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IMPACT OF PARENTAL EXPECTATION TOWARDS THEIR CHILDREN'S FUTURE

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ABSTRACT:

Background and Aim: Parental happiness always depends on the satisfaction of their expectations towards their children. Parental expectation can be the reason that will turn the child's future in a happy and positive way. The purpose of this survey is to analyse the awareness of parents regarding their attitude towards the children. By the way parents care because they don't want their child to have a bad future. Parental expectation is sometimes good but it often affects the child's individuality and by this it affects the academic performance also. The aim of the study is to analyse the impact of parents' expectations towards their children's future.

Material and Method: This is a questionnaire based survey. A total of 100 responses were collected from both father and mother of adolescence children using google forms in the year 2020. The Data collection is done by a self administered questionnaire that includes the parent's prediction on the anxiety faced by the children, the achievements expected, communication with the parents and the trust between them. The responses are collected and analysed through the SPSS Statistical tool.

Results and Conclusion: From the obtained result it is evident that expectation of parents towards their achievement and understanding about their children plays a major role in children's performance. We conclude that similar studies can help in better understanding and

also reduce the misunderstanding between parent -children relationships and parents should try to respect the feelings of their children.

INTRODUCTION

Parental happiness always depends on the satisfaction of their expectations towards their children. Parental expectation can be the reason that will turn the child's future in a happy and positive way. By the way parents care because they don't want their child to have a bad future. Parental expectation is sometimes good but it often affects the child's individuality and by this it affects the academic performance also. Many parents have high expectations towards their child's academic performance. But parental expectation differs from one another [1]. There is no other way for children other than accepting the favor of parents. Many parents are not thinking about their children's future and many children commit suicide because they get anxiety and depressed.

Many parents largely expect the child to get higher grades than everyone because they think it helps to be successful in the future. But getting marks alone will not help them achieve their life success, only attitude and their discipline will lead them to success. Arthur John Bougnline did a similar research with a sample size of 356 [2] and they concluded that anxiety taken by the children had a huge impact. Cathy Creswell also did a similar study with a sample of 52 and concluded with similar results [3]. Most of the parents accept their children's passion and dreams and help them to succeed in the future but some of the parents focus only on their ambition to be imposed on their children without knowing how much it will hurt the children and make them depressed.

The author is highly confident that outcomes of this survey will provide a better insight to understand the parental expectations and the anxiety it impose on children and the trust and communication relationships among them. The current survey aims to explore the impact of parents' attitude and expectation towards their adolescent children.

MATERIALS AND METHODS

This is a questionnaire based survey [4] conducted on the context of expectations of the parents towards their children. We conducted the study in 2020, among 100 south Indian populations based on a convenient sampling method which includes parents having adolescent children. The study was approved by the institutional review board, Saveetha Dental College. The Data collection is done by a self administered questionnaire that includes the parent's prediction on the anxiety faced by the children, the achievements expected, communication with the parents and the trust between them. [4] and administered through google forms to the participants. The responses are recorded in a data sheet and analysed for its descriptive statistics and association analysis using Chi Square in SPSS statistical tool.

RESULTS

Survey on the awareness of parental expectation was done. Many parents about 84.1% know about the consequences faced by their children (Figure 1).

About 65.45% of parents have accepted that their expectation affects the child's academic process (Figure 3). 53.3% of parents need high grades from their children (Figure 5). 58.9% of the parents believe that their children trust them and the other does not 41.1% (Figure 6). About 67.3% agreed that the communication between children and parents was reduced (Figure 7). About 57% told that the parental expectation differs from academic (Figure 8). 65.4% of the parents said that expectation brings psychological problems (Figure 9). About 65.7% of the parents accepted that the way they communicate the things to children matters (Figure 11). 65.4% of the parents said that parental role depends on the achievement of the children (Figure 12). 78.5% of parents told that their children's trust them (Figure 14). 58.9% of parents agreed that high grades persist longer in school (Figure 16). 45.4% of them accepted that they are imposing their ambition on their child (Figure 17). 56.1% accepts that socioeconomic status impact on students behaviour (Figure 18). 49.5% of parents accepted that comparing with others is wrong (Figure 19). 65.4% accepted that students differ with their culture (Figure 20). Similar surveys can aid in improving the understanding among parents towards their children and this trust increases within them.

On comparing the survey responses based on gender majority (52) of male participants followed by female participants (26) reported that they are aware of the consequences faced by the children due to parental expectations, The Chi square test was analysed for its association and Pearson's chi square value is 0.019, $p=0.889(>0.05)$. Hence statistically not significant. (Figure 2)

Majority of (43) male participants followed by (27) female participants reported that parental expectations affect the children's academic process. Chi square test was done and association was found to be statistically significant. Pearson's chi square value 5.671, $p=0.017(<0.05)$. (Figure 4)

Majority of the male participants followed by (24) female participants accepted the psychological problems faced by children due to expectation.. Chi square test was done and association was found to be statistically not significant. Pearson's chi square value 1.126, $p=0.289(>0.05)$. (Figure 10)

Majority of the male participants (45) followed by (25) female participants reported that parental involvement plays an important role in children's achievements. Chi square test was done and association was found to be statistically not significant. Pearson's chi square value 2.254, $p=0.133(>0.05)$. (Figure 13)

Majority of (56) male participants followed by (28) female participants reported that they trust their children. Chi square test was done and association was found to be statistically not significant. Pearson's chi square value 1.138, $p=0.286(>0.05)$. (Figure 15)

TABLE 1: List of Figure Title

Figure 1	Frequency distribution on awareness of consequences seen among children due to unrealistic expectations of the parents.
Figure 2	Comparison between gender and awareness on consequences faced by the children due to parental expectations
Figure 3	Frequency distribution on Parental expectations which affect the child's academic process
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Figure 11	Frequency distribution on the academic performance of the children depends on the way the message conveyed by the parent
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Figure 15	Comparison between gender on trust towards their children
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	grades
Figure 17	Frequency distribution on imposing parents expectation on their children is right
Figure 18	Frequency distribution on socio-economic status of the family plays a role in students' academics
Figure 19	Frequency distribution on comparing their children with others
Figure 20	Frequency distribution on different culture practice children have among their family

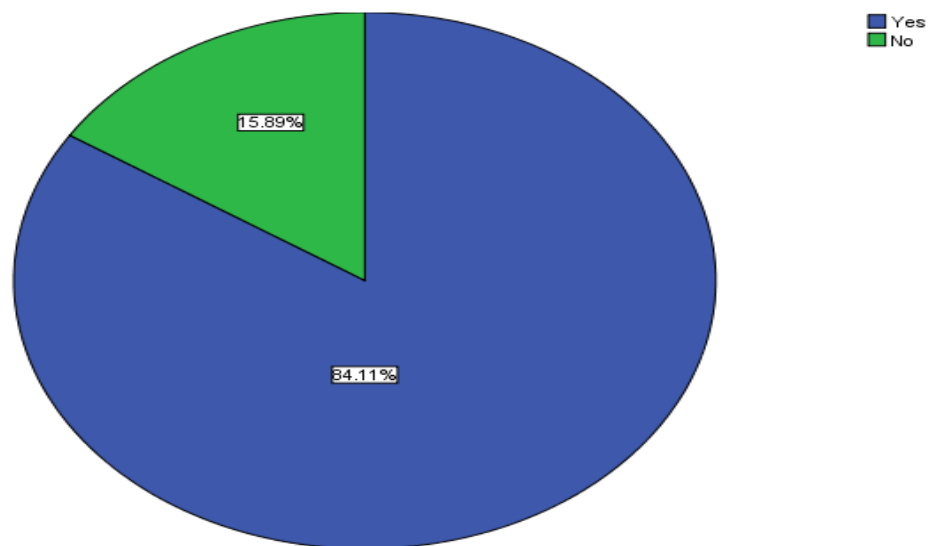


Figure 1: Pie chart showing percentage distribution on awareness of consequences seen among children due to unrealistic expectations of the parents. About 84.11% Yes (Blue); 15.89% No (Green). Majority of the participants (84.11%) were aware about consequences seen among children due to unrealistic expectations of the parents (Blue)

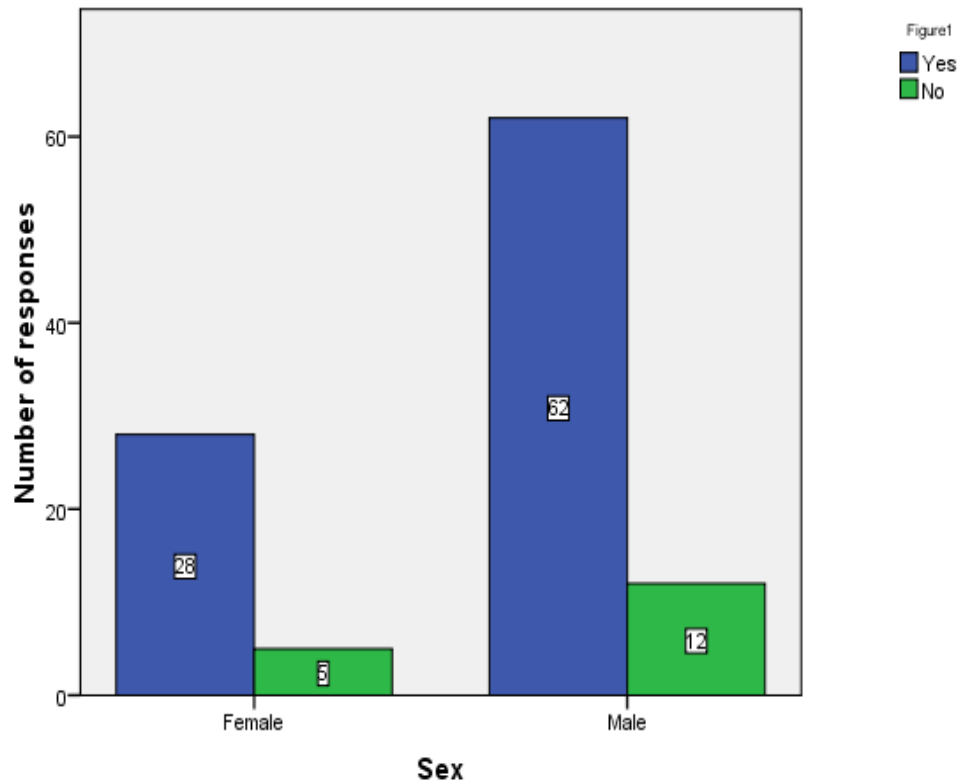


Figure 2: Bar graph showing the comparison between gender and awareness about the consequences faced by the children due to parental expectations. X axis represents the gender, Y axis represents the number of participants. Majority (52) of male participants followed by female participants (26) reported that they are aware (blue) of the given statement, The Chi square test was analysed for its association and Pearson’s chi square value is 0.019, $p=0.889(>0.05)$. Hence statistically not significant which represents that there is no significant difference between gender opinion.

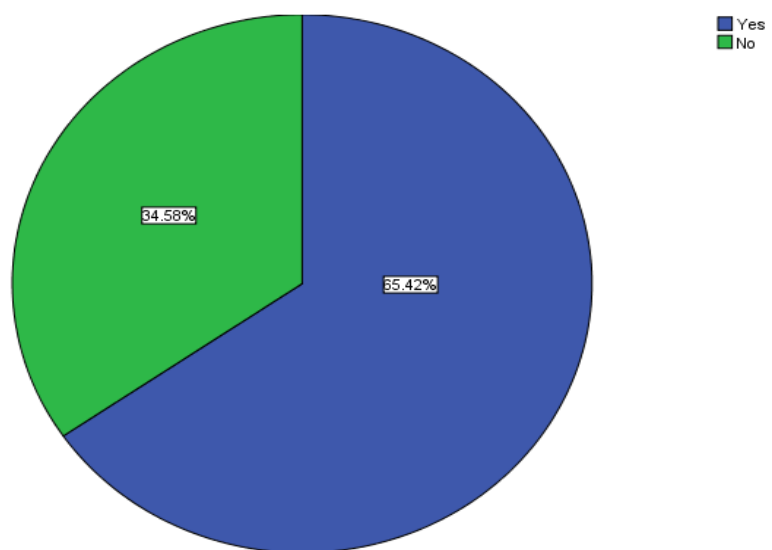


Figure 3: Pie chart showing percentage distribution on parental expectations which affect the child's academic process. About 65.42% Yes (Blue); 34.42%

No (Green). Majority of the participants (55.42%) responded yes (Blue) with regard to the given statement.

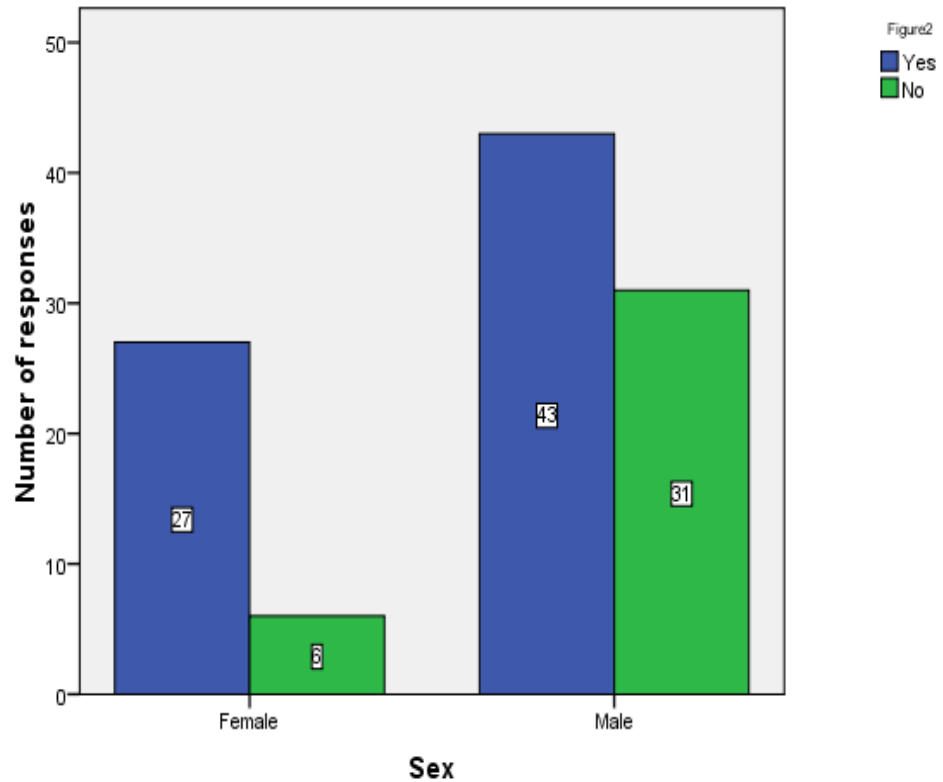


Figure 4: Bar graph represents the association between gender and parental expectations affects the children's academic process. X axis represents the gender, Y axis represents the number of participants. Majority of (43) male participants followed by (27) female participants reported that parental expectations affect (blue) the children's academic process. Chi square test was done and association was found to be statistically significant. Pearson's chi square value 5.671, $p=0.017 (<0.05)$, which represents that there is significant difference between the gender opinion.

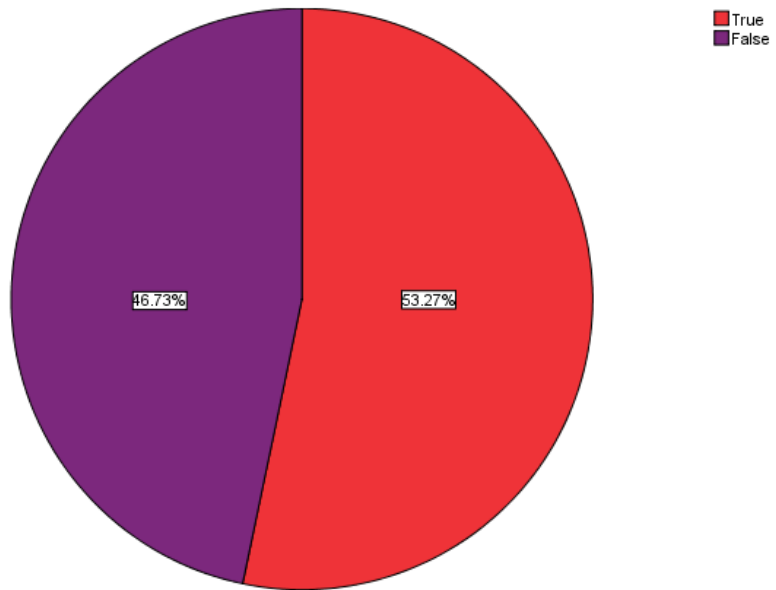


Figure 5: Pie chart showing percentage distribution on students with high grades favors the parents expectation. About 53.27% Yes (Blue); 46.73% No (Green). Majority of the participants (53.27%) were aware that students with high grades favors the parents expectation (Blue)

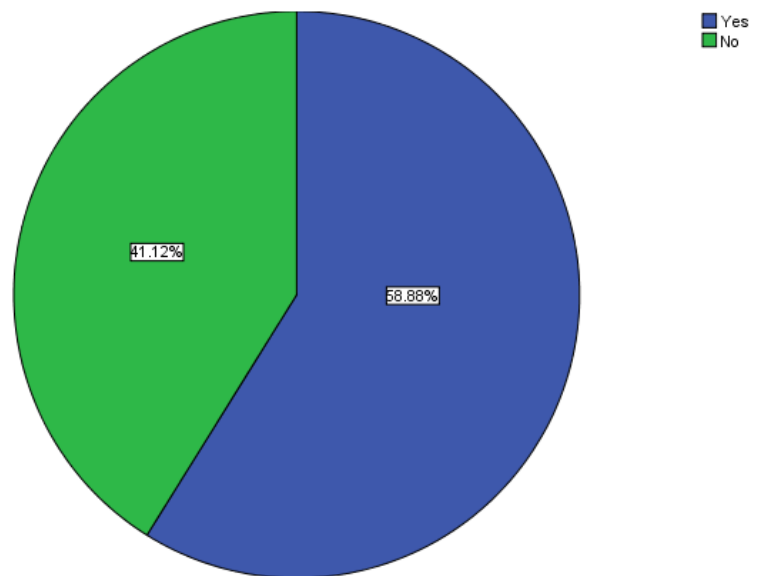


Figure 6: Pie chart showing percentage distribution that children understand the parents. About 58.88% Yes (Blue); 41.12% No (Green). Majority of the participants (58.88%) accepted that children understand the parents (Blue)

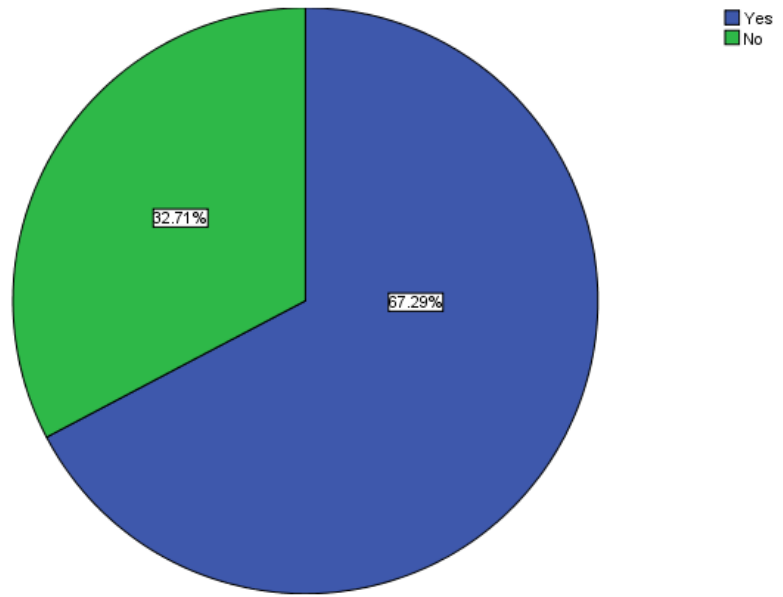


Figure 7: Pie chart showing percentage distribution of communication gap between parent and children has an impact on academic performance. About 67.29% Yes (Blue); 32.71% No (Green). Majority of the participants (67.29%) accept that communication gap between parent and children have an impact on the academic performance (Blue)

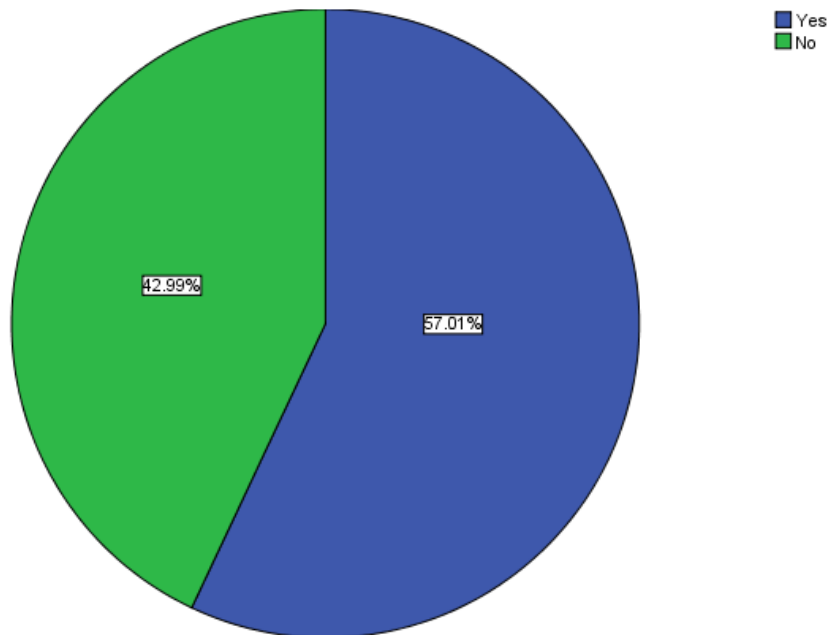


Figure 8: Pie chart showing percentage distribution on the relationship between the parental expectation and academic performance. About 57.01% Yes (Blue); 42.99% No (Green). Majority of the participants (57.01%) accept the relationship between the parental expectation and academic performance (Blue)

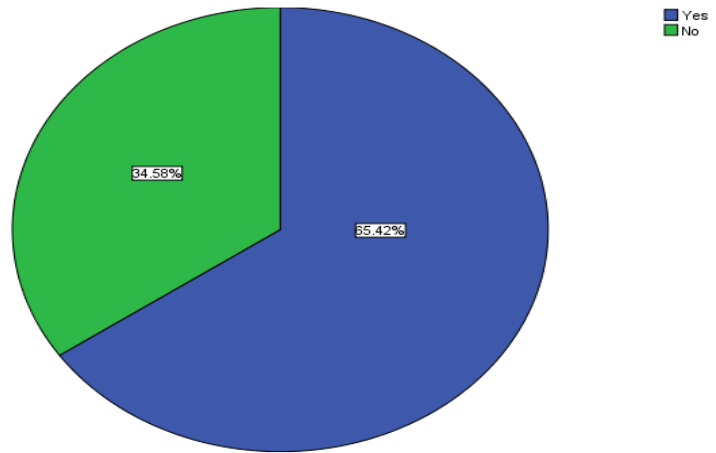


Figure 9: Pie chart showing **percentage** distribution on psychological problems faced by the children due to parental expectation . About 65.42% Yes (Blue); 34.58% No (Green). Majority of the participants (65.42%) accepts the psychological problem faced by the children due to the parental expectation (Blue)

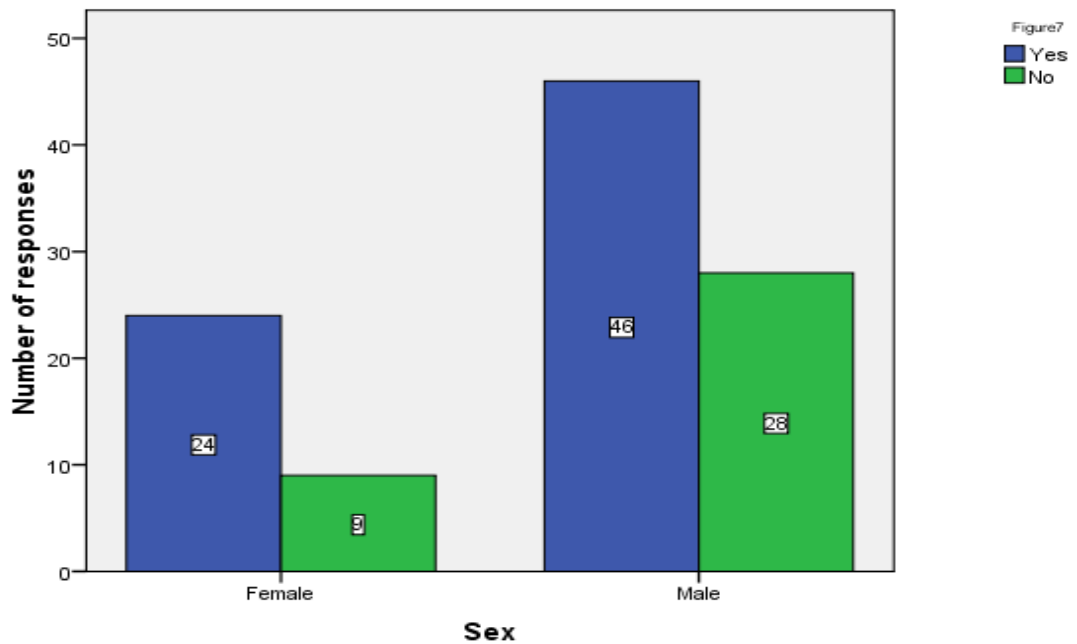


Figure 10: Bar graph represents the association between gender and psychological problems faced by the children due to parental expectation . X axis represents the gender, Y axis represents the number of participants. Majority of the male participants followed by (24) female participants **accepted** (blue) the psychological problems faced by children due to expectation.. Chi square test was done and association was found to be statistically not significant. Pearson’s chi square value 1.126, $p=0.289(>0.05)$, which represents no significant difference between the two groups.

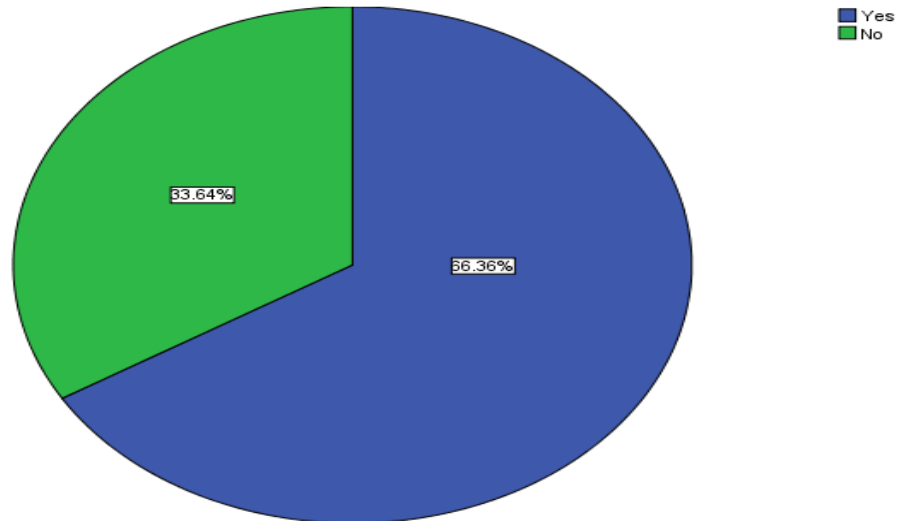


Figure 11: Pie chart showing **percentage** distribution on the academic performance of the children depends on the way the message conveyed by the parent. About 66.36% Yes (Blue); 33.64% No (Green). Majority of the participants (66.36%) accepts that the academic performance of the children depend on the way the message conveyed by the parent (Blue)

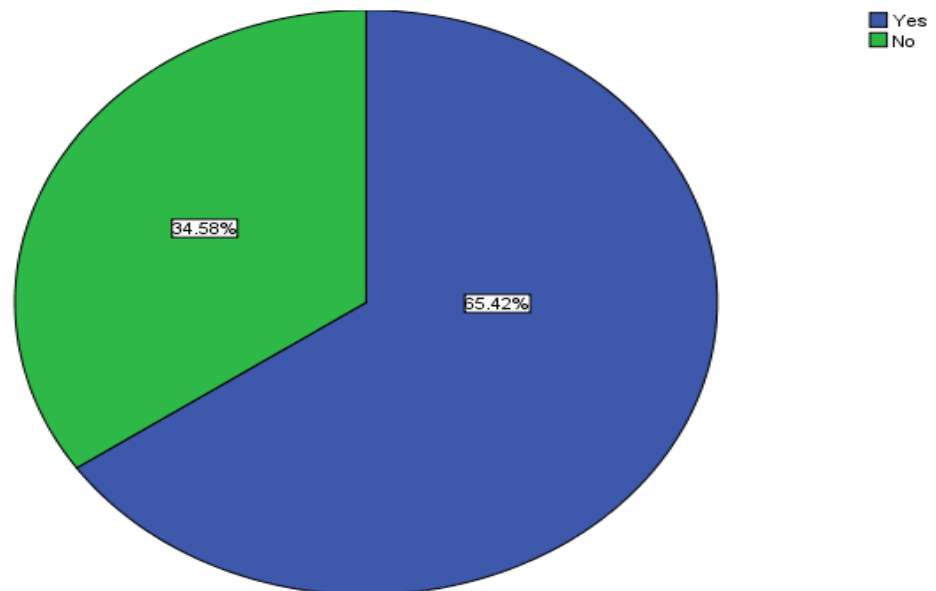


Figure 12: Pie chart showing percentage distribution on parental involvement plays an important role in the achievements of their children. About 65.42% Yes (Blue); 34.58% No (Green). Majority of the participants (65.42%) accepts that the parental involvement plays **important** role in achievements of their children (Blue)

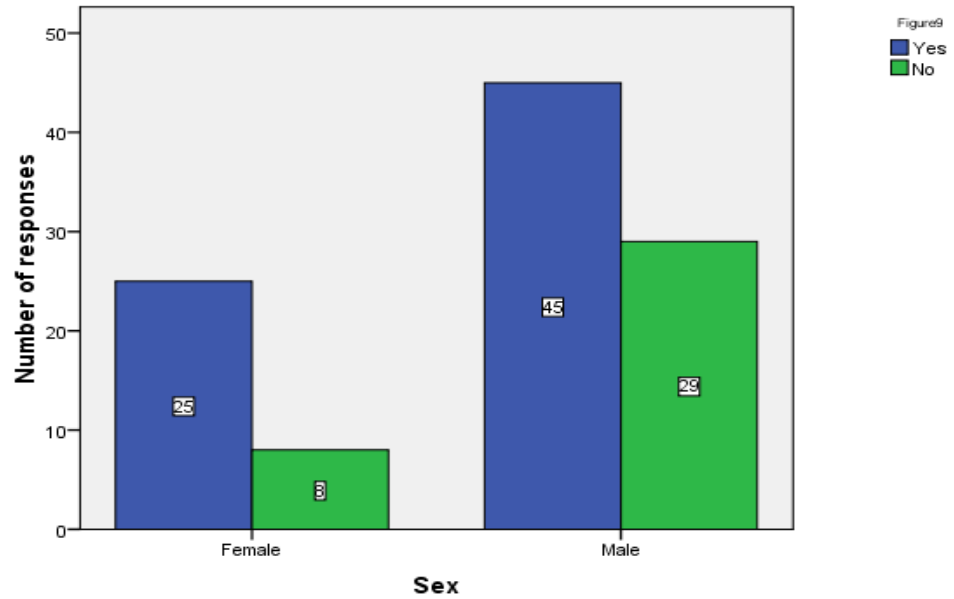


Figure 13: Bar graph represents the association between gender and parental involvement plays an important role in achievement of their children . X axis represents the gender, Y axis represents the number of participants. Majority of the male participants (45) followed by (25) female participants **reported** that parental involvement plays an important role in children's achievements(blue). Chi square test was done and association was found to be statistically not significant. Pearson's chi square value 2.254, $p=0.133(>0.05)$, which represents no significant difference between two groups.

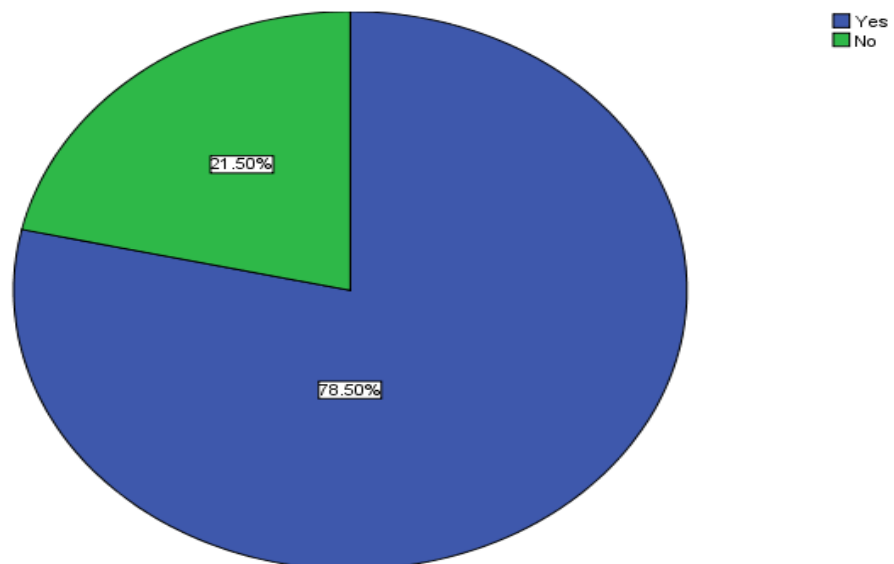


Figure 14: Pie chart showing percentage distribution on trust towards their children by the parents. About 78.50% **Yes** (Blue); 21.50% **No** (Green). Majority of the participants (78.50%) reported that they trust their children by the parents (Blue)

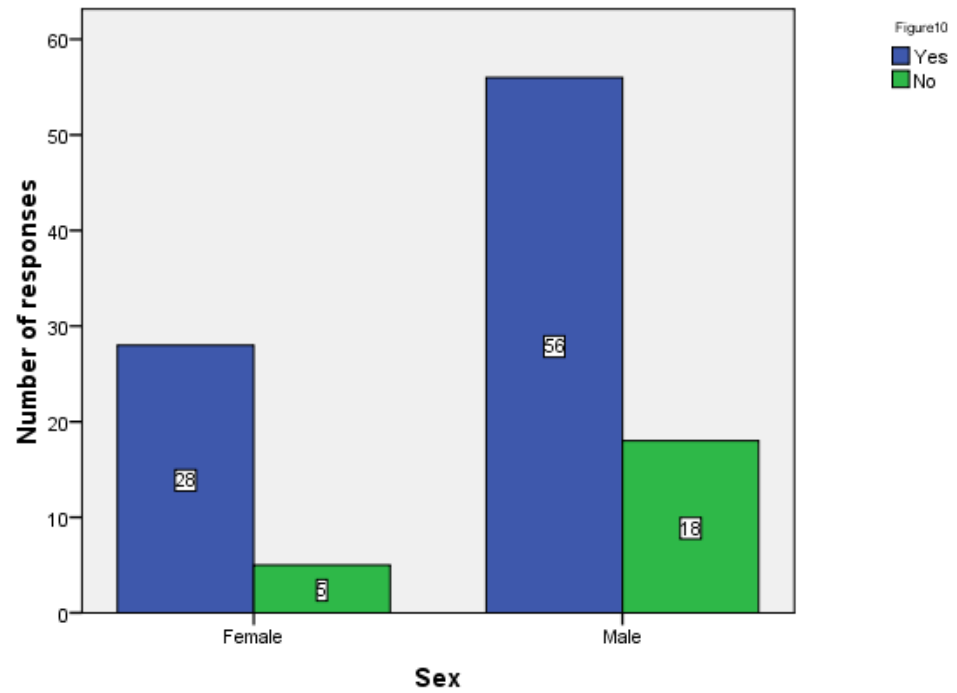


Figure 15: Bar graph represents the association between gender and trust towards their children . X axis represents the gender, Y axis represents the number of participants. Majority of (56) male participants followed by (28) female participants reported that they trust their children (blue) . Chi square test was done and association was found to be statistically not significant. Pearson’s chi square value 1.138, $p=0.286(>0.05)$, which represents no significant difference between two groups.

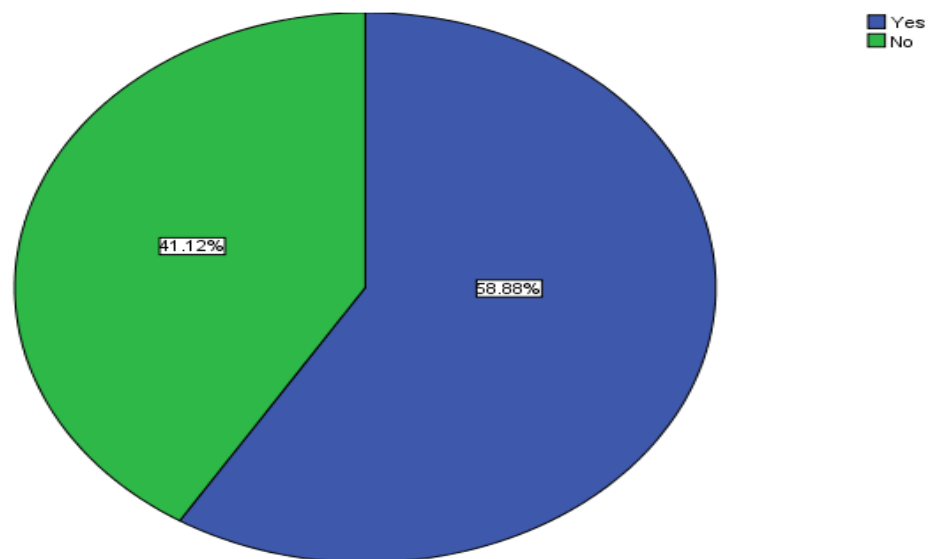


Figure 16: Pie chart showing percentage distribution of the students with high grades persist longer in school than those students with lower grades.

About 58.88% Yes (Blue); 41.12% No (Green). Majority of the participants (58.88%) reported yes for the given statement.

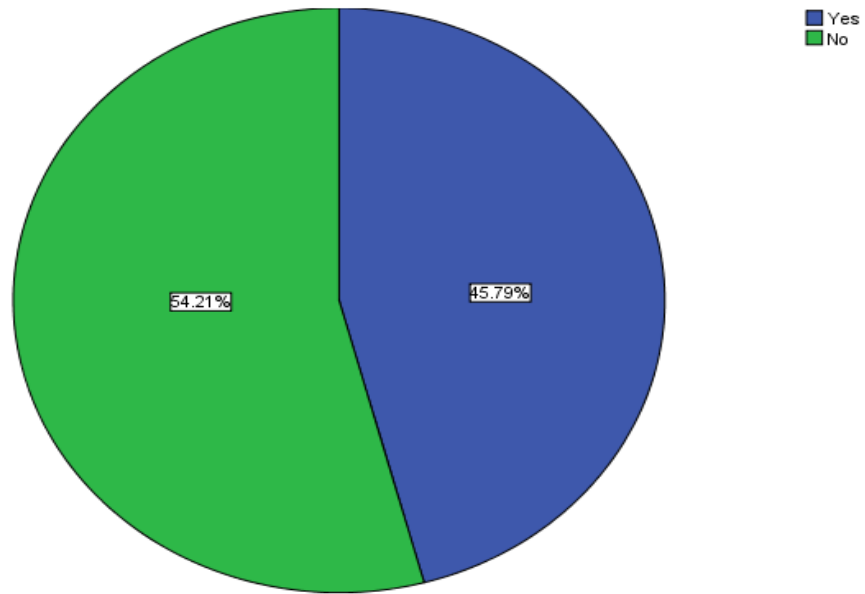


Figure 17: Pie chart showing percentage distribution on imposing parents expectation on their children is right. About 45.79% Yes (Blue); 54.21% No (Green). Majority of the participants (54.21%) reported that they are not imposing parents expectation on their children is right (green)

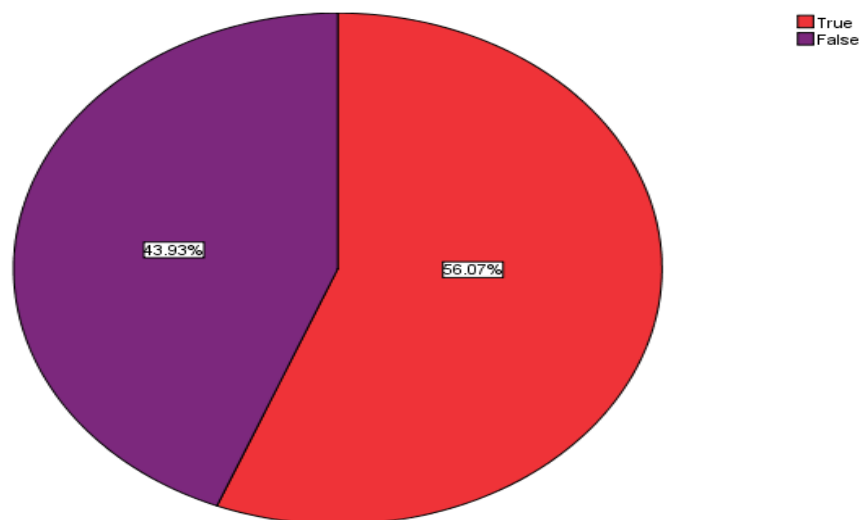


Figure 18: Pie chart showing percentage distribution on socio-economic status of the family plays a role in students' academics. About 56.07% true (red); 43.93% false (purple). Majority of the participants (56.07%) accepted that socio-economic status of the family plays role in students academics (Blue)

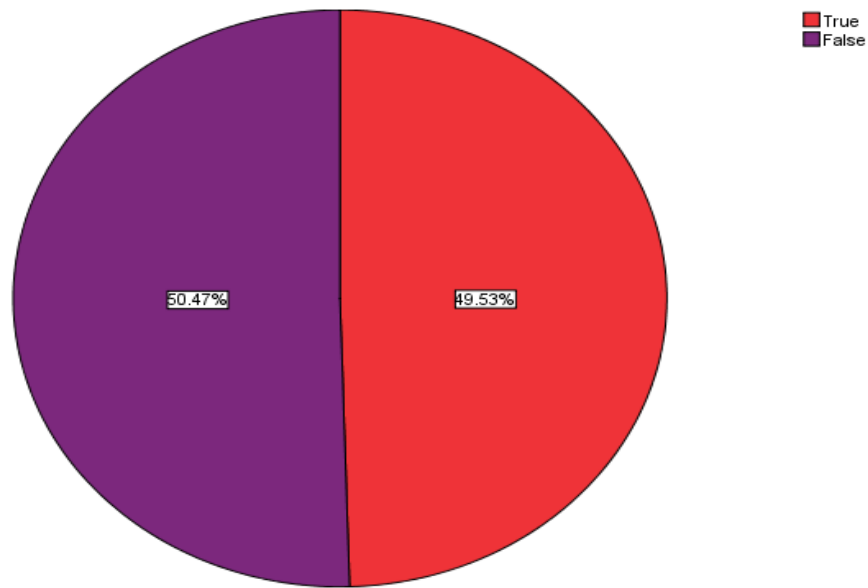


Figure 19: Pie chart showing percentage distribution on comparing their children with others. About 50.47% false (purple); 49.53% true (red). Majority of the participants (50.47%) denies the given statement (Green)

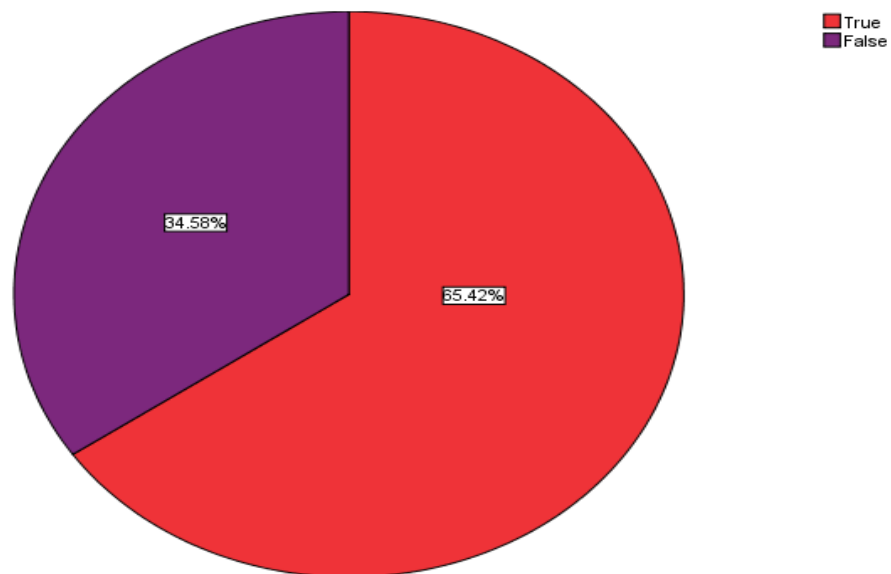


Figure 20: Pie chart showing percentage distribution on different cultural practices children expose among their family. About 65.42% true (red); 34.58% false (purple). Majority of the participants (65.42%) accepted the given statement.

DISCUSSION

Parental expectation affects all over the child academic process. Many parents usually accept that they impose their expectations in their children's education. Maximum children respond to the parents ambition and some children understand their parents expectations and unwillingly abide by them.

Some parents trust their children and accept their ambition and help them to succeed in their future but many parents do not accept their children's ambition and they try to impose their desire upon them.

Trust is one among the major factors considered in this survey and the trust upon each other is considered as a significant criteria to understand the level of parent and children relationship. When reviewing the results of the survey through a questionnaire on trust which was utilised as a social phenomenon and a cause for inter-relations and anxiety. About sixty five percent accepted that they were not aware of the anxiety which is indirected upon their children due to their expectation and thirty five percent accepted that they were aware of their expectations and its implications as anxiety on their children [5]. When reviewing another study on Parental expectation they concluded that the child academics depends on parental expectations and about seventy five percent reported that parental expectation motivates child's academics. The motivation is provided through gifts whenever they get high grades [6]. Another study done on the parental influence reflects that cue to once credibility is of around fifty six percent from the total [7]. Previously our team had conducted numerous researches and clinical trials [8], [9], [10], [11], [12], [13], [14], and lab animal studies like [15], [16], [17], [18], [19] and in vitro studies [20], [21], [22] over the past 5 years. Now we are focussing on epidemiological surveys. The idea for this survey stemmed from the current interest in our community.

However the study is done with 15 questions with a reasonable population, it can be further improved by introducing more domains and it can be done with parents and students of similar backgrounds and or multiple backgrounds. Age, education and socioeconomic backgrounds of the parents can also be done in future studies to enhance the quality and outcome of the research.

CONCLUSION

Based upon the obtained results and critically analysing the data it can be concluded that parental expectations has its significant impact on children's academics, moreover it decreases the trust and understanding between each other. The outcomes of the study should be taken into consideration to review the parents expectations towards their children's future.

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AUTHORS CONTRIBUTION

S.No	Author Name	Contribution
1	John Francis	Structured the study design, data collection, tabulated the result and drafted the manuscript.
2	Lavanya Prathap	Structured methods, revised the draft and

		approved the final manuscript
3	Preetha S	Contributed in structuring and drafting the manuscript

CONFLICT OF INTEREST

Nil

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