



Parental Love Or Parental Pressure: The Dynamic In Different Social Classes Among Young Adults

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Abstract

Awareness regarding parental pressure is evident among young adults who chase independence and success of their own making. Various factors determine the consequence and reason for parental pressure, many being studied for research papers. This research paper strives to study the privilege factor that divides parental pressure into social classes. The objective of the research is to determine the intensity, frequency, and the consequences of parental pressure among different social classes. With the target group of 100 young adults, the research attempts to determine if privilege of educated and financially prosperous background affects the universal parental pressure.

Keywords: - Parental pressure, mental health, young adults, socio-economic class, income class, test anxiety, self-esteem.

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Introduction

Parenting styles can be differentiated from parental pressure (i.e., authoritarian, authoritative, permissive, and neglectful; Park & Walton-Moss, 2012). It is acknowledged that authoritarian parents may be more inclined to put pressure on their children's careers, but these are two different things. Parenting style refers to a general parenting approach, whereas parental pressure relates to a specific behavior. Another similar but distinct idea is parental control (Perez & Cumsille, 2012). Even if a controlling parent may put pressure on their children, control might not necessarily be implied by pressure. In essence, parental pressure is used to convince, whereas parental control is used to force. A study by Hess, Petersen, and Mortimer (1994) indicated that adults between the ages of 18 and 24 frequently complained about having too much direction from their parents and felt helpless to improve their circumstances. This suggests that parental pressure is prevalent.

Parental attitudes, expectations, dispositions.

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and behaviors that put a child under stress emotionally and physically are referred to as "parental pressurization." Parents that are very nervous, ambitious, controlling, and strict put pressure on their children by making them study harder than they are capable of. When parents insist on a rigid, regular, and tiresome study schedule, impose penalties (which may not be physical) for breaking the rules, and persistently nag their children when they perform below expectations in school, this puts too much pressure on the children. Learning has thus turned into a parentally regulated and managed pastime for kids.

The children's extracurricular activities, such as watching television, leisure time activities, and other pastimes, as well as their academic pursuits, tend to become organized due to the parents' extensive monitoring, judging, and pressure. Particularly if both parents work and the children lack the flexibility to act autonomously, their lives tend to run like clockwork. As a result, adults often "program" today's youth. Such treatment from major



characters, such as parents, might reduce children's perceptions of autonomy and competence, which are crucial sources of motivation for fostering academic interest, academic success, creativity, and self-esteem in kids, particularly in teenagers.

The choices of topics, streams, colleges, and careers are influenced by grades received in the 10th and 12th grades (Deb et al., 2015). Regardless of the curriculum or style of school, 82 percent of students taking board exams reported feeling under academic pressure and 74 percent had test anxiety (Deb et al., 2014). Students may experience despair or take drastic measures, such as attempting suicide, as a result of the pressure, which may include verbal and physical abuse (Times of India, 2011). It interferes with academic, interpersonal, and intrapersonal domains, which has a negative impact on students' general well-being (Desai & Sathiyaseelan, 2017, Nair and Sathiyaseelan, 2018).

Parents reportedly compared their children to top students and other classmates and required that their children follow the same study plan. Families in traditional Asian cultures frequently compare their children to successful peers.

Exam results were equated by parents with a successful life. Studying more hours was linked to getting better marks. The learning component was neglected in favour of grades. However, the emphasis on academic success did not result in parents taking an active role. A participant lamented that parents placed academic achievement over all other accomplishments. This may be a result of cultural differences in South Asia, where education is valued as a means of advancing in the social scale.

The best is what parents want for their kids. They frequently imagine their kids going to the greatest colleges and landing the most prestigious jobs in contemporary society. They put in job and earn money to support their family. There is a narrow line between being concerned and being concerned too much, even if a safe and happy home environment is thought to be a fundamental necessary for healthy growth and development. The worst-

case scenarios have been brought on by parental pressure.

In today's world, money and power are now essential for surviving. The unemployment rate is really high. Parents who place a lot of responsibility on their children, who are thought of as the future, add to the strain on pupils. One can only speculate about the child's experiences. A lot of parents want their kids to be the best in their class and at their school. This is not incorrect in that we must set lofty goals in order to realize our full potential, yet there is a proverb that "A chicken can play, eat, run, and canoodle. It can take pleasure in its life. But when it tries to fly, it will only let itself down".

Good intentions go awry when students are subjected to such high expectations. To make their parents proud, kids are expected to achieve excellent test scores. But what happens if their efforts are unsuccessful because of unreasonable expectations? A parent can now monitor their child's academic progress, assignments, levels, and reports in the modern age. Some parents are so fixated on their children getting the highest score that everything else becomes secondary.

Stress and anxiety are brought on by parental pressure. The youngster is continually buried in books, under pressure, anxious, and fearful of failing. The effects of too much pressure might include sleep deprivation, eating problems, excessive anxiety, infidelity, burn-out, lack of interest in activities, and detachment from friends and family. A youngster experiences both physical and mental changes during the teenage years. Their drive to be pretty or academically qualified will rise along with their yearning to integrate into society. Parental pressure may cause a collapse because parents are their pillars of support during this difficult period.

Standardized tests are commonplace in school, and children may have up to four or five hours of homework each night. This frequently leads parents to believe they must keep an eye on their child's development, preferably through interfering in their social interactions and watching them study. The child may experience blood pressure issues as a result of the pressure



and high expectations. They could get weary and distant with time. They won't always succeed, and they won't always get good grades. Disappointment, low self-esteem, and a negative self-image result from this. Parents frequently push their kids to be all-arounders, and as a result, many of them become victims rather than success stories.

Researchers concur that parenting has a critical role in transmitting affective patterns, values, and behaviours to children, which is crucial for understanding the relative stability of inequality. A significant portion of this research is motivated by Bourdieu's theory of capital (Bourdieu, 1994 [1979]). Different types of capital, including those that are economic, cultural, social, and symbolic, are intricately linked to habits, or "dispositions," some of which are deemed to be more valuable and deserving than others (Loveday, 2014; Skeggs & Loveday, 2012).

Scope of the study

The scope of the research is restricted to India as the data collected for research is limiting to Indian population.

Objectives of the study

- To determine the intensity of parental pressure among different income classes.
- To ascertain the frequency of parental pressure among different socio-economic classes.
- To define the relationship between parental pressure and socio-economic classes.
- To establish the consequences of parental pressure and its relationship with socio-economic classes.

Review of Literature

The effectiveness of the home environment, parenting styles, and attachment styles have received the most attention in studies looking at how parents shape their children's career development. In the 1980s, Schulenberg, Vondracek, and Crouter (1984) conducted a meta-analysis on familial influence and came to the conclusion that, in the context of demographic factors like race and socioeconomic status, family configurations like family size and birth order, and process-oriented family characteristics, families have a variety of influences on the vocational development of their offspring (i.e., interact-

tions between parents and children).

Twenty years later, Whiston and Keller revised and expanded on these findings (2004). They discovered that both young adults and their parents believed that parental influence should involve open communication, support, direction, and encouragement. They also discovered that young people viewed their parents to be helpful in their job growth.

The bond between a parent and kid through the cooperative behaviours of parents and teenagers has been the subject of another branch of research on parental influence (Young & Valach, 2004; Young, Valach, & Collin, 2002). In a study by Young et al. (2006), parents and adolescents worked together to highlight the value of communication within the parent-adolescent connection for a child's professional development.

In a research that compared the responses of children and parents to inquiries regarding the training required for vocations, 80% of youngsters claimed that they agreed with their parents' responses (Otto, 2000). Children learn from their social contexts about career training requirements, job availability, work wages, job expectations, and job status (Walls, 2000). Additionally, kids obtain the majority of this knowledge by grade nine, demonstrating the importance of parents as a source of early career knowledge. By listening in on conversations about work and internalising parental attitudes about work through norm setting, children learn about careers from their parents (Galinsky, 2000). (Biddle, Bank, & Marlin, 1980). Parents have been found to assist kids in identifying their passions and skills, selecting and pursuing careers, achieving occupational self-efficacy, and reaping the benefits of hard work achievement (Hartung, Porfeli, & Vondracek, 2005).

Parents can take deliberate action to influence or shape their child's career development (Heckhausen & Beckmann, 1990; Young & Friesen, 1992). For instance, when parents take their kids to visit a university campus, they are indirectly encouraging them to go to college. Non-intentional activities are equally significant, despite the impression that intentional behaviours have a greater impact on



professional growth. For instance, a parent's chosen profession serves as both an example for their children and a valuable resource for career information.

Parental interference, a concept that overlaps with parental pressure, can have a detrimental effect on young adults' development of career-related autonomy, according to several studies that examined the impact of specific career-related parental behaviours on adolescents' career exploration and decision-making challenges (Dietrich & Kracke, 2009; Splete & Freeman-George, 1985).

According to the study, socioeconomic considerations have a part in test anxiety and parental pressure. Test anxiety was found to be predicted by parental pressure. The results of a quantitative analysis did not support the idea that parental pressure and test anxiety are influenced by the education and occupation of the parents. However, the qualitative phase revealed connections between parental pressure, parents' work, test anxiety, and education. Due to their busy schedules, parents were unable to devote time to studying. Children of stay-at-home moms reported being actively involved in, supporting, and following studies.

Parental Pressure Perception and Personality
In a study conducted by Maddahi et al. (2012), 272 students from a national institution were chosen at random. They answered questions about their personalities and parenting style. The findings indicated a strong correlation between the openness personality characteristic and an authoritative parenting style. It demonstrates that children with authoritarian parents tend to exhibit humanistic, wise, and inquisitive tendencies. Despite being severe, authoritative parents listen to their kids but do not let them influence their decisions. These parents tend to raise curious kids, which is understandable. The findings also indicated a substantial and direct association between neuroticism and the authoritarian parenting style, which is a very rigid and strict parenting style.

According to Chen's (2012) analysis of test anxiety and felt parental pressure among Chinese high school students, test anxiety is significantly impacted by perceived parental

pressure. Deb (2012) discovered that elevated anxiety was linked to perceived parental pressure. Researchers discovered that adolescents' anxiety levels increase as a result of parental pressure to improve academic performance.

Research Methodology

This research project explains the dynamic of parental pressure in different social classes among young adults. The project undertaken has done empirical research. A general internet-based questionnaire was used. The general questionnaire has 31 different questions of objective type divided into three sections: general information, experience during 12th standard, and experience during college or university. Statistical analysis method was used to derive conclusions from noted responses.

The research was conducted on a sample size of 100 university students in the age range of young adults (18-25). The process involves analysis of the responses to a questionnaire by participants in an open survey.

- Area of survey: India. Lovely Professional University.
- Sample size: 100

The classification of samples based on their household annual income, socio-economic class, and age has helped in knowing if the factors have any influence in the responses recorded. The characteristics of the method chosen for sampling are:

- It avoids embarrassing questions.
- It seeks information which is not obtained from any other sources.
- It contains questions of an objective nature.
- It presents questions in good order preceding from general to specific and from simple to complex.

Result and Discussion

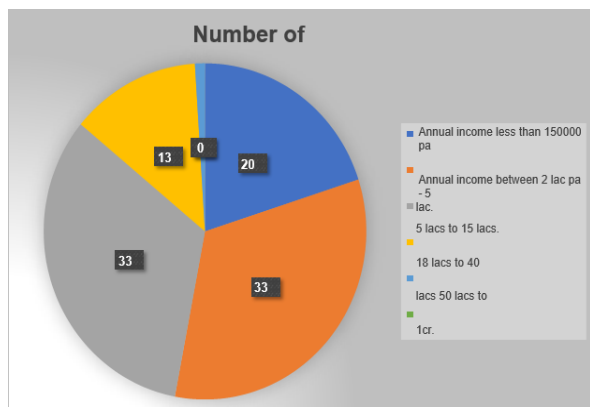
A survey was conducted to determine the relationship between parental pressure and socio-economic classes. The survey was done on the online platform - Google forms, which were circulated to Lovely Professional University students via social media apps and emails. A total of 100 responses were received in the open survey.

As per the responses to the survey the

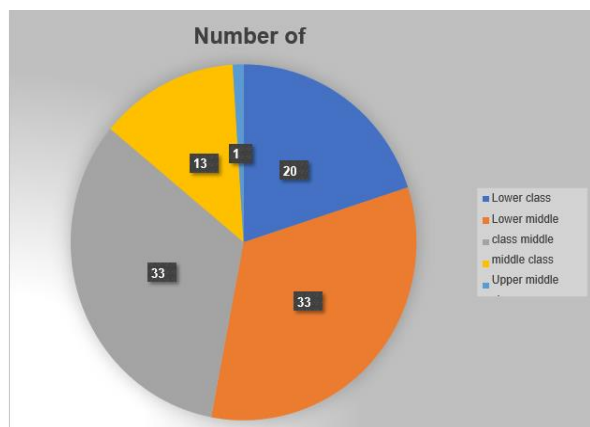


following points have been observed:

The age of the participants ranged from 18 years old to 25-year-old. 55% of the participants are female and 44% of the participants are male. The participants are divided in the following income brackets:

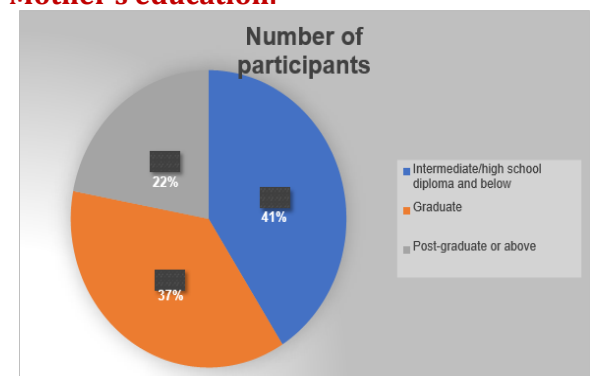


The socio-economic classes of the participants were as follows:

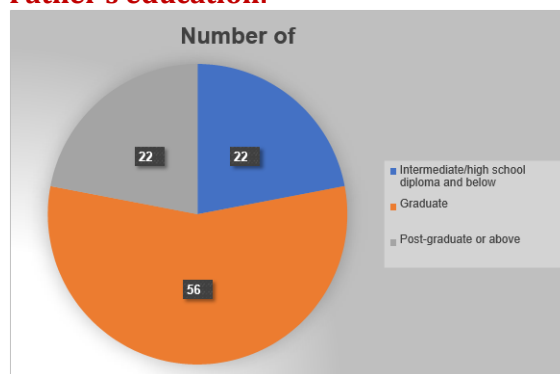


Out of these participants, a higher percentage (41%) had less educated mother and a high educated father (56%). And a total of 26% participants had both working parents.

Mother's education:



Father's education:

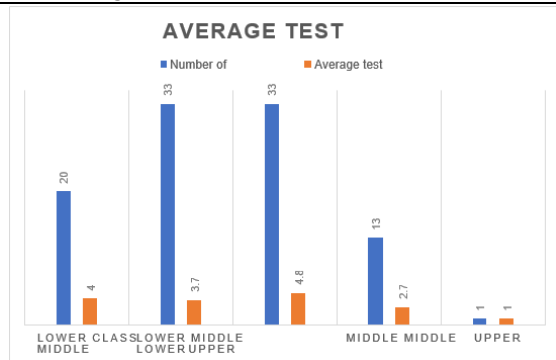


Out of the 100 participants, 56% scored 81-100 percentage points in their 12th standard Board Exams while 44% of them scored in between 60-80. When asked the question if they chose their streams independently or with some influence from their parents, 92% chose the independent choice option while the remaining 8% responded that their stream selection had an influence of their parents' choice. Out of these participants, the lower class and lower middle-class bracket had 5 responses that said that their parents chose the stream for them while the middle-middle class, upper middle class, and the upper class had no such response.

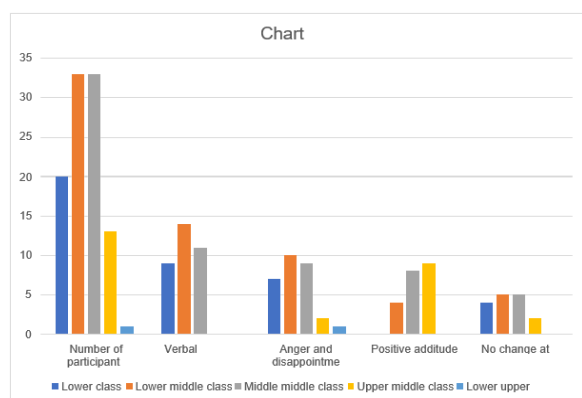
A majority of the participants (48%) when asked the question if making their parents proud of their academic performance was their main priority opted for a neutral response while a similar percentage (5% each) responded with an 'extremely no' and an 'extremely yes'. Out of these responses, a section of lower middle-class and the upper middle-class participants chose the 'extremely yes' option while the lower class and the upper class had neutral responses.

For the question of whether the parents compared the participants' academic result with their classmates and toppers, a major percentage of the lower class, lower middle-class, and middle-middle class responded 5 on a 1-5 scale while the upper middle-class and upper class responded with a neutral 3 and seldom 1 and 2. The comparison was disliked by the majority of lower class, lower middle-class, and the middle-middle class which further added to them having test anxiety.





The next question asked was if they felt that they could not live up to their parents' expectations and that they felt pressured to score high in Board Exams. On a scale of 1-5, the bracket of participants containing lower class, lower middle-class and, middle middle-class responded with extremes such 1 and 4, 5. The bracket containing upper middle-class and upper- class participants responded with either a neutral 3 or and extreme 1 (no). While the majority of the participants felt that their parents had a positive attitude towards them after their results came out, that majority fell under the bracket of upper middle-class and upper-class participants. The remaining responses varied from the parents showing disappointment and anger to verbal criticisms. Only 3 participants from the upper echelon bracket responded that their parents' behavior towards them was stimulated after the Boards Exam results.



The next question was regarding their experience during college or university. Were they given a choice to choose the degree they are pursuing? 67% participants opted for yes while 19% opted for no, with a 14% opting for maybe. Most of the participants were later on supported by their parents. However, 6 participants from lower class and lower

middle-class responded that their choice was influence by their parents' emotion and behavior.

This pattern of the parental influence and pressure over the participants resulted in a 56% to have exam phobia with 47% fearing their bad academic performance may result in their parents anger and disappointment.

40% of the participants lived away from home during college such as in hostels or PGs. 55% of them felt less distressful towards their studies while away from home out of which 43% were from lower class, lower middle-class and middle middle-class. 44% felt studies at home easy and less stressful out of which majority of them (32%) belonged to upper middle class and upper class.

57% of participants reported an affect on their mental health due to the parental pressure they had faced 22% of which responded that it affected their self-esteem and decision making skills. The participants of upper class and upper middle-class had no issue with their self-esteem with 3 participants having an adverse effect on their mental health due to the parental pressure and the stress it brought upon them.

Conclusion

Through collecting responses of young adults via online survey of being aware regarding parental pressure and its effect on the mental and physical health of an individual, some factors were taken into account to determine the intensity and frequency of parental pressure on young adults.

Taking into account the socio-economic classes of 100 participants (young adults), it was observed that though parental pressure is universal and affects each and every individual in at least some point in their life, educated and working background of parents belonging to middle-high or high social class will factor in for less parental pressure.

A financially unstable/insecure household will leave less options for children in regard to their career exploration. Due to this lack of options and a responsibility to lessen the burden of their parents financially and making them



proud, these individuals face more expectations from their parents and thus face intense parental pressure.

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