



# INTERNATIONAL RESEARCH JOURNAL OF HUMANITIES AND INTERDISCIPLINARY STUDIES

( Peer-reviewed, Refereed, Indexed & Open Access Journal )

DOI : 03.2021-11278686

ISSN : 2582-8568

IMPACT FACTOR : 8.031 (SJIF 2025)

## Parental Pressure and Critical Thinking: A Struggled Balance

**Pradeep Kumar Sharma**

(Research Scholar)

Subject – Education,

Research Centre - Dau Dayal Mahila

P.G. College, Firozabad

University - Dr. Bhimrao Ambedkar

University, Agra (Uttar Pradesh, India)

**Prof. (Dr.) Vineeta Gupta**

(Supervisor)

Head, Department of Education,

Research Centre - Dau Dayal Mahila

P.G. College, Firozabad

University - Dr. Bhimrao Ambedkar

University, Agra (Uttar Pradesh, India)

DOI No. **03.2021-11278686**

DOI Link :: <https://doi-ds.org/doilink/04.2025-43783492/IRJHIS2504016>

### Abstract:

*This article explores the intricate relationship between parental pressure and the development of critical thinking in children. Parental pressure, defined as the emotional stress parents place on their children often concerning academic and social achievements, is examined for its various forms and impacts. Critical thinking, encompassing skills like analysis, evaluation, and inference, is presented as essential for navigating modern complexities. The article analyzes the potential conflict between excessive parental pressure, which can hinder independent thought and foster anxiety, and the cultivation of critical thinking, which requires autonomy and intellectual exploration. Strategies for parents to find a healthy balance between guidance and fostering independence are discussed, alongside the crucial roles of schools and society in nurturing critical thinking and mitigating the negative effects of undue pressure. The conclusion emphasizes the importance of prioritizing a balanced approach to support children's overall well-being and intellectual growth.*

**Keywords:** Parental Pressure, Critical Thinking, Child Development, Academic Achievement, Independence, Education, Parenting Styles, Mental Health.

### 1. Introduction:

The journey from childhood to adulthood is marked by a complex interplay of influences, among which parental guidance and the development of independent thinking stand out as particularly crucial. Parents naturally strive to provide their children with the best possible start in life, often expressing this desire through various forms of pressure aimed at motivating success. Simultaneously, the ability to think critically, to analyze information, form judgments, and solve problems independently, is increasingly recognized as an essential skill for navigating a complex and rapidly changing world. This article explores the delicate and sometimes paradoxical relationship between parental pressure and the cultivation of critical thinking in children. While parental

involvement is undoubtedly vital for a child's upbringing, the intensity and nature of parental pressure can inadvertently hinder the very intellectual autonomy that fosters critical thinking. Understanding this intricate balance and identifying effective strategies for parents, educators, and society to nurture both guidance and independent thought is the central focus of this discussion. The subsequent sections will delve into the definitions and forms of parental pressure and critical thinking, analyze their potential conflicts, and offer practical approaches to achieve a harmonious coexistence that supports children's overall well-being and intellectual development.

## 2. Defining Parental Pressure:

Parental pressure can be understood as the emotional stress that parents, often driven by a deep-seated concern for their children's future, place upon them. This pressure frequently manifests in relation to academic achievements, adherence to cultural and social norms, and other significant aspects of a child's life. It is important to recognize that parental pressure is not a monolithic entity; it can take various forms, ranging from overt actions to more subtle influences. Eriksen (2021) offers a concise definition, characterizing parental pressure as the emotional stress parents impose on their children, often linked to academic performance, sports, extracurricular activities, and social standards. Similarly, Kaynak et al. (2021) specifically define parental academic pressure as the pressure exerted on children to achieve exceptionally high and often unrealistic academic outcomes. These definitions consistently highlight the emotional component of parental pressure and its strong association with parental expectations, particularly in the realm of academics. This suggests a fundamental parental drive to ensure their children's success, although the methods employed to achieve this goal can vary significantly.

Parental pressure manifests in diverse ways, impacting various facets of a child's life. Academic pressure is perhaps the most commonly recognized form, involving high expectations regarding school performance and grades. Parents may exert this pressure through constant reminders about studying, emphasis on test scores, and aspirations for their children to gain admission to prestigious educational institutions. This often stems from a genuine concern for the child's future welfare and employment prospects. Social pressure involves parental expectations concerning a child's friendships, popularity, and social standing. Parents might influence their children's social circles or emphasize the importance of maintaining a certain social image. Career pressure occurs when parents attempt to steer their children towards specific career paths based on their own aspirations or perceived societal prestige, often without fully considering the child's individual interests and talents. Extracurricular pressure involves the demand for children to excel in activities outside of academics, such as sports or arts, sometimes leading to over-scheduling and undue stress. In terms of how this pressure is conveyed, it can be direct, involving explicit actions like yelling, using force, or constant complaining. Conversely, it can be indirect, taking the form of

guilt-tripping, subtle reminders of rigid expectations, or expressions of disappointment. The various forms of parental pressure illustrate its comprehensive reach into a child's life, indicating that parental desires for their children's well-being and success can permeate numerous aspects of their development.

Several prominent writers and researchers have significantly contributed to our understanding of parental pressure. Eriksen (2021) highlights parental pressure as a substantial influence on adolescent academic achievement, linking it to parents' concerns about their children's future and the competitive landscape of higher education. The research by Deb et al. (2015) indicates that a significant majority of students report experiencing parental pressure related to their academic performance. Kaynak et al. (2021) define parental academic pressure as the imposition of pressure for achieving unrealistically high academic standards and emphasize its detrimental effects on students' overall well-being. Furthermore, Hosseinkhani et al. (2020) underscore the considerable impact that pressure from family members can have on teenagers' mental health, suggesting it can be the most influential source of stress for this age group. These researchers provide crucial empirical evidence that not only confirms the widespread experience of parental pressure but also illuminates its potential consequences, particularly concerning academic performance and mental health.

To further illustrate the multifaceted nature of parental pressure, Table 1 provides a summary of its various forms along with illustrative examples drawn from the research.

**Table 1: Forms of Parental Pressure and Examples**

Form of Pressure	Illustrative Examples
<b>Academic</b>	Expecting straight A's, constant focus on test scores, pushing for specific college admissions.
<b>Social</b>	Insisting on certain friendships, pushing for popularity, emphasis on social media image.
<b>Career</b>	Forcing a child into a specific profession (e.g., doctor, engineer) regardless of interest.
<b>Extracurricular</b>	Demanding excellence and excessive participation in sports or arts.
<b>Direct</b>	Yelling about grades, punishing for not meeting expectations.
<b>Indirect</b>	Expressing disappointment through sighs or comments, comparing to siblings or peers.

This overview clarifies the different avenues through which parental pressure can manifest, highlighting the diverse ways in which parents' expectations and concerns can influence their children's lives.

### 3. Understanding Critical Thinking:

Critical thinking, in the context of education, signifies forms of learning, thought, and analysis that transcend the mere memorization and recall of information. It represents a higher-order cognitive ability that involves actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information. Scriven (1996) provides a comprehensive definition, describing critical thinking as the intellectually disciplined process of actively and skillfully engaging with information gathered through observation, experience, reflection, reasoning, or communication, ultimately guiding belief and action. Angelo (1995) further characterizes it as the deliberate application of rational, higher-order thinking skills, encompassing analysis, synthesis, problem recognition, inference, and evaluation. In a more succinct definition, Beyer (1995) posits that critical thinking essentially involves making reasoned judgments based on established criteria. These definitions collectively underscore that critical thinking is not a passive reception of knowledge but an active and purposeful engagement with information, requiring individuals to go beyond surface-level understanding and apply rigorous intellectual standards.

At the core of critical thinking lie several key components that enable individuals to approach information and problems with clarity and insight. Analysis involves dissecting complex information into its fundamental elements to discern underlying assumptions and understand how different parts contribute to the whole. Evaluation is the process of assessing the credibility and relevance of sources, scrutinizing arguments for potential flaws, and determining the strength of evidence. Inference refers to the ability to draw logical conclusions and make reasoned judgments based on the analysis and evaluation of available evidence. Interpretation involves understanding and explaining the meaning and significance of information within a given context. Beyond these core elements, critical thinking also encompasses skills such as problem-solving, which involves identifying issues and generating effective solutions ; decision-making, which requires weighing options and considering consequences ; reasoning, the capacity to infer conclusions from premises ; and self-regulation, the ability to monitor and reflect on one's own thinking processes and biases. These components collectively form a robust framework for independent and reasoned thought.

The development and understanding of critical thinking have been significantly shaped by the contributions of several influential thinkers and educators throughout history. Socrates, through his renowned Socratic method of questioning, pioneered an approach that challenges assumptions and encourages deeper levels of understanding. John Dewey, an American philosopher and educator, is credited with coining the term "critical thinking" and advocated for inquiry-based learning, emphasizing the importance of reflective thought in the educational process. Robert Ennis made significant contributions by defining specific critical thinking skills and developing methods for their assessment, emphasizing critical thinking as a learned skill applicable across various contexts. Diane

Halpern furthered this work by asserting that critical thinking is a teachable skill set and developed the Halpern Critical Thinking Assessment to measure these abilities. More recently, Richard Paul and Linda Elder have developed the widely recognized Paul-Elder framework, which provides a comprehensive model for critical thinking, focusing on the essential elements of thought, the intellectual standards that should be applied to reasoning, and the intellectual traits of a cultivated critical thinker. The work of these thinkers underscores the enduring importance of critical thinking in education and its evolution as a central concept in fostering intellectual development.

#### **4. The Interplay: Parental Pressure vs. Critical Thinking:**

While parental pressure often originates from a place of care and a desire to see children succeed, excessive pressure can have significant negative repercussions on a child's overall development, creating a direct conflict with the cultivation of critical thinking. Research consistently demonstrates that high levels of parental pressure can contribute to a range of mental health issues in children, including depression, anxiety, and a diminished sense of self-worth. Furthermore, it can be associated with the development of eating disorders and negative body image issues. Paradoxically, while parents often exert pressure to improve academic outcomes, studies have shown that excessive parental control and pressure can actually lead to academic underperformance by undermining a child's intrinsic motivation to learn. Children under significant parental pressure may also experience social withdrawal and find it difficult to form and maintain close relationships. The constant fear of failing to meet parental expectations can cultivate a deep-seated fear of failure itself, making children overly cautious and hesitant to take risks, which are often necessary for both learning and personal growth. In response to intense pressure, some children may exhibit over-compliant behavior, striving for perfection at the expense of their own happiness, while others might rebel against the perceived control. Ultimately, excessive parental pressure can hinder a child's personal development, leading to feelings of being trapped and unable to pursue their own goals and interests. The multitude of negative impacts underscores the potential for parental pressure to significantly impede a child's holistic well-being.

One of the most significant ways in which parental pressure clashes with the development of critical thinking is its tendency to hinder independent thought and decision-making skills. When parents exert excessive control over their children's lives, making most or all decisions for them, it can severely impede the child's ability to develop their own judgment and make independent choices as they mature into adults. This over-control can foster a reliance on external validation and make it difficult for individuals to trust their own instincts and abilities. Children who grow up under constant pressure to conform to parental expectations may become overly cautious, fearing failure and avoiding risks that could lead to new learning experiences and personal growth. Some children may respond to this pressure by becoming perfectionists, adhering rigidly to rules and expectations,

often at the cost of their own happiness and well-being. Furthermore, when parents impose their own views and expectations without encouraging children to question or explore alternatives, it can teach children to doubt their own instincts and look to external authorities, rather than their own reasoning, for guidance. Authoritarian parenting styles, characterized by high demands and low responsiveness, can be particularly detrimental to the development of self-determination, a crucial element of independent thought. The lack of opportunity to exercise their own reasoning and make independent choices undercuts the very foundation upon which critical thinking skills are built.

Research has indicated a correlation between high parental expectations, particularly when conveyed through authoritarian parenting styles, and reduced critical thinking abilities in children. Children who perceive their parents as overly strict and controlling often exhibit less motivation in their academic pursuits and demonstrate lower levels of resilience when faced with setbacks or failures. The pressure to constantly meet high parental expectations can also contribute to the development of maladaptive perfectionism, a trait characterized by excessively high personal standards and a tendency towards self-criticism, which has been linked to lower overall well-being. When parental affection and approval become conditional upon meeting these often-unrealistic expectations, children may learn to suppress their own thoughts and feelings, fearing disapproval if their perspectives diverge from those of their parents. This can stifle the intellectual curiosity and open-mindedness that are essential for critical thinking. The focus shifts from genuine learning and exploration to the pursuit of external validation, hindering the development of intrinsic motivation and the ability to think independently and critically.

### **5. Finding the Right Balance:**

Navigating the complex terrain between providing parental guidance and fostering critical thinking requires a conscious effort to find the right balance. Parents can adopt several strategies to encourage their children's critical thinking abilities while still offering the necessary support and direction. One fundamental approach is to actively encourage children to ask questions and create a safe and supportive environment where their inquiries are valued and explored openly. Exposing children to diverse perspectives and prompting them to consider different viewpoints on various issues can broaden their understanding and challenge their assumptions. Teaching effective problem-solving skills by guiding children to break down complex problems into smaller, manageable parts and explore multiple potential solutions empowers them to think analytically. Providing ample opportunities for independent thinking and decision-making, even in age-appropriate contexts, allows children to develop their own judgment and build confidence in their abilities. Instead of providing immediate answers, parents can ask open-ended questions that encourage children to think more deeply and articulate their reasoning. Fostering imaginative play and creativity can also stimulate critical thinking by encouraging children to think outside conventional boundaries. Guiding

children to develop hypotheses and make predictions about outcomes promotes analytical thinking and scientific reasoning. Moreover, parents can serve as powerful role models by verbalizing their own thought processes when making decisions or solving problems, demonstrating how critical thinking is applied in everyday life. Shifting the focus from solely celebrating achievements to praising effort and progress can cultivate a growth mindset and reduce the fear of failure. Validating children's feelings and perspectives, even when they differ from their own, fosters open communication and mutual respect. Involving children in setting collaborative rules allows them to have a voice in the expectations placed upon them, promoting a sense of ownership and responsibility. Ultimately, prioritizing a child's emotional health and overall well-being over solely focusing on performance-based goals creates a supportive environment where critical thinking can flourish. These strategies collectively emphasize a parenting approach that nurtures autonomy, intellectual curiosity, and a resilient mindset.

Achieving the optimal balance between parental involvement and fostering independence is a dynamic and ongoing process that requires sensitivity to a child's individual needs and developmental stage. Effective parenting involves providing a supportive structure while gradually allowing for increasing autonomy as a child matures. Setting realistic expectations that are aligned with a child's unique abilities, interests, and developmental level is crucial to avoid overwhelming them and stifling their motivation. Parents should strive to offer guidance and support without resorting to overly controlling behaviors that can undermine a child's sense of competence and self-reliance. As children demonstrate increasing responsibility, parents can gradually grant them more independence in various aspects of their lives. Encouraging self-advocacy, empowering children to express their needs, preferences, and concerns respectfully, is essential for their development of autonomy. Allowing children to experience the natural consequences of their mistakes, within safe boundaries, provides valuable learning opportunities and fosters resilience. The key lies in a gradual release of control, allowing children to take increasing ownership of their decisions and actions as they demonstrate the capacity to do so responsibly. This balanced approach not only supports the development of critical thinking but also strengthens the parent-child relationship based on mutual trust and respect.

## **6. Role of Schools and Society:**

Beyond the crucial influence of parents, schools and the broader society also play significant roles in promoting critical thinking among young people and mitigating the negative effects of undue parental pressure. Schools are uniquely positioned to actively cultivate critical thinking skills through various aspects of the educational experience. Incorporating activities and assignments that necessitate independent thinking, creativity, and analytical skills is paramount. Teachers can utilize open-ended questions that encourage students to delve deeper into topics and formulate their own

evidence-based arguments. The integration of case studies and real-world scenarios provides opportunities for students to apply their knowledge and develop critical analysis and problem-solving skills. Encouraging debate and classroom discussions where students can respectfully analyze different viewpoints, provide evidence, and formulate their own conclusions in a safe environment is also highly effective. Implementing project-based learning allows students to explore topics in depth, develop hypotheses, and design investigations, fostering independent thinking and problem-solving abilities. Collaborative learning through group discussions and projects encourages students to share ideas, challenge one another's thinking, and consider diverse perspectives. Furthermore, creating time for metacognitive reflection prompts students to examine their own thinking processes and identify areas for improvement. Teaching reasoning skills through practical problem-solving activities equips students with the tools for logical thought. In an age of readily available information, teaching information literacy, including how to evaluate sources and identify misinformation, is an essential component of fostering critical thinkers. Providing diverse perspectives on topics and encouraging students to consider multiple viewpoints broadens their understanding. Teachers can also model critical thinking by demonstrating intellectual curiosity and verbalizing their own thought processes when analyzing information or solving problems. Establishing a supportive and inclusive classroom atmosphere where students feel comfortable sharing their thoughts and ideas without fear of judgment is crucial for fostering intellectual risk-taking and critical engagement. Through these multifaceted approaches, schools can play a vital role in nurturing students' abilities to think critically and independently.

The broader society also has a significant influence on cultivating independent thinking in youth and mitigating the negative effects of undue parental pressure. Fostering a cultural environment that values intellectual curiosity and encourages questioning prevailing norms is essential. Promoting open-mindedness and respect for diverse opinions, even those that challenge traditional views, creates a space where independent thought can flourish. Encouraging creative thinking and providing avenues for young people to express their ideas uniquely can foster innovation and self-reliance. Shifting societal values to recognize the importance of effort, learning from mistakes, and resilience, rather than solely focusing on achieving perfection, can alleviate some of the pressure on both parents and children. Providing young people with opportunities to engage in decision-making and problem-solving in real-world contexts, such as community projects or youth leadership initiatives, can build their confidence and independent thinking skills. Promoting media literacy across society equips individuals with the skills to critically evaluate information and resist manipulation, fostering more informed and independent citizens. Furthermore, fostering open dialogue about parental stress and mental health within communities can help reduce stigma and encourage parents to seek support when needed. Equipping parents with resources and guidance on

managing their own stress and supporting their children's healthy development is also crucial. Creating opportunities for supportive social connections among parents and caregivers can provide a network of mutual support and shared experiences, helping to navigate the challenges of parenting in a high-pressure environment. Ultimately, a societal shift towards valuing independence, curiosity, resilience, and open communication is necessary to create an environment where young people can develop into critical and independent thinkers, free from the burdens of excessive and misdirected pressure.

## 7. Conclusion:

The journey of raising children who are both successful and capable of independent thought is fraught with the inherent tension between providing necessary parental guidance and fostering the critical thinking skills essential for navigating a complex world. Parental pressure, often stemming from a deep desire for their children's well-being, can inadvertently create significant challenges for the development of this intellectual autonomy. As explored in this article, parental pressure is defined as the emotional stress parents place on their children, frequently linked to academic success and societal expectations, and can manifest in various forms, including academic, social, career, and extracurricular pressures, both directly and indirectly. Prominent researchers like Eriksen, Deb et al., Kaynak et al., and Hosseinkhani et al. have highlighted the prevalence and impact of this pressure, particularly on academic performance and mental health. Conversely, critical thinking involves higher-order cognitive skills such as analysis, evaluation, inference, and interpretation, with influential thinkers like Socrates, Dewey, Ennis, Halpern, and Paul and Elder shaping its understanding and application in education. Excessive parental pressure has been shown to have numerous negative impacts on children's development, including mental health issues, academic underperformance, and a hindrance to the very independent thought and decision-making skills that underpin critical thinking.

Finding the right balance necessitates that parents adopt strategies that encourage questioning, embrace diverse perspectives, teach problem-solving, and provide opportunities for independent thought, all while offering appropriate guidance and support. Schools play a vital role by incorporating activities that promote critical thinking, teaching information literacy, and fostering a supportive learning environment. The broader society must also contribute by valuing curiosity, promoting open-mindedness, and providing resources for parents to manage stress and support their children's development. Ultimately, prioritizing a balanced approach that thoughtfully integrates parental guidance with the cultivation of critical thinking is paramount for the overall well-being, intellectual growth, and future success of children.

## References:

1. Harris, J. R. (1998). The nurture assumption: Why children turn out the way they do. Free

Press.

2. Levine, M. (2006). *The price of privilege: How parental pressure and material advantage are creating a generation of disconnected and unhappy kids*. Harper.
3. Sharma, K. (2023). A study of the impact of parental pressure on students' academic performance. *International Research Journal of Education and Psychology*, 4(1), 56-72. <https://irjep.in/index.php/IRJEP/article/view/76>
4. Yasira, S., & Maksum, N. R. (2023). Implications of parenting styles on students' critical thinking abilities. *Indonesian Journal of Early Childhood Education*, 5(2), 98-115. <https://journal.uaindonesia.ac.id/index.php/ijecie/article/view/650>
5. Zhang, L., Wang, H., & Li, Y. (2015). Exploring the association between parental rearing styles and medical students' critical thinking disposition in China. *BMC Medical Education*, 15(1), 128. <https://pubmed.ncbi.nlm.nih.gov/25966776>
6. Chen, X., Liu, J., & Wang, P. (2023). Academic performance and parenting styles differentially predict critical thinking skills and dispositions among primary students: Cross-sectional and cross-lagged evidence. *Thinking Skills and Creativity*, 49, 101152. <https://www.sciencedirect.com/science/article/abs/pii/S1871187123001529>
7. Grolnick, W. S. (2003). *The psychology of parental control: How well-meant parenting backfires*. Psychology Press.
8. Duckworth, A. L. (2016). *Grit: The power of passion and perseverance*. Scribner.
9. Steinberg, L. (2021). *Parenting for the new century: Nurturing critical thinkers and independent minds*. Oxford University Press.
10. Deci, E. L., & Ryan, R. M. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Publications.
11. Ahern, N. R., & Norris, A. E. (2011). Examining factors that increase and decrease stress in adolescent community college students. *Journal of pediatric nursing*, 26(6), 530-540.
12. An, T. Y., Park, S. D., & Yang, S. (2020). How Does Grit Develop? A Focus on the Relationship between Perceived Parents Failure Mindset, Parental Academic Expectation, and Failure Tolerance among University Students. *The Korean Journal of Developmental Psychology*, 33(2), 103-121.
13. Babicka-Wirkus, A., Wirkus, L., Stasiak, K., & Kozlowski, P. (2021). University students' strategies of coping with stress during the coronavirus pandemic: Data from Poland. *PLoS One*, 16(7), e0255041.
14. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
15. Brennan, D. (2021). What is Authoritarian Parenting? Retrieved from

<https://www.webmd.com/parenting/authoritarian-parenting-what-is-it>

16. Chen, Z. Y., & Dornbusch, S. M. (1998). Relating aspects of adolescent emotional autonomy to academic achievement and deviant behavior. *Journal of Adolescent research*, 13(3), 293-319.
17. Corey, G. (2015). *Theory and practice of group counseling*. Cengage Learning.
- Chulani, V. L., & Gordon, L. P. (2014). Adolescent growth and development. *Primary Care: Clinics in Office Practice*, 41(3), 465-487.
18. Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The counseling psychologist*, 35(2), 236-264.
19. Deb, S., Strodl, E., & Sun, H. (2015). Academic stress, parental pressure, anxiety and mental health among Indian high school students. *International Journal of Psychology and Behavioral Science*, 5(1), 26-34.
20. Dupere, V., Leventhal, T., Dion, E., Crosnoe, R., Archambault, I., & Janosz, M. (2015). Stressors and turning points in high school and dropout: A stress process, life course framework. *Review of educational research*, 85(4), 591-629.
21. Eskilson, A., Wiley, M. G., Muehlbauer, G., & Dodder, L. (1986). Parental pressure, self-esteem and adolescent reported deviance: Bending the twig too far. *Adolescence*, 21(83), 501.
22. Eriksen, I. M. (2021). Class, parenting and academic stress in Norway: Middle-class youth on parental pressure and mental health. *Discourse: studies in the cultural politics of education*, 42(4), 602-614.
23. Furry, A. N., & Sy, S. R. (2015). The influence of perceived parental expectations and pressures on women's academic achievement during the first year of college. *Journal of The First-Year Experience & Students in Transition*, 27(1), 49-67.
24. Grolnick, W. S., Kurowski, C. O., Dunlap, K. G., & Hevey, C. (2000). Parental resources and the transition to junior high. *Journal of Research on Adolescence*, 10(4), 465-488.
25. Higginbottom, G. M. A. (2004). Sampling issues in qualitative research. *Nurse Researcher* (through 2013), 12(1), 7.
26. Hosseinkhani, Z., Hassanabadi, H. R., Parsaeian, M., Karimi, M., & Nedjat, S. (2020). Academic Stress and Adolescents Mental Health: A Multilevel Structural Equation Modeling (MSEM) Study in Northwest of Iran. *Journal of research in health sciences*, 20(4), e00496
27. Hoover-Dempsey, K. V., & Sandler, H. M. (1995). Parental involvement in children's education: Why does it make a difference?. *Teachers college record*, 97(2), 310-331.
28. Lal, K. (2014). Academic stress among adolescent in relation to intelligence and demographic factors. *American International Journal of Research in Humanities, Arts and Social Sciences*, 5(1), 123-129.

29. Luo, W., & Zhang, Y. (2018). Parental expectation and pressure, achievement motivation, and engagement of Singapore students: A self-determination theory perspective. In *Asian Education Miracles* (pp. 174-189). Routledge.
30. Marshall, M. N. (1996). Sampling for qualitative research. *Family practice*, 13(6), 522-526.
31. Zaini, M. S. N., Rami, M. A. A., Arsad, M. N., & Anuar, M. M. A. (2021). Relationship of academic performance and academic self-concept with career decision-making among UPM undergraduate students. *Asian Journal of University Education (AJUE)*, 7(2), 50-61.
32. Mushtaq, I., & Khan, S. N. (2012). Factors affecting students' academic performance. *Global journal of management and business research*, 12(9), 17-22.
33. Poddar, P. (2020). Parent's Expectations and Academic Pressure: A Major Cause of Stress among Students. Retrieved from <https://www.indiatoday.in/education-today/featurephilip/story/parent-s-expectations-and-academic-pressure-a-major-cause-of-stress-among-students-1743857-2020-11-25>
34. Quach, A. S., Epstein, N. B., Riley, P. J., Falconier, M. K., & Fang, X. (2015). Effects of parental warmth and academic pressure on anxiety and depression symptoms in Chinese adolescents. *Journal of Child and Family Studies*, 24(1), 106-116.

