The Relationship between Parental Achievement Pressure and High School Students' Academic Achievements in Korea

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Key words: academic achievement, parental achievement pressure, parental involvement

In Korea parents pay a lot of attention to children’s education. Especially, they focus on children’s academic achievement after their children enter high schools. That is because academic achievement in high school is closely linked to entering into better universities and gaining high status of jobs in the future. As researchers have had interest in parents’ attention to academic achievement of their children, they have investigated the relationship between parental achievement pressure and academic achievement.

Parental achievement pressure is defined as children’s perceived parental expectation and attention to achievement. Under this definition parental achievement pressure is regarded as a kind of parenting attitude. In the previous studies parental achievement pressure had positive correlations with children’s academic achievement.

However, in that attitude generally affects behavior and variables associated with family including parenting styles have influence on academic achievement through children’s psychological factors we expected that parenting behaviors (e.g. parental involvement) and children’s psychological variables (e.g. academic self-efficacy) would mediate the relationship between parental achievement pressure and academic achievement. In addition, because child’s conscientiousness plays a positive role in Korean parent-child relation, we anticipated that children’s academic procrastination would moderate the relationship between parental achievement pressure and parental involvement.

Thus, the purpose of this study was to test the pass model in which parental achievement pressure affects high school student's academic achievement (parental achievement pressure → parental involvement → academic self-efficacy → academic achievement). Furthermore, it was also investigated whether academic procrastination has a moderating effect in the pathway from parental achievement pressure to parental involvement on our pass model.

METHOD

Participants. 683 students in six high schools in Korea completed questionnaires and all students were asked to report their levels of academic achievements. Males were 349(51.1%) and females were 334(48.9%).

Measures. Parental achievement pressure was assessed with the 10-item Parental Achievement Pressure Scale (Park, 1989) whose Cronbach’s alpha was .85. Parental involvement was assessed with the 25-item Parental Involvement Scale (Park, 2001) whose Cronbach’s alphas to father and mother were .92 and .91 respectively. Academic self-efficacy was assessed with the 28-item Academic Self-efficacy Scale (Kim & Park, 2001) whose Cronbach’s alpha was .82. Academic procrastination was assessed with the 19-item Korean version of Aitken Procrastination Inventory (Aitken, 1982) whose Cronbach’s alpha was .80.

Statistical Analyses. For the analyses of the mediating effects and the moderating effect, the structural equation modeling was used.

RESULTS and DISCUSSION

As a result of the test for the pass model, the pass model was identified to fit observed data. The pass model with path coefficients among variables is shown in Figure 1. The model in Figure 1 means that the levels of parental involvement increase as the levels of parental achievement pressure rise, the increased levels of parental involvement increase the levels of academic self-efficacy, and the increased levels of academic self-efficacy increase the levels of academic achievement. The model accounted for about 30% of the variance in academic achievement.

![Figure 1. The pass model](image)

As a result of the test for the moderating effect, academic procrastination moderated the relationship between parental achievement pressure and parental involvement on the pass model. That is, the influence of parental achievement pressure on parental involvement in the lower-mean group of academic procrastination was greater than the influence in the upper-mean group.

These results suggest that in order to increase high school students' academic achievement, educational and counseling intervention which are able to reduce the levels of student's academic procrastination as well as increase the levels of parental achievement pressure, parental involvement, and student's academic self-efficacy are needed.

REFERENCES