

Parental Expectations, Academic Stress, and Academic Satisfaction in Premedical Students

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Abstract

In this correlational study, we investigated the interplay among parental expectations, academic stress, and academic satisfaction in first- and second-year female premedical students ($N = 100$) using non-probability purposive sampling. Our hypotheses posited a positive association between parental expectations and academic stress, along with a negative relationship between parental expectations, academic stress, and academic satisfaction. Additionally, we hypothesized that both parental expectations and academic stress would predict academic satisfaction, and that parental expectations would influence academic satisfaction through its impact on academic stress. To assess these relationships, we utilized a self-constructed personal information sheet, the Living-up-to-Parental Expectation Inventory (Wang & Heppner, 2002), the Educational Stress Scale for Adolescents

(Sun et al., 2011), and the Academic Life Satisfaction Scale (Nogueira, 2019).

Our findings revealed a significant positive association between parental expectations and academic stress. Surprisingly, the relationship between parental expectations, academic stress, and academic satisfaction was non-significant. Mediation analysis using the Process revealed that parental expectations positively predicted academic stress, although neither parental expectations nor academic stress emerged as significant predictors of academic satisfaction. The implications of our study extend to the realms of educational psychology, as well as counseling for both students and parents. These results provide valuable insights into the intricate dynamics shaping premedical students' experiences, guiding future research and intervention strategies in the field.

Keywords: Parental Expectations, Academic Stress, Academic Satisfaction, Educational Psychology, Parental Counseling

Introduction

Everyone has the dream of getting higher education from their ideal college. This is due to the fact that students are always being told that getting a higher education will lead them to success in later life. However, getting a higher education is not that simple, particularly when there are so many difficulties associated with it, such as parents' expectations regarding their children's education and students' educational stress. Asian children make their parents feel proud by achieving academic success. Asian parents, in order to support their children's academic efforts, often make significant economic and time-related sacrifices (Pardillo, 2023). However, as a consequence of parents' high expectations, Asian students frequently internalize a sense of obligation toward their parents (Guo et al., 2022). Moreover, Asian students may experience pressure from their parents' expectations, both directly or indirectly, to succeed academically. Therefore, despite high levels of academic achievement, Pakistani premedical students don't become academically satisfied.

Freeman and Kriksey (2023) described parents' expectations as rational opinions or decisions that parents hold regarding their youngster's future success that is revealed by college attendance and academic performance, and grades. These expectations influence the child's efforts and approach toward their study habits and eventually impact educational satisfaction. Additionally, parental academic expectations are also described as parental demands for future academic success of their children (Guo et al., 2018). Parents' expectations are more effective when they are highly reasonable (Zhang et al., 2023) and directly related to completing secondary school (Ayoub et al., 2018). As parents' academic expectations increase, the student's academic stress also increases because they feel pressured to live up to them and worry that they will disappoint their parents if they don't. High parental academic expectations can be seen as a contradiction. On one side, parents' academic expectations are a constant, reliable, and favorable predictor of the academic achievement of students (Reeves et al., 2023). On the contrary, a growing body of research indicated that parents' high expectations are also associated with students' depressive symptoms, fear of failure, and other distress-related outcomes (Ma et al., 2018).

Stress, due to its effects on students' social and scholastic lives, has turned into a crucial subject of debate in the educational community (Dimitrov, 2017). According to Oduwaiye et al. (2017), stress stimulates when someone is confronted by a circumstance that is perceived as too overwhelming to handle. There have been numerous definitions put forward by researchers to describe scholastic stress. Nevertheless, for the current study, academic stress is defined as the stress that arises when an individual is overloaded with academic work beyond their capabilities (Kiani et al., 2017). Saqib and Rehman (2018) also define academic stress as a feeling of being overwhelmed, nervousness, and tension that can arise when an individual is preparing for academic assessments, including oral or written exams, assignments, knowledge tests, and an excessive amount of academic labor.

According to a survey conducted between 2010 and 2017 on 3000 students, 73% of whom were men and 27% of whom were women, suicide is becoming an alarming trend among college students. Exam failure (23.6%), being chastised by parents (11.8%), a strict administration or instructor (5.9%), and academic stress (2.9%) were determined to be the most common causes of suicide. Majority of the students in the deceased cases were enrolled in A-level engineering and medical programs (Liaqat et al., 2017).

Students' academic satisfaction is explained as the perception of satisfaction with college experiences and the degree to which pupils believe their learning expectations are achieved while attending an educational organization (Hodge-Windover, 2017). Moreover, academic satisfaction is characterized as the anticipated contentment in an individual's college life resulting from the accomplishment of significant academic objectives or ambitions (Almeida et al., 2015). Academic life

satisfaction is an essential predictor of students' well-being and also a measure of scholastic performance and effectiveness (Martins et al., 2016). Although much investigation has been done on personnel's job satisfaction, there is still little knowledge about a concept that is equally important, i.e., students' satisfaction related to their scholastic performance. Kryshko et al. (2022) reported that students' satisfaction with academic studies is a crucial outcome variable in the field of education because of its relationship with significant approaches, including stress endurance, persistence, and academic accomplishment.

Expectancy-Value Theory, developed by Eccles and Wigfield, provides a foundation for understanding the relationship among parental expectations, academic stress, and academic satisfaction in premedical students. According to this theory, individuals' motivation and achievement-related behaviors are influenced by their expectations of success and the subjective value they place on a particular task or goal. In the context of the current research, this theory suggests that premedical students' academic satisfaction can be influenced by their parents' high expectations, academic stress, and their perceived value of achieving success in their academic pursuits. Higher perceived value and positive expectations may lead to decreased academic stress and increased academic satisfaction, while lower perceived value and negative expectations may contribute to increased academic stress and decreased academic satisfaction (Eccles & Wigfield, 2020).

It has been argued that these three areas are closely related and that understanding the relationship between them can help pre-medical students to better deal with their parents' expectations and academic stress, which will help them to feel academically satisfied. Previous research studies which have investigated these study variables in students are given to support the present study.

A correlational study revealed that higher expectations from parents regarding their children's academic performance resulted in elevated levels of academic stress and depression among students (Aoki, 2019; Ma et al., 2018). Similarly, findings of another study showed that students' distress outcomes, such as worry, depression, and anxiety, were positively predicted by students' perceived parental expectations. Moreover, students' perceived high parental expectations led to feelings of embarrassment and less satisfaction regarding their test results. Additionally, students' GPA and exam scores are negatively predicted by perceived parents' expectations (Hangen, 2019). Another study found that urban parents had high expectations as compared to the parents from rural areas. Therefore, urban students were found to be more depressed than rural students. It was also found that students of English medium school had greater level depression than urdu medium school students (Roy, 2022). Furthermore, a research study showed that students whose parents were jobless and male students perceived a heightened level of parental expectations and, as a result,

experienced more academic stress (Talha et al., 2020). Results of another study indicated that parents' expectations as well as children's expectations regarding their education positively affected children's cognition and negatively associated with their depression. But when parents's expectations were greater than the children's expectations, academic expectations negatively affected cognition of children and poitively correlated with depression among children (Liu et al., 2022).

Parental expectations played a positive role in subjective well-being of their children only when there were higher family resources, better family connection, and higher aspirations of adolescents associated with parental expectations. Subjective well-being is very important for academic satisfaction among students. Hence, parental expectations had an indirect impact on academic satisfaction (Lu et al., 2019). Also, parental expectations had a considerable effect on adolescents' adjustment. Students who were adjusted to their academic environment had greater levels of academic satisfaction (Kushwaha & Bhita, 2019). Furthermore, a correlational study revealed that parental involvement in the form of expectations negatively influenced the academic and overall life satisfaction of the participants (Clophus, 2018; Vautero et al., 2020). Moreover, a research study showed that educational self-efficacy of students also affected by parents' expectations related to their children's academic performance (Cross et al., 2019). Additionally, findings of a study indicated that parental control positively predicted fear of failing exams which in turn negatively predicted all aspects of academic adjustment. The relationship between parental control and academic satisfaction was mediated by fear of failure in female students (Deneault et al., 2020).

In addition to parental expectations, academic stress is another factor that has a great impact on students' academic satisfaction. A research study showed that perceived academic stress resulted in lower academic satisfaction among students (Shirmohammadi et al., 2021; Tao, 2021). Moreover, findings of another study revealed that academic stress had a significant negative relationship with mental well-being. Students with higher academic stress had poor mental health. Student's mental well-being indierctly affect their academic satisfaction. Therefore, academic stress would ultimately lead to lower academic satisfaction among students (Barbayannis et al., 2022). Furthermore, a study indicated that students who were more satisfied with their lives had lower levels of educational stress as compared to those students who were less satisfied with their lives (Antaramian, 2017; Emaasit, 2016). As we know that academic satisfaction is one of the crucial components of overall students' life satisfaction, so academic stress and academic satisfaction indirectly related to each other.

Academic satisfaction plays a significant role in students' lives as it can have various positive impacts on their overall well-being. The suicide rate among students in Pakistan has witnessed an alarming increase in recent years, with an estimated 15 to 20 individuals taking their lives everyday (Jamshed, 2021). Several factors contribute to this distressing trend, including academic stress, fear of failure, high parental

expectations, hopelessness, and a sense of worthlessness. Recently a tragic incident occurred at UMT Lahore, where a female student took her own life due to overwhelming stress related to studies and examination pressure. Another student ended his life despite achieving 81 percent marks, as he was dissatisfied with his performance (Jamshed, 2021). Premedical students were selected as a sample for the current study because they are more vulnerable to academic stress due to high parental expectations, especially female students. It has been observed that usually, premedical students are not satisfied with their academic performance even if they are getting good grades. There are many reasons behind it, but one of the major reasons is high parental expectations.

The current study was designed to highlight the association between parental expectations, academic stress, and academic satisfaction in premedical students. There was a gap in the literature that academic stress was not seen as a mediator between parental expectations and academic satisfaction. In this research, we have focused on the mediating role of academic stress between parental expectations and academic satisfaction. Much research has been conducted on these variables in different regions of the world. But in Pakistan, limited research has been done on these variables. The findings of this research will help pre-medical students to cope better with their parents' expectations and resulting academic stress. This research will also help parents to become more mindful of the messages they convey to their children about their academic performance and help them to become more supportive and encouraging.

Objectives

- To study the relationship between parental expectations and academic stress in premedical students.
- To explore the association among parental expectations, academic stress, and academic satisfaction among premedical students.
- To explore the mediating role of academic stress between parental expectations and academic satisfaction in premedical students.

Hypotheses

- There is likely to be a significant positive association between parental expectations and academic stress in premedical students.

- Parental expectations are likely to be negatively correlated with academic satisfaction among premedical students.
- Academic stress is likely to be negatively correlated with academic satisfaction among premedical students.
- Parental expectations are likely to predict academic satisfaction through academic stress among premedical students.

Methodology

Research Design and Sampling Strategy

A correlational research design was employed in the current research project. A sample of pre-medical students (N=100) enrolled in different colleges in Lahore was recruited through a non-probability purposive sampling technique. Data were collected only from first-year and second-year pre-medical students. The student's age range was 15 to 18 years. Only female students were involved in the study. Regular students whose parents were alive were included. Students who were on leave for more than a month or with any kind of physical or mental disability were excluded.

Table I

Demographic Characteristics of Participants (N=100)

Demographic Characteristics	<i>M(SD)</i>	<i>f(%)</i>
Mode of Data Collection		
In-person		43(43)
Online		57(57)
Age (15–19 years)	16.88(.83)	
Year of FSc		
1 st Year		80(80)
2 nd Year		20(20)
Monthly Family Income (PKR)	103330(47066.48)	

Marks in Matric	1043.34(51.38)
Family System	
Nuclear	75(75)
Joint	25(25)
Usual Residence	
Urban	90(90)
Rural	10(10)

Note. M = Mean; SD = Standard Deviation; f = frequency; % = percentage

Assessment Measures

Self-constructed Personal Information Sheet, a subscale of the Living-up-to-Parental Expectation Inventory (LPEI), Educational Stress Scale for Adolescents (ESSA), and Academic Life Satisfaction Scale (ALSS) were used to measure the constructs in the current research.

The LPEI was developed to examine the students' perceptions regarding their parents' expectations. In the current study, only the Academic Achievement subscale of the inventory was used. This subscale consisted of nine items and each item had six response categories ranging from 1 (Not at all) to 6 (Entirely). Total of the scale scores was computed by summing the responses of all items, higher scores suggested stronger perceptions of parental expectations. The reliability of the total PPE scale was ($\alpha = .94$), and that of the Academic Achievement subscale was ($\alpha = .85$) (Wang & Heppner, 2002).

The ESSA was developed to evaluate adolescents' stress levels related to their educational pursuits. The scale consisted of 16 items and each item had five response categories ranging from 1 (strongly disagree) to 5 (strongly agree). The scale scores were computed by summation method and higher scores represented higher levels of stress. Cronbach's alpha reliability of the total ESSA was .81 (Sun et al., 2011).

The ALSS was developed to gauge students' satisfaction with their scholastic experiences and campus environment. Reliability of the total scale was good enough, i.e., $\alpha = 0.8$. The ALSS consisted of eight items, with five response categories ranging from 1 (strongly disagree) to 5 (strongly agree). The total score was calculated by summation method and higher ALSS score indicated a higher level of academic life satisfaction in students (Nogueira, 2019).

Procedure of Data Collection

Data were collected through two modes, in person and online. For the collection of data from online mode, a Google form was generated. While creating the Google form, some important points were considered, such as no one could use an email address more than once to fill the response, an incomplete response sheet could not be submitted, and a consent form was also added before continuing to the main part of the questionnaire which briefly explained the aim of the study to participants and took their informed consent to participate in this research voluntarily. After generating a Google form, it was sent to many WhatsApp study-related groups of pre-medical students. But many students didn't bother to open the link, so, google form was sent to their inboxes. 53 students filled out the response online.

Inperson responses were also taken including 43 responses from FSc. pre-medical students of different colleges in Lahore. Questionnaires were given to almost 50 students, out of which 43 students filled out the responses. Their consent was taken before giving them questionnaires. The participants were briefly explained about the purpose of the research. It took almost 10 minutes to complete all the questionnaires. Participants were thanked after completing there research questionnaire.

Ethical Considerations

Before using scales related to the current study variables, the authors of the scales were asked for permission. Permission for data collection was also taken from authorities of the institutions. Participants gave their consent, before filling out the response sheet, that they were voluntarily taking part in the research. Students were informed that they could withdraw their information at any point without any penalty. The students were ensured about the confidentiality of their information.

Results

The present study was conducted to illustrate the association between parental expectations, academic stress, and academic satisfaction in pre-medical students. This research explored how parents' academic expectations cause stress in students, which ultimately affects their academic life satisfaction. The following inferential statistical analysis, Descriptive Statistics and Reliability Coefficients for Study Variables, were run to analyse data strategically. A bivariate correlation analysis was run to investigate the association between parental expectations, academic stress, and academic satisfaction in pre-medical students. Process was run to check mediation and direct and indirect effect of the independent variable on the outcome variable.

Reliability Analysis

The data mentioned below is reliability and descriptive analyses for each measure used for assessment; the ranges and variance are shown in Table 4.I.

Table 2

Descriptive Statistics and Reliabilities of Scales (N=100)

Scales	<i>M</i>	<i>SD</i>	Range	<i>α</i>
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Perceived Parental Expectations Scale	26.51	7.80	8-41	.78
Educational Stress Scale	57.57	9.85	37-78	.84
Academic Life Satisfaction Scale	24.11	4.61	8-34	.75

Note. M = Mean; SD = Standard Deviation; α = Cronbach's alpha, k = Number of Items.

The above table shows the number of items, means, standard deviations, minimum and maximum actual ranges, and alpha reliabilities of assessment measures.

Main Analyses

A bivariate correlation analysis was applied to examine the association between study variables parental expectations, academic stress, and academic satisfaction among pre-medical students. It was tentatively stated that there would be a relationship between them. Demographic variables were also added in this analysis to check whether there is any association between demographics and study variables.

Table 3

Correlations of Demographics and Study Variables (N=100)

Variables	1	2	3	4	5	6	7	8	9	10
1. Parental Expectations	-	.37**	-.19	.13	.06	-.12	-.07	.06	.01	-.02
2. Academic Stress		-	-.10	.06	-.13	-.04	.13	.05	-.03	.04
3. Academic Life Satisfaction			-	.02	.05	.09	.01	.14	.06	.19
4. Age (years)				-	.50**	-.02	-.47**	.13	.06	.12
5. Year of F.Sc					-	-.20	-.60**	.08	.06	.28**
6. Monthly Family Income						-	.16	-.21*	.13	.29**
7. Marks in Matric							-	-.07	-.17	-.21*

8. Usual Residence ^a	-	.19	.16
9. Family System ^b	-		-.01
10. Mode of Data Collection ^c			-

Note. ^aUrban = 1, Rural = 2. ^bNuclear = 1, Joint = 2. ^cIn-person = 1, Online = 2.
^{*}*p* < .05; ^{**}*p* < .01

Results (reported in the above table) indicated that there was a highly significant positive association between parental expectations and academic stress. Moreover, unexpectedly academic satisfaction was not significantly correlated with parental expectations and academic stress. Therefore, the hypothesis that there would likely to be a negative correlation between parental expectations and academic satisfaction wasn't supported. Another hypothesis, there would likely to be a negative correlation between academic stress and academic satisfaction, was also not supported. Moreover, none of the demographics were related to academic satisfaction.

Furthermore, an analysis was run through Process by Hayes (2013) to investigate the possible predictors of academic satisfaction and the mediating role of academic stress between parental expectations and academic satisfaction.

Table 4

Results from Process Analysis for Mediation Model (N=100)

Model	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Outcome: Academic satisfaction				
Constant	27.84			
Parental expectations	-.10	.06	-1.61	.11
Academic stress	-.02	.05	-.35	.73
Academic stress as an outcome of parental expectations	.47	.12	3.96	<.001

Indirect Effects	Effect	SE	BootLLCI	BootULCI
Parental expectations- > academic stress- > academic life satisfaction	-.01	.03	-.07	.05

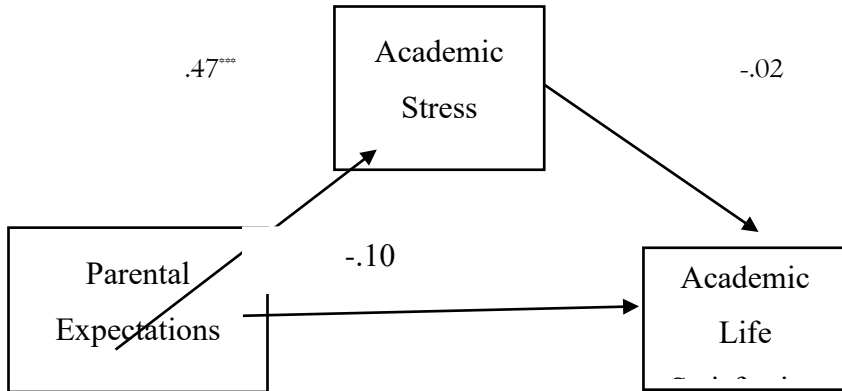
Note. SE = Standard Error; B = Unstandardized Co-efficient; p = Significant; Bootstrap Sample Size = 100; LL = Lower Limit; UL = Upper Limit; CI = Confidence Interval

Results presented in Table 4.3 indicated that parental expectations positively predicted academic stress but didn't significantly predict academic satisfaction. Moreover, academic stress didn't significantly predict academic satisfaction. Indirect effects were also non-significant. Therefore, the findings did not support the hypothesis that parental expectations would predict academic satisfaction through academic stress.

Figure 2

Effect of Academic Stress on the Association between Parental Expectations and Academic Satisfaction.

A figural representation of the output model is presented below, showing the unstandardized regression coefficients for direct effects.



Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Discussion

The current study was intended to examine the association between parental expectations, academic stress, and academic satisfaction in premedical students. It was assumed that there would be a significant positive relationship between parental expectations and academic stress. It was further hypothesized that there would be a significant negative relationship between parental expectations and academic satisfaction. It was also assumed that there would be a significant negative relationship between academic stress and academic satisfaction. Furthermore, it was expected that parental expectations would predict the academic satisfaction through academic stress. Results revealed that parental expectations had significant positive association with academic stress. While there was no significant relationship between academic stress and academic satisfaction. Moreover, parental expectations had no significant relationship with academic satisfaction. Furthermore, parental expectations positively predicted academic stress which further didn't predict academic satisfaction. Therefore, hypothesis of mediation was not supported.

Analysis of the first hypothesis showed that parental expectations had significant positive association with academic stress which indicated that higher parental expectations led to more academic stress in premedical students. This finding of the present research was consistent with the earlier findings (Aoki, 2019; Talha et al., 2020). Findings of these researches confirmed that higher parental expectations related to their children's academics resulted in higher levels of academic stress among students. Moreover, educational setting was found as the primary reason for academic stress than the individual surroundings. The most frequently reported causing factors of academic stress were fear of failing exams, test fatigue, parental hopes, social comparison, and competition with class fellows for getting good grades (Subramani & Venkatachalam, 2019). Another study also revealed that parental expectations and students' depression were positively correlated (Ma et al., 2018).

Analysis of the second hypothesis revealed that parental expectations had no significant relationship with academic satisfaction. This finding was inconsistent with the previous literature (Clophus, 2018; Deneault et al., 2020; Kushwaha & Bhita, 2019; Vautero et al., 2020). These researches found that parental expectations were negatively associated with academic satisfaction which indicated that high parental expectations led to lower satisfaction in students regarding their academic life. Cross et al. (2019) found that parents' expectations related to their children's academic performance were positively correlated with the educational self-efficacy of students. But when the involvement of parents in the form of expectations increased and parents interfere in making choices regarding higher education of their children which ultimately resulted in lower academic satisfaction among students (Clophus, 2018).

Moreover, it was found that parental control positively predicted fear of failing in exams which in turn resulted in lower academic satisfaction (Deneault et al., 2020). Furthermore, Kushawa and Bahita (2019) found that parental expectations considerably affected their children's adjustment to their academic environment. Students who were adjusted to their academic environment had greater levels of academic satisfaction. All these researches showed that parental expectations had direct or indirect impact on their children's academic life satisfaction. But in the present research association between parental expectations and academic satisfaction found to be non-significant. This indicated that students had stress due to their parents' high expectations from them but that stress didn't have significant impact on their academic satisfaction.

However, it might be due to the fact that at the time of data collection, it was the end of the session of both first and second year. So, they might be adjusted to their academic environment and became satisfied with their academic grades to some extent. If the students would have been assessed in the starting of the session then results might be different and parental expectations might have a significant impact on the students' academic satisfaction. Moreover, this finding could be attributed to the fact that the sample in the present research might have different cultural background, socio-demographic characteristics, and academic aptitude than the samples in the previous studies. Another reason for the discrepancy in findings might be that different measures were used for parental expectations and academic satisfaction in the current study than the previous literature. Also, a small sample size might be the reason of non-significant findings and if the study would be replicated in future with a large sample size and different methodology, significant findings could appear.

The third hypothesis was analyzed and it was established that academic stress was non-significantly associated with academic satisfaction among premedical students. This finding was inconsistent with previous literature (Barbayannis, 2022; Tao, 2021). These researches found that elevated levels of academic stress resulted in lower satisfaction in students related to their education. This may be because academic stress can trigger negative emotions such as anxiety, frustration, and exhaustion, which can make it difficult for students to enjoy their academic experience. Furthermore, previous researches also found a negative relationship between scholastic stress and students' life satisfaction (Antaramian, 2017; Emaasit, 2016; Shirmohammadi et al., 2021) which revealed that there was an indirect influence of educational stress on student's academic satisfaction. As academic satisfaction is a crucial part of students' overall life satisfaction.

However, it is important to consider that the lack of a significant correlation does not indicate that academic stress does not have an impact on academic satisfaction. It might be possible that the relationship between these two variables was complicated and might be influenced by various other factors, such as the certain stressors experienced by students, their socio-demographic characteristics, and their

coping mechanisms. Therefore, it might be useful for future researchers to investigate these factors in more detail to better understand the relationship between academic stress and academic satisfaction among premedical students.

Analysis of the fourth hypothesis revealed that parental expectations positively predicted academic stress which further didn't predict academic satisfaction among premedical students. This finding showed that academic stress didn't serve as a mediator between parental expectations and academic stress. Therefore, the hypothesis of mediation was rejected. However, the finding that parental expectations positively predicted academic stress among premedical students was consistent with previous researches (Aoki, 2019; Talha et al., 2020), which had shown that parental pressure to achieve academic success could contribute to elevated levels of academic stress among students.

Furthermore, the finding that academic stress did not predict academic satisfaction was unexpected, given that previous researches had suggested that higher levels of academic stress resulted in lower levels of students' satisfaction regarding their education (Tao, 2021). It might be possible that in the current study, factors like social support and coping mechanisms had mitigated the negative influence of academic stress on academic satisfaction in premedical students. Moreover, academic stress was not explored as a mediating variable between parental expectations and academic satisfaction in previous literature. Although student's academic self concept had been investigated as a mediator between parental expectations and student's academic satisfaction (Tatlah et al., 2019).

Conclusion

In conclusion, the findings of the current study provided a valuable insight into the relationship between parental expectations, academic stress, and academic satisfaction. The findings from the bivariate correlation analysis demonstrated a significant positive association between parental expectations and academic stress, indicating that higher parental expectations are linked to increased levels of academic stress in students. However, relationship of parental expectations and academic stress with academic satisfaction came out to be non-significant. Furthermore, the mediation analysis through Process confirmed that parental expectations positively predicted academic stress which in turn didn't predict academic satisfaction which meant that academic stress didn't play the role of mediator between parental expectations and academic satisfaction. These findings highlighted the need for interventions and support systems in educational psychology, as well as counseling services for both students and parents. By recognizing the influence of parental expectations on academic stress, counselors and teachers can work together to develop strategies that promote healthier academic environments and enhance students' well-being.

Limitations and Suggestions

The sample of 100 premedical students might not be the representative of the population of premedical students. Future research should use a larger sample size to make the findings more generalizable. Moreover, the current research used a correlational design, which limits the potential to establish causality between variables. Future research can use a longitudinal or experimental design to explore the cause-and-effect relationship among variables. This will be useful in specifying the true predictors of the outcome variable. Furthermore, the chances of response biases were very high in the current study because of the self-report measures. Future research can be conducted with objective measures. The study did not include many other factors that might be the result of academic stress other than parental expectations such as fear of failure, work load, peer competition, etc. Future research can look into the influence of these factors on the relationship between parental expectations, academic stress, and academic satisfaction.

Implications

The study will significantly use for the purpose of parental and students' counselling. This research will specifically help parents to become more conscious of the messages they convey to their children regarding their academic performance and assist them to become more encouraging, sympathetic and supportive rather than putting extreme pressure. The present study can help the future researchers to assess the associating factors of academic stress other than parental expectations such as academic workload, peer competition, and fear of failure. This research can also help teachers and educational counsellors to develop strategies to alleviate academic stress and improve academic satisfaction among premedical students. Findings of the current study will significantly apply in the fields of counselling, educational psychology and academia.

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