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PARENTAL PRESSURE, LACK OF PARENTAL SUPPORT, AND POOR SCHOOL PERFORMANCE: A PERCEPTUAL ANALYSIS

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ABSTRACT: Parental support plays a vital role in shaping a student's academic performance as well as emotional well-being. For students, the involvement of parents in their education through guidance, encouragement, and understanding helps in building confidence, motivation, and effective study habits. Positive parental support such as helping with studies, appreciating efforts, and maintaining open communication contributes significantly to a student's overall development. On the other hand, lack of parental support or excessive parental pressure may lead to stress, anxiety, fear of failure, and reduced academic confidence, thereby negatively affecting students' performance and classroom engagement. In the present educational scenario, students often face various challenges such as academic expectations, competition, and parental pressure. While some level of guidance is beneficial, excessive pressure or lack of involvement can create emotional imbalance and impact students' concentration, motivation, and interest in studies. This highlighted the need to understand how parental behaviour influences students' academic experiences and to promote a balanced and supportive home environment. Therefore, the study was conducted to examine the effects of parental support and parental pressure on students' academic performance and emotional well-being. The researcher used a descriptive research design of survey method for the study. The sample consisted of 60 students including 34 boys and 26 girls from class IXth of SSC board school. The data was collected using a four-point Likert rating scale consisting of 15 statements, and the data was analysed using graphical representation. The findings highlighted that a balanced approach, where parents provide guidance and encouragement without creating undue pressure, is essential for improving students' academic performance and emotional well-being.

Key words: Lack of parental support, Parental pressure

INTRODUCTION: Parental support is an essential factor in the educational and emotional development of secondary school students. When parents show interest in their children's studies, provide guidance, and offer encouragement, students tend to develop confidence and motivation in their academic work. However, a lack of parental support may occur when parents are unable or unwilling to provide adequate attention, guidance, or encouragement regarding their child's education and personal growth. This situation may lead students to feel neglected, less motivated, and uncertain about their abilities, which can negatively affect their academic performance and overall development. Parental pressure refers to the excessive expectations or demands placed by parents on their children, particularly in relation to academic achievement and career choices. While parents often expect their children to perform well, excessive pressure to achieve high grades or meet unrealistic standards can create stress and anxiety among secondary school students. Such pressure may affect students' mental well-being, reduce their interest in learning, and lead to feelings of fear of failure. Therefore, it is important for parents to maintain a balanced approach by encouraging their children while also understanding their individual abilities and limitations.

LITERATURE REVIEW: Chrysolyte and Dharma Raja (2016) investigated the attitudes of high school students toward public examinations, revealing that elevated levels of parental pressure directly correlate with negative exam attitudes, heightened anxiety, and pervasive fear. This finding is mirrored in a broader assessment by Sharma (2023), who concluded that excessive parental expectations significantly impair both academic performance and overall mental health, leading to diminished emotional well-being and chronic stress. In contrast, longitudinal evidence from Zimmer-Gembeck et al. (2023) shifts the focus toward the protective benefits of positive reinforcement, demonstrating that adolescents who receive robust emotional and practical parental support develop superior coping mechanisms to navigate academic stressors. Conversely, their work highlights that a lack of such support leaves students ill-equipped, culminating in maladaptive coping and increased psychological vulnerability. Agu et al. (2024) examined nursing students and demonstrated that active parental involvement acts as a vital moderating variable, where positive reinforcement boosts student motivation, academic discipline, and overall performance. However, their findings also caution that an absence of involvement or a shift toward coercive pressure quickly induces debilitating academic stress. These detrimental pathways model is further elucidated by Maity (2025), whose investigation of college students revealed that test anxiety serves as a direct mediator between high parental expectations and elevated academic stress, ultimately degrading both emotional health and academic outcomes. Collectively, these studies underscore a critical paradigm in educational psychology: while coercive pressure degrades student mental health and academic morale, structured emotional support fosters the resilience necessary for academic success.

NEED OF THE STUDY: The study of lack of parental support and parental pressure among school-going students is important because parents play a significant role in shaping a child's academic performance, emotional development, and overall personality. In some cases, students may not receive sufficient encouragement, guidance, or attention from their parents, which may lead to low motivation, lack of confidence, and poor academic performance. On the other hand, excessive parental pressure to achieve high marks or meet unrealistic expectations can create stress, anxiety, and fear of failure among students. These factors may negatively affect students' mental well-being, interest in learning, and overall development. Therefore, there is a need to study students' perception of lack of parental support and parental pressure as factors contributing to their poor school performance. Such a study can help educators, parents, and school authorities become more aware of these issues and encourage a balanced and supportive environment for students' growth and learning.

STATEMENT OF THE PROBLEM: To study students' perception of Lack of Parental Support and Parental Pressure as factors contributing to Poor School Performance.

AIM OF THE STUDY: To study students' perception of Lack of Parental Support and Parental Pressure as factors contributing to Poor School Performance.

OPERATIONAL DEFINITION OF THE TERM

- Lack of parental support: It refers to the student's subjective perception that their parents or guardians fail to provide adequate academic, instrumental, and emotional backing for their education
- Parental pressure: It refers to the student's subjective perception of excessive demands, strict academic expectations, and constant comparisons imposed by parents regarding grades and school achievement.

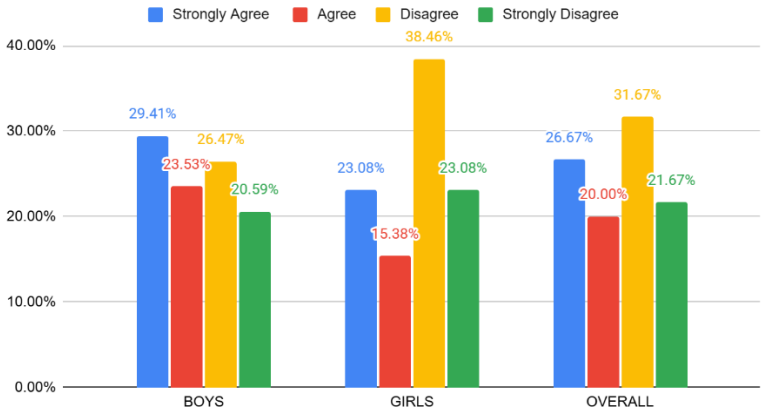
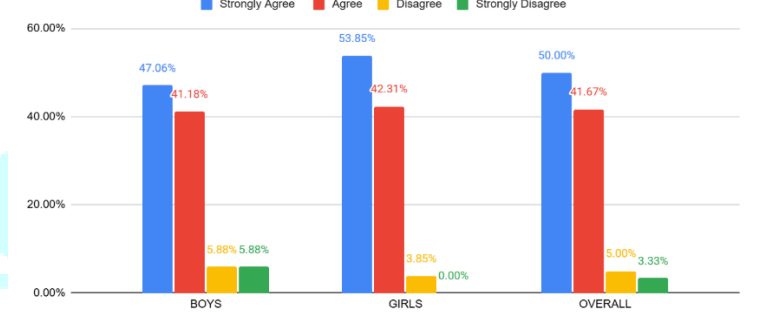
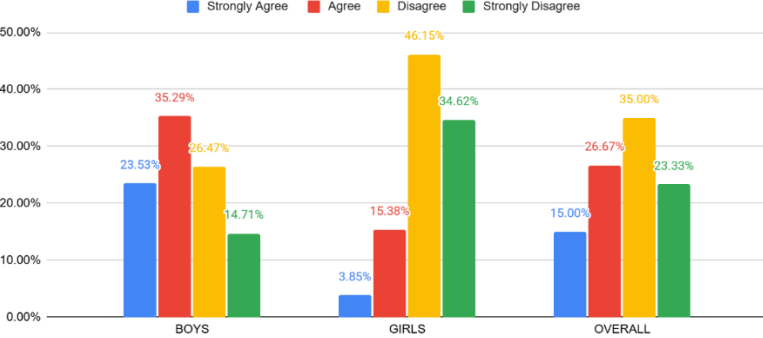
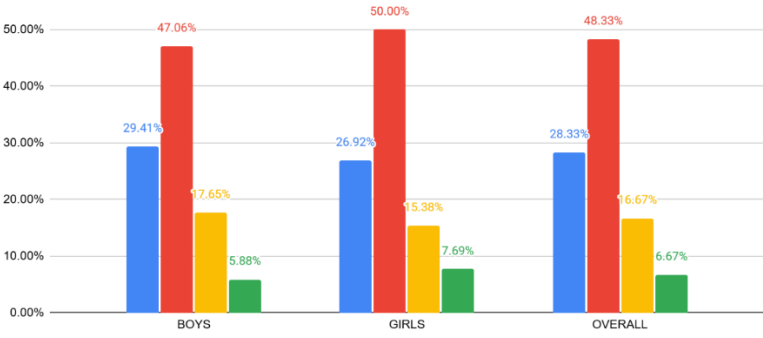
OBJECTIVE OF THE STUDY

- To study male students' perception of lack of parental support and parental pressure as factors contributing to poor school performance.
- To study female students' perception of lack of parental support and parental pressure as factors contributing to poor school performance.
- To study overall students' perception of lack of parental support and parental pressure as factors contributing to poor school performance.
- To compare male and female students' perception of lack of parental support and parental pressure as factors contributing to poor school performance.

METHODOLOGY OF THE STUDY: For the present study the researcher used the Descriptive Research Design wherein the survey method was utilized to examine the Lack of Parental Support and Parental Pressure on the students of IX standard belonging to the SSC Board. 60 secondary students of SSC Board were surveyed, out of which 34 were Boys and 26 were Girls. The researcher used four-point Likert Rating Scale that consisted of 15 items to extract information from the students. The present study employed the descriptive analysis technique to interpret the collected data. The responses obtained were systematically organized and summarized using percentage and graphs.

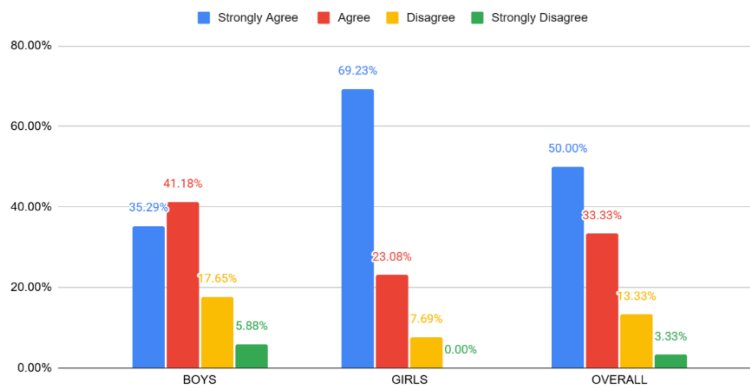
DATA ANALYSIS

Statement	Graph	Interpretation																				
I feel stressed because my parents expect very high marks from me.	STATEMENT 1 <table><thead><tr><th>Category</th><th>Strongly Agree</th><th>Agree</th><th>Disagree</th><th>Strongly Disagree</th></tr></thead><tbody><tr><td>BOYS</td><td>17.65%</td><td>38.24%</td><td>26.47%</td><td>17.65%</td></tr><tr><td>GIRLS</td><td>15.38%</td><td>38.46%</td><td>42.31%</td><td>3.85%</td></tr><tr><td>OVERALL</td><td>16.67%</td><td>38.33%</td><td>33.33%</td><td>11.67%</td></tr></tbody></table>	Category	Strongly Agree	Agree	Disagree	Strongly Disagree	BOYS	17.65%	38.24%	26.47%	17.65%	GIRLS	15.38%	38.46%	42.31%	3.85%	OVERALL	16.67%	38.33%	33.33%	11.67%	Boys were found to be comparatively more likely to feel stressed due to parental expectations on getting higher marks, while girls experienced less stress or perceived parental expectations differently.
Category	Strongly Agree	Agree	Disagree	Strongly Disagree																		
BOYS	17.65%	38.24%	26.47%	17.65%																		
GIRLS	15.38%	38.46%	42.31%	3.85%																		
OVERALL	16.67%	38.33%	33.33%	11.67%																		
My parents encourage me even when I do not perform well in exams.	STATEMENT 2 <table><thead><tr><th>Category</th><th>Strongly Agree</th><th>Agree</th><th>Disagree</th><th>Strongly Disagree</th></tr></thead><tbody><tr><td>BOYS</td><td>29.41%</td><td>38.24%</td><td>23.53%</td><td>8.82%</td></tr><tr><td>GIRLS</td><td>42.31%</td><td>34.62%</td><td>19.23%</td><td>3.85%</td></tr><tr><td>OVERALL</td><td>35.00%</td><td>36.67%</td><td>21.67%</td><td>6.67%</td></tr></tbody></table>	Category	Strongly Agree	Agree	Disagree	Strongly Disagree	BOYS	29.41%	38.24%	23.53%	8.82%	GIRLS	42.31%	34.62%	19.23%	3.85%	OVERALL	35.00%	36.67%	21.67%	6.67%	Girls showed a higher proportion of positive responses with the statement suggesting that their parents encourage them even when they do not perform well in exam, whereas boys showed a slightly lower level of agreement.
Category	Strongly Agree	Agree	Disagree	Strongly Disagree																		
BOYS	29.41%	38.24%	23.53%	8.82%																		
GIRLS	42.31%	34.62%	19.23%	3.85%																		
OVERALL	35.00%	36.67%	21.67%	6.67%																		
I find it hard to study at home because I do not get enough support from my parents.	STATEMENT 3 <table><thead><tr><th>Category</th><th>Strongly Agree</th><th>Agree</th><th>Disagree</th><th>Strongly Disagree</th></tr></thead><tbody><tr><td>BOYS</td><td>5.88%</td><td>5.88%</td><td>38.24%</td><td>50.00%</td></tr><tr><td>GIRLS</td><td>7.69%</td><td>15.38%</td><td>23.08%</td><td>53.85%</td></tr><tr><td>OVERALL</td><td>6.67%</td><td>10.00%</td><td>31.67%</td><td>51.67%</td></tr></tbody></table>	Category	Strongly Agree	Agree	Disagree	Strongly Disagree	BOYS	5.88%	5.88%	38.24%	50.00%	GIRLS	7.69%	15.38%	23.08%	53.85%	OVERALL	6.67%	10.00%	31.67%	51.67%	Both girls and boys showed strong disagreement with the statement suggesting that they received enough support from their parents.
Category	Strongly Agree	Agree	Disagree	Strongly Disagree																		
BOYS	5.88%	5.88%	38.24%	50.00%																		
GIRLS	7.69%	15.38%	23.08%	53.85%																		
OVERALL	6.67%	10.00%	31.67%	51.67%																		

My parents compare my performance with other students.	STATEMENT 4  <table><tr><th>Category</th><th>Strongly Agree</th><th>Agree</th><th>Disagree</th><th>Strongly Disagree</th></tr><tr><td>BOYS</td><td>29.41%</td><td>23.53%</td><td>26.47%</td><td>20.59%</td></tr><tr><td>GIRLS</td><td>23.08%</td><td>15.38%</td><td>38.46%</td><td>23.08%</td></tr><tr><td>OVERALL</td><td>26.67%</td><td>20.00%</td><td>31.67%</td><td>21.67%</td></tr></table>	Category	Strongly Agree	Agree	Disagree	Strongly Disagree	BOYS	29.41%	23.53%	26.47%	20.59%	GIRLS	23.08%	15.38%	38.46%	23.08%	OVERALL	26.67%	20.00%	31.67%	21.67%	A difference in perception was observed where boys were more likely to feel compared, while girls tend to feel otherwise.
Category	Strongly Agree	Agree	Disagree	Strongly Disagree																		
BOYS	29.41%	23.53%	26.47%	20.59%																		
GIRLS	23.08%	15.38%	38.46%	23.08%																		
OVERALL	26.67%	20.00%	31.67%	21.67%																		
I feel confident in my studies when my parents listen to my problems.	STATEMENT 5  <table><tr><th>Category</th><th>Strongly Agree</th><th>Agree</th><th>Disagree</th><th>Strongly Disagree</th></tr><tr><td>BOYS</td><td>47.06%</td><td>41.18%</td><td>5.88%</td><td>5.88%</td></tr><tr><td>GIRLS</td><td>53.85%</td><td>42.31%</td><td>3.85%</td><td>0.00%</td></tr><tr><td>OVERALL</td><td>50.00%</td><td>41.67%</td><td>5.00%</td><td>3.33%</td></tr></table>	Category	Strongly Agree	Agree	Disagree	Strongly Disagree	BOYS	47.06%	41.18%	5.88%	5.88%	GIRLS	53.85%	42.31%	3.85%	0.00%	OVERALL	50.00%	41.67%	5.00%	3.33%	Both groups were found to value parental listening, and girls were observed to tend to feel slightly more confident than boys when they received such support.
Category	Strongly Agree	Agree	Disagree	Strongly Disagree																		
BOYS	47.06%	41.18%	5.88%	5.88%																		
GIRLS	53.85%	42.31%	3.85%	0.00%																		
OVERALL	50.00%	41.67%	5.00%	3.33%																		
Pressure from my parents makes me afraid of making mistakes in school.	STATEMENT 6  <table><tr><th>Category</th><th>Strongly Agree</th><th>Agree</th><th>Disagree</th><th>Strongly Disagree</th></tr><tr><td>BOYS</td><td>23.53%</td><td>35.29%</td><td>26.47%</td><td>14.71%</td></tr><tr><td>GIRLS</td><td>3.85%</td><td>15.38%</td><td>46.15%</td><td>34.62%</td></tr><tr><td>OVERALL</td><td>15.00%</td><td>26.67%</td><td>35.00%</td><td>23.33%</td></tr></table>	Category	Strongly Agree	Agree	Disagree	Strongly Disagree	BOYS	23.53%	35.29%	26.47%	14.71%	GIRLS	3.85%	15.38%	46.15%	34.62%	OVERALL	15.00%	26.67%	35.00%	23.33%	It was observed that boys were more likely to feel that parental pressure creates fear of making mistakes, whereas a higher proportion of girls tend to disagree with this view, indicating a difference in how parental pressure is perceived across genders.
Category	Strongly Agree	Agree	Disagree	Strongly Disagree																		
BOYS	23.53%	35.29%	26.47%	14.71%																		
GIRLS	3.85%	15.38%	46.15%	34.62%																		
OVERALL	15.00%	26.67%	35.00%	23.33%																		
My parents help me create a regular study routine.	STATEMENT 7  <table><tr><th>Category</th><th>Strongly Agree</th><th>Agree</th><th>Disagree</th><th>Strongly Disagree</th></tr><tr><td>BOYS</td><td>29.41%</td><td>47.06%</td><td>17.65%</td><td>5.88%</td></tr><tr><td>GIRLS</td><td>26.92%</td><td>50.00%</td><td>15.38%</td><td>7.69%</td></tr><tr><td>OVERALL</td><td>28.33%</td><td>48.33%</td><td>16.67%</td><td>6.67%</td></tr></table>	Category	Strongly Agree	Agree	Disagree	Strongly Disagree	BOYS	29.41%	47.06%	17.65%	5.88%	GIRLS	26.92%	50.00%	15.38%	7.69%	OVERALL	28.33%	48.33%	16.67%	6.67%	Both boys and girls showed a similar level of agreement, with girls marginally higher, indicating that parental involvement in helping children establish a study routine is fairly consistent across genders.
Category	Strongly Agree	Agree	Disagree	Strongly Disagree																		
BOYS	29.41%	47.06%	17.65%	5.88%																		
GIRLS	26.92%	50.00%	15.38%	7.69%																		
OVERALL	28.33%	48.33%	16.67%	6.67%																		

I feel worried about disappointing my parents with my grades.

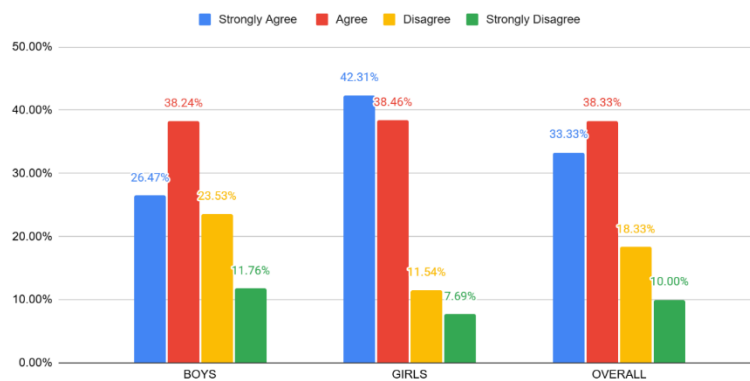
STATEMENT 8



Both boys and girls were found to experience worry about disappointing their parents, however, girls exhibited a much stronger level of agreement, indicating a higher emotional impact of parental expectations among girls.

I receive praise from my parents for my efforts, not just for my results.

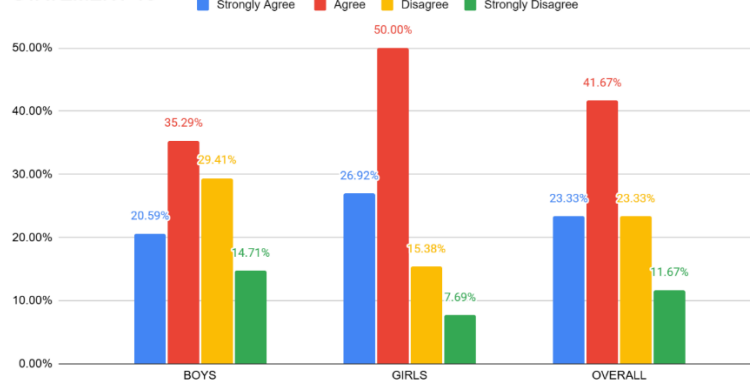
STATEMENT 9



Both boys and girls acknowledged receiving praise for their efforts, with girls showing a stronger level of agreement, indicating that appreciation for effort may be slightly more emphasized among girls.

I feel tense at home when exams are approaching.

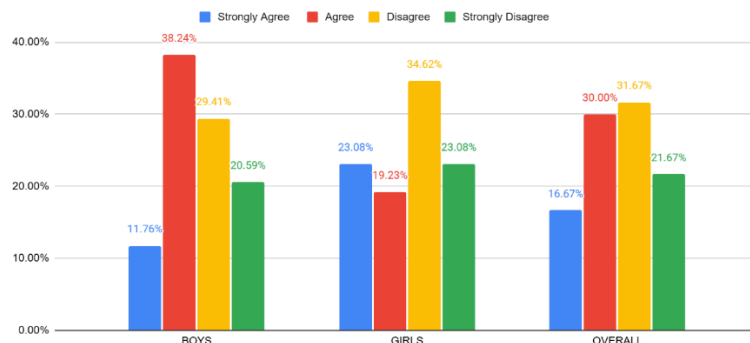
STATEMENT 10



Both boys and girls experienced tension at home during exams, with girls showing a higher percentage of agreement, indicating that exam-related stress at home is more pronounced among girls.

My parents do not have enough time to help me with my studies.

STATEMENT 11



Boys were found to be more likely to feel that their parents lack time to help them, whereas a higher proportion of girls tend to disagree, indicating a difference in perception of parental

		availability between genders.																				
I feel demotivated to study when my parents do not show interest in my schoolwork.	STATEMENT 12 <table><tr><th>Category</th><th>Strongly Agree</th><th>Agree</th><th>Disagree</th><th>Strongly Disagree</th></tr><tr><td>BOYS</td><td>8.82%</td><td>26.47%</td><td>44.12%</td><td>20.59%</td></tr><tr><td>GIRLS</td><td>11.54%</td><td>26.92%</td><td>34.62%</td><td>26.92%</td></tr><tr><td>OVERALL</td><td>10.00%</td><td>26.67%</td><td>40.00%</td><td>23.33%</td></tr></table>	Category	Strongly Agree	Agree	Disagree	Strongly Disagree	BOYS	8.82%	26.47%	44.12%	20.59%	GIRLS	11.54%	26.92%	34.62%	26.92%	OVERALL	10.00%	26.67%	40.00%	23.33%	Both boys and girls tend to disagree with the statement, indicating that lack of parental interest does not strongly affect the motivation levels of a considerable number of students.
Category	Strongly Agree	Agree	Disagree	Strongly Disagree																		
BOYS	8.82%	26.47%	44.12%	20.59%																		
GIRLS	11.54%	26.92%	34.62%	26.92%																		
OVERALL	10.00%	26.67%	40.00%	23.33%																		
My parents scold me when my marks are low.	STATEMENT 13 <table><tr><th>Category</th><th>Strongly Agree</th><th>Agree</th><th>Disagree</th><th>Strongly Disagree</th></tr><tr><td>BOYS</td><td>32.35%</td><td>38.24%</td><td>20.59%</td><td>8.82%</td></tr><tr><td>GIRLS</td><td>30.77%</td><td>23.08%</td><td>34.62%</td><td>11.54%</td></tr><tr><td>OVERALL</td><td>31.67%</td><td>31.67%</td><td>26.67%</td><td>10.00%</td></tr></table>	Category	Strongly Agree	Agree	Disagree	Strongly Disagree	BOYS	32.35%	38.24%	20.59%	8.82%	GIRLS	30.77%	23.08%	34.62%	11.54%	OVERALL	31.67%	31.67%	26.67%	10.00%	Boys were found to be more likely to report being scolded for low marks, whereas a higher proportion of girls tend to disagree, indicating a difference in parental response perceived by boys and girls.
Category	Strongly Agree	Agree	Disagree	Strongly Disagree																		
BOYS	32.35%	38.24%	20.59%	8.82%																		
GIRLS	30.77%	23.08%	34.62%	11.54%																		
OVERALL	31.67%	31.67%	26.67%	10.00%																		
I feel comfortable talking to my parents about my academic difficulties.	STATEMENT 14 <table><tr><th>Category</th><th>Strongly Agree</th><th>Agree</th><th>Disagree</th><th>Strongly Disagree</th></tr><tr><td>BOYS</td><td>32.35%</td><td>23.53%</td><td>35.29%</td><td>8.82%</td></tr><tr><td>GIRLS</td><td>42.31%</td><td>34.62%</td><td>15.38%</td><td>7.69%</td></tr><tr><td>OVERALL</td><td>36.67%</td><td>28.33%</td><td>26.67%</td><td>8.33%</td></tr></table>	Category	Strongly Agree	Agree	Disagree	Strongly Disagree	BOYS	32.35%	23.53%	35.29%	8.82%	GIRLS	42.31%	34.62%	15.38%	7.69%	OVERALL	36.67%	28.33%	26.67%	8.33%	Boys showed lower comfort levels in communicating academic issues, whereas girls demonstrated a stronger sense of openness, indicating a gender difference in parent-child communication.
Category	Strongly Agree	Agree	Disagree	Strongly Disagree																		
BOYS	32.35%	23.53%	35.29%	8.82%																		
GIRLS	42.31%	34.62%	15.38%	7.69%																		
OVERALL	36.67%	28.33%	26.67%	8.33%																		
Parental pressure affects my concentration in class.	STATEMENT 15 <table><tr><th>Category</th><th>Strongly Agree</th><th>Agree</th><th>Disagree</th><th>Strongly Disagree</th></tr><tr><td>BOYS</td><td>11.76%</td><td>29.41%</td><td>41.18%</td><td>17.65%</td></tr><tr><td>GIRLS</td><td>11.54%</td><td>34.62%</td><td>30.77%</td><td>23.08%</td></tr><tr><td>OVERALL</td><td>11.67%</td><td>31.67%</td><td>36.67%</td><td>20.00%</td></tr></table>	Category	Strongly Agree	Agree	Disagree	Strongly Disagree	BOYS	11.76%	29.41%	41.18%	17.65%	GIRLS	11.54%	34.62%	30.77%	23.08%	OVERALL	11.67%	31.67%	36.67%	20.00%	Boys tend to disagree while girls tend to agree with the statement, indicating a difference in how parental pressure impacts concentration among boys and girls.
Category	Strongly Agree	Agree	Disagree	Strongly Disagree																		
BOYS	11.76%	29.41%	41.18%	17.65%																		
GIRLS	11.54%	34.62%	30.77%	23.08%																		
OVERALL	11.67%	31.67%	36.67%	20.00%																		

FINDINGS OF THE STUDY

- A considerable proportion of boys experienced parental pressure in certain aspects, such as fear of disappointing parents and being scolded for low marks. However, many boys also showed disagreement with statements related to lack of motivation and concentration, indicating that not all boys are negatively affected by parental pressure. At the same time, a moderate number of boys acknowledged receiving parental support in the form of help in maintaining study routines and appreciation for their efforts.
- A stronger emotional response to parental expectations, with a higher percentage strongly agreeing that they worry about disappointing their parents and feel tense during exams. At the same time, girls reported higher levels of parental support, such as feeling comfortable discussing academic difficulties and receiving encouragement. This suggested that although girls were more emotionally affected, they also experienced better communication and support from parents.
- A noticeable difference was seen in how parental pressure and parental support are experienced and interpreted by both boys and girls. Boys were found to report relatively higher instances of feeling pressured in certain aspects, such as fear of disappointing parents, whereas girls showed a stronger emotional response to parental expectations but also reported better communication and support from parents. This indicated that while boys may experience pressure more directly, girls tend to balance both pressure and support through open communication. The comparison suggested that gender plays a role in shaping students' perceptions, with girls benefiting from comparatively better parental interaction, while boys may require more emotional support to cope with parental pressure.
- Parental support plays a positive role in enhancing students' motivation, confidence, and study habits, whereas excessive parental pressure may lead to stress, anxiety, and fear of failure. The findings highlighted that a balanced approach, where parents provide guidance and encouragement without creating undue pressure, is essential for improving students' academic performance and emotional well-being.

SUGGESTIONS: Based on the findings of the study, it is suggested that parents should maintain a balanced approach between support and expectations to help students perform better academically. Parents should actively show interest in their children's schoolwork, encourage open communication, and appreciate their efforts rather than focusing only on results. Creating a supportive and understanding home environment can help reduce fear, stress, and anxiety among students. Since excessive parental pressure has been found to negatively affect students' emotional well-being and concentration, parents should avoid unrealistic expectations and instead motivate children positively. Schools should also organize awareness programs, counselling sessions, and parent-teacher meetings to guide parents on providing proper academic support without creating pressure. Furthermore, teachers should identify students who feel stressed due to parental pressure and provide emotional support and guidance. A collaborative effort between parents and teachers can help students develop confidence, better coping strategies, and a positive attitude towards learning, ultimately improving their academic performance.

CONCLUSION: The study highlighted that parental support and parental pressure play a crucial role in influencing students' academic performance and emotional well-being. Positive parental involvement, such as encouragement, guidance, and appreciation of efforts, helps in building students' confidence, motivation, and effective study habits. On the other hand, lack of parental support or excessive parental pressure can lead to stress, fear of failure, anxiety, and reduced concentration among students. It was also observed that girls tend to be more emotionally affected by parental expectations, while boys show varied responses to both support and pressure. The findings emphasized the importance of maintaining a balanced and supportive home environment to promote better academic outcomes. Parents should focus on motivating and understanding their children rather than imposing excessive pressure. Encouraging open communication and recognizing students' efforts can help in reducing stress and improving their overall performance. Therefore, a healthy balance between parental support and expectations is essential for enhancing students' academic success and overall development.

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