
EFFECT OF PARENTS ACCOUNTABILITY AND MANAGEMENT TOWARDS THEIR CHILDREN'S ACADEMIC STRESS

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Abstract

The advanced world, which should be the world of achievement, is also a world of fear. Pressure can occur in many places, including at home, at work, and other social or economic activities. Stress is a state of physiological and mental imbalance. It arises from the demands of a person and the person's failure to meet those demands. Undergraduate stress can be very distressing for both parents and the students themselves. Stress has seized undergraduates who have to keep themselves in this fast-paced world at every stage of their educational background. School pressure is the result of a combination of academic demands that transcend individual's flexible resources (Wilks, 2008). Scholastic stress is felt by both parents and children who are concerned about their future careers and prospects. When they fail to adjust to their circumstances or meet their needs, pressure and anguish ensue.

This paper investigates the relationship between academic pressure and psychological well-being among Indian secondary school students, as well as the interaction between different psychosocial factors and scholarly strain. This review surveyed 190 11th and 12th graders (mean age: 16.72 years) from three government-sponsored and three non-public educational institutions in Kolkata, India. Information was collected using a very well organized survey and a general health questionnaire Almost 66% (63.5%) of undergraduate students expressed stress as a result of academic tensions, with no significant differences between orientation, age, class, and some other individual factors.

Keywords: *Children's Academic Stress, Parents Accountability, Management.*

1. Introduction

Stress is defined as a deep, psychological, social, and physiological cycle that occurs when a person attempts to stick to or deal with a stimulus (Bernstein, et al. 2008). Stress is a basic and unavoidable part of everyday life—fundamental in the sense that we would be slow and aloof animals without it, and inescapable in the sense that it is associated with any external event, whether pleasurable or nerve-wracking. Stress is defined as a physical and psychological experience of tension. It implies that organic beings whether humans or living things, cannot adequately respond to real or imaginary, near or real dangers. Stress is defined as a situation in which a person's flexible abilities, social frameworks, or organizational structures are exhausted or exceeded by natural or internal demands. How a person reacts to stress depends on whether the event is considered a test or a threat (Lazarus and Folkman, 1984). Stress causes wakefulness and adrenaline production, as well as various physiological reactions such as fatigue, fatigue, excessive exercise, inability to think, and migraine headaches and increased heart rate.

Scholarly strain can include emotional anguish over anticipated scholastic challenges or disappointment, as well as a focus on the possibility of scholastic disappointment. Scholarly stresses can Every element of the child's current situation, such as home, school, community, friendship, etc., appears during school hours. According to Kozuma and Kennedy, school conditions such as exams, grades, deliberations, determinations for success, and situations caused by others are the main causes of stress in middle school. The effects of school pressure are very widespread. High school pressure adversely affects activity, diet, substance use, and self-care. In addition to school pressure, psychopathology is a risk factor. For example, young girls in grades 4, 5, and 6 who are stressed at school are more likely to feel sad.

2. The Indian Education System

The Indian schooling system is based on organized reading material that emphasizes repetition and recall of examples while also requiring long periods of steady structured concentration. Secondary school students' complex review routines typically go from early morning to late at night, allowing for interaction and entertainment.

In India, the schooling system is managed by two major types of instructional sheets as perceived by the Indian government. The All India Boards, such as the CBSE (Central Board of Secondary Education), CICSE (Council for the Indian School Certificate Examinations), and the National Open School, fall under this category. The State Level Boards are the next group, and they are authorized to conduct their operations within the states where they are registered. Because there aren't enough good foundations to accommodate the constantly rising population of children, India's educational system is particularly problematic. As a result, children compete at the section level of preesential education, and then at the end of each year in examinations that determine their passage to the next grade. Educators in homerooms attempt to cover all aspects of a vast prospectus, sometimes overlooking the understanding level of understudies.

Grade 10's first board exam culminates in a variety of understudy battles, from school to state and, surprisingly, to the general level. The 10th grade board rating is important for several reasons. It mainly determines whether the second student gains practical experience in their preferred field of study and whether they enroll in the institution of their choice. Because understudies in the science stream have more job opportunities than those in the humanities and business streams, the science stream is the most popular choice for the substantial majority of understudies and their guardians in Grade 11. The decision to pursue a certain course of study is frequently irreversible. In India, unlike in many western industrialized nations, it is difficult for a second job to change course after graduating from high school. This is especially true for undergraduate students who have great power in business and the humanities. These key factors exacerbate the academic pressure faced by high school students.

3. School Disciplinary Measures

Whipping is taught in the vast majority of Indian schools, despite the fact that disciplinary tactics vary from one foundation to the next. Flogging is regularly used to punish students who break school regulations, refuse to answer questions in class, do not complete homework, or arrive late to class. Recently there has been some debate and debate about the positive and detrimental aspects of hitting. In India, there is currently no specific legislation regarding the expectation of whipping in schools.

4. Anxiety and Stress in School Children

Around 8% of children and teenagers around the world suffer from anxiety. There is an even higher percentage of children and teenagers who go unnoticed because they have internalized the concept of adverse effects. Tensions affect a child's social, psychological, and academic success. Sadness is the most faced by today's students because of unfortunate social critical thinking, mental distortion, family conflict, alienation from parents and friends, defenseless attribution style, orientation, and analytical educators who have seen it. It is becoming a well-known mental health problem. Even in India, there are problems with the mental health of children and adolescents.

Experts have expressed concern that education causes real stress in school-age children and increases the prevalence of suicide attempts. Many young people in India are sent to the psychiatric ward of a hospital for school-related problems, with sadness, anxiety, recurring school truth, anxiety, true discomfort, depression, sobbing, and an interest in everyday life. Shows symptoms such as loss Both teachers and parents are afraid of school failure and children lose interest in the investigation. This is similar to the scenario for East Asian countries therapists refer to emotional wellness difficulties among understudies as "secondary school senior side effects" or "selection test side effects."

In Indian culture, understudies' self-esteem is not solely determined by excellent academic performance, but also by professional and other personal attributes. Indian parents claim to have eliminated their TV connection associations as well as their own public activities in order to monitor their children's schooling. 6.23 Indian understudies drop out every year as a result of scholastic pressure and evaluation disappointment, raising questions about the educational system's impact on children's well-being.

5. Concept of Academic Stress

Scholastic pressure refers to the unpleasant mental circumstances that arise as a result of instructive expectations from guardians, instructors, friends, and relatives, guardians' pressure for scholarly achievement, the current instructive and assessment framework, the weight of International Journal of Applied Research Home work, and so on. Scholastic pressure is a psychological problem caused

by some anticipated scholarly letdown or even a focus on the likelihood of such disappointment (Gupta and Khan, 1987). Scholastic Stress has been studied for quite some time, and experts have identified stressors as a wide range of jobs, competitions with other understudies, disappointments, and terrible affiliations with other understudies or presenters. Academic concerns have been identified as The most common cause of stress for undergraduate students. Family stress, such as divorce, interpersonal conflict, and mother's sadness, puts pressure on teens and makes them fail at work (Rex Forehand et al., 1991). According to Schafer (1996), the most annoying problem in everyday life was usually school-related stressors. For example, constant exam stress, lack of enough time, creating research projects, passing exams, potential conspiracy, teacher fatigue, etc. Undergraduates face academic pressure, both in the hopes of success and in the expectations of their families and tutors (Ang and Huan, 2006). When faced with scientific pressure, Understudy employs a variety of survival tactics. Others adapt well through cognition, planning, and positive thinking, and do whatever it takes to overcome scientific pressure (Sreerama Reddy et al., 2007). According to Sapru (2006), the majority of adolescents in the intensive and non-stressed groups were between the ages of 14 and 16. Academics appear to be challenging to focus young individuals.

6. Sources of Academic Stress

The wellsprings of stress, according to Bernstein et al. (2008), are "any situation or occasion that takes steps to disrupt persons' day-to-day operating and forces them to adapt." These stressors are referred to as "Stressors." Stressors are the demands of the internal or external environment that upset balance, impair physical and mental well-being, and require activity to restore balance (Lazarus and Cohen, 1977). In each case, the severity and range of pressure are different. What is offensive to one person does not have to be a stressor to another. The causes of academic pressure can be summarized as follows.

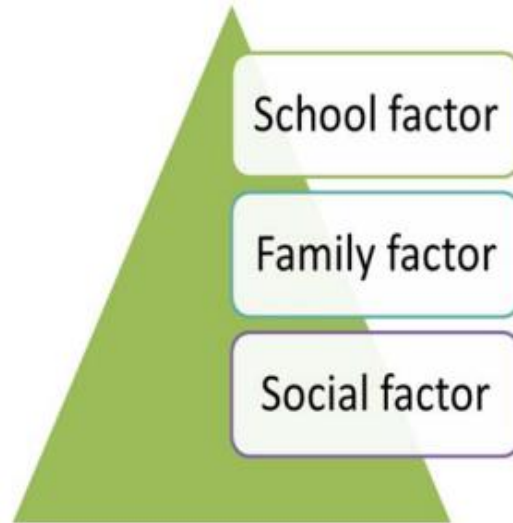


Fig. 1: Causes of academic stress.

Schools are a common source of academic pressure in India, although many factors contribute to the stress faced by undergraduates. Too much school education, poor academic performance, exam preparation, indifference to a particular subject, and punishment from educators all contribute to this pressure. For school-focused students, the stress of exclusive norms set by teachers, parents, and themselves is usually devastating. The majority of parents are very worried about their child's academic success and moral behavior. Clift and Thomas (1983) [6] stated that coursework is an essential resource of always putting understudies under assessment pressure. The absence of parental help, a welcoming assessment framework, a fulfilling parental hope, the instructors' disposition, and a fear of evaluation were the stressors. (Kohlson's, 1983) [16] According to Berg and Keinan (1986) [15], the most overbearing problem stressor that causes scholastic strain is remarkable overly high self assumption. High scholastic pressure was attributed to assessment-related worries, followed by homeroom job over burden scholarly assessment systems, with private identifiable and social variables receiving the least attention (Zeidner, 1992) [39]. Unseemly school timings, high understudy instructor proportion, nonconductive actual climate of homerooms, lack of sound educator understudy cooperation, unreasonable discipline guidelines, actual discipline, exorbitant or lopsided schoolwork, showing strategy, Educators' distance thinking, overemphasizing failure in contrast to quality Understudy assumptions and trainer assumptions. In addition, in light of the reviews, the following were considered to be related to

scientific pressure: Scientific Commitment, Travel to Address School Education Program, Assessment, Lack of teaching materials Subject-related projects, Families are another important source of academic pressure, including putting pressure on undergraduates from their parents' desire to see their children succeed at school. This often leads to encouraging parents to read for a long time to their children in order to achieve good grades and test scores. Debt et al. (2011) found that parental tensions were primarily associated with differences in parental leadership levels, mothers' professions, number of private guides, and school births. It has been hypothesized that poorly educated fathers (non-graduates) are more likely to encourage their children to improve their school performance. School pressure is higher for Indian children from non-disturbed families than for children from upset families. Almost sure, children from disturbed families receive more attention and guidance from their parents in scholastic subjects than children from non-upset families. The social climate has a significant impact on stress management. Stress might arise in both a confusing and serious environment and a tedious and improvement-less one (Feng, 1992)

7. Symptoms which are helpful in identifying the stressful behaviors of Students:

- Undergraduate students can be frustrated because they don't get enough rest at night. Then it's an awakening call for parents and guardians.
- You may not be able to concentrate on science or sports.
- Understudies may be experiencing unexplainable anxiety or nervousness.
- Understudies are prohibited from participating in family activities or maintaining friendships.
- Undergraduate students can try a variety of drugs and alcoholic beverages.
- Undergraduate students may complain of headaches and abdominal pain.
- Understudies may suffer from undesirable hunger and vulnerability.

8. Role and Responsibilities of Parents

It is widely recognized that parents play an important role in the intellectual, social and family development of their children. Through their work, parents instill social and cultural standards and values in young people and prepare for the needs of the networks in which they live and the wider communities they will encounter in the future (Miller and Good now, 1995). According to all reports, the family, which functions as the child's first school, seems to be an important source of rising expectations. Parents and guardians influence school goals and children's achievements. The child is firmly and enthusiastically attached to the parent's role model, but if in doubt that the role model is indifferent to beneficial qualities or purposes, the child will probably switch to the individual parent's model. A review of relevant literature revealed that family and guardians have a significant impact on a child's presentation in a variety of settings. Molnar (1979) discovered that parents' education and home environment had a significant role in their children's academic achievement. According to Shah and Lakhera (1986), family environment and level of change are inextricably linked. On the one hand, family involvement leads to better friendly change and academic achievement, on the other hand, parental expectations and unfavorable attitudes contribute to sadness and stress among understudies. Guardians frequently set absurdly high expectations for their children, expecting them to live up to them. If the children do not meet the expected criteria, they will be punished for being lazy or boring, which will instill them with an inadequate sensation, which can lead to extreme outbursts such as mental illnesses, stress, and even suicide.

9. Different Strategies of Stress Management



Fig. 2: Strategies of Stress Management.

To treat and control pressure reactions, various approaches are now being used. Stress management, relaxation techniques, biofeedback, dosing, and yoga are important strategies that can have a positive effect on your mind. The term "stress management" refers to a process ranging from tactics to relieve stress to finding solutions for those who feel overwhelmed by stress. The term "stress management" refers to a variety of methods and psychotherapy aimed at reducing a person's stress levels and allowing them to return to normal life. It is the ability to relieve or adapt to stress in a prepared manner (Geridano, 1997). There are some yoga, laughter and reading of the most effective ways to help students cope with academic pressure (Rizzolo, 2009). Many creators conducted more thorough examinations into the pressures faced by teenagers' executives.

10. Conclusion

Everyone's life is affected by stress. Undergraduates' lives can be ruined by scholarly stress. Academic pressure prevents presentations, and understudies may make poor decisions as a result of the pressure. One of the most common ways to deal with the academic burden is to seek welfare. Guardians play an important role in guiding the energy of Understudy to conquer bizarre behaviours. Consideration should be given to aiding them in making the best decisions that will affect their future. Students must therefore receive appropriate guidance, support, and direction from essential adults in order to successfully transition into adulthood (Linden, 2005). Understudies should learn and practice adjusting talents to help them deal with a pressing conflict or situation. Methods for dealing with adversity or stress should emphasize the need of identifying sure, nondestructive ways to get relief. Having the ability to converse and selecting a suitable audience are examples of relational abilities. It is important to express emotions, eliminate frustration, and address problems and concerns. They need help to acquire problem-solving skills such as: B. Identify problems, define goals, and develop plans for further action. These are skills that you can teach and practice.

Scientific pressure has become a widespread problem in countries, communities, and ethnic groups (Wong, Wong and Scott, 2006). Current research reveals some of the causes of academic pressure affecting underwriting psychological well-being and success. It is clear from the results that parental expectations and concerns about disappointment in the tests used in the evaluation

are higher than those from other sources. Understanding the sources of scholastic pressure from diverse sources should help advisers and educational institutions design mindfulness and personalized mediation programmers for students.

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