



Family and College Life of Students

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Introduction

Our study focuses on students' academic stress and the influence parental expectation has on it, with culture being a depending factor. It can be seen that there is a correlation of students having academic anxiety and parental academic standards. What this study also focuses on is the correlation of parental academic standards and culture. We've noticed that different cultures hold academics to different levels of importance. This study explains the variety of cultural backgrounds showing different levels of expectations, which in turn shows students having different levels of stress and anxiety.

The purpose of our research was to find the correlation between parental expectations between cultures, and academic stress for college students.

Hypotheses

We believe that the higher the expectation levels the greater the levels of stress the student experiences, and that culture will show to be a depending factor.

Method

Participants

The main participants of our study were college students. The total number of participants we had for our study was 50 overall. With 74% identifying as female, 24% identifying as male, and the rest identified as other. The mean age of the participants being M=19 years old. The demographics the survey reached were Asian, White, African american or black, hispanic or latino, and those who identified as multiracial.

Measures

There were many questionnaires used while designing our survey. The three main ones used are as follows. The Perceived Parental Acculturation Behaviors Scale (PPABS) which uses questions to see how acculturated one perceives their parents to be in american culture. Perceived Academic Stress scale, which uses 18 questions to measure a students perceived level of stress in academics. And a survey done in the paper, "The Effects of Perceived Parental Expectations on Chinese Children's Mathematics Performance" which used questions to gauge how chinese children's perception of their parent's expectations affected their work.

Procedure

For the data collection procedures all of our group members sent out forms to the students of cypress college online. Either via text or other instant messaging services. Our participants took the survey by themselves, and in order to obtain consent we put an agreement form before they actually took the survey. All that was asked of our participants was to take some free time to fill out the survey as much as they wanted.

Results

Table 1: Means Standard and Standard Deviations of Survey Results

	CA		AS		PE	
	M	SD	M	SD	M	SD
Asian/PA	3.75	1.19	3.31	1.07	3.84	1.26
Hispanic/Latino	2.54	1.53	3.36	1.34	3.66	1.30
Multiracial	2.33	1.41	3.08	1.37	3.55	1.49
White	3.24	1.45	3.65	1.23	3.34	1.59
Middle Eastern	3.35	1.50	2.75	1.71	3.03	1.77

Note. The abbreviations on top of the table stand for as follows. (CA=Cultural Assimilation, AS= academic Stress, PE=Parental Expectations.)

Discussion

Our results show that the level of expectations that parents put onto their children is much higher for those that assimilate into American culture than those who don't, but this does not affect academic stress greatly. This is not what we predicted because according to the research that we found, we hypothesized that cultural assimilation will not only affect the level of expectations that parents place on their children, but also, the level of academic stress that the children will experience. However, our results were not consistent with what has been found in past research and what we predicted. In past findings, it was revealed that the more parents assimilate into American culture, the greater the parental expectations, the greater the academic stress. We believe that our results were inconsistent because of how small our sample size was and because of the limitations that we had.

Limitations

There was bias in the way that our sample was obtained because we were not able to choose our sample completely randomly since we gathered our data through texting and sending our survey to those that we knew. There were also some problematic measures with the way that some people responded to specific questions in our survey, specifically with the free response portions because some people misunderstood the questions that were asked and they misinterpreted it. If we were to conduct a similar survey next time, some aspects of our research that we would do differently are to be even more specific with the questions that were asked or to completely not ask free response questions so that such misinterpretations do not occur. Also, we would obtain more participants and choose them more randomly since we were only able to survey 50 people.

Implications

The more frequently that parents assimilate into American society, the greater the expectations that they had for their children, specifically for college students. However, the theory of academic stress does not correlate with cultural assimilation and great parental expectations according to the results of our research. The results of our study show that academic stress is not greatly affected by parents who assimilate to American culture and have high levels of expectations because of this, for college students, and so we are able to shrink the circle of finding what truly affects their high levels of academic stress and how to overcome them. College students everywhere experience some level of academic stress which affects their overall life and health, and so figuring out these triggers can help them to overcome them.

References

Available on Request