2009).

Self-esteem affects the thinking process, emotions, desires, values and goals in a person (Sandra 2009), developed when the acceptance of others and their personal and group contributions are recognized and applauded, especially in a multi-culturally diverse world, it is a key ingredient that affects the level of proficiency in all fields of endeavour (Redenback 1991). The core idea of Self -Esteem Theory is that everyone feels that they has an intrinsic "value" and always try to improve that value. Self-esteem can be increased by praise and be built when the rewards in the form of praise are given for real achievement.

### **REVIEW OF LITERATURE**

Fan & Chen, Singh, Bickley, Trivette, Keith, & Anderson, (1995) have examined parental involvement as a construct consisting of four dimensions: parent-child communication about school, home structure/supervision, parental participation in school-related activities, and parental aspirations/expectations. Out of these four dimensions of involvement, his studies

## **Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic**

have claimed the dimension of parental aspirations/expectations to be most strongly linked to student academic achievement. Parental aspirations and expectations had a much 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.

Perez and Valentine, (1996) in their research paper named Determinants of Academic Performance in Secondary Education, they analyse the incidence of some psychological, pedagogical and socio-environmental factors in the high, medium or low academic performance of schoolchildren at the high school level. The research amongst other results suggests that the family plays a crucial role as a link between society, the personality of each student and their ambitions and expectations with regard to academics. If there is poor family adaptation, i.e. issues between parents and their children, it leads to lack of communication of parental expectations to the child, which in turn hampers their motivation and ambition for academic achievement, making it easier to fail in studies. The study deemed it important to promote cohesion, expressiveness, interest in children's studies and intellectual and cultural activities for them to be able to excel performance.

Albert Bandura, (1996) in his research paper titled Multifaceted Impact of Self-Efficacy Beliefs on Academic Functioning analysed the network of psychosocial influences through which efficacy beliefs affect academic achievement. Parents' sense of academic efficacy and aspirations for their children were linked to their children's scholastic achievement through their perceived academic capabilities and aspirations. Children's beliefs in their efficacy to regulate their own learning and academic attainments, in turn, contributed to scholastic achievement both independently and by promoting high academic aspirations and prosocial behaviour and reducing vulnerability to feelings of futility and depression. Children's perceived social efficacy and efficacy to manage peer pressure for detrimental conduct also contributed to academic attainments but through partially different paths of affective and self-regulatory influence. The impact of perceived social efficacy was mediated through academic aspirations and a low level of depression. Perceived self-regulatory efficacy was related to academic achievement both directly and through adherence to moral self-sanctions for detrimental conduct and problem behaviour that can subvert academic pursuits. Familial socioeconomic status was linked to children's academic achievement only indirectly through its effects on parental aspirations and children's pro-social-ness. The full set of self-efficacy, aspirational, and psychosocial factors accounted for a sizable share of the variance in academic achievement.

Michael A. DeDonno<sup>1</sup>, Joseph F and Fagan<sup>2</sup> (2002) in their research paper The Influence of Family Attributes on College Students' Academic Self-concept aimed to study the purpose of the present study was to investigate the effects of family attributes on college students' academic self-concept. Family attributes include family communication, parental education, family structure, and parental involvement in activities such as arts and crafts, sports, and music. One hundred and fifty-five college students from a diverse private university completed the Academic Self-Concept Scale and a self-reported family attributes questionnaire. Results revealed that a family structure of two parents at home is associated with higher academic self-concept than a single parent home. In addition, parents who praise their children and partake in family activities such as arts and crafts, tend to have children with higher academic self-concepts. The present study shows that parents continue to influence their child's development into the college years.

## Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic

Davis-Kean (2005) Pearce (2006) Vartanian et al.(2007) in their research paper titled Parental Expectations and Children's Academic Performance found that students whose parents held high expectations receive higher grades, achieve higher scores on standardized tests, and persist longer in school than those whose parents hold relatively low expectations. High parental expectations are also linked to student motivation to achieve in school, scholastic and social resilience, and aspirations to attend college. Furthermore, parents' academic expectations mediate the relation between family background and achievement, and high parental expectations also appear to buffer the influence of low teacher expectations on student achievement.

Weihua Fan(2009) in her research paper titled The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation examined whether various dimensions of parental involvement predicted 10th-grade students' motivation (engagement, self-efficacy towards maths and English, intrinsic motivation towards maths and English) using data from the Educational Longitudinal Study of 2002 (ELS 2002). Results showed that both parents' educational aspiration for their children and school-initiated contact with parents on benign school issues had strong positive effects on all five motivational outcomes. On the contrary, parent-school contact concerning students' school problems was negatively related to all five motivational outcomes investigated in the study. Additionally, parental advising positively predicted students' academic self-efficacy in English as well as intrinsic motivation towards English, and family rules for watching television were positively linked to students' engagement and intrinsic motivation towards both English and maths.

Yamamoto and Holloway (2010) in the research paper named Parental Expectations and Children's Academic Performance in Sociocultural Context revealed evidence regarding the relationship between parental expectations and students' academic performance across diverse racial/ ethnic groups. Their review shows that there are four processes through which parental expectations influence children's academics: (a) raising student motivation; (b) instilling higher student competency beliefs; (c) stimulating greater parental involvement; and (d) increasing teachers' expectations of student performance. However, these processes do not occur in the same way or to the same degree in all racial/ethnic groups. Communication difficulties amongst other problems in the parent-child relationship, may diminish the motivational effect of high parental expectations. Studies show that Asian American parents may more forcefully articulate their expectations, which may make it more likely that students will understand and internalize them. Also, while students' prior academic performance is one of the strongest predictors of parental expectations among European American families, Asian parents believe that effort is the key determinant of academic success and are not likely to base their expectations on past performance because effort is relatively controllable and hence less stable over time. Additionally, parents' own experiences and perceptions of school leads to mistrust of teachers among minority or low-SES (Socio-Economic Status) parents, and lessen parents' reliance on school feedback value in predicting their child's future performance. They noted, more studies examining students' competency beliefs are necessary in order to understand the relation between parental expectations and student outcomes.

Zhang, Haddad, Torres and Chen (2010) in their research paper titled The Reciprocal Relationships among Parents' Expectations, Adolescents' Expectations, and Adolescents' Achievement: A Two-Wave Longitudinal Analysis of the NELS Data, conducted

## **Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic**

longitudinal research to examine how parents' expectations, adolescents' own expectations, and adolescents' academic achievement influence one another over a four-year period, i.e., from 8th grade to 12th grade. 26 students each from 1000 schools were taken as the sample and the sample size was later reduced to 14,376 students. Paper- pencil surveys, telephone surveys were conducted and the results demonstrated a significant reciprocal relationship between adolescents' expectations and parents' expectations, specifically students' expectations in 8th grade predicted parents' expectations in 12th grade, and parents' expectations in 8th grade predicted students' expectations in 12th grade. Also, students' expectations and parents' expectations were reciprocally related to academic achievement, such that students' and parents' expectations in 8th grade predicted academic achievement in 12th grade, and academic achievement in 8th grade predicted students' and parents' expectations in 12th grade. This supports the notion that students' previous achievement affects parents' expectations, which in turn affect students' expectations and consequently their future academic achievement.

Sun, Dunne, Hou and Xu (2011) in their research paper titled Educational Stress Scale for Adolescents: Development, Validity, and Reliability with Chinese Students developed a new scale to measure academic stress in secondary school adolescent students. The sample consisted of 1627 students from urban and rural areas to measure the range of influence of family, school and peers relations on academic stress using the Educational Stress Scale for Adolescents (ESSA). It showed that amongst other factors, conflicts and goal discrepancies with parents, teachers, and peers led to poor mental health for the students, further inhibiting their academic performance. Although these poor academic grades predict high educational stress, it is the discrepancy between expected and actual grades that plays a more important role in the development of psychological distress and other mental health problems.

Tiwari (2011) in his research paper titled Academic Self-Esteem, Feedback and Adolescents' academic achievement, hypothesized that adolescent's personal expectancy in educational achievement, perceived support from significant others, academic self-esteem, interest in schoolwork would have significantly positive impacts on overall academic performance. The sample consisted of 35 boys between ages of 12-14 years from Balrampur, UP. The results of this study showed high correlation between academic self-esteem, interest in schoolwork and academic achievement. The findings of this study assert that academic self-esteem is not independent but is an amalgamation of performance expectancies of parents, teachers, peers and goal setting behaviour. The noticeable limitation of this study is the lack of a diverse sample (this consists of only boys in 8th grade).

Bowen, Hopson, Rose and Glennie (2012) in their research paper titled Students' Perceived Parental School Behaviour Expectations and Their Academic Performance: A Longitudinal Analysis, collected self-report data from 2,088 sixth-grade students in 11 middle schools in North Carolina and combined it with administrative data on their eighth-grade end-of-the-year achievement scores in math and reading. They found that parental expectations for behaviour and achievement as students entered middle school was a predictor of academic outcomes approximately 3 years later. Also, these expectations were influential regardless of whether the student claimed to have positive behaviours associated with in school success. High expectations for behaviour were not only associated with greater avoidance of problem behaviours, but parental expectations also influenced school achievement among students who do not avoid problem behaviour. They noted that a better understanding of the relationship between parents' expectations and their children's behaviour and achievement

## Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic

requires analysis on how these expectations are communicated to and then perceived by children.

Lynn Okagaki, Peter A. Frensch (2012) in their research paper titled *Parenting and Children's School Achievement: A Multi-ethnic Perspective* examined the relation between parenting and school performance of high school students between 75 Asian-American, 109 Latino, and 91 European-American families. Five aspects of parenting were studied: (a) expectations for children's educational attainment, (b) grade expectations, (c) basic childrearing beliefs (i.e., development of autonomy, development of conformity to external standards, and importance of monitoring children's activities), (d) self-reported behaviours (i.e., creating an academically enriching environment and helping with homework), and (e) perceptions of parental efficacy. School performance was measured by school grades and achievement test scores. Ethnic group differences emerged in parents' expectations for children's educational attainment, grade expectations, childrearing beliefs, perceptions of parental efficacy, and in the relations between these beliefs and children's school achievement. These results provide further evidence of the importance of considering the constellation of parents' beliefs, goals for their children, and the type of help parents can offer children when working with parents to facilitate their children's school experiences.

Burke (2013) in the thesis titled *Adolescents' Perceptions of Parental Expectations: An Exploration of Achievement Pressures*, explored the potential relationships between adolescent children's perceptions of their parents' performance expectations and personal values and its further potential association with adolescent achievement pressure. It was a descriptive, mixed-method study included survey data collected from ninth-grade adolescents and their parents in a highly educated, middle and upper-middle class Northern California college town community. Results found significant differences between parent and student reports of parents' expectations. Students consistently rated parents' expectations higher than did parents. In similar context, ninth-graders were more likely to agree that parents have different expectations for students' futures than they have for themselves. The student perceptions of parental expectations and values from this study indicate that achievement messages parents intend to convey to their adolescent children are not always heard or are misinterpreted. Limitations noted in this study were that the data was collected through convenience sampling, from highly educated and affluent families.

Raty, Leinonen & Snellman (2014) in their research paper *Parents' Educational Expectations and their Social-Psychological Patterning* examined the ways in which the educational position of parents organizes the associations between their assessments of the competence of their children and their educational expectations for their children. The subjects represented two contrasting groups in terms of their post-primary education: academically educated (n = 126) and vocationally educated (n = 375) parents. They were asked to assess their child's abilities and school success and to estimate the probability of their child's entering gymnasium (upper secondary school). The results indicated that for the academically educated parents their child's entering gymnasium was almost self-evident, whereas for the vocationally educated parents it was a choice situation. The educational expectations of the vocationally educated parents were more strongly and in more ways patterned according to the competence estimations than were those of the academically educated parents. The expectations of the academically educated parents were organized by a dualistic differentiation between the cognitive and the practical abilities, while those of the vocationally educated parents were organized by their assessments of the child's cognitive

## **Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic**

competence and school orientation. The findings suggest that the interpretations parents make of their children's competence can be regarded as social representations of educability: they organize educational expectations socially, contain an evaluative hierarchy of abilities and their use varies according to the educational position of the parent.

Randall, Bohnert, and Travers (2015) in their research paper titled *The Impact of Parent Expectations on Education Goals* focused on how perceived parental pressure affected affluent youth and how they cope and deal with high expectations. They report that “adolescents with more perfectionist parents perceived more parental pressure and experienced poorer adjustment. Results also demonstrated that affluent adolescents who perceived more parental pressure were more intensely involved in organized activities, but that higher organized activity intensity was linked to better adjustment.” The researchers suggest that the students that felt more pressure joined more extracurricular activities for extrinsic “resume building” rather than for intrinsic reasons. Nevertheless, the organized activities were seen as decreasing anxiety and stress levels. Activities served as a type of “refuge” and allowed for time with peers. The investigators conclude that their findings “highlight the importance of considering parental perfectionism when understanding adolescent behaviours and psychological outcomes, confirm the negative direct effects of parental pressure on adjustment, and corroborate prior research dispelling that highly intense organized activity involvement is linked to adolescent maladjustment.”

Ann M. Beutel and Kermyt G. Anderson (2016) in their research paper titled *Race and The Educational Expectations of Parents and Children* found that parents and children have high educational expectations regardless of race, but black parents and children have higher educational expectations than coloured and whites once socioeconomic and other factors are controlled. We also find that parents' and children's expectations tend to agree more and are more closely correlated among coloured and whites than blacks. We test two explanations for the educational expectations of parents and children, finding more support for the status attainment perspective among coloured and whites than blacks and support for the family social capital perspective among blacks and coloureds only.

Kumar and Jadaun (2018) in their research paper named *Effect of Parental Expectations and Academic Stress on Academic Achievement in Higher Studies with Special Reference to District Aligarh*, conducted an assessment of 200 students from both public and private institutions using the Parental Expectations Inventory (Wang & Heppner 2002) and Educational Stress Scale for Adolescents (Dune, et al 2010) scales, intending to measure the role of the parental expectations and academic stress on academic achievement in students. They found a significant relationship between the dimensions of the parental expectations and academic stress scale but both parental expectations and academic stress showed non-significant relationships with academic achievement and were not a reliable predictor for future academic performance. Additionally, however, the results indicated that parents had more academic expectations from girls than they did from boys.

Martin Pinquart and Markus Ebeling (2019) in their research paper titled *Parental Educational Expectations and Academic Achievement in Children and Adolescents—a Meta-analysis* examined concurrent and longitudinal associations between parental educational expectations and child achievement, and factors that mediate the effect of expectations on achievement. A systematic search in electronic databases identified 169 studies that were included in a random-effects meta-analysis. The analysis of cross-lagged effects indicated



## Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic

that parental expectations predicted change in child achievement, thus indicating that expectations had an effect over and above the effect of prior achievement. Effects of expectations on change in achievement were even stronger ( $r = .15$ ) than the effects of achievement on change in expectation ( $r = .09$ ). Parental expectations tended to be higher than the child achievement. Associations between expectations and achievement were partially mediated by educational expectations in the offspring, child academic engagement, and academic self-concept, and to a lesser extent, by parental achievement-supportive behaviours. They concluded that parents are recommended to communicate positive educational expectations to their children. The transmission of positive expectations to the offspring and the encouragement of academic engagement seem to be more effective in realizing parental expectations than parental behavioural academic involvement such as checking homework and staying in contact with teachers.

Otero, Moledo, Otero and Rego (2019) in their research paper titled Students' Mediator Variables in the Relationship between Family Involvement and Academic Performance: Effects of the Styles of Involvement, aimed to observe the degree to which family support and control determine academic performance in Mathematics and Language, and to understand how this relationship is mediated by a various factor. The sample consisted of 1,316 students from 44 schools between the ages of 11 to 17 years. The study analyzed the students' perception of parental involvement and the data collected indicates that support directly influences academic performance. Also, indirectly through mediating variables, it influences satisfaction, environment, study habits, and perception of self-efficacy. The biggest influencing factor seems to be study habits, showing - the greater the amount of support the better habits and the higher performance. Results also showed, that not only involvement and control, but the way messages were communicated from parents to their children also plays an important role.

Morales, Rueda, Camacho, and Tapia (2020) in their research paper named Parental Involvement and Family Motivational Climate as Perceived by Children: A Cross-cultural Study, analyse how a study-oriented family environment and parental support and involvement can influence students' academic success. A convenience sample of 1,031 students from two public schools in Madrid was taken and their ages ranged from 12 to 17 years. Firstly, the results conveyed that message conveyed by parents to their children that promote a learning-oriented motivation are the ones that encourage self-improvement over competition and emphasize the learning process rather than the grades obtained. Additionally, students reported that learning-oriented parental practices had a positive impact on their interest and effort to learn, on their sense of competence, on their success expectations, and on their resilience level, thus resulting in better academic performance. The study concluded that parental support and involvement had a positive correlation to students' higher academic achievement.

### RESEARCH METHODOLOGY

#### *Objectives of the research*

1. To understand how students of class 9<sup>th</sup> to 12<sup>th</sup> perceive their parents expectations regarding their academics.
2. To understand the level of support students, feel their parents provide for their academics and how has that changed during the pandemic.
3. To understand how students feel the parental expectations and support is influencing their academic performance.

## Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic

4. To understand the students' academic self-concept and how it influences their academic performance.

### *Hypothesis*

1. Perceived parental expectation in regard to academics will positively or negatively influence children's academic performance during this global pandemic.
2. Perceived parental support in regard to academics will positively or negatively influence children's academic performance during this global pandemic.

### *Target population*

14–18-year-old school going students studying in classes 9<sup>th</sup> to 12<sup>th</sup> in affluent middle class and upper middle-class households attending English medium schools in India.

### *Method of data collection*

Mixed method study

- Quantitative data from Questionnaires
- Qualitative data from Personal Interviews with students
- Independent variables – Perceived parental expectations, Level of parental support and Academic self-concept of the students.
- Dependent variables- Perceived academic performance of the students.

## **RESULTS AND DISCUSSION**

### *Demographic data of the 66 respondents*

Age	14	15	16	17	18
Number of respondents	7	21	11	11	16

Class	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Number of respondents	23	16	11	16

Gender	Female	Male	Unknown
Number of respondents	39	24	3

The current study was an investigation of perceived parental expectations, parental support and the student's academic self-concept during a global pandemic. The following research questions were addressed:

- To understand how students of class 9<sup>th</sup> to 12<sup>th</sup> perceive their parents expectations regarding their academics.
- To understand the level of support students feel their parents provide for their academics and how has that changed during the pandemic.
- To understand how students feel the parental expectations and support is influencing their academic performance.
- To understand the students' academic self-concept and how it influences their academic performance.

The participants were asked about their perception of the expectations their parents had from their academics, the amount of support they felt their parents were able to provide, how they thought their parents evaluated their academic performance and about their academic self-concept, during this time. The questions had to respond on a Likert scale ranging from

## Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic

strongly agree, agree, neutral, disagree, and strongly disagree. A few open ended qualitative questions were also asked and the respondents enthusiastically shared their experiences. The questions basically measure the following dimensions:

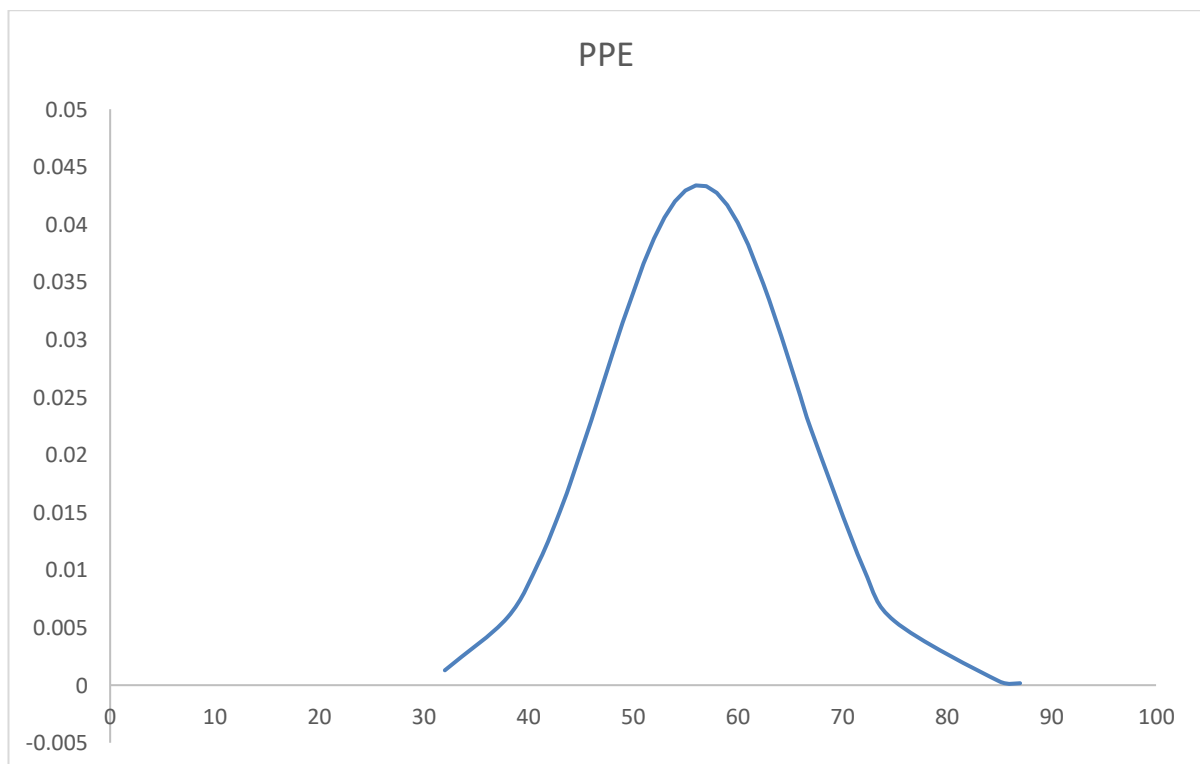
- Perceived parental expectations and how these are being communicated to the students from the parents.
- Understanding of how their parents evaluate their academics
- Academic self-concept of the students
- Perceived parental support

### ***Interpretation of results***

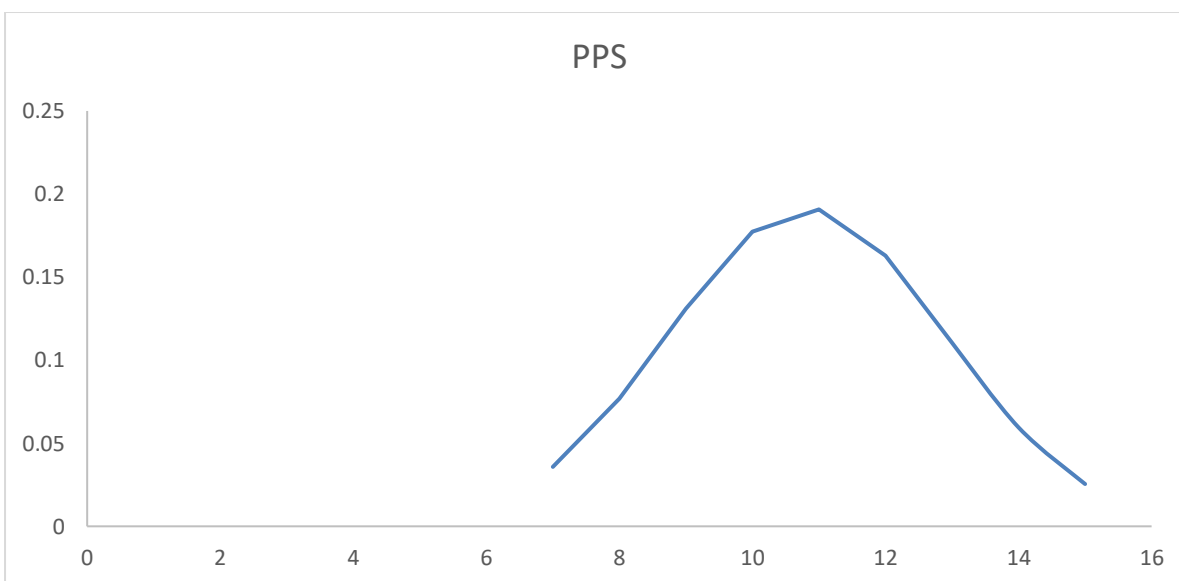
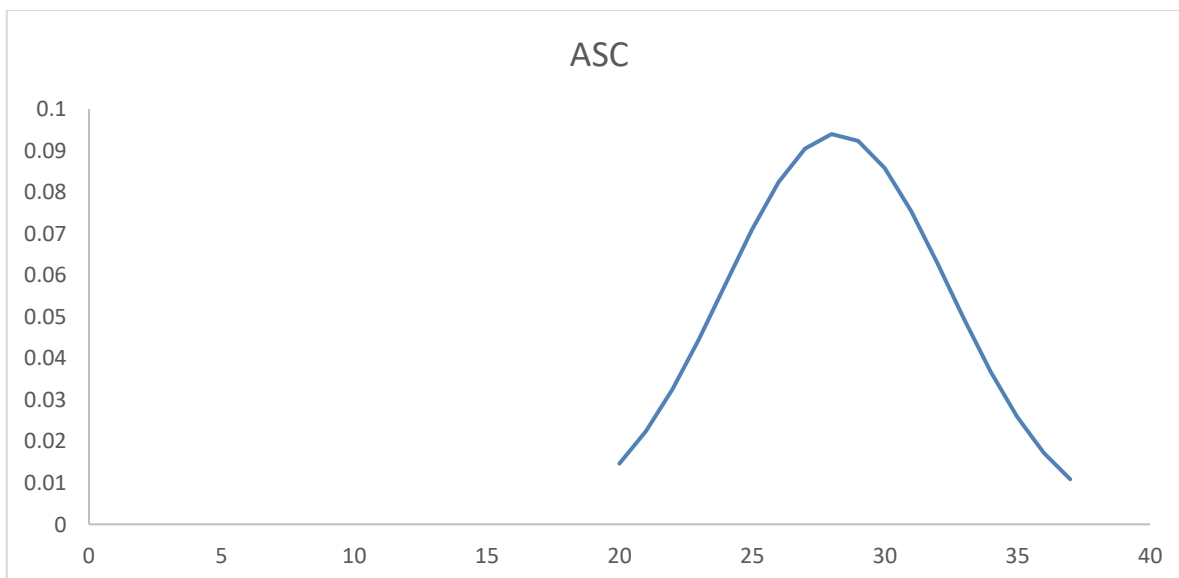
*Accordingly, to the data collected from the questionnaire, the following were the findings-*

The scores of Academic Self-Concept of the respondents in this study show how well they feel they are performing in context of their school academic performance and how well they believe in their academic abilities. Using Pearson's Correlation Formula, the correlation between Perceived Parental Expectations and Academic Self-Concept is  $r = -0.206$ , which indicates weak negative correlation between the two variables, showing if one increases, the other will decrease and vis-a-vis. However since the correlation value is not significant, so it is difficult to prove any necessary dependence of the variables on each other. The correlation between Perceived Parental Support and Academic Self-Concept is  $r = 0.35$ , which indicates moderate positive correlation between the two variables, showing that increase in one variable will lead to an increase in the other variable as well and vis-a-vis. It means that there is some relationship between the two variables in question, but that there is a lot of randomness affecting one or both variables, or perhaps other variables are affecting the two variables in question, so the direct relationship is not strong but certainly a noticeable one.

Scores of the respondents on a normal distribution-



## Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic

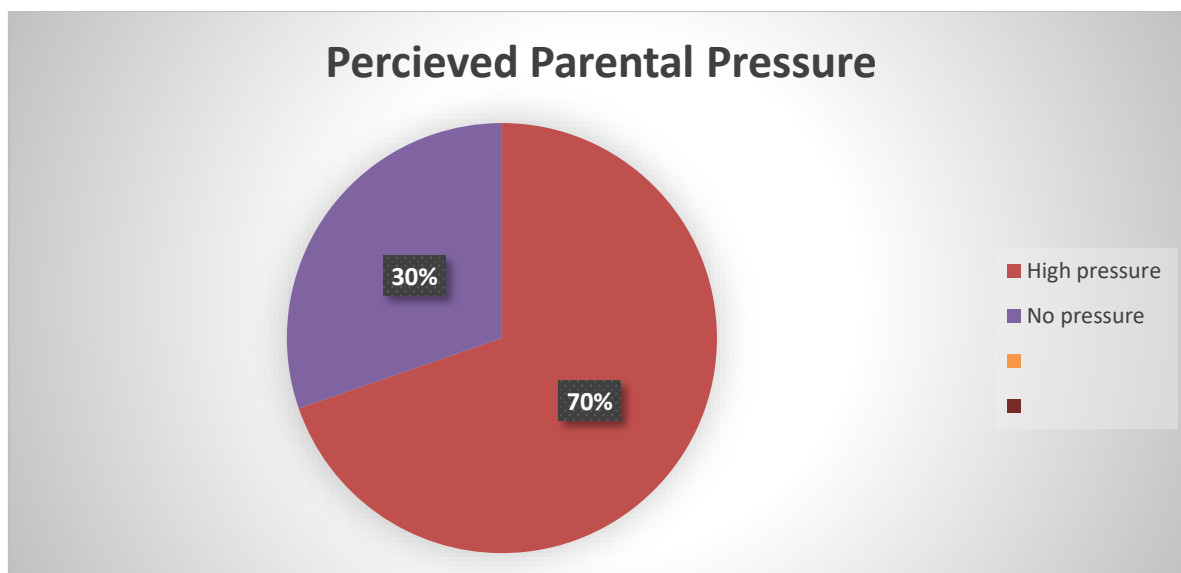


In context of perceived parental expectations, 41 out of 66 respondents reported that their parents expect them to excel academically and make them proud in the family and society by living up to their expectations. They expect them to perform better than their fellow batch mates and score extremely well in their final/board exams as that would mean a secure future. They feel their parents do not expect them to pursue an ideal career and have left the decision making on them to make their own choices as they seem to have similar expectations of their future like their parents. Their parents do not force them to attend classes that do not interest them however, expect outstanding academic performance in the classes that they do attend. The responses also indicate that there has been no change in parental pressure on children's academics performance during this pandemic. Their parents expect them to focus on academics more than extracurricular activities.

## Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic

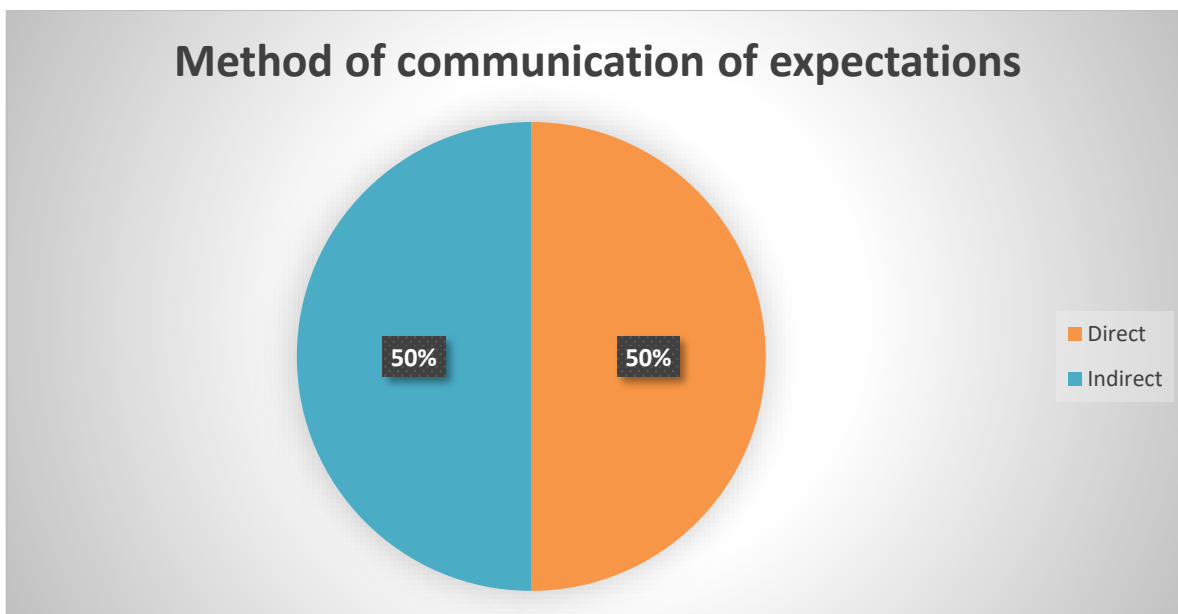


56 out of 66 respondents feel that pressure from the parents regarding their academic performance does have a positive impact on their academics. It motivates them to push themselves to the limit and try their very best to live up to their parents expectations. This constant pressure helps them set goals and to maintain their performance and study with more confidence.



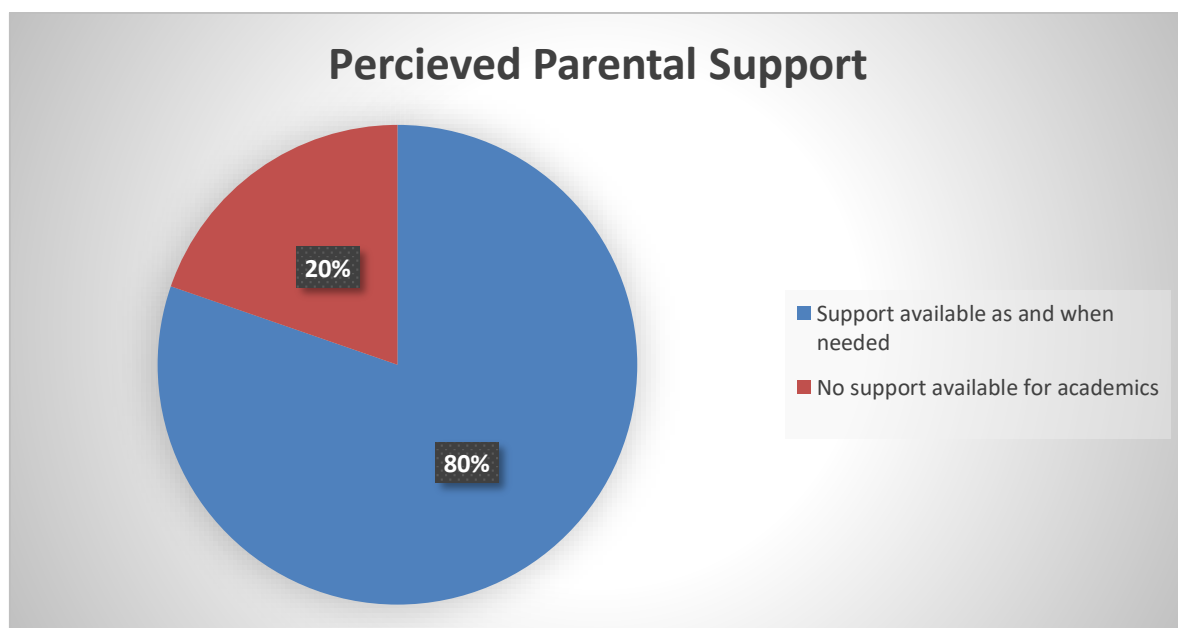
46 respondents say that their parents are scrutinizing their school work and assessments more than usual during this pandemic. The students have different ways of coping with their parent's expectation. Most of the students, try to keep up with their school work and maintain their performance while others simply do not want to comply to their instructions, till they give up. The students also deals with the pressure by indulging in their hobbies give self-assurance that their academic performance during the global pandemic cannot live up to their parent's expectations. The other 20 respondents do not feel any specific scrutiny from their parents regarding their academics.

## Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic



33 out of 66 respondents say that their parents have openly communicated their expectations about their academics, future goals and career. The other 33, say that they understand their parent's expectations implicitly through their facial expression and non-verbal gestures, which they parents having to communicate directly.

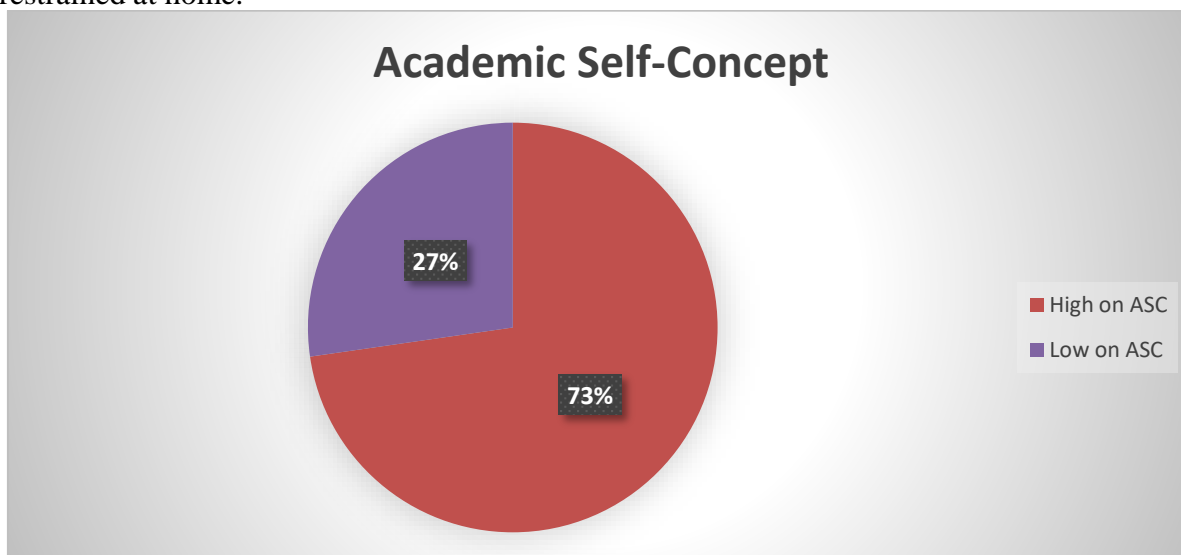
In context of parental evaluation, 48 respondents feel that their parents evaluate their performance solely based on mark. A majority of 63 respondents say that their parents feel hard work is essential to excel in academics. 51 of these respondents believe that their parents positively evaluate their efforts and do not feel disappointed after completion of any academic task. They also appreciate and reward these efforts in the form of prize or praise.



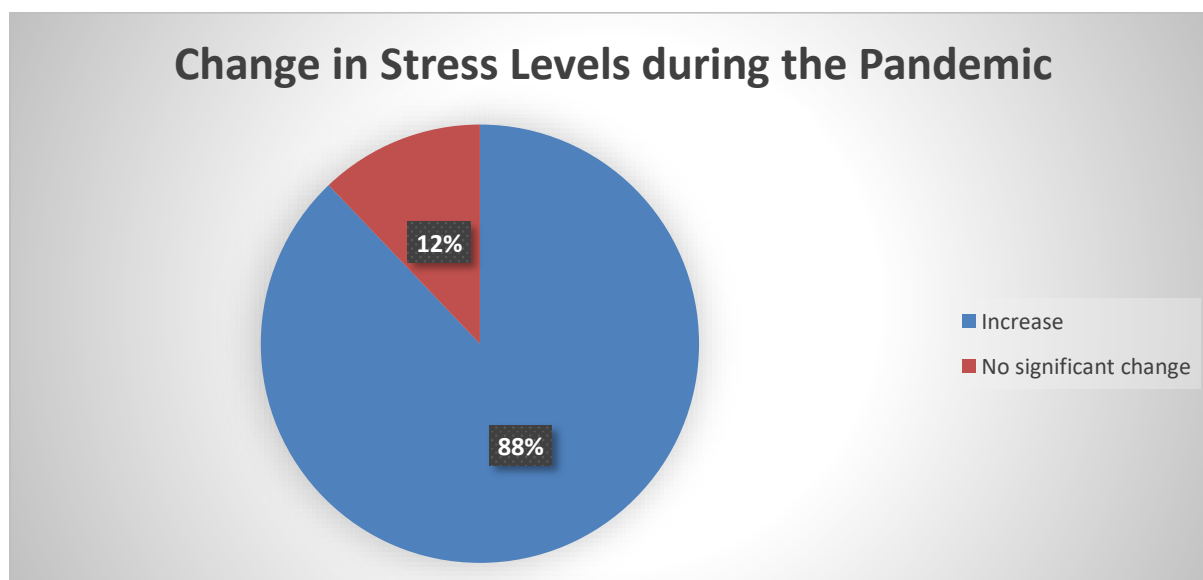
In context of perceived parental support, 53 respondents out of 66, feel that their parents provide substantial support and guidance in their academics and that they can depend on their

## Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic

parents whenever they face any difficulties. They also feel that their parents increased the level of focus and support for their academic performance during this pandemic. They provide help in academics as well as exam preparation and act as a confidence booster. They also help in gaining better understanding of the concepts and help in decision making concepts and help them make important decision regarding school and career. They also agree that the level of support has increased during the lockdown due to everyone being restrained at home.



In the context of academic self-concept, 48 out of 66 respondents feel that they have the required ability and capability to meet their parent's academic expectations and are able to live up to their high standards. They tend to approach academic situations with assurance and are sure of performing well before an exam. Their opinion about their academic capabilities does not depend on their marks or how well they do in school, but they always strive for academic excellence and higher grades. However, they do try to get their marks reevaluated if they feel they deserved more marks. Performing poorly on an exam does not hurt their academic self-concept and they are always driven to get ahead and give their best performance.



## **Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic**

The majority of 58 out of 66 respondents feel their stress level has increased during this pandemic. This is because of multiple reasons such as, a drastic increase in school work being assigned, uncertainty of times, lack of social interaction and leisure time with friends. Students feel an evident impact due to the absence of a classroom environment and the transition from traditional mode of teaching to online classes. Their level of attention and concentration has been impacted the most and they are having a hard time focusing. Since people have been restrained at home with their families all hours of the day, it has taken a mental and emotional toll on them leading to increased stress levels which negatively impacts their academic performance. The pressure to perform well has increased specifically on 10<sup>th</sup> and 12<sup>th</sup> students as their board exams and entrances are coming up, especially during these uncertain times.

### **CONCLUSION**

Results in this current study indicate that perceived parental expectations in regard to academics (measured through academic self-concept) does not have any significant influence on the child's academic performance during this global pandemic, however it has weak negative relationship between the two variables. The results also indicates that in many respects, perceived parental support does have a significant influence on the child's academic performance during this global pandemic, as shown by the moderately positive relationship between the two variables. The study suggests, according to the open-ended subjective questions, that students who considered their parents high academic expectations, tended to perform better, by pushing their boundaries and trying their very best to live up to these expectations. Also, their academic performance improved, since their parent's scrutiny on their school tasks and assignments increased during the pandemic. The study also shows that the method of communication of these expectation from the parents to the students, whether verbal or nonverbal does not have any influence on their perception or performance. The respondents who reported substantial amount of support and guidance being provided by their parents in regard to their academics also felt an increase in their quality of academic performance and school work easier to navigate than the respondents who did not have the same level of support from their parents. Also, most of the parents did not take marks as the soul determinant of future performance rather focused more on hard work and holistic capabilities for a secure future. Results also indicated that students with a higher academic self-concept performed better in their academics due to their belief in their own abilities and high resilience and motivation level as compared to students with low academic self-concept who tend to perform low on their academics due to lack of self-efficacy. Thus, the hypothesis- Perceived parental expectation in regard to academics will positively or negatively influence children's academic performance during this global pandemic does not have enough evidence to be proved and more research is required in this domain. The second hypothesis- Perceived parental support in regard to academics will positively or negatively influence children's academic performance during this global pandemic is proven to be true. The study does not take into account a few independent variables that might be impacting the measured concepts, and further research into those can help improve the research. Family environment, parenting techniques, real class performance, and interpersonal relationships with peers and professors, subjective interpretations of students, and so on are all factors that can be considered in future research.



## REFERENCES

- Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (1996). Multifaceted Impact of Self-Efficacy Beliefs on Academic Functioning. *Child Development*, 67(3), 1206. <https://doi.org/10.2307/1131888>
- Beutel, Ann M., and Kermyt G. Anderson. "Race and the Educational Expectations of Parents and Children: The Case of South Africa." *The Sociological Quarterly*, vol. 49, no. 2, 2008, pp. 335–361. *JSTOR*, [www.jstor.org/stable/40220071](http://www.jstor.org/stable/40220071). Accessed 9 Dec. 2020.
- Bowen, G. L., Hopson, L. M., Rose, R. A., & Glennie, E. J. (2012). Students' Perceived Parental School Behavior Expectations and Their Academic Performance: A Longitudinal Analysis. *Family Relations*, 61(2), 175–191. <https://doi.org/10.1111/j.1741-3729.2011.00695.x>
- Burke, L. (2013). *Adolescents' Perceptions of Parental Expectations: An Exploration of Achievement Pressures*. Csus-dspace.calstate.edu. Retrieved 9 December 2020, from <http://csus-dspace.calstate.edu/bitstream/handle/10211.9/2357/Laura%20Burke%20Thesis.pdf?sequence=2>
- Davis-Kean, P. D. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. *Journal of Family Psychology*, 19(2), 294–304. <https://core.ac.uk/download/pdf/81794662.pdf>
- Fan, W., & Williams, C. M. (2009). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology*, 30(1), 53–74. <https://doi.org/10.1080/01443410903353302>
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13, 1–22. [https://conservancy.umn.edu/bitstream/handle/11299/93924/1/Jacob\\_umn\\_0130E\\_10989.pdf](https://conservancy.umn.edu/bitstream/handle/11299/93924/1/Jacob_umn_0130E_10989.pdf)
- Kumar, S., & Jadaun, U. (2018). Effect of Parental Expectations and Academic Stress on Academic Achievement in Higher Studies with Special Reference to District Aligarh. Retrieved 9 December 2020, from <http://file:///C:/Users/Hp/Downloads/26-Article%20Text-91-1-10-20180214.pdf>.
- Martínez-Otero Pérez, V. (1996). *Factores determinantes del rendimiento académico en enseñanza media*. <https://journals.copmadrid.org/psed>. Retrieved 9 December 2020, from <https://journals.copmadrid.org/psed/art/99adff456950dd9629a5260c4de21858>.
- Michael A. DeDonno,(2002). The Influence of Family Attributes on College Students' Academic Self-concept. *Educational Psychology Review*. [https://www.researchgate.net/publication/235986598\\_The\\_Influence\\_of\\_Family\\_Attributes\\_on\\_College\\_Students'\\_Academic\\_Self-concept](https://www.researchgate.net/publication/235986598_The_Influence_of_Family_Attributes_on_College_Students'_Academic_Self-concept)
- Okagaki, L., & Frensch, P. A. (1998). Parenting and Children's School Achievement: A Multiethnic Perspective. *American Educational Research Journal*, 35(1), 123–144. <https://doi.org/10.3102/00028312035001123>
- Otero, M. J. F., Moledo, M. L., Otero, A. G., & Rego, M. A. S. (2020). Students' Mediator Variables in the Relationship between Family Involvement and Academic Performance: Effects of the Styles of Involvement. *Psicología Educativa*, 000. <https://doi.org/10.5093/psed2020a19>
- Pinquart, M., & Ebeling, M. (2019). Parental Educational Expectations and Academic Achievement in Children and Adolescents—a Meta-analysis. *Educational Psychology Review*, 32(2), 463–480. <https://doi.org/10.1007/s10648-019-09506-z>

## Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic

- Prado-Morales, M., Simón-Rueda, C., Aguirre-Camacho, A., & Alonso-Tapia, J. (2020). Parental Involvement and Family Motivational Climate as Perceived by Children: A Cross-cultural Study. *Psicología Educativa*, 26(2), 121–128. <https://doi.org/10.5093/psed2020a8>
- Randall, E. T., Bohnert, A. B., & Travers, L. V. (2015). Understanding affluent adolescent adjustment: The interplay of parental perfectionism, perceived parental pressure, and organized activity involvement. *Journal of Adolescence*, 41, 56–66. <http://www.sciencedirect.com/science/article/pii/S0140197115000500> .
- Räty, H., Leinonen, T., & Snellman, L. (2002). Parents' Educational Expectations and their Social-Psychological Patterning. *Scandinavian Journal of Educational Research*, 46(2), 129–144. <https://doi.org/10.1080/00313830220142164>
- Sun, J., Dunne, M. P., Hou, X.-, & Xu, A.-. (2011). Educational Stress Scale for Adolescents. *Journal of Psychoeducational Assessment*, 29(6), 534–546. <https://doi.org/10.1177/0734282910394976>
- Tiwari, G. (2011). *Academic self-esteem, feedback and adolescents' academic achievement*. [https://www.researchgate.net/publication/262068543\\_Academic\\_self-esteem\\_feedback\\_and\\_adolescents'\\_academic\\_achievement](https://www.researchgate.net/publication/262068543_Academic_self-esteem_feedback_and_adolescents'_academic_achievement). Retrieved 9 December 2020, from [https://www.researchgate.net/publication/262068543\\_Academic\\_self-esteem\\_feedback\\_and\\_adolescents'\\_academic\\_achievement](https://www.researchgate.net/publication/262068543_Academic_self-esteem_feedback_and_adolescents'_academic_achievement).
- Yamamoto, Y., & Holloway, S. D. (2010). Parental Expectations and Children's Academic Performance in Sociocultural Context. *Educational Psychology Review*, 22(3), 189–214. <https://doi.org/10.1007/s10648-010-9121-z>
- Zhang, Y., Haddad, E., Torres, B., & Chen, C. (2010). The Reciprocal Relationships Among Parents' Expectations, Adolescents' Expectations, and Adolescents' Achievement: A Two-Wave Longitudinal Analysis of the NELS Data. *Journal of Youth and Adolescence*, 40(4), 479–489. <https://doi.org/10.1007/s10964-010-9568-8>

### **Acknowledgement**

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### **Conflict of Interest**

The author(s) declared no conflict of interest.

**How to cite this article:** Nanda A. & Ganguli T. (2021). Effect of Parental Support and Expectations on Child's Academic Performance During a Global Pandemic. *International Journal of Indian Psychology*, 9(4), 268-285. DIP:18.01.026.20210904, DOI:10.25215/0904.026