

The Mediating Role of Academic Performance Between Perceived Parental Academic Pressure and Mental Well-Being Among College Students

Umesh Prasad Bhusal¹, Dr. Kaushlendra Mani Tripathi²

¹Masters Student, Clinical Psychology, Amity University Noida

ABSTRACT

This study explored how academic performance, measured through CGPA, influences the connection between parental academic pressure and the mental well-being of college students in India. Academic pressure from parents, while intended to encourage success, can sometimes contribute to heightened emotional distress among young adults navigating academic and psychosocial challenges. The study included 108 college students, between the ages of 18 and 30, who were selected using a convenience sampling method. Participants were asked to report their academic performance (CGPA) and respond to items related to mental well-being, which were assessed using the 21-item Depression, Anxiety, and Stress Scale (DASS-21).

Descriptive analyses revealed moderate levels of perceived academic pressure, average academic achievement, and notable emotional distress among participants. The Pearson correlation results revealed that higher levels of perceived parental expectations were linked to increased symptoms of depression, anxiety, and stress, while being associated with lower academic performance. Additionally, academic performance demonstrated a significant inverse relationship with all three mental health indicators. Mediation analysis using PROCESS Macro (Model 4) demonstrated that academic performance partially mediated the relationship between perceived parental expectations and all three dimensions of mental well-being.

These findings underscore the dual pathways through which familial academic pressure impacts emotional outcomes — directly and indirectly via academic achievement. The study highlights the critical need for balanced parental engagement that fosters not only academic excellence but also psychological resilience. By uncovering the intricate relationship between parental expectations, students' academic outcomes, and psychological well-being in the Indian context, this research offers valuable insights for educators, mental health professionals, and policymakers aiming to enhance student well-being in higher education settings.

Keywords: Parental academic pressure, academic performance, mental well-being, depression, anxiety, stress, mediation analysis, Indian college students.

CHAPTER 1

Introduction

Families significantly influence both the academic paths and emotional growth of students, especially during their college years, a period marked by heightened academic demands and psychosocial transitions. Parental expectations, while often stemming from a desire for their child's success, can sometimes

translate into significant academic pressure. This perceived parental academic pressure can profoundly influence students' academic performance and overall mental well-being. For college students navigating academic stress, personal aspirations, and familial expectations simultaneously, the experience of academic pressure may have both motivational and detrimental psychological effects (Frost et al., 1990). Research suggests that the internalization of parental expectations can foster high achievement motivation but also contribute to maladaptive outcomes such as anxiety, depression, and chronic stress (Nguyen et al., 2020). High parental expectations may set standards that, when perceived as unattainable or excessively demanding, become sources of internal conflict, emotional distress, and diminished psychological well-being (Cheung & Pomerantz, 2012). In collectivist societies such as India, parental involvement and expectations regarding academic success are culturally ingrained, often perceived as reflective not only of personal success but also of familial honor and social standing (Dwairy & Achoui, 2006).

Academic performance, typically assessed through measures like the Cumulative Grade Point Average (CGPA), serves as both a product of students' efforts and a mediator of external pressures and internal psychological states. Students striving to meet parental expectations may experience academic pressure that influences their academic outcomes, which in turn can affect their mental health. Lower academic achievement may evoke feelings of guilt, inadequacy, or failure, exacerbating symptoms of depression, anxiety, and stress (Tang et al., 2018). Conversely, high academic performance can sometimes buffer students against emotional distress, enhancing self-esteem and perceived competence.

Mental well-being, encompassing measurements such as depression, anxiety, and stress, is increasingly recognized as an essential component of students' overall health and functioning. Poor mental health during college years has been associated with academic underperformance, social withdrawal, and reduced life satisfaction (Bayram & Bilgel, 2008). Therefore, understanding the interplay between perceived parental academic pressure, academic performance, and mental well-being is vital for developing interventions aimed at promoting healthier educational and emotional outcomes for college students.

While existing literature has explored the direct relationship between parental pressure and mental health (Yuen et al., 2016), less attention has been given to the mediating role of academic performance in this relationship, particularly in the context of Indian college students. It is crucial to examine whether academic achievement serves as a pathway through which parental pressure affects students' mental health outcomes. Exploring this mediating mechanism can provide deeper insight into how external pressures are internalized and manifested in both academic and emotional domains.

Given the increasing academic demands and psychological vulnerabilities faced by contemporary college students, this research aims to fill the existing gap by exploring whether academic performance acts as a linking factor between perceived parental academic pressure and the psychological well-being of college students. Understanding this dynamic can offer valuable guidance for educators, counsellors, and families in supporting students' academic pursuits while safeguarding their mental health.

Therefore, the central objective of this study is to explore whether academic performance serves as a mediator between perceived parental academic pressure and college students' mental well-being, specifically in terms of depression, anxiety, and stress.

CHAPTER 2

REVIEW OF LITERATURE

1. Perceived Parental Academic Pressure

Parental involvement in education has long been associated with children's academic success; however, when parental involvement transforms into intense pressure, it may adversely impact the student's psychological health. Perceived parental academic pressure refers to the student's subjective experience of expectations from parents to achieve high academic standards. According to Frost et al. (1990), excessive parental expectations are a crucial dimension of perfectionism that can drive maladaptive outcomes. Students who internalize high parental expectations may experience heightened fear of failure, chronic stress, and anxiety, especially when academic achievements fall short of these perceived standards. In collectivist societies like India, parental academic pressure is culturally normalized and often seen as a pathway to family honor and socioeconomic advancement (Deb et al., 2015). Studies conducted among Indian adolescents and young adults have demonstrated that perceived parental pressure is significantly associated with elevated levels of academic stress, emotional exhaustion, and psychological distress (Deb, Strodl, & Sun, 2014; Verma & Gupta, 2021). Indian students often report feeling obligated to fulfill familial expectations, and the failure to meet these expectations can lead to shame, guilt, and lowered self-worth (Raj & Biju, 2021).

Research by Deb et al. (2015) involving high school students in Kolkata revealed that academic stress, driven largely by parental pressure, was a major predictor of anxiety and depression symptoms. Similarly, Arora and Kaur (2018) reported that Indian college students who perceived high parental expectations experienced higher levels of academic anxiety, with female students reporting greater pressure than their male counterparts.

Thus, perceived parental academic pressure is increasingly recognized as a double-edged sword: while it may motivate achievement, excessive pressure can deteriorate students' mental health, fostering negative emotional outcomes.

2. Academic Performance and Mental Well-Being

Academic performance is not only a reflection of students' intellectual abilities but also an indicator of their emotional resilience and psychological functioning. Students' academic success is strongly tied to their self-esteem, social status, and life satisfaction (Rani & Yadav, 2017). However, the intense academic environment, compounded by familial and societal expectations, can render students vulnerable to emotional distress.

Research globally, and specifically in the Indian context, has shown a reciprocal relationship between academic performance and mental health. Poor mental health can hinder academic performance, while poor academic outcomes can worsen psychological distress, creating a vicious cycle (Sharma & Kaur, 2011).

Indian studies have consistently reported that students with lower academic achievement are more likely to suffer from symptoms of depression, anxiety, and stress (Deb et al., 2014; Rao & Chen, 2009). For instance, a study by Bhasin, Sharma, and Saini (2010) among Indian medical students found high levels of academic stress and its significant association with poor academic performance and heightened risk of depressive symptoms.

Moreover, Kumari and Gartia (2012) highlighted that Indian students underperforming academically were more susceptible to stress-related disorders, including somatic complaints, irritability, and emotional withdrawal. Their findings emphasized that emotional stability, rather than cognitive skills alone, predicts

long-term academic success.

Therefore, academic performance not only acts as an outcome of external pressures but also serves as a mediating factor influencing students' emotional adjustment and mental health.

3. Mediation Models Linking Parental Pressure, Academic Performance, and Mental Health

The mediating role of academic performance between perceived parental expectations and mental well-being has been increasingly acknowledged in recent psychological models. According to Baron and Kenny's (1986) mediation framework, a mediator explains how or why an independent variable (parental pressure) affects a dependent variable (mental well-being).

Empirical studies suggest that academic performance can act as a key mediator by translating external academic expectations into emotional outcomes. For instance, when students perceive parental pressure but succeed academically, they may experience a sense of accomplishment and reduced emotional distress. In contrast, failure to meet parental expectations despite effort can intensify feelings of inadequacy, depression, and anxiety (Liem, Lim, & Liem, 2008).

In the Indian context, findings are consistent with this model. Deb et al. (2015) demonstrated that academic stress mediated the relationship between parental pressure and depressive symptoms among Indian adolescents. Similarly, a study by Chhabra and Sodhi (2021) among Indian college students found that academic achievements mediated the effect of parental support and pressure on psychological distress, highlighting that students' perceived success or failure significantly influenced their emotional outcomes. Additionally, Ghosh and Roy (2017) reported that among Indian engineering students, the fear of parental disappointment was a significant predictor of academic stress, and academic underperformance served as a pathway leading to emotional disturbances.

These findings affirm that academic performance does not operate in isolation but serves as a crucial link that connects the perception of external academic demands to students' internal emotional states.

Summary of Literature Review

Previous research highlights the intricate relationship between perceived parental academic pressure, students' academic performance, and their mental well-being in the college environment. Excessive parental expectations, if internalized as pressure, can negatively impact students' academic outcomes and emotional health. Academic performance emerges as a key mediator that can either buffer or exacerbate the psychological effects of parental pressure.

Although substantial research has been conducted globally, Indian studies highlight the culturally specific nuances of familial expectations and their psychological implications for young adults. Despite these insights, limited research has systematically examined the mediating role of academic performance between perceived parental academic pressure and mental well-being within the Indian college population, thereby necessitating the present study.

CHAPTER 3

RESULTS

Descriptive Statistics

The study included 108 college students aged between 18 and 30 years.

Descriptive statistics for Perceived Parental Expectations (PPE), Academic Performance (CGPA), Depression, Anxiety, and Stress are presented in Table 1.

Table 1
Descriptive Statistics for Study Variables (N = 108)

Variable	Mean (M)	Standard Deviation (SD)	Minimum	Maximum
Perceived Parental Expectations (PPE)	24.03	5.74	9	34
Academic Performance (CGPA)	7.50	0.78	5.5	9.5
Depression	10.67	7.40	0	34
Anxiety	9.41	7.20	0	32
Stress	11.69	6.78	0	28

The participants reported moderate levels of perceived parental academic pressure, with relatively average academic performance and moderate symptoms across depression, anxiety, and stress dimensions.

Correlation Analysis

Pearson correlation analysis was conducted to examine the relationships among perceived parental expectations, academic performance, depression, anxiety, and stress.

The results are presented in Table 2.

Table 2
Pearson Correlation Coefficients Among Study Variables (N = 108)

Variables	PPE	CGPA	Depression	Anxiety	Stress
PPE	1	-.193*	.411**	.361**	.377**
CGPA		1	-.198*	-.209*	-.235*
Depression			1	.799**	.738**
Anxiety				1	.793**
Stress					1

- *p < .05
- **p < .01

Interpretation:

PPE and Mental Health: A significant positive association was found between perceived parental expectations and symptoms of Depression ($r = .411$, $p < .01$), Anxiety ($r = .361$, $p < .01$), and Stress ($r = .377$, $p < .01$).

This indicates that students experiencing higher parental pressure reported worse mental health outcomes.

PPE and Academic Performance: The results showed a meaningful inverse correlation between

perceived parental expectations and CGPA ($r = -.193$, $p < .05$), indicating that students who felt greater academic pressure from parents tended to perform lower academically.

CGPA and Mental Health: The analysis revealed a negative relationship between CGPA and Depression ($r = -.198$, $p < .05$), Anxiety ($r = -.209$, $p < .05$), and Stress ($r = -.235$, $p < .05$), implying that reduced academic performance tended to coincide with increased psychological distress among students.

Mental Health Sub-Dimensions: Depression, anxiety, and stress were highly interrelated, with strong positive correlations among them.

Mediation Analysis

Mediation analyses were conducted using PROCESS Macro (Model 4) to test whether Academic Performance (CGPA) mediates the relationship between Perceived Parental Expectations and Depression, Anxiety, and Stress separately.

A bootstrapping procedure (5000 samples) was applied to estimate the indirect effects.

Mediation Model 1: Depression

- * $p < .05$
- ** $p < .01$

Interpretation:

PPE and Mental Health: The analysis revealed that higher levels of perceived parental expectations were significantly linked with increased scores in Depression ($r = .411$, $p < .01$), Anxiety ($r = .361$, $p < .01$), and Stress ($r = .377$, $p < .01$).

This indicates that students experiencing higher parental pressure reported worse mental health outcomes.

PPE and Academic Performance: The findings indicated a statistically significant negative relationship between perceived parental expectations and academic performance (CGPA) ($r = -.193$, $p < .05$), implying that students experiencing greater parental pressure tended to achieve lower grades.

CGPA and Mental Health: A negative correlation was found between CGPA and Depression ($r = -.198$, $p < .05$), Anxiety ($r = -.209$, $p < .05$), and Stress ($r = -.235$, $p < .05$), suggesting that students with lower academic performance experienced greater levels of psychological distress.

Mental Health Sub-Dimensions: Depression, anxiety, and stress were highly interrelated, with strong positive correlations among them.

Mediation Analysis

Mediation analyses were conducted using PROCESS Macro (Model 4) to test whether Academic Performance (CGPA) mediates the relationship between Perceived Parental Expectations and Depression, Anxiety, and Stress separately.

A bootstrapping procedure (5000 samples) was applied to estimate the indirect effects.

Mediation Model 1: Depression



- **Total effect (c-path):** PPE significantly predicted Depression ($B = .5482, p < .001$).
- **Direct effect (c'-path):** PPE still predicted Depression after controlling for CGPA ($B = .5098, p < .001$).
- **Indirect effect (a*b-path):** The mediation path through CGPA was significant (Bootstrap 95% CI = [.0063, .1108], does not include 0).

Interpretation:

- Academic performance was found to act as a partial mediator in the connection between perceived parental academic pressure and levels of depression.
- Students perceiving higher parental expectations tend to have lower CGPA, which contributes to higher depressive symptoms.

Mediation Model 2: Anxiety



- **Total effect (c-path):** PPE significantly predicted Anxiety ($B = .4151, p < .001$).
- **Direct effect (c'-path):** PPE remained a significant predictor of Anxiety ($B = .3784, p < .001$) after controlling for CGPA.
- **Indirect effect (a*b-path):** The indirect effect via CGPA was significant (Bootstrap 95% CI = [.0012, .0862]).

Interpretation:

- Academic performance partially mediated the effect of parental expectations on anxiety.
- Students under high parental pressure, with lower CGPA, experienced greater anxiety symptoms.

Mediation Model 3: Stress



- **Total effect (c-path):** PPE significantly predicted Stress ($B = .3986, p < .001$).
- **Direct effect (c'-path):** PPE continued to predict Stress after controlling for CGPA ($B = .3535, p < .001$).
- **Indirect effect (a*b-path):** The mediation via CGPA was significant (Bootstrap 95% CI = [.0058, .0927]).

Interpretation:

- Academic performance served as a partial mediator between perceived parental pressure and stress.
- Students with lower CGPA under higher parental expectations were more prone to stress symptoms.

Summary of Mediation Results

In all three models (Depression, Anxiety, Stress):

- Perceived parental expectations significantly predicted mental health outcomes.
- Academic performance (CGPA) partially mediated these relationships.
- Thus, CGPA is an important link through which parental academic pressure influences mental well-being.

Regression Model Summary for R² Interpretation

A linear regression analysis was conducted to determine whether Perceived Parental Expectations (PPE) and Academic Performance (CGPA) predicted Depression scores among college students. The model was statistically significant, $F(2, 105) = 15.055$, $p < .001$, and explained 22.3% of the variance in depression levels ($R^2 = .223$). These findings suggest that PPE and CGPA together are significant predictors of depressive symptoms.

Similarly, a linear regression model was used to predict Anxiety based on PPE and CGPA. The model was statistically significant, $F(2, 105) = 20.188$, $p < .001$, accounting for 27.8% of the variance in anxiety scores ($R^2 = .278$). This indicates a meaningful contribution of the predictors in explaining students' anxiety symptoms.

The regression model for Stress was also statistically significant, $F(2, 105) = 19.421$, $p < .001$, with an R^2 value of .270, indicating that 27.0% of the variance in stress levels was explained by PPE and CGPA. These findings further confirm the influence of academic expectations and performance on students' psychological stress responses.

Table 3
Summary of R² Values and Model Fit for Each Outcome Variable

Outcome	R ² Value	F (df = 2, 105)	p-value	Variance Explained
Depression	0.223	15.055	< .001	22.3%
Anxiety	0.278	20.188	< .001	27.8%
Stress	0.270	19.421	< .001	27.0%

CHAPTER 5

DISCUSSION

Introduction

The purpose of this study was to examine if academic performance, indicated by CGPA, serves as a mediating factor between perceived parental academic pressure (PPE) and college students' mental well-being, assessed through symptoms of depression, anxiety, and stress.

The core objective was to determine if academic achievement functions as a channel through which parental expectations influence psychological distress.

This chapter offers an analysis of the main findings in the context of existing literature, outlines both theoretical and practical implications, identifies limitations, and offers recommendations for future studies.

Discussion of Major Findings

Relationship Between Perceived Parental Expectations, Academic Performance, and Mental Well-Being

The findings demonstrated a notable positive relationship between perceived parental expectations and various aspects of mental well-being, including depression, anxiety, and stress.

Students who reported higher levels of parental academic pressure also experienced higher levels of emotional distress.

These findings are consistent with earlier studies (Deb et al., 2015; Arora & Kaur, 2018) that indicated Indian students often internalize high familial expectations, leading to increased psychological strain.

In the Indian cultural context, where family honor and academic success are deeply intertwined (Verma & Gupta, 2021), academic pressure from parents can be both intense and persistent, often exacerbating students' emotional vulnerabilities.

Additionally, a significant negative correlation was found between PPE and CGPA.

Higher perceived parental pressure was associated with lower academic performance, suggesting that excessive expectations may, paradoxically, impair rather than enhance academic success.

This finding resonates with studies by Rao and Chen (2009), who noted that academic pressure without adequate emotional support leads to academic burnout and performance decline.

Relationship Between Academic Performance and Mental Well-Being

Academic performance (CGPA) was found to be negatively correlated with depression, anxiety, and stress. Students with lower CGPA scores reported higher emotional distress levels.

This result aligns with previous Indian research (Bhasin, Sharma, & Saini, 2010; Kumari & Gartia, 2012) indicating that poor academic outcomes can significantly impact students' mental health by fostering feelings of failure, helplessness, and loss of self-esteem.

Thus, academic success appears not only as an educational achievement but also as a buffer against psychological distress among college students.

Mediating Role of Academic Performance

- A central outcome of the study revealed that academic performance served as a partial mediator in the link between perceived parental expectations and mental well-being, encompassing depression, anxiety, and stress.
- The indirect effects of PPE on depression, anxiety, and stress through CGPA were statistically significant, confirming partial mediation.
- However, the direct effects of PPE on mental health outcomes remained significant even after accounting for CGPA, suggesting that while academic achievement explains part of the effect, parental pressure directly impacts emotional well-being as well.

These findings support the mediation model proposed in earlier psychological frameworks (Baron & Kenny, 1986) and reinforce similar results found in Indian contexts (Deb et al., 2015; Chhabra & Sodhi, 2021).

Thus, while academic performance plays an important role, perceived parental expectations independently contribute to emotional distress irrespective of students' academic achievements.

Theoretical Implications

These findings add to existing literature by highlighting the complex ways in which parental academic pressure can influence the mental health of young adults.

The mediation by CGPA illustrates that the academic experience is not a mere outcome but a dynamic link in the pathway from external familial expectations to internal psychological experiences.

Furthermore, the results support the application of stress-diathesis models (Compas et al., 1989) suggesting that external stressors (e.g., parental pressure) combined with personal vulnerabilities (e.g., poor academic performance) significantly contribute to the emergence of emotional disorders in emerging adults.

Practical Implications

The outcomes of this study hold meaningful relevance for schools, mental health professionals, and families alike:

- **Parental Awareness:** Parents should be educated about the negative consequences of excessive academic pressure and encouraged to provide emotional support alongside academic encouragement.
- **Student Support Services:** Colleges and universities should strengthen counseling services focusing on academic stress management and mental health promotion.
- **Academic Interventions:** Programs promoting study skills, time management, and resilience could help buffer the effects of academic pressure on emotional well-being.
- **Policy Level:** Educational policymakers could design workshops for parents and students to foster balanced expectations and healthy academic environments.

Limitations

Although the study contributes important findings, it is essential to recognize certain limitations:

- **Sample Size and Sampling Method:** The sample size of 108 participants, obtained through convenience sampling, limits the generalizability of the findings. Larger and more diverse samples would strengthen external validity.
- **Self-Reported Measures:** Relying on self-reported CGPA and psychological assessments may have led to response biases, including tendencies toward socially desirable answers or inaccurate personal evaluations.
- **Cross-Sectional Design:** As the study is cross-sectional, causal relationships cannot be firmly established. Longitudinal designs are needed to explore the directionality of the observed relationships over time.
- **Cultural Specificity:** The findings may primarily apply to the Indian sociocultural context and may not generalize to different cultures where parental roles and educational expectations vary.

Suggestions for Future Research

- Future studies should utilize longitudinal designs to capture the developmental impact of academic pressure across time.
- Including qualitative interviews could provide richer, more nuanced understandings of students' lived experiences with parental expectations.
- Examining the role of moderators such as coping strategies, emotional intelligence, and social support would offer deeper insights into protective factors.

- Comparative studies across different academic streams (e.g., medicine, engineering, humanities) could reveal variations in how parental pressure affects different groups.

Conclusion

The current study underscores the significant role of perceived parental academic pressure in influencing the mental health of college students, both directly and indirectly through academic performance.

While moderate parental involvement can serve as a motivating force, excessive academic expectations, when perceived as overwhelming, may impair students' academic success and emotional adjustment.

These findings highlight the urgent need for balanced parental engagement, student-centered support systems, and culturally sensitive mental health interventions to nurture not only academic excellence but also psychological well-being among young adults navigating the critical college years.

CHAPTER 6

CONCLUSION

This study aimed to explore how academic performance (CGPA) mediates the connection between perceived parental academic pressure (PPE) and the mental well-being of college students, with mental well-being assessed through indicators of depression, anxiety, and stress.

The primary aim was to explore how familial academic expectations, students' academic achievements, and psychological outcomes are interconnected during the critical period of emerging adulthood.

Based on the data collected from 108 Indian college students aged between 18 and 30 years, the findings revealed several significant relationships:

Perceived parental expectations were positively associated with higher levels of **depression, anxiety, and stress**.

Higher perceived parental pressure was negatively associated with **academic performance (CGPA)**.

Lower CGPA was linked to **higher psychological distress**.

The mediation analysis showed that **academic performance served as a partial link** between perceived parental academic pressure and mental health outcomes.

However, the **direct impact** of parental pressure on emotional distress remained significant even after accounting for academic performance.

These findings highlight that while academic achievement plays an important role in buffering or exacerbating emotional distress, perceived parental academic pressure independently contributes to students' psychological vulnerability.

The results are consistent with previous research conducted in the Indian cultural context, where academic excellence is closely tied to familial honor, leading to intensified parental expectations.

The study offers important theoretical contributions to the understanding of how external pressures are internalized and manifested both academically and emotionally among college students.

It also emphasizes the need for practical interventions at both familial and institutional levels to foster healthier environments that balance academic expectations with emotional well-being.

Although the study provides meaningful insights, it also recognizes certain limitations, including a limited sample size, the use of a cross-sectional approach, and dependence on self-reported data.

Future research is recommended to explore longitudinal trajectories, incorporate additional psychological factors, and use larger, more diverse samples.

In summary, the study highlights the vital need to acknowledge the effects of perceived parental academic pressure and to promote a balanced approach that nurtures both academic success and students' mental well-being.

By promoting awareness among parents, educators, and policymakers, efforts can be made to cultivate environments that nurture not only academic success but also the holistic mental health and well-being of young adults.

REFERENCES

1. Arora, A., & Kaur, R. (2018). Academic stress and gender differences among adolescents. *International Journal of Indian Psychology*, 6(3), 125–134.
2. Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173–1182.
3. Bayram, N., & Bilgel, N. (2008). The prevalence and socio-demographic correlations of depression, anxiety and stress among a group of university students. *Social Psychiatry and Psychiatric Epidemiology*, 43(8), 667–672.
4. Bhasin, S. K., Sharma, R., & Saini, N. K. (2010). Depression, anxiety and stress among adolescent students belonging to affluent families: A school-based study. *Indian Journal of Pediatrics*, 77(2), 161–165.
5. Cheung, C. S.-S., & Pomerantz, E. M. (2012). Why does parents' involvement enhance children's achievement? The role of parent-oriented motivation. *Journal of Educational Psychology*, 104(3), 820–832.
6. Chhabra, S., & Sodhi, M. K. (2021). Influence of parental expectations on academic stress and mental health among college students. *Journal of Psychosocial Research*, 16(1), 113–123.
7. Compas, B. E., Connor-Smith, J. K., Saltzman, H., Thomsen, A. H., & Wadsworth, M. E. (1989). Coping with stress during childhood and adolescence: Problems, progress, and potential in theory and research. *Psychological Bulletin*, 101(3), 393–403.
8. Deb, S., Chatterjee, P., & Walsh, K. (2015). Anxiety among high school students in India: Comparisons across gender, school type, social strata and perceptions of quality time with parents. *Australian Journal of Educational & Developmental Psychology*, 15, 18–31.
9. Deb, S., Strodl, E., & Sun, J. (2014). Academic stress, parental pressure, anxiety and mental health among Indian high school students. *International Journal of Psychology and Behavioral Sciences*, 4(1), 26–34.
10. Deb, S., Strodl, E., Sun, J., & Bhattacharya, B. (2014). Academic-related stress among private secondary school students in India. *Asian Education and Development Studies*, 3(2), 118–134.
11. Dwairy, M., & Achoui, M. (2006). Parental control: A second cross-cultural research on parenting and psychological adjustment of children. *Journal of Child and Family Studies*, 15(1), 13–22.
12. Frost, R. O., Marten, P., Lahart, C., & Rosenblate, R. (1990). The dimensions of perfectionism. *Cognitive Therapy and Research*, 14(5), 449–468.
13. Kumari, S., & Gartia, R. (2012). Relationship between stress and academic achievement of senior secondary school students. *Asian Journal of Multidimensional Research*, 1(3), 152–160.
14. Liem, G. A. D., Lim, B. S. C., & Liem, J. H. (2008). Parental pressure and adolescents' achievement and psychological adjustment: A prospective study. *Journal of Youth and Adolescence*, 37(6), 679–

689.

15. Nguyen, T. V., Wright, E. P., Dedding, C., Pham, T. T., & Bunders, J. (2020). Stress and motivation of Vietnamese university students during the COVID-19 pandemic. *PLOS ONE*, 15(7), e0235152.
16. Raj, S., & Biju, M. S. (2021). Impact of academic pressure on mental health of adolescents. *Journal of Indian Health Psychology*, 15(1), 45–54.
17. Rani, R., & Yadav, R. K. (2017). Academic performance and self-esteem among college students. *International Journal of Advanced Research in Education & Technology*, 4(2), 38–41.
18. Rao, V., & Chen, A. (2009). Understanding the role of academic stress in mental health of college students. *Journal of Health Psychology*, 14(1), 34–42.
19. Sharma, S., & Kaur, J. (2011). Academic stress and mental health among adolescents. *Indian Journal of Social Science Researches*, 8(2), 122–130.
20. Tang, X., Upadaya, K., & Salmela-Aro, K. (2018). School burnout and psychosocial problems among adolescents. *Child Indicators Research*, 11(3), 953–968.
21. Verma, S., & Gupta, J. (2021). Perceived parental pressure and academic stress: A study on Indian adolescents. *International Journal of Indian Psychology*, 9(3), 1012–1024.
22. Yuen, M., Chen, G., Ngai, G., & Chan, C. (2016). Parental expectation, pressure and mental health of high school students in Hong Kong. *Journal of Child and Family Studies*, 25(2), 661–672.