

PARENTAL PRESSURE AND ITS IMPACTS ON STUDENTS' MENTAL HEALTH

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Abstract

Parental pressure is an increasingly salient factor in affecting's mental health and development with respect to academic performance, peer relations, and personal success as geared toward parental aspirations. This study examines the psychological, cognitive, behavioural, and relational impacts that arise from parental over expectations. Studies indicate that there exists a linear relationship between the increase in pressure and subsequent increases in anxiety, depression, lower self-esteem, and emotional withdrawal among students. Cultural and socioeconomic contexts also influence parental pressures. In most collectivist societies where parents closely have such kind of involvement with their children, the child's attitude toward the same would often be a form of support. However, such behavior could be perceived as overbearing and potentially detrimental to an individual's freedom in more individualistic cultures. Socioeconomic status plays a significant role as well: often, higher-income families push their children into doing well in school with a wide variety of options and support, while poorer families might be more often looking to see immediate economic input instead, thus shaping expectations for education. Parent-child relationships in tense times appear as another consistent factor, which would even go further to an emotional detachment or resistance from the action. These findings underscore the need to put emphasis or thrust on promoting empathetic and developmentally supportive parenting approaches for children's resilience through achievement. Finally, this article provides concrete proposals for parents, educators, and policymakers engaged in creating an enabling environment for the mental health, academic performance, and relational welfare of children across diverse populations.

Keywords: Parental pressure, mental health, students, children, adolescents, academic performance, stress, anxiety, depression, parent-child relationships, cognitive development, emotional regulation, cultural influences, socioeconomic factors, educational expectations, coping strategies, academic achievement, psychological development.

Introduction

The process of nurturing a child into the future molds and shapes the overall development of that child psychologically, emotionally, and even socially. Parental participation has been highly known as somewhat positively associated with cognitive performance and desirable behavioral outcomes in students. However, a growing number of studies have highlighted the adverse repercussions of over-parenting. The child may internalize it for unrealistic standards that develop into a fear of failure, preventing emotional growth and nurturing guidance for independence, resilience, and confidence only until expectations become unrealistically severe for the child's stage of development or abilities.

The world today is one full of academic competition and changing job markets, leading parents to become very anxious about the future of their children with regard to their performance in school and college, which is usually converted into unrealistic expectations. Well-intentioned expectations often transform into undue pressure on the students for performance and conformity. Parents may want to provide opportunities and advantages for their children that ultimately require pressure to achieve, not on inner well-being, but on external achievements. Over the years, the family will change from an unconditional-supportive one to a performance-evaluating, constantly

measuring one. Today, the afflictions of such pressures are getting more evident at the global level. The World Health Organization (WHO) estimates that anxiety disorders rank amongst the most prevalent mental disorder types and, as such, involve teenagers. Approximately 4.4% of people from 10 to 14 years suffer from such anxiety disorders, while 5.5% of those aged 15 to 19 would be diagnosed. Depression is said to affect 1.4% of the 10- to 14-year-old group and 3.5% of those aged 15-19 years (WHO, 2024).

Furthermore, parental behaviors can also condition children's stress responses. A PubMed study supported this claim, wherein children whose parents attained higher education showed higher levels of cortisol reactivity during stress tasks, as well as state anxiety, suggesting that highly educated parents put greater emphasis on the subject's performance than comfort, thereby exacerbating the stress responses among their children (Parenteau et al., 2020).

This is also demonstrated by the OECD's PISA data with regard to the benefits of parental involvement for student outcomes. On one hand, it can be said that positive parental involvement is linked with better academic performance and well-being; on the other hand, putting excessive focus on achievement may harm the motivation and well-being of students. Furthermore, the OECD contends that greater emotional support from parents can extend to higher test scores and greater subjective well-being of adolescents (Berger et al., 2024).

The paper sets out to address the different effects of parental pressure on students mental health. Psychological, academic, social, and relational effects will be assessed along with the mediating role of age, gender, culture, and socioeconomic context, and the effects of coping and protective factors. As it draws from findings from empirical literature, the paper aims to contribute to a better-informed understanding of parental influence in the best interests of both achievement and well-being in children.

Understanding Parental Pressure

Parental pressure can be considered to exist when a parent is setting some standard or the other for his child to achieve for prolonged periods. These standards can range from academic measures to behavior or extracurricular performance. Consider here a situation when a parent expects a child always to rank first in class tests, regardless of the child's interests or inborn talents. This insistent burden of ranking high can arise from the parents' wish to secure a future for the child, maintain the family's prestige, or satisfy parental ambitions through their children. While support or assistance is necessary for parenting, the question of pressure that induces stress, fear of failure, or low self-esteem in a child does cross the line.

Psychologists largely regard parental pressure as representing a need for control and perfection within the parent-child relationship. Thus, it may be exercised through overt means like verbal criticism or strict rules or through more subtle cues like comparing a student with peers, conditional love and approval, or non-verbal cues of disappointment. It could even start with the parent being visibly upset for a "B" instead of an "A" on the child's paper before any acknowledgement of the effort that went into it. From that point forward, the student begins to internalize those expectations and associate love or acceptance with achievement. And this almost invariably detracts from the development of an independent and secure sense of self.

Parental pressure varies from culture to culture. Some cultures accord much more relevance to academic or professional achievements as benchmarks of family pride and social stature. For

example, countries in East Asia are known to boast of attaining admission into one of their prestigious universities, which is invariably and often accepted not as only a personal milestone but a reflection of the entire family's honor and success. In such an environment, the child is obliged as much to realize personal goals as to fulfill the collective honor of the family, so even cultural acceptance makes this kind of pressure even more difficult to perceive or counter, even if emotional burden has to be carried.

Another approach to understanding parental pressure is an indication of parental fear and insecurity rather than ambition. Many parents endorse ambitions onto children and their futures amid a highly uncertain and competitive world. Their stress on success can sometimes be a means of protecting the child from failure, instability, or social ridicule. Thus, while expecting high achievements might seem more of an undertaking to control the child, it is, in reality, an attempt to maximize security and success in their lives. When fear-based conditionality rules the parent-child dynamic, it essentially becomes a means of chronic stress for the child, who comes to internalize this world as an utterly unforgiving place in which mistakes are completely intolerable. This supposition then leads the outlook of parental pressure to take into consideration the emotional vulnerabilities not only of children but also of the parents themselves.

Psychological Consequences of Parental Pressure

Parental conditioning or expectations are often associated with various adverse psychological outcomes in children and adolescents. Besides, the emotional environment of the family, including how these expectations are communicated and reinforced, greatly matters in a student's mental health outlook. Students subjected to high expectations and without adequate emotional support or autonomy are more prone to various forms of stress, anxiety, or depression in their lives. Such children may consider love and acceptance as being conditioned on achievement rather than inherent worth.

According to research, adolescents who reported feeling pressured by their parents to achieve academic success are at a greater risk of developing chronic stress and, further, mental health disorders such as depression (Deng et al., 2022). The cumulative risk of this pressure eventually internalizes the fear of failure even in the best of students, who would have developed poor self-esteem and a constant feeling of unworthiness. Students do not feel motivated; a deep sense of insecurity blankets them, insisting they are never "good enough," regardless of their efforts.

A longitudinal study reported that students whose parents kept high expectations and used harsh language were noticeably more likely to internalize problems such as anxiety and depression (Wang & Kenny, 2014). The induction of these psychological consequences seems to exacerbate when parental approval is perceived to depend on performance, so much so that children end up attributing their self-worth towards achievement rather than any intrinsic aspect of their self. Through time, conditional acceptance could foster emotional withdrawal between parents and children, trust breakdown, and the collapse of open communication.

The neurobiological impact of constant pressure is pointedly reflected in cortisol levels indicator of stress elevated levels reported in children in performance scenarios (Wagner et al., 2016). This chronic kind of stress not only affects the mood and emotional state of students but also makes it harder for them to appropriately handle their emotions when under stress. Thus, by impairing emotional regulation over time, chronic stress will raise the risk of anxiety disorders. As per the

World Health Organization report, nearly 15% of adolescents worldwide suffer from some form of mental disorder, some of which are related to academic and family concerns (WHO, 2024).

Adverse consequences, including self-injurious actions and suicidal ideations, accompany enduring psychological traumatization from pressure applied by parents. Under such pressure, students feel trapped, alone, and hopeless, thinking they have failed to meet expectations no matter how hard they try. In South Korea, with a strong emphasis on academic achievement culture, an association was found between academic stress induced by parental expectations and increased rates of adolescent suicide (Kwak & Ickovics, 2019). These findings suggest that there is an urgent need for parenting styles that promote achievement with equal emphasis on emotional well-being, allowing children to pursue success while recognizing that their worth is not solely relegated to performance.

Cognitive and Academic Consequences of Parental Pressure

With parental pressure associated exclusively with academic excellence, most often, it diminishes the motivation for children to learn. Students whose parents have great academic expectations reduce their intrinsic motivation, such that they engage in learning by neglecting internal values of learning and education and relying more on external values like grade accomplishment. When the process of learning becomes more a matter of satisfying external terminals rather than fostering personal curiosity and mastery, a child loses the satisfaction of discovery and intellectual growth. This not only makes learning less enjoyable but even induce cognitive disengagement over time, as children increasingly view education as a responsibility rather than an opportunity for development.

With parental pressure, a boost in the academic performances of students may be short-term, but the long-term effects are repugnant. Continued pressure in school subjects would lead to burnout, fatigue, disengagement and evidence depletion in academic performance over time. Students who are put in a position of overwhelming parental pressure develop a very negative association with learning, starting with dread rather than excitement. Over time, this aversion will interfere with students taking academic risks, delving into new areas of knowledge, or developing critical thinking skills. A rigid focus on achievement often limits cognitive flexibility, making it difficult for students to adapt to new challenges or recover from setbacks.

Test anxiety, often a consequence of parental pressure, can significantly impair cognitive functions such as working memory and concentration. A study in *Frontiers in Psychology* revealed that high academic pressures imposed by parents were associated with an increase in test anxiety among college students. It hampers students' retrieval of information, organization of thoughts, and focus while taking the exam. Resultantly, it causes students to fail tests and also depletes overall academic confidence, reinforcing a vicious cycle of fear and underachievement (Zheng et al., 2023). Parental pressure that leads to perfectionism has detrimental effects on performance. According to the American Psychological Association, rising expectations and complaints from parents are directly related to increases in perfectionism at the college level and thus impact student's psychological well-being and academic performance negatively (Bentsen, 2022). For example, a child who learns that he must achieve perfection within himself will not know what to do with failure. He will take his mistakes as a sign of some flaw in himself. This rigid mindset can stifle creativity, risk-taking, and resilience, all of which are crucial for both academic success and lifelong learning.

This type of academic parental pressure affects not only cognitive or academic attainment but also leads to many emotional and psychological problems, so it becomes necessary for all the people involved, educators, parents, and others, to advocate for a wholly balanced approach to achievement and wellness that nurtures independence and curiosity and sensible moderation in expectations.

Social and Behavioral Consequences of Parental Pressure

Students subjected to excessive parental pressure suffer from many behavioral problems. In a situation where parents continually request high achievement from their children, these children, through the conservation of emotions like inadequacy and frustration, often present their feelings concerning such situations through externalizing behaviors like aggression and internalizing behaviors, including withdrawal. Under these situations, the child may find his emotional needs neglected because achievement was the most consistent demand from the parents' side, leading to situations where emotional needs become too cumbersome to be dealt with (Crum & Moreland, 2017). Children subjected to high levels of parental pressure often experience heightened levels of anxiety and depression. These levels of distress will oftentimes lead to the development of behavioral problems, including aggression, defiance, and withdrawal, which will hinder their social interactions and academic performance. Sooner or later, the child will experience difficulty establishing trust in relationships with peers and adults, thereby socially and emotionally isolating him/her. Left unattended, these behaviors tend to become worse until their ramifications reach school life and far fill into social and interpersonal relationships beyond the school.

Moreover, a child ceaselessly pushed to meet unreasonable expectations may cultivate an external locus of control, perceiving success or failure as contingent upon parental demands rather than on one's own internal motivation or effort. Development of that external orientation can lead to an inability to deal in the case of failure because self-worth is perceived to be strongly dependent on achievements. The resulting struggles with self-doubt and perfectionism create paralysis in the face of ever-present fear of mistakes. All this takes a toll on emotional resilience and makes it impossible to prepare for the future disasters that can't be avoided in life.

Parental pressure, indeed, has an after-effect on adolescence, leading to rebellious behavior and strained relationships with peers. As stated in *Frontiers in Psychology*, a child under chronic pressure may end up rejecting parental authority altogether and indulge in risk-taking behavior, or they may form maladaptive ways of seeking acceptance from their peers (Jiang et al., 2022). Rebellion against the parent dictates deviating from the normal developmental processes of claiming independence when one's development is being obstructed by either looming parental expectations or the emergence of an identity of the self.

Being over-involved in their children's lives, or "helicopter parenting," interferes with that child's ability to naturally develop independence and self-regulation. According to recent research, harmful in its effects, again, is a helicopter parent acting from kind intentions, thereby resulting in low self-esteem and risky behaviors like binge drinking. Not allowing children space to commit mistakes and learn from them hardly equips them for later life in terms of judgments, decisions, problem-solving, and confidence. They may end up being over-dependent on external validation or engaging in risky behaviors (Vigdal & Brønnick, 2022).

Relational Consequences of Parental Pressure

Parental pressure can create a rift in the parent-child relationship, as children often feel overwhelmed by unrealistic expectations and become increasingly reluctant to communicate with

their parents. Research indicates that children who face high academic or social pressure from their parents tend to withdraw emotionally, reducing open communication (Jiang et al., 2022). Conversation occurs when it touches either side's achievements or shortcomings, will make a child start viewing the parent's discussion through a judging lens rather than a helping hand.

Children often function through rebellion or opposition against their parents, where a constant pressure is laid on them and such pressure is perceived unreasonable or unattainable by the child. Research says that this rebellion is a reaction to the feeling "the children have no control over their own destinies," thus choosing to rebel against their parents for seeming independence (Kahn, 1957). Eventually, petty reasons may lead to conflicts that become reoccurring, with both feeling misinterpreted, disconnected. This rejection makes it even more difficult for the parent-child relationship since the relationship grows into more misunderstandings, more arguments, less trust, and less emotional involvement.

Another relational effect is development into external compliance, where kids agree with parental demands on the outside but disconnect on an emotional level internally. In such cases, children can fulfill expectations only to avoid conflict rather than through real motivation, and this creates a thin, performance-based relationship without emotional authenticity. With time, this agreement might hide down deeper resentment and pull the child away from the parent emotionally.

When students are constantly criticized or pushed to achieve very high standards, they can feel resentful toward their parents. The child may regard the parents as a source of stress rather than a comfort, which alters the emotional foundation of their relationship. As children internalize their parent expectations, they can feel that the only thing that matters about them is their accomplishments, thereby building emotional walls around themselves. Their withdrawal can take many forms: children may recoil from spending time with their parents and take refuge in friends, hobbies, or even unhealthy responses, such as isolating themselves or engaging in risky behavior. In the extreme cases, excessive parental pressure imposes an emotional distance and could actually bring about the dissolution of the relationship between the parent and the child. If children perceive that their relationship with parents is based solely on performance, it becomes difficult for them to trust parents because they might suspect that love and affection are conditional upon their high performance. As trust dissipates, children may think twice about sharing their vulnerabilities or asking for guidance, taking more deep steps into isolation. Such experiences lead to scars and, at times, irreparable damage to the parent-child relationship, affecting the children's views of authority, intimacy, and family ties well into adulthood.

Long-Term Career and Life Satisfaction Consequences of Parental Pressure

The pressure from parents has an exceptional and long-term impact upon the career path and general satisfaction of individuals' lives. Empirical study sheds light on the complexity of this relationship, revealing both direct and indirect pathways through which parental expectations shape long-term outcomes. A study explored the inclusion of positive parenting in adolescents' satisfaction with life. The results show that living at home with supportive, warm parents who engage in positive parenting practices predicted more life satisfaction in adolescents (Li et al., 2023). What this indicates is that parent-child relationships are very important in determining long-term well-being.

On the converse, heavy pressures by the parents may have negative outcomes. Studies reveal that overparenting has a strong relationship with indecision about careers among the students in college. This relationship is moderated by career expectation pressure and reduced career decision

self-efficacy. According to the study, students who suffer from overparenting are more likely to face difficulties regarding making career choices, which might result in frustration in their professional lives (Wang, 2023).

Further, a study of parental academic pressure on adolescents, life satisfaction, and depression revealed a close negative relationship between parental academic stress and life satisfaction and a positive association with depression. Such findings emphasize the psychological price associated with going overboard in academic expectations; this may result in future mental health issues (Haspolat & Ağirkan, 2024).

Other than the emotional and psychological effects of it, long-term career and life satisfaction are also affected by the internalization of the parental values and definitions of success. Turning their moms' and dads' desires into the adepts' preferences, students can pressure themselves into disavowing their interests and talents to comply with norms imposed on them by external forces. Over the course of time, this discordance between personal passion and professional way may result in job dissatisfaction, burnout, or even a midlife career change. For instance, a longitudinal study established a significant relationship between adolescents who felt obliged to fulfill career expectations by their parents and their tendencies of choosing study fields that did not represent their intrinsic interest and consequently reported less adult work engagement and subjective well-being later in their lives (Wang, 2023).

Therefore, whereas parental participation is critical for the development of children, this participation must be appropriately harmonized. Favorable and reactive parental care practices are linked to positive long-term outcomes. On the contrary, too much pressure and overparenting limit autonomy, resulting in career indecisiveness and reduced psychological well-being. These results serve to emphasize the need to create an atmosphere that enables the process of independence while giving required assistance, therefore stimulating both career success and life satisfaction as a whole.

Age and Developmental Stage Considerations in Parental Pressure

The impact of parental pressure differs considerably with the age and growth stage of the child. In early childhood, the children are still developing emotional regulation and self-concept. When subjected to extreme parental expectations, students experience confusion, and emotional pain since there has not been enough development to discern the complex demands. Studies indicate that children at such early ages are especially vulnerable to stressors such as pressure to perform in academics, as this may hinder the natural emotional bonding and attachment process with their parents (Deng et al., 2022). Hence, at this point, the child relies most on positive reinforcement and emotional security, with the absence of any of these two in existence, thereby thwarting confidence and natural curiosity.

The period of adolescence is marked by greater cognitive and emotional development in the child, making it a challenging period of separation from the parent. Higher levels of parental pressure during this stage often translate into greater stress and anxiety. A study in China have proven that adolescents tend to very sensitive to parental expectations, which often leads to further increased conflict, rebellious behavior, and emotional withdrawal (Qian et al., 2022). Also, parents who set excessively high and unrealistic academic expectations may be given the impression of entitlement and resistance, leading to more externalizing behaviors such as rage and lack of communication. At this point in development, a balance must be struck between giving the needed autonomy and

needed support, thereby allowing for the child's enhancement of self-esteem, and self-awareness in the decision-making process.

Effects of parental pressure also continue to define young adulthood. This is often a time for transitioning into a higher level of independence, where young adults begin to make life decisions regarding career paths, relationships, and personal values. If the parents remain too close or try to influence their young adult children without being overt. In that case, they may challenge the parent-child relationship because young adults feel their choices are being judged or undermined. Experts revealed that young adults who endured chronic academic pressure from their parents were more likely to end up having a strained relationship with them, as they pushed for their independence and emotionally went out of the parent-child relationship (Downey & Crummy, 2022). With time, such tensions erode communication, ignite bitterness, and reduce the possibility of a trusting, mutually respectful relationship in adulthood.

If parental expectations are not modified according to the developmental age of a child, it may lead to permanent emotional and relational scars. Long-lasting stress over childhood, adolescence, and young adulthood can contribute to chronic low self-esteem, an anxiety disorder, and difficulty in developing ties with family members. All of these may show up later in life as problems in nurturing healthy relationships and identity formation, as well as in coping failures. If nothing comes in time to make the awareness of early parental pressure manifest, it would certainly cast a long shadow over the mental health of the coming child and the later quality of life.

Cultural and Socioeconomic Influences in Parental Pressure

Cultural norms and socioeconomic status (SES) greatly impact parenting styles and thus affect parent-child relationships. In collectivist cultures found in many societies in Asia, parenting is often viewed through the lens of obedience, respect for authority, and interdependence. Individualistic cultures, on the other hand, which are primarily Western, tend to emphasize student's autonomy and self-expression. Therefore, such cultures shape parental expectations and discipline methods that ultimately impact emotional development and parent-child rapport. For example, strict parenting may be viewed as love and support in collectivist situations. In contrast, in individualistic settings, such parenting may be accused of being coercive and may engender resentment and consequent deterioration of relationships.

Acculturation and migration also have a crucial role in affecting parental pressure. The families that migrate into a new country are often faced with the mutual expectations of their own cultural heritage and the norms of the host society. Out of the fear that the children may lose their cultural identity, the parents may cling more to traditional standards and put increased expectations regarding school performance and behavior. On the other hand, children who have grown up in a new set of cultural surroundings may feel caught between two sets of value systems, causing confusion, resentment, and emotional distancing from their parents. This cultural chasm can add extra burden and strain to parental expectations, making mutual comprehensibility a distant hope. Socioeconomic factors influence parental behavior and parent-child relationships. Higher families may have more access to resources, education, and support systems for nurturance and responsiveness in parenting. Lower SES, on the other hand, goes along with increased stress, lack of access to educational resources, and less time, which directly affect nurturing and responsiveness by the parents. Such adverse situations will invariably inhibit effective communication between parents and their children, thereby weakening emotional ties.

Socioeconomic status is also responsible for instilling in parents certain aspirations and expectations with respect to their children's education and career paths. Parents from higher SES backgrounds would typically encourage their children to follow paths that reflect similar educational and vocational experiences, thus creating a milieu that prioritizes academic prowess and critical thinking. On the other hand, parents from lower SES backgrounds focus more on economic survival and employ that rationale to nudge children onto vocational routes instead. Such discrepancies in expectations can play out in the parent-child relationship if children's preferences, in fact, stray from parental aspirations, giving rise to potential schisms or misunderstandings.

Thus, cultural values and socioeconomic status intricately determine parenting practices and the kind of relationship established between parents and children. Understanding the influence of such variables is necessary to create intervention mechanisms that also foster healthy family interplay in a given section of society.

Gender Differences in Experiencing Parental Pressure

The study of gender differences in the effects and experience of parental pressure is an important topic of academic investigation, which identifies subtle differences between the ways in which male and female students experience and react to parental demands. Empirical research highlights the fact that female students generally tend to report greater levels of perceived parental pressure than do their male counterparts. For example, the study that included 200 students of the ages between 16 and 18 states that females have much higher self-esteem and perceived pressure from parents than male adolescents, and males are more likely to succumb to peer pressure (Singh, 2023).

Research has found that there is a higher propensity for girls to internalize parental expectations, causing increased anxiety and increased fear of failure. On the other hand, boys may express pressure of this sort in some form of externalization through behavioral problems or withdrawal from academic activities. An analysis of the interplay between parental support, pressure, and test anxiety provided among adolescents indicated that girls had higher levels of test anxiety due to the pressure by parents, whereas the test anxiety level of boys was not significantly affected by parental expectations (Ringeisen & Raufelder, 2015).

Parental influence also plays a major role in deciding career processes, marked by observable distinct gender differences. A research targeting adolescents between 18 and 20 years old has shown that girls had more “faulty role expectations” from fathers, and they were more negatively affected by marital conflict in the family setting. These factors were associated with differences in career decisions, specifically causality and stability (Bhatia et al., 2020). Hence, parental perception and family dynamics were found to be central in influencing career aspirations for males and females on different scales.

In addition, the societal and cultural norms for promoting gender stereotypes make it to the parental expectations, which means the children's career decisions will only be affected negatively. In a survey administered to secondary school students in Pakistan, it emerged that parental influence highly predicted career choice while mediated by gender stereotypes. Female students showed a more pronounced tendency to follow traditional gender roles, and in combination with parents' expectations, they were oriented towards more traditional career paths, denying them a search for different professional opportunities (Hassan et al., 2022).

Together, these findings emphasize the urgent need to consider gender-specific experiences when working towards the implications of parental pressure. It is, therefore, a prerequisite to

comprehend the above differences when designing context-specific interventions that will reduce the likelihood of negative outcomes so that all adolescents receive equitable support in their academic and career activities.

Sibling Dynamics and Comparative Parental Pressure

Sibling relationships and also comparative pressure from the parents are significant in defining the psychological development of the growing children and their grades and also interpersonal relationships. Results of a study found that parents' belief in children's academic capabilities influenced them either positively or negatively later on. Favored siblings tended to excel more in school. In the same vein, this would imply that the parental expectations may determine a respective academic path rather than an objective assessment (Irfan & Hussain, 2014).

Parental differential treatment, favoritism, and comparison to others have been linked to high levels of sibling rivalry and jealousy. A research registered that such differential treatment can evoke negative effects like low self-esteem and high behavioral issues among less-favored siblings (Pierre-Noel, 2023). For example, in cases where one of the siblings is always praised and rewarded with academic success while the other one is ignored, the neglected one will feel inferior and detach from academics or family involvement. This can actually extend to long-term effects such as social withdrawal or seeking recognition from dangerous peer groups.

The quality of sibling relationships will moderate the condition of parental pressure on children's resilience. According to the relevant findings, positive connections within the siblinghood could moderate the negative impact of parents' academic pressure, thus promoting children's psychosocial resilience. In families where there is a strong emotional attachment of siblings and support of each other, they tend to transfer coping strategies and be buffers against expectations of parents (Çitak et al., 2023). For instance, when an older sibling is discussing ways of studying and preparing for exams with a younger one, the situation will be cooperative rather than competitive. Birth order, also, has something to do with the experience of parental pressure. Firstborns benefit from more parental involvement directly and more demands in terms of stress (pressure) to achieve a higher level of performance. However, the later-born children may not be as intensively pressurized as the others but may feel the need to appear distinct and, therefore, showcase various academic and behavioral outcomes.

Also, gender roles may interact with brotherly/sisterly competition to add up on the comparative pressure. In many cultures, there could be more demanding tasks in terms of academics or leadership given to the sons, while the daughters may be scrutinized more by behavior or domestic roles. Such gendered expectations superimposed on sibling comparisons tend to make matters even messier for emotional well-being and identity formation. This dynamic not only has implications for individual children but also for the bond of sibling units whereby expectations are unequally distributed. Ultimately, it is important to understand and work on the siblings dynamics for the purposes of establishing healthy family relationships and ensuring that all children in a family have a decent childhood. Through taking notice of and appreciating each child's individual strengths and emotional needs, parents can minimize rivalry, facilitate fairness, and advocate a culture of mutual support between siblings, which facilitates a more harmonious and psychologically satisfactory home environment.

Conclusion

The impact of parental pressure on the mental health of students is very complex and influenced deeply by psychological, academic, social, and relational variables. High demand placed on

children, whether for academic or behavioral ends, incurs emotional stress, low self-esteem, and symptoms of anxiety and depression. These effects can further be exacerbated by developmentally age-appropriate needs for a child or adolescent, where the interpretation and responsiveness to parent expectations vary. For example, young children might not be able to put into words the stress imposed on them, while adolescents may rebel against or withdraw from it. Family dynamics will have a bearing on how pressure is exerted, experienced, and finally evaluated in terms of enhancing or diminishing the valential weight of interactions. Parenting style, communication practices, and emotional accessibility can either protect against these adverse effects or hedge their effectiveness.

Additionally, one must keep in mind that parental pressures may not always yield manifestations that can be detected in the immediate sense but may reveal themselves gradually. In certain instances, the children may yield to parental expectations in the period of complying with them, doing well in academics or socially. Eventually, however, the pressure weighs down upon them, slowly leading them to burnout, emotional exhaustion, and deep feelings of inadequacy. This delayed effect often goes unnoticed until it interferes with critical life decisions and relationships. Gender differences only add to the complexity of this problem, and there exists evidence that boys and girls might experience and react to the expectations of their parents in very different forms. For example, girls internalize stress more deeply, resulting in anxiety and perfectionism, while that of boys can be externalized through defiance and behavioral misbehavior. In the same way, the function of sibling comparisons encourages a competitive setting in which familial trust can be undermined and which may undermine a child's sense of individuality. Over the long term, the same dynamic can result in career choice dissatisfaction, problems with adult relationships, and lack of satisfaction with life.

Now, it has been thoroughly established that while parental involvement is significant with respect to child development, type and extent of such involvement should be well-regulated. Supportive, sensitive parenting that matches the specific needs of a child as well as his stage of development is much more effective than strict, high-pressure methods. Parents who demonstrate warmth, understanding, and sensitivity will assist a lot more in the child's positive development than parents who inflexibly apply unemotional pressure. When children feel truly seen and supported, they are more likely to cultivate intrinsic motivation and the resilience needed to navigate personal or academic challenges.

While society demands much from today's youth, now more than ever it is crucial to foster the environments in which students develop as conducive to achievement to well-being. Because very often students do need to - and usually do - better achieve in school than they do emotionally and socially at home, this may turn into supportive and flexible family environments, allowing children to do both well in school and develop their full potential emotionally and socially.

Recommendations

From the findings and analyses presented in this article, it can be inferred that there are several recommendations aimed at reducing the negative impact of parental pressure on the student's mental health and overall development:

Programs and workshops should be developed to inform parents of the psychological and emotional risks associated with excessive pressure. With knowledge about the child's developmental stages and the indicators for poor mental health, the parents would be able to adopt a far more constructive and supportive approach. Such programs can also stress the importance of

emotional support and highlight that neglecting mental health in the name of academic success can negatively affect a student.

Parents should try to be accepting and establish an open line of communication with their children in a space where non-judgmental expression of thoughts, troubles, and aspirations of their children would eventually grow into a well-grounded trust and emotional security in the family. When children feel being listened to, they are more likely to develop good coping mechanisms and have a positive self-image.

While goal setting is an important aspect of parenting, expectations should also align with the student's ability, interest, and emotional readiness. This would further motivate the student by focusing on the effort and learning rather than solely on the result. By honoring their child's emotional and social needs, parents build a sense of autonomy that assures self-esteem.

The provision of tailored support should, however, take gender-specific responses to parental pressure as a priority. For instance, identifying that girls might be more prone to internalize pressure and anxiety may prompt the parents to provide more emotional validation and support, while boys may benefit from validation that would permit expressing emotion without the fear of being judged. Recognizing and managing gendered differences in experiencing pressure, parents can make the place more caring and less harmful to both sexes.

Moreover, it is necessary to understand how highly influential sibling dynamics are for the mental state of children. Sibling comparisons should be discouraged by parents, and instead attention should be paid to each child's unique ability and achievement. Parents should encourage individuality and make them feel they are worth something so that there will be low competitive stress on the family.

It is imperative to involve the school to ensure uniformity in the support given to students. According to teachers and school counselors or clinicians, it will be vital to identify stress signals and assist the family toward positive solutions. Providing seminars or workshops on healthy ways for parents and teachers to maintain expectations would help the students in an overall favorable way.

Tailoring interventions to respect cultural values and to account for socioeconomic challenges is essential. The reduction of structural barriers translates into equitable support for families across the various strata of the society. All interventions leave no student behind by providing the requisite and balanced attention, irrespective of the environment surrounding him or her.

Increase access to mental health services for students, such as counseling and support groups. Establishing a culture in the family and at school about mental health care would curb psychological injury over time. Accessible and destigmatized mental health facilities would help and intervene early on toward responses for families in crisis.

Long-term career and life satisfaction can be served better if those children are encouraged to pursue a bunch of interests and careers instead of concentrating on academic or professional success. Parents need to teach their children that they need to have fullness in their lives because, as a success, not everything revolves around academic success. Such an attitude to passion, curiosity, and self-improvement development can help parents make a contribution to their children's long-term happiness and definition of their purpose in life.

Remember, parents should be excellent models for healthy coping mindsets, a well-balanced lifestyle, and positive attitudes toward studying and failing. Most of the time, children internalize behavioral cues from caregivers, and thus, self-regulation on the part of the parent becomes a

precursor to healthy development. Modeling in the home environment, including self-care and emotional intelligence, would set the stage for children to emulate proper behavior while facing challenges later in their own lives.

These recommendations create an environment for students to feel empowered and not overburdened by expectations. They will contribute to a student's holistic well-being and resilience in both academic and personal life. By prioritizing emotional health alongside academic achievement, a balanced and sustainable foundation is created for future generations.

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