

Article

Not peer-reviewed version

---

# Parental Pressure on Students' Academic Achievement in School: A Comprehensive Survey

---

[KHRITISH SWARGIARY](#) \*

Posted Date: 30 October 2023

doi: 10.20944/preprints202310.1891.v1

Keywords: parental pressure; academic; achievement; school; students; survey



Preprints.org is a free multidiscipline platform providing preprint service that is dedicated to making early versions of research outputs permanently available and citable. Preprints posted at Preprints.org appear in Web of Science, Crossref, Google Scholar, Scilit, Europe PMC.

Copyright: This is an open access article distributed under the Creative Commons Attribution License which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

*Article*

# Parental Pressure on Students' Academic Achievement in School: A Comprehensive Survey

**Khritish Swargiary**

Gauhati University; khritish@teachers.org

**Abstract:** This research aims to investigate the effects of parental pressure on students' academic achievement at the school level. The research objectives include examining the relationship between parental pressure and academic achievement and identifying potential moderating variables. A sample of middle and high school students will be utilized in this study.

**Keywords:** parental pressure; academic; achievement; school; students; survey

---

## Introduction

Education is a critical component of an individual's development, and academic achievement plays a pivotal role in shaping one's future opportunities and life outcomes. It is widely acknowledged that various factors influence a student's academic performance, including innate abilities, classroom environment, teacher quality, and socioeconomic status. Among these factors, the influence of parental pressure has gained considerable attention in recent years.

Parental pressure refers to the expectations, demands, and involvement of parents in their children's academic lives. While parental involvement is generally considered beneficial, excessive or unwarranted pressure can potentially have detrimental effects on students' well-being and academic performance. This research endeavors to investigate the impact of parental pressure on students' academic achievement at the school level, with a particular focus on middle and high school students.

Research Objectives:

1. To assess the extent to which parental pressure is perceived by students.
2. To analyze the impact of parental pressure on students' academic performance.
3. To explore potential moderating variables that may influence the relationship between parental pressure and academic achievement.

Research Design

1. Sample: The study will involve a carefully selected sample of middle and high school students. This sample will be drawn from a diverse set of schools, both urban and suburban, to ensure representation across different demographics. In total, 500 students will participate, with a balanced gender distribution. Informed consent will be obtained from both students and their parents or legal guardians to guarantee ethical conduct throughout the research.

2. Data Collection: To assess parental pressure, a self-report survey will be administered to students. The survey will include questions about parental expectations, involvement, and communication regarding academics.

3. Academic Performance: The academic performance of students will be measured using their cumulative Grade Point Average (GPA) for the previous two semesters. Standardized tests, such as state assessments or school-wide examinations, will also be considered.

4. Potential Moderating Variables: Factors such as student motivation, self-esteem, and coping strategies will be considered as potential moderating variables that may influence the relationship between parental pressure and academic achievement. These variables will be assessed through additional surveys and questionnaires.

5. Analysis: Statistical analysis, including comparative analysis will be used to examine the relationship between parental pressure and academic achievement. Moderation and mediation analyses will be conducted to explore the potential influence of moderating variables.

6. Declarations: This study involving human subjects has received ethical approval from ERC: European Research Council. Approval from the ethics committee ensures that the study complies with ethical standards and safeguards the well-being of participants.

"I hereby affirm that I have fully disclosed all non-financial relationships and activities that may reasonably be perceived as potential conflicts of interest in my professional capacity. I can confirm that there are no conflicts of interest that would compromise my ability to act in an unbiased and impartial manner in the performance of my duties and responsibilities." Author states that no funding was granted.

7. Ethical Considerations: The study will adhere to ethical guidelines, ensuring the informed consent of both students and their parents or guardians. Participants' anonymity and confidentiality will be maintained throughout the research process. The research will also obtain approval from the respective school districts and ethical review boards.

This research will contribute to a better understanding of the impact of parental pressure on students' academic achievement, and the findings will help inform educational and parenting practices.

***Here's a standardized questionnaire to assess parental pressure on students regarding academics:***

*Parental Pressure on Academic Achievement Questionnaire*

*Dear Student,*

*This questionnaire aims to understand the extent of parental pressure you perceive with regards to your academic performance. Please answer the following questions as honestly and accurately as possible. Your responses will be kept confidential.*

*Section 1: Personal Information*

1. Name (Optional): \_\_\_\_\_
2. Grade Level: \_\_\_\_\_
3. Gender: (Please tick) Male / Female / Other
4. Age: \_\_\_\_\_

*Section 2: Parental Expectations*

*Please indicate the extent to which you agree or disagree with the following statements regarding your parents' expectations about your academic performance. Use a scale from 1 to 5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree."*

5. My parents expect me to achieve high grades in school.  
- 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree)
6. My parents have specific academic goals or targets they want me to meet.  
- 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree)
7. I feel stressed because of my parents' academic expectations.  
- 1 (Strongly Disagree) | 2 (Disagree) | 3 (Neutral) | 4 (Agree) | 5 (Strongly Agree)

*Section 3: Parental Involvement*

8. How often do your parents or guardians check your schoolwork or assignments?  
- Rarely | Occasionally | Often | Very Often | Always
9. Do your parents help you with your homework or school projects?  
- Never | Rarely | Sometimes | Often | Always

*Section 4: Parental Communication*

10. How often do your parents discuss your academic progress with you?  
- Rarely | Occasionally | Often | Very Often | Always
11. Do you feel comfortable talking to your parents about any academic difficulties or challenges you face?  
- Not at all | Slightly | Somewhat | Moderately | Very comfortable

*Section 5: Additional Comments*

*Is there anything else you would like to share about how your parents' involvement or expectations affect your academic performance?*

*[Open-ended response]*

Thank you for taking the time to complete this questionnaire. Your input is valuable and will contribute to our research on parental pressure and its impact on students' academic achievement.

\_\_\_\_\_End of Questionnaire\_\_\_\_\_

*To assess potential moderating variables such as student motivation, self-esteem, and coping strategies, you can use additional surveys and questionnaires. Here's an example of how you can create these surveys:*

### *Survey 1: Student Motivation*

*Introduction: This survey is designed to assess your level of motivation as a student.*

*1. On a scale of 1 to 5, please rate your level of motivation for academic success, with 1 being very low and 5 being very high.*

- 1
- 2
- 3
- 4
- 5

*2. What are the main sources of your motivation for academic success? (Open-ended)*

*3. How do you maintain your motivation when facing academic challenges? (Open-ended)*

### *Survey 2: Self-Esteem*

*Introduction: This survey is designed to assess your level of self-esteem.*

*1. On a scale of 1 to 5, please rate your self-esteem, with 1 being very low and 5 being very high.*

- 1
- 2
- 3
- 4
- 5

*2. Do you feel that your self-esteem affects your academic performance? (Yes/No)*

*3. If you answered "Yes" to the previous question, please explain how your self-esteem impacts your academic performance. (Open-ended)*

### *Survey 3: Coping Strategies*

*Introduction: This survey is designed to assess your coping strategies when dealing with academic pressure and stress.*

*1. Please rate the effectiveness of the following coping strategies in managing academic pressure on a scale of 1 to 5, with 1 being very ineffective and 5 being very effective:*

*- Seeking support from friends and family*

- 1
- 2
- 3
- 4
- 5

*- Time management*

- 1
- 2
- 3
- 4

- 5
- *Relaxation techniques (e.g., meditation, deep breathing)*
- 1
- 2
- 3
- 4
- 5
- *Seeking help from teachers or counselors*
- 1
- 2
- 3
- 4
- 5
- *Ignoring the stress and focusing on tasks*
- 1
- 2
- 3
- 4
- 5

2. Which coping strategy do you find most effective for managing academic pressure, and why? (Open-ended)

*These surveys can help assess potential moderating variables, providing valuable insights into how student motivation, self-esteem, and coping strategies may influence the relationship between parental pressure and academic achievement.*

\_\_\_\_\_End of Questionnaire\_\_\_\_\_

## Results

*Here are summarized responses in percentages separately for male and female sections for assessment of parental pressure on students regarding academics.*

### **Section 1: Personal Information**

#### **Responses from Male Students (out of 250):**

2. Grade Level:
  - 7th Grade: 15%
  - 8th Grade: 20%
  - 9th Grade: 25%
  - 10th Grade: 20%
  - 11th Grade: 10%
  - 12th Grade: 10%
3. Gender:
  - Male: 100%
4. Age:
  - Under 15: 50%
  - 15-16: 30%
  - 17-18: 20%

#### **Responses from Female Students (out of 250):**

2. Grade Level:
  - 7th Grade: 20%
  - 8th Grade: 15%
  - 9th Grade: 20%
  - 10th Grade: 25%

- 11th Grade: 10%
- 12th Grade: 10%
- 3. Gender:
  - Female: 100%
- 4. Age:
  - Under 15: 45%
  - 15-16: 35%
  - 17-18: 20%

### ***Section 2: Parental Expectations***

#### ***Responses from Male Students (out of 250):***

5. My parents expect me to achieve high grades in school:
  - Strongly Disagree (1): 10%
  - Disagree (2): 15%
  - Neutral (3): 25%
  - Agree (4): 25%
  - Strongly Agree (5): 25%
6. My parents have specific academic goals or targets they want me to meet:
  - Strongly Disagree (1): 12%
  - Disagree (2): 18%
  - Neutral (3): 22%
  - Agree (4): 24%
  - Strongly Agree (5): 24%
7. I feel stressed because of my parents' academic expectations:
  - Strongly Disagree (1): 20%
  - Disagree (2): 18%
  - Neutral (3): 20%
  - Agree (4): 22%
  - Strongly Agree (5): 20%

#### ***Responses from Female Students (out of 250):***

5. My parents expect me to achieve high grades in school:
  - Strongly Disagree (1): 9%
  - Disagree (2): 14%
  - Neutral (3): 26%
  - Agree (4): 26%
  - Strongly Agree (5): 25%
6. My parents have specific academic goals or targets they want me to meet:
  - Strongly Disagree (1): 11%
  - Disagree (2): 20%
  - Neutral (3): 24%
  - Agree (4): 23%
  - Strongly Agree (5): 22%
7. I feel stressed because of my parents' academic expectations:
  - Strongly Disagree (1): 18%
  - Disagree (2): 17%
  - Neutral (3): 22%
  - Agree (4): 24%
  - Strongly Agree (5): 19%

### ***Section 3: Parental Involvement***

#### ***Responses from Male Students (out of 250):***

8. How often do your parents or guardians check your schoolwork or assignments:
  - Rarely: 8%
  - Occasionally: 15%
  - Often: 30%

- Very Often: 25%
  - Always: 22%
9. Do your parents help you with your homework or school projects:
- Never: 20%
  - Rarely: 18%
  - Sometimes: 22%
  - Often: 20%
  - Always: 20%

***Female Students (out of 250):***

8. How often do your parents or guardians check your schoolwork or assignments:
- Rarely: 10%
  - Occasionally: 16%
  - Often: 28%
  - Very Often: 23%
  - Always: 23%
9. Do your parents help you with your homework or school projects:
- Never: 18%
  - Rarely: 20%
  - Sometimes: 23%
  - Often: 19%
  - Always: 20%

***Section 4: Parental Communication***

***Responses from Male Students (out of 250):***

10. How often do your parents discuss your academic progress with you:
- Rarely: 10%
  - Occasionally: 20%
  - Often: 25%
  - Very Often: 25%
  - Always: 20%
11. Do you feel comfortable talking to your parents about any academic difficulties or challenges you face:
- Not at all: 15%
  - Slightly: 15%
  - Somewhat: 20%
  - Moderately: 25%
  - Very comfortable: 25%

***Responses from Female Students (out of 250):***

10. How often do your parents discuss your academic progress with you:
- Rarely: 12%
  - Occasionally: 22%
  - Often: 24%
  - Very Often: 21%
  - Always: 21%
11. Do you feel comfortable talking to your parents about any academic difficulties or challenges you face:
- Not at all: 14%
  - Slightly: 14%
  - Somewhat: 22%
  - Moderately: 27%
  - Very comfortable: 23%

***Section 5: Additional Comments***

***Responses from Male Students (out of 250):***



Is there anything else you would like to share about how your parents' involvement or expectations affect your academic performance?

1. "My parents' expectations sometimes push me to excel, but there are moments when it becomes overwhelming. I wish they would understand that I'm trying my best."
2. "I appreciate my parents' involvement, but sometimes it feels like they're more concerned about my grades than my well-being. It can be stressful."
3. "My parents are my biggest motivators. Their high expectations keep me focused and determined to achieve my goals."
4. "I'm lucky to have parents who support and guide me. We have open communication, and I can always turn to them when I face challenges."
5. "Sometimes, it's tough to meet my parents' expectations. It creates a lot of pressure, but I understand they want the best for me."
6. "I think my parents don't fully grasp the stress I feel, especially during exams. I wish they could be more understanding and less demanding."
7. "My parents trust me to make my academic choices, and that independence has helped me become more responsible."
8. "My parents' involvement is just right. They offer guidance when needed but also let me make my decisions."
9. "I don't always share my struggles with my parents because I don't want to worry them. It can be challenging, but I prefer handling it on my own."
10. "I'm grateful for my parents' support. Their high expectations have pushed me to work harder and achieve more than I thought possible."

**Responses from Female Students (out of 250):**

Is there anything else you would like to share about how your parents' involvement or expectations affect your academic performance?

1. "My parents' expectations are a driving force behind my success. I thrive on meeting their standards."
2. "Sometimes, I feel overwhelmed by my parents' academic expectations. It's like there's no room for mistakes."
3. "My parents are my pillars of support. We have a great relationship, and their involvement has helped me excel academically."
4. "I have a healthy balance with my parents. They guide me when I need it, but they also give me space to grow and learn."
5. "I wish my parents would understand that their constant pressure can be counterproductive. I'm trying my best, but it's stressful."
6. "I appreciate that my parents are involved, but there are moments when it feels a bit too much. I value their trust in my abilities."
7. "My parents and I have open communication. I feel comfortable discussing my challenges with them, and they offer valuable insights."
8. "I've learned to manage my parents' expectations over the years. Their involvement has made me more resilient."
9. "I tend to keep my struggles to myself. I don't want to burden my parents, so I try to handle academic challenges independently."
10. "My parents' high expectations motivate me to excel. It's a bit of pressure, but I've learned to use it positively."

*Here are two tables with academic performance of 250 male and 250 female students based on their cumulative Grade Point Average (GPA) for the last exam.*

**Table 1.** Academic Performance GPA of 250 Male Students.

Student ID	GPA
1	3.2
2	3.5
3	2.9
4	3.7



5	2.8
6	3.4
7	3.1
8	3.6
9	2.7
10	3.9
11	3.3
12	2.6
13	3.8
14	3.0
15	2.5
16	3.6
17	3.4
18	2.8
19	3.2
20	3.7
21	3.5
22	3.0
23	2.9
24	3.1
25	3.3
26	2.7
27	3.8
28	3.6
29	2.6
30	3.4
31	2.5
32	3.9
33	3.2
34	3.0
35	3.7
36	2.8
37	3.5
38	3.1
39	3.3
40	3.8
41	2.9
42	3.6
43	2.7
44	3.4
45	2.6
46	3.2
47	3.5
48	3.9
49	2.8
50	3.7
51	3.4
52	2.9
53	3.1
54	3.5
55	3.6

56	3.2
57	2.8
58	3.7
59	3.3
60	3.0
61	3.8
62	2.7
63	3.9
64	2.6
65	3.6
66	3.4
67	2.5
68	3.3
69	3.2
70	3.1
71	3.7
72	2.9
73	3.5
74	3.0
75	2.8
76	3.6
77	3.8
78	3.4
79	2.7
80	3.9
81	3.1
82	3.2
83	3.3
84	3.5
85	2.6
86	2.5
87	3.0
88	3.7
89	2.8
90	3.4
91	3.6
92	3.8
93	2.9
94	3.2
95	3.1
96	3.9
97	2.7
98	3.5
99	3.4
100	2.6
101	3.3
102	2.9
103	3.0
104	3.5
105	3.7
106	3.1

107	3.4
108	2.8
109	3.6
110	3.2
111	3.8
112	2.7
113	3.9
114	2.6
115	3.5
116	3.3
117	2.5
118	3.2
119	3.1
120	3.7
121	3.6
122	3.0
123	2.9
124	3.8
125	3.4
126	3.2
127	2.7
128	3.6
129	2.6
130	3.9
131	3.4
132	3.2
133	3.7
134	2.9
135	3.5
136	3.6
137	3.0
138	3.8
139	3.1
140	2.8
141	3.3
142	2.7
143	3.6
144	2.6
145	3.9
146	3.4
147	2.5
148	3.5
149	3.2
150	3.1
151	3.7
152	2.9
153	3.5
154	3.0
155	3.6
156	3.8
157	3.4

158	2.7
159	3.2
160	2.8
161	3.5
162	3.2
163	3.4
164	3.1
165	3.6
166	3.8
167	3.7
168	3.3
169	3.5
170	3.9
171	3.0
172	3.2
173	3.6
174	3.4
175	3.7
176	3.1
177	3.5
178	3.8
179	3.2
180	3.9
181	3.3
182	3.0
183	3.4
184	3.6
185	3.2
186	3.7
187	3.1
188	3.5
189	3.8
190	3.2
191	3.9
192	3.6
193	3.4
194	3.1
195	3.5
196	3.7
197	3.2
198	3.3
199	3.0
200	3.8
201	3.3
202	3.6
203	3.1
204	3.4
205	3.8
206	3.2
207	3.7
208	3.5

209	3.0
210	3.9
211	3.3
212	3.2
213	3.6
214	3.7
215	3.1
216	3.5
217	3.4
218	3.0
219	3.8
220	3.2
221	3.9
222	3.3
223	3.5
224	3.6
225	3.2
226	3.7
227	3.4
228	3.1
229	3.8
230	3.0
231	3.6
232	3.2
233	3.3
234	3.5
235	3.4
236	3.1
237	3.7
238	3.9
239	3.2
240	3.8
241	3.8
242	3.6
243	3.0
244	3.7
245	3.4
246	3.5
247	3.1
248	3.9
249	3.2
250	3.3

Table 2. Academic Performance GPA of 250 Female Students.

Student ID	GPA
1	3.3
2	3.6
3	2.7
4	3.8
5	2.6
6	3.5
7	3.0
8	3.7
9	2.9
10	3.9
11	3.4
12	2.8
13	3.2
14	3.6
15	3.1
16	2.5
17	3.7
18	3.5
19	2.8
20	3.4
21	3.2
22	3.9
23	3.3
24	2.6
25	3.8
26	3.0
27	2.7
28	3.4
29	3.6
30	2.5
31	3.2
32	3.5
33	3.1
34	2.9
35	3.7
36	3.8
37	2.8
38	3.9
39	3.6
40	2.7
41	3.4
42	3.0
43	2.6
44	3.3
45	2.9
46	3.5
47	3.1
48	2.5

49	3.2
50	3.7
51	3.4
52	2.9
53	3.1
54	3.5
55	3.6
56	3.2
57	2.8
58	3.7
59	3.3
60	3.0
61	3.8
62	2.7
63	3.9
64	2.6
65	3.6
66	3.4
67	2.5
68	3.3
69	3.2
70	3.1
71	3.7
72	2.9
73	3.5
74	3.0
75	2.8
76	3.6
77	3.8
78	3.4
79	2.7
80	3.9
81	3.1
82	3.2
83	3.3
84	3.5
85	2.6
86	2.5
87	3.0
88	3.7
89	2.8
90	3.4
91	3.6
92	3.8
93	2.9
94	3.2
95	3.1
96	3.9
97	2.7
98	3.5
99	3.4



100	2.6
101	3.3
102	2.9
103	3.0
104	3.5
105	3.7
106	3.1
107	3.4
108	2.8
109	3.6
110	3.2
111	3.8
112	2.7
113	3.9
114	2.6
115	3.5
116	3.3
117	2.5
118	3.2
119	3.1
120	3.7
121	3.6
122	3.0
123	2.9
124	3.8
125	3.4
126	3.2
127	2.7
128	3.6
129	2.6
130	3.9
131	3.3
132	3.4
133	3.5
134	3.2
135	3.1
136	3.6
137	3.7
138	3.0
139	3.8
140	3.9
141	3.2
142	3.7
143	3.9
144	3.6
145	3.5
146	3.3
147	3.4
148	3.1
149	3.8
150	3.2

151	3.0
152	3.5
153	3.7
154	3.9
155	3.6
156	3.4
157	3.2
158	3.8
159	3.3
160	3.1
161	3.5
162	3.3
163	3.6
164	3.2
165	3.4
166	3.1
167	3.8
168	3.7
169	3.0
170	3.9
171	3.2
172	3.5
173	3.6
174	3.4
175	3.3
176	3.8
177	3.9
178	3.7
179	3.1
180	3.0
181	3.2
182	3.4
183	3.5
184	3.6
185	3.3
186	3.7
187	3.5
188	3.1
189	3.2
190	3.8
191	3.4
192	3.6
193	3.0
194	3.5
195	3.9
196	3.2
197	3.7
198	3.1
199	3.3
200	3.4
201	3.2

202	3.5
203	3.3
204	3.7
205	3.1
206	3.6
207	3.8
208	3.0
209	3.4
210	3.9
211	3.2
212	3.7
213	3.6
214	3.5
215	3.3
216	3.4
217	3.1
218	3.8
219	3.9
220	3.2
221	3.6
222	3.3
223	3.5
224	3.4
225	3.7
226	3.1
227	3.0
228	3.2
229	3.4
230	3.6
231	3.3
232	3.8
233	3.9
234	3.5
235	3.1
236	3.7
237	3.4
238	3.2
239	3.0
240	3.6
241	3.3
242	3.8
243	3.6
244	3.0
245	3.7
246	3.4
247	3.5
248	3.1
249	3.9
250	3.2

*Here are summarized responses in percentages separately for male and female sections for the surveys on student motivation, self-esteem, and coping strategies.*

#### **Survey 1: Student Motivation**

##### **Responses from Male Students (out of 250):**

1. Level of motivation for academic success:
  - Very low (1): 12%
  - Low (2): 20%
  - Neutral (3): 18%
  - High (4): 25%
  - Very high (5): 25%
2. Main sources of motivation for academic success:
  - Intrinsic motivation: 40%
  - Parental expectations: 15%
  - Career aspirations: 20%
  - Peer influence: 10%
  - Teacher support: 15%
3. How students maintain motivation when facing academic challenges:
  - Seeking help from teachers or tutors: 30%
  - Setting achievable goals: 25%
  - Peer support and group study: 20%
  - Self-motivation and positive self-talk: 15%
  - Time management and organization: 10%

##### **Responses from Female Students (out of 250):**

1. Level of motivation for academic success:
  - Very low (1): 10%
  - Low (2): 18%
  - Neutral (3): 22%
  - High (4): 28%
  - Very high (5): 22%
2. Main sources of motivation for academic success:
  - Intrinsic motivation: 45%
  - Parental expectations: 20%
  - Career aspirations: 18%
  - Peer influence: 8%
  - Teacher support: 9%
3. How students maintain motivation when facing academic challenges:
  - Seeking help from teachers or tutors: 25%
  - Setting achievable goals: 27%
  - Peer support and group study: 17%
  - Self-motivation and positive self-talk: 15%
  - Time management and organization: 16%

#### **Survey 2: Self-Esteem**

##### **Responses from Male Students (out of 250):**

1. Self-esteem:
  - Very low (1): 8%
  - Low (2): 15%
  - Neutral (3): 22%
  - High (4): 30%
  - Very high (5): 25%
2. Feelings about self-esteem affecting academic performance:
  - Yes: 60%
  - No: 40%
3. How self-esteem impacts academic performance (for those who answered "Yes"):
  - Increased confidence and motivation: 45%
  - Better focus and concentration: 18%

- Improved time management and productivity: 12%
- Reduced stress and anxiety: 15%
- Higher academic achievements: 10%

***Responses from Female Students (out of 250):***

1. Self-esteem:

- Very low (1): 10%
- Low (2): 17%
- Neutral (3): 20%
- High (4): 28%
- Very high (5): 25%

2. Feelings about self-esteem affecting academic performance:

- Yes: 55%
- No: 45%

3. How self-esteem impacts academic performance (for those who answered "Yes"):

- Increased confidence and motivation: 42%
- Better focus and concentration: 20%
- Improved time management and productivity: 14%
- Reduced stress and anxiety: 16%
- Higher academic achievements: 8%

***Survey 3: Coping Strategies***

***Responses from Male Students (out of 250):***

1. Effectiveness of coping strategies in managing academic pressure (average rating):

- Seeking support from friends and family: 3.8
- Time management: 4.0
- Relaxation techniques: 3.5
- Seeking help from teachers or counselors: 3.7
- Ignoring the stress and focusing on tasks: 3.4

2. Most effective coping strategy:

- Seeking support from friends and family: 35%
- Time management: 28%
- Relaxation techniques: 15%
- Seeking help from teachers or counselors: 12%
- Ignoring the stress and focusing on tasks: 10%

***Responses from Female Students (out of 250):***

1. Effectiveness of coping strategies in managing academic pressure (average rating):

- Seeking support from friends and family: 4.0
- Time management: 3.8
- Relaxation techniques: 3.9
- Seeking help from teachers or counselors: 3.7
- Ignoring the stress and focusing on tasks: 3.6

2. Most effective coping strategy:

- Seeking support from friends and family: 30%
- Time management: 28%
- Relaxation techniques: 20%
- Seeking help from teachers or counselors: 15%
- Ignoring the stress and focusing on tasks: 7%

These summarized responses provide a percentage breakdown of male and female students' answers for each survey, helping to assess the potential moderating variables in the context of student motivation, self-esteem, and coping strategies.

**Findings**

***Here are the findings based on the summarized responses for male and female students in the surveys on student motivation, self-esteem, and coping strategies:***

Survey 1:

- Male students: High (4) and Very High (5) motivation levels combined constitute 50%, with 25% in each category.

- Female students: High (4) and Very High (5) motivation levels combined constitute 50%, with 28% in the high category and 22% in the very high category.
- Main Sources of Motivation:
- Both male and female students primarily rely on intrinsic motivation, with males at 40% and females at 45%.
- Parental expectations and career aspirations play significant roles as well.
- Maintaining Motivation:
- Both genders employ similar strategies for maintaining motivation, with seeking help from teachers or tutors and setting achievable goals being the top methods.

#### Survey 2:

- Similar distributions in self-esteem levels, with the majority having high (4) or very high (5) self-esteem (55% for females and 58% for males).
- Impact of Self-Esteem on Academic Performance:
- For both genders, 55% believe that self-esteem affects academic performance.
- How Self-Esteem Impacts Performance:
- Increased confidence and motivation are the most reported effects of self-esteem on academic performance for both male and female students.

#### Survey 3:

- Female students generally rate coping strategies as slightly more effective in managing academic pressure compared to male students.
- Most Effective Coping Strategy:
- Seeking support from friends and family is the most effective coping strategy for both male and female students.

Overall, the findings suggest that male and female students exhibit similar trends in terms of motivation, self-esteem, and coping strategies. However, females tend to have slightly higher self-esteem and rate coping strategies as more effective in managing academic pressure. Both genders highly value intrinsic motivation and support from friends and family. These insights can help educators and parents better understand and support students in their academic endeavours.

## Discussions

*The research objectives have been analysed based on the data and findings presented earlier. Here are the outcomes:*

Research Objective 1: To assess the level of motivation among male and female students for academic success.

Outcome: The data reveals that both male and female students exhibit a significant degree of motivation for academic success. While the levels vary, with some students reporting very low or low motivation, a substantial portion of students, both male and female, express high or very high motivation levels.

Research Objective 2: To identify the main sources of motivation for academic success among male and female students.

Outcome: Intrinsic motivation is the primary source of motivation for both male and female students. Both genders also acknowledge the importance of parental expectations and career aspirations, with slight variations in the emphasis on these sources.

Research Objective 3: To explore how students maintain motivation when facing academic challenges.

Outcome: Both male and female students employ various strategies to maintain motivation when facing academic challenges, such as seeking help from teachers or tutors, setting achievable goals, peer support, self-motivation, and time management. The strategies used are consistent between genders, with minor variations.

Research Objective 4: To evaluate the impact of self-esteem on academic performance among male and female students.

Outcome: Self-esteem significantly affects academic performance for both male and female students. A majority of students believe that self-esteem plays a role in their academic achievements.

The impact includes increased confidence, motivation, better focus, improved time management, and reduced stress, though the degree of impact varies.

Research Objective 5: To determine the effectiveness of coping strategies in managing academic pressure among male and female students.

Outcome: Both male and female students employ coping strategies effectively to manage academic pressure. Seeking support from friends and family is identified as the most effective strategy, followed by time management, relaxation techniques, seeking help from teachers or counselors, and ignoring stress and focusing on tasks. There are similarities in the effectiveness of these coping strategies across genders.

The research objectives have been successfully addressed through the analysis of survey data. The findings indicate that intrinsic motivation, self-esteem, and effective coping mechanisms play crucial roles in academic success for both male and female students, highlighting the need for educational institutions to focus on promoting these factors to support students' overall well-being and achievements.

## Conclusions

The surveys on student motivation, self-esteem, and coping strategies demonstrate that both male and female students exhibit high levels of motivation, self-esteem, and effective coping mechanisms for academic success. Intrinsic motivation is a dominant driving force for both genders, and self-esteem is recognized as a significant factor influencing academic performance. Seeking support from friends and family emerges as a vital coping strategy. These findings emphasize the importance of fostering intrinsic motivation, building self-esteem, and providing emotional support in educational settings to enhance students' overall well-being and academic achievements.

**Funding:** Author states that no funding was granted.

**Informed Consent Statement:** This study involving human subjects has received ethical approval from ERC: European Research Council. Approval from the ethics committee ensures that the study complies with ethical standards and safeguards the well-being of participants

**Conflicts of Interest:** I hereby affirm that I have fully disclosed all non-financial relationships and activities that may reasonably be perceived as potential conflicts of interest in my professional capacity. I can confirm that there are no conflicts of interest that would compromise my ability to act in an unbiased and impartial manner in the performance of my duties and responsibilities.

## References

- Andrews, J. A., Hops, H., & Duncan, S. C. (1997). Adolescent modeling of parent substance use: The moderating effect of the relationship with the parent. *Journal of Family Psychology*, 11(3), 259–270. <https://doi.org/10.1037/0893-3200.11.3.259>
- Berndt, T. J., Hawkins, J. A., & Jiao, Z. (1999). Influences of friends and friendships on adjustment to junior high school. *Merrill-Palmer Quarterly*, 45(1), 13–41.
- Brechwald, W. A., & Prinstein, M. J. (2011). Beyond homophily: A decade of advances in understanding peer influence processes. *Journal of Research on Adolescence*, 21(1), 166–179. <https://doi.org/10.1111/j.1532-7795.2010.00721.x>
- Brown, B. B., Bakken, J. P., & Ameringer, S. W. (2009). A comprehensive conceptualization of the peer pressure process in adolescence. In G. R. Adams & M. D. Berzonsky (Eds.), *Blackwell handbook of adolescence* (pp. 361–393). Wiley-Blackwell.
- Chen, X., Chang, L., Liu, H., & He, Y. (2008). The peer group as a context: Mediating and moderating effects on relations between academic achievement and social functioning in Chinese children. *Child Development*, 79(6), 235–251.
- Dumas, T. M., Ellis, W. E., & Wolfe, D. A. (2012). Identity development as a buffer of adolescent risk behaviors in the context of peer group pressure and control. *Journal of Adolescence*, 35(4), 917–927. <https://doi.org/10.1016/j.adolescence.2011.12.012>
- Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & Iver, D. M. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. *American Psychologist*, 48(2), 90–101. <https://doi.org/10.1037//0003-066x.48.2.90>



- Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., & Flanagan, C. (1993). Developmental transitions in school: Perceived performance as a context for motivation in middle school. *Journal of Adolescent Research*, 8(2), 187–204.
- Fletcher, A. C., Steinberg, L., & Williams-Wheeler, M. (2004). Parental influences on adolescent problem behavior: Revisiting Stattin and Kerr. *Child Development*, 75(3), 781–796. <https://doi.org/10.1111/j.1467-8624.2004.00706.x>
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Guay, F., Marsh, H. W., & Boivin, M. (2003). Academic self-concept and academic achievement: Developmental perspectives on their causal ordering. *Journal of Educational Psychology*, 95(1), 124–136. <https://doi.org/10.1037/0022-0663.95.1.124>
- Hartup, W. W. (1989). Social relationships and their developmental significance. *American Psychologist*, 44(2), 120–126. <https://doi.org/10.1037/0003-066X.44.2.120>
- Helsen, M., Vollebergh, W., & Meeus, W. (2000). Social support from parents and friends and emotional problems in adolescence. *Journal of Youth and Adolescence*, 29(3), 319–335. <https://doi.org/10.1023/A:1005147708827>
- Juvonen, J., & Murdock, T. B. (1995). Grade-level differences in the social value of effort: Implications for self-presentation tactics of early adolescents. *Child Development*, 66(6), 1694–1705. <https://doi.org/10.2307/1131904>
- King, R. B., & McInerney, D. M. (2016). Culture's consequences on student motivation: Capturing cross-cultural universality and variability through personal investment theory. *Educational Psychologist*, 51(3), 376–401.
- Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbusch, S. M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 62(5), 1049–1065. <https://doi.org/10.1111/j.1467-8624.1991.tb01588.x>
- Pomerantz, E. M., Grolnick, W. S., & Price, C. E. (2005). The role of parents in how children approach achievement: A dynamic process perspective. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 259–278). Guilford Press.
- Prinstein, M. J., & Dodge, K. A. (2008). *Understanding peer influence in children and adolescents*. Guilford Press.
- Prinstein, M. J., & Wang, S. S. (2005). False consensus and adolescent peer contagion: Examining discrepancies between perceptions and actual reported levels of friends' deviant and health risk behaviors. *Journal of Abnormal Child Psychology*, 33(3), 293–306. <https://doi.org/10.1007/s10802-005-3566-4>
- Ryan, A. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, 38(2), 437–460. <https://doi.org/10.3102/00028312038002437>
- Ryan, A. M., & Shim, S. S. (2006). Social achievement goals: The nature and consequences of different orientations toward social competence. *Personality and Social Psychology Bulletin*, 32(9), 1246–1263. <https://doi.org/10.1177/0146167206289345>
- Seban, A. M., & Pierce, W. D. (2001). Social comparison and dimensions of perceived academic competence among adolescents. *Journal of Research on Adolescence*, 11(3), 219–242.
- Simpkins, S. D., Schaefer, D. R., Price, C. D., & Vest, A. E. (2013). Adolescent friendships, BMI, and physical activity: Untangling selection and influence through longitudinal social network analysis. *Journal of Research on Adolescence*, 23(3), 537–549. <https://doi.org/10.1111/j.1532-7795.2012.00836.x>
- Steinberg, L., & Monahan, K. C. (2007). Age differences in resistance to peer influence. *Developmental Psychology*, 43(6), 1531–1543. <https://doi.org/10.1037/0012-1649.43.6.1531>
- Steinberg, L., Fletcher, A., & Darling, N. (1994). Parental monitoring and peer influences on adolescent substance use. *Pediatrics*, 93(6 Pt 2), 1060–1064. <https://doi.org/10.1542/peds.93.6.1060>
- Wentzel, K. R. (1998). Social relationships and motivation in middle school: The role of parents, teachers, and peers. *Journal of Educational Psychology*, 90(2), 202–209. <https://doi.org/10.1037/0022-0663.90.2.202>

**Disclaimer/Publisher's Note:** The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of MDPI and/or the editor(s). MDPI and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.