



Effect of Parental Expectations on Depressions among School Going Adolescents of Purulia: A Comparative Study.

Mr. AKASH ROY, Studying M.Phil at CIE, Delhi University.

Abstract

Purpose of the Study: Basically the main purpose of the study is to investigate the parental expectations of school going adolescents' and the level of students' depression. The study also differentiates between parental expectations in different category of parents and also analysis of the different areas students' depression. The study also explain that the relationship between parental expectation and depression.

Methodology: The researcher has used descriptive type survey method in the present study. Government and private school students and their parents have considered the source of sample. In the present study "Accidental" has adopted to collect sample. Data was collected from 179 secondary schools students (class 9th and class 10th) and their parents with the help of 'Parental Expectations Measuring Questionnaire (PEMQ)' and 'Center for Epidemiological Studies Depression Scale for Children (CES-DC)'. The descriptive and inferential statistical and underlying relationship will be found out by computing appropriate statistics with the help of excel sheet.

Major Findings of the Study: On the bases of the study we can say that there is a positive correlation between parental expectations and depression of school going Adolescents. Parental expectations in urban area are comparatively high then rural area and urban students are grater depressive mentality. It also told that English medium school students are greater level of depression.

Implications of the Study: The findings of the study are implied in the government and private school adolescents and their parents to know about parental expectations, on students' depression in West Bengal.

Keywords: *adolescents, depression, parental expectations, school.*

Introduction:

After the child is born, it gets a place in the family. Gradually he/she grew up. At one point he/ she were admitted to a school or send to an academy for education and training. From then on, the expectations of the parents towards the child to fulfill the dreams whose seeds may have dormant before. Parents spend more and more their thoughts, efforts, and hard work on the child and expect them to fulfill their dreams in return. They give up much of their hobbies and entertainment for the good of the child. Many times they work overtime, eat at the wrong time, wear bad clothes and bring good food, clothes, and hobbies for the baby. In return they wish to put a smile on the face of the child, but from the bottom of their hearts, they are silently wishing for the fulfillment of their dreams. We can see the manifestation of this well when he is a little older, that is, he becomes a teenager. May be he can seen carrying a heavy bag on his shoulder all day long or the time to play once in a day become less and less. Parents are shouting at them for even a small mistake. Some time parents forgets all the entertainment in festivals he/she discusses the likes and dislikes of the children, the do's and don'ts, the successes and failures. This amount of involvement of the parents towards the child creates a challenge in the child's mind. This determination can make them more motivated and can also lead to depression from the anxiety of not having the same results as parents' expectations. However, there are many other reasons why adolescents may experience depression, which is not the subject of this study. Here we will see if there is any connection between parental expectations and adolescents' depression! If so, what is the nature of it?

Background of the study:

According to the American Psychological Association, parenting practice around the world share three major goals: ensuring children's health and safety, preparing children for life as productive adult, and transmitting cultural values (Tashjian, 2018). Expectation is an abstract and general element that always moving and forced to involve with a subject. When human lead to driven by his/her expectations then he/she is just like an automatic machine. Expectation originated from needs and involves with imagination, motivation, intra- personal activates of won and another person's. Depression is the element that damage to work of human motivation, imagination, and social activates. There are huge bad effect of depression in human civilizations and relationship. Schneider and lee, 1990 says Asian parents also exhibit much more direct involvement such as helping with homework, structuring study time and limiting playtime (Naumann. et, . al, 2012). The mental attitude, of parents, of teachers, of students and society– should be change. Everyone wants to be first. Everyone wants to be a topper. That has to change. People have to learn, and accept, the fact that not everyone can be a topper ([Rediff.com](#) , [Getahead](#), July 04, 2016) every parent knows his or her child's potential. The main problem is that they are disagreeing with it. They think that they can push the child out of his capacity by putting them in special classes. This causes maximum stress in the child ([Rediff.com](#) , [Getahead](#), and July 04, 2016). The increase in the number of students who have committed suicide due to stress has become a matter of grave concern in India.

Significance of the study:

The study will help to understand parents, the impact of their expectations upon child. And Students will understand the effect of depression in their academic performance and also their own life. For Asian cultures such as Chinese and Japanese, parental expectations may not be significantly associated with children's self-efficacy and parents' involvement (Yamamoto & Holloway, 2010). With regard to depression among adolescents, the results found that high parental expectations were positively associated with adolescent depression. Peng & Wright, 1994 says, in Asian cultures, although parents generally have high expectations for their children's academic performance, they are less likely to provide direct help,

such as by discussing their children's school experiences or assisting them with their school work, as compared with other cultural groups (Yamamoto & Holloway, 2010). It simultaneously investigated the effects of high parental expectations on adolescents' depression. The agreement of parents and children's expectations on education is also significant, primarily as a result of understanding relationship between parents and children (Wang .et. al, 2013). Furthermore, the researcher wants to learn more about the factors effect parents' expectations in Purulia district and their effect in adolescents.

Objectives:

Basically the main objective of the study is to investigate the parental expectations of school going adolescents'. Another objective of the study is to know the level of students' depression. The study also explain that the relationship between parental expectation and depression.

Hypotheses:

The null hypothesis of the study are-

H01: There is no significance difference between urban and rural student in respect to their parental expectations in Purulia district

H02: There is no significance difference between parental expectations among Bengali medium and English medium school Adolescents of Purulia district.

H03: There is no significance difference between boys and girls in the respect of their parental expectations in Purulia district.

H04: There is no significance difference between urban and rural school student in the respect of their level of depression in Purulia district.

H05: There is no significance difference between Bengali medium school and English medium secondary school children about their level of depression in Purulia district.

H06: There is no significance difference between boys and girls in the bases of their depression in Purulia district.

H07: There is no significance relationship between parental expectations and depression of adolescents in Purulia district.

Methodology:

The present study is Descriptive type in nature. The researcher has used descriptive type survey method in the present study. In this study the researcher has measured the parental expectations of secondary school adolescents' in Purulia district and its impact on student depression by providing two questionnaires, one for student to measure their level of depression and another for his or her parents to measure their expectations. Therefore, parental expectations and depressions are measured by their own opinion. All the Students of Secondary School Bengali and English medium both in the district of Purulia district in West Bengal have been treated as population for the present study. The researcher has selected only 179 students and their parents in various secondary schools in Purulia district as sample for his present study. The researcher has used accidental sampling procedure to collect data. The researcher provided 297 questionnaires and gets 179 questionnaires correctly. In one set there was a 28 items questionnaire for parents to measure their expectations with 'Parental Expectations Measuring Questionnaire (PEMQ)' and

another for their children to measure their depression by providing ‘Center for Epidemiological Studies Depression Scale for Children (CES-DC)’.

Data collection and scoring from parental Expectations Measuring Questionnaire (PERQ): After collecting the all Questionnaires (179), the researcher has calculated the total score on a Questionnaire by computing the score against the each and every item. In computing the score of each items of the Questionnaire, the researcher has used a preselected method. In case of positive item, direct scoring method that was 5-4-3-2-1 has been used and in case of negative items, reverses scoring method that was 1-2-3-4-5 has been used by the researcher in computing the score of each and every items of the Questionnaire. This total process of computing of the Questionnaire has been done by the researcher very carefully and sensitively.

Data collection and scoring from ‘Center for Epidemiological Studies Depression Scale for Children (CES-DC)’: After collecting the all Questionnaires (179), the researcher has calculated the total score on a Questionnaire by computing the score against the each and every item. The items are evaluated on a 4-point Liker-type scale in relation to one’s incidence during the previous week. Each item is scored from 0 (rarely or none of the time) to 3 (most or all of the time)(Ma. Et. , al, 2018). Higher scores indicate more symptoms relating to depression. The psychometric properties of the CES-DC are good and there is adequate internal consistency, with Cronbach’s alphas ranging from .71 to .91 (Barkmann, Erhart Schulte-Markwort, & BELLA Study Group, 2008 & Ma. Et. , al, 2018).

Analysis of data:

Table 1: showing that result of Mean, S.D, & t- test value of urban and rural, boys and girls, Bengali medium and English medium their parental expectations, depression and academic performance-

SL NO	Groups	Number of students	Parental Expectations			Depression		
			Mean	S.D	t- value	Mean	S.D	t- value
1	Urban	129	98	12.62	1.01	16.85	8.91	6.99
2	Rural	50	97.68	12.64		16.69	8.92	
3	Girls	80	98	12.91	1.93	19.01	9.19	10.89
4	Boys	99	96.97	12.29		19.2	8.44	
5	Bengali Medium	149	98.07	12.78	0.26	17.2	8.96	0.11
6	English Medium	30	98.75	12.71		18.57	9.12	

Table no- 2 Relationship between Parental Expectations and Depression of school going Adolescents-

Variables	N	Value of 'r'	Table Value	Result	Interpretation
➤ Parental expectations	179	0.10	0.138 at 0.05 Level	Not Significant at 0.05 Level	Very low Positive Correlation
➤ Depression			0.181 at 0.01 Level		

Findings and Interpretations:

Testing Of H_{01} and Interpretation: From table 1, it is observed that the calculated'-value (1.01) is less than the table value (177 df), in 0.05 level of significance (1.97 at 0.05 level of significance). Therefore, the result is not significant and it indicates that there is no statistically significant difference between urban and rural student in the respect to their parental expectations. Hence, the null hypothesis is accepted at 0.05 levels of significance. But on basis of mean (table-1) It also found that the Urban school adolescents in respect to their Parental Expectations is comparatively high then the Rural school adolescents in the district of Purulia, West Bengal. Because there is a huge difference in the development between urban and rural area in purulia district in west Bengal and employment status of parents are much better in urban side comparatively rural side in purulia and that's why urban parents have more expectations about their child.

Testing H_{02} and Interpretation: From table 1, it is observed that the calculated-value (0.26) is less than the table value (177 df) in 0.05 level of significance (1.97 at 0.05 level of significance). Therefore, the result is not significant and it indicates that there no significant difference between parental expectations among Bengali medium and English medium school students. Hence the null hypothesis is accepted at 0.05 levels of significance.

Testing H_{03} and Interpretation: From the table 1, it is observed that the calculated'-value (1.93) is less than the table value (177 df) in 0.05 level of significance (1.97 at 0.05 level of significance). Therefore, the result is not significant and it indicates that there is no significant difference between boys and girls in the respect of their parental expectations. Hence the null hypothesis is accepted at 0.05 levels of significance. But on the bases of mean score girls parental expectations is high then boy.

Testing H_{04} and Interpretation: From table 1, it is observed that the calculated'-value (6.99) is higher than the table value (177 df) in 0.05 and 0.01 level of significance (1.97 at 0.05 level and 2.60 at 0.01 level of significance). Therefore, the result is significant and it indicates that there is a significant difference between urban and rural school students in the respect to their level of Depression. Hence the null hypothesis is rejected at 0.05 and 0.01 levels of significance. It is found that there is a significance difference between urban and rural school students in the respect of their level of depression. It also indicates that the Mean score of urban adolescents in respect to their depression is comparatively high then the rural school adolescents in this district. Here it is show that urban parents' are more serious than rural parents' about their Childs' education and future on the bases of their expectations score that's why they always engage with their child and that's create depression and fear on adolescents'. In urban way of life

there are many diversity of thought in adolescents' because in urban society create many diversity in its scope and some time accept-avoidance confusion create adolescents' depression.

Testing H0₅ and Interpretation: From table 1, it is observed that the calculated χ^2 -value (0.11) is less than the table value (177df), in 0.05 level of significance (1.97 at 0.05 level of significance). Therefore, the result is not significant and it indicates that there are no significance difference between Bengali medium school and English medium secondary school students about their level of depression. Hence the null hypothesis is accepted at 0.05 levels of significance.

Testing H0₆ and Interpretation: From table 1, it is observed that the calculated-value (10.89) is higher than the table value in (177 df) 0.05 and 0.01 level of significance (1.97 at 0.05 level and 2.60 at 0.01 level of significance). Therefore, the result is significant and it indicates that there is a significant difference between boys and girls in the bases of their depression. Hence the null hypothesis is rejected at 0.05 and 0.01 level of significance.

Testing H0₇ and Interpretation: The calculated value of 'r' that is **0.10** (table: 1) is not Significant at 0.05 & 0.01 level of significance (0.138 at 0.05 Level & 0.181 at 0.01 Level). With the bases of this value we can say that there is very low positive correlation between parental expectation and depression of school going adolescents in Purulia district.

Hence there is a positive relationship so it is told that the effect of parental expectations create depression in school going adolescence in district of purulia. But not so much that's why the null hypothesis is accepted. And it also told that simultaneously they are also motivated and influence by their parents involvement on their daily life.

CONCLUSION

From the above discussion, it can be said that the parental expectations of school going adolescents is basically high comparatively their students' academic performance. Basically boys have more depressive score then girls. Therefore, lastly it can be concluded that if parents are control their level of expectations that is help for their child's mental health. They are expect from their child obviously but that is allows based on child's level of need, interest, power, motivation etc. and in this manner the effective result will come.

References

1. **Tashjin, s. (2018).** Parenting Styles and Child Behavior, Psychology in action.
2. Naumann, P Laura; Guillaume, M Esther; and Funder C David. (2012). the Correlations Of High Parental Academic Expectations: An Asian-Latino Comparison. Life History Interview. 43(4), 515-520. DOI:[10.1177/0022022112438398](https://doi.org/10.1177/0022022112438398)
3. [Rediff.Com](https://www.rediff.com) , [Getahead](https://www.getahead.com), (July 04, 2016).
4. Yamamoto, Y., & Holloway, D.S.,(2010) Parental Expectations and Children's Academic Performance in Sociocultural Context. review research, educ psycho rev 22, 189-214. <https://link.springer.com/article/10.1007/s10648-010-9121-z>

5. Wang, M., And Khalil, S. (2014). Does Parental Involvement Matter For Student Achievement And Mental Health In High School. Multiwave Longitudinal Study Designed, 85(2), 610-625. DOI: [10.1111/cdev.12153](https://doi.org/10.1111/cdev.12153)
6. Lu, H., Nie P, Sousa-poza, A. (2019). The Effect of Parental Educational Expectations on Adolescent Subjective Well-Being and the Moderating Role of Perceived Academic Pressure: Longitudinal Evidence for China. longitudinal method, IZA institute of labour economics, No. 12832. <https://link.springer.com/article/10.1007/s12187-020-09750-8>
7. Tatlah, A, I., Masod, S & Amin, M. (2019). Impact of Parental Expectations and Students' Academic Self-Concept on Their Academic Achievements. mixed method explanatory design, Journal of Research and Reflections in Education,13(2), 172-184. <http://www.ue.edu.pk/jrre>
8. Ma,Y., Siu,A., And Shing,W.(2018). The Role Of High Parental Expectations In Adolescents' Academic Performance And Depression In Hong Kong. Convenience Sampling, Journals Of Family Issues,00(0) 1-18. DOI: 10.1177/0192513X18755194
9. Rahmn.At Al. (2018). School Achievement as A Predictor Of Depression And Self-Harm In Adolescence: Linked Education And Health Record Study. Cox Regression, the british journal of psychiatry, 212(4),215-221. DOI: [10.1192/bjp.2017.69](https://doi.org/10.1192/bjp.2017.69)
10. Clophus, L,M, K(2018). The Relationship Between Parental Expectations And Post-Secondary Choices Of High School Seniors. Career Related Parent Support Scale, Vocational Identity Scale, Pearson's Product Moment R, Spearman's Rho Correlation Coefficient, Va. <https://core.ac.uk/download/pdf/213462276.pdf>
11. Lv. Et Al.,(2016). The Relationship between Academic Achievement and the Emotional Well-Being of Elementary School Children In China: The Moderating Role Of Parent-School Communication. Two Classes of Students In Grades 4, 5, And 6 In An Elementary School, And One Of Their Parents Were Randomly Selected For Investigation, No. Bba150049. doi: [10.3389/fpsyg.2016.00948](https://doi.org/10.3389/fpsyg.2016.00948)
12. McNeal, B, R., (2014). Parent Involvement, Academic Achievement and the Role of Student Attitudes and Behaviors as Mediators. survey method, universal journal of educational research, 2(8), 564-576. DOI: 10.13189/ujer.2014.020805