ROLE OF PARENTAL INVOLVEMENT IN EMOTIONAL REGULATION AND EDUCATIONAL STRESS AMONG STUDENTS

Submitted by

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2018

Educational stress

Stress in adults – study and teaching.

Stress in students.

Parenting.

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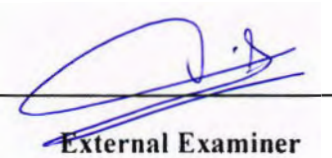

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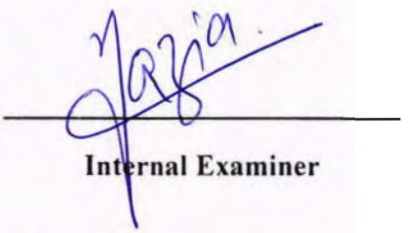

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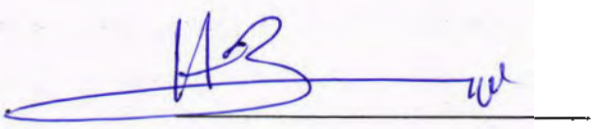

Dean Faculty of Social Science

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By

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171-FSS/MSEP/F14

A thesis submitted in partial fulfillment of the requirements for the degree of MS in Psychology at the faculty of Social Sciences, International Islamic University, Islamabad.

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INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

2018

Certificate

It is certified that content and forms of the MS Thesis entitled **'ROLE OF PARENTAL INVOLVEMENT ON EMOTIONAL REGULATION AND EDUCATIONAL STRESS AMONG STUDENTS'** by Noureen Kazim, Reg No 171-FSS/MSEP/F14 have been found satisfactory for the requirement of MS Degree.

Date: _____

Supervisor

(Dr. Mamoona Ismail Loona)

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Acknowledgement

I want to thank Allah Almighty Who has given me the strength to achieve another milestone of my academic career. I want to convey my heartiest gratitude to my supervisor Dr. Mamoona Ismail Loona, who has guided me well throughout my research work. This day has come due to the selfless dedication and illuminated guidance of my parents. I want to thank my family, friends and students who have cooperated with me throughout this time.

Thank You

ABSTRACT

The present study was aimed to investigate differences of parental involvement on emotion regulation and educational stress among students. To explore the differences based on demographics (gender, institutions, and parents' education) and to explore the differences based on Secure and Insecure parenting on three studied variables. The sample comprised of (N= 300) students of schools, Colleges and Universities of both Government and Private sectors from Wah Cantt, Taxila, Rawalpindi and Islamabad. Adolescents were selected with age range of 13- 19 years. Three Standardized scales were used; IPPA, ERQ, and ESSA. T test, ANOVA and Regression was done on data. The findings showed that the scales used were reliable. The correlation matrix depicts strong correlation among study variables. t-test analysis showed that there is no difference on parental Involvement and on emotion regulation between boys and girls. The results showed significant gender difference on educational stress scale. T test indicated significant difference in students of Schools, Colleges and Universities on these three studied variables. The results revealed the difference of parental education level on students. ANOVA results showed significant difference between school, college and university students on all studied variables.Regression analysis revealed positive prediction between Secured Parenting with Emotional Regulation and Educational stress.

Key words: Inventory of Parents and Peer Attachment, secure parenting, insecure parenting, Emotion Regulation, Educational Stress.

ROLE OF PARENTAL INVOLVEMENT IN EMOTIONAL REGULATION AND EDUCATIONAL STRESS AMONG STUDENTS

INTRODUCTION

Chapter-I

Introduction

Adolescence is a period of both positive and negative developmental process. Within this developmental period, they face physiological, psychological and social changes (Escobedo, Reddy & DuRant 1997). Due to modern technology, fast communication, research and community awareness adolescents have become important part of society (Wilmshurst, 2009).

Parental Involvement

It is a broad term that includes their participation in education and in school. They can support their children by participation and responding to school functions like parent-teacher meetings. Parents can be involved in children's schoolwork by encouraging them for study such as monitoring homework assignments, home tuitions and by modeling their designed behavior. Parents can be involved in school activities that are given as assignments (Henderson, Marburger, & Ooms, 1986).

Children have two educators in their life; their parents and teachers. Parents are called initial educators because they influence children's early learning process. Both parents and teacher play crucial role in children's life. Parental involvement cannot be defined in a limited definition, it can take many forms like time before schooling, involvement a school and classroom activities and in their homework assignments. Parental involvement can be categorized in two broad ways; at school and at home. At home, parental involvement is an evidence of educational benefits, there are number of factors that interact with each other and it is difficult to prove which one leads to other in education of children but it is demonstrated that parental involvement has a strong relationship with academic achievement of students (Harris & Goodall, 2007).

The role of parents on an adolescent's academic wellbeing is looked at in the current study because parental involvement and support positively predict academic wellbeing and engagement at all levels especially through adolescence (Upadyaya, & Salmela-Aro, 2013).

Epstein's Framework of Six Types of Involvement.

Epstein (1995) proposed six types of parental involvement patterns. Parenting is associated with supporting the families with skills involving child rearing and parenting. Families are helped by the schools to understand the children's' health, nutrition, discipline and adolescent approaches. Schools must teach these aspects in an appropriate manner in the classroom. The consequences can be seen in the behavior modification of the students, dropout rate decreases, good management of time, and school importance is also highlighted. The importance and understanding of parenting practices is incorporated. Teachers are also guided for respecting the student's families.

Communicating involvement stresses the need of teacher and parent interaction before the start of the session to enhance the interaction between two stakeholders for the betterment of the students. Conferences, telephonic contact and monthly report cards can help in this regard. This kind of involvement helps in increased student awareness regarding their progress, parents are well informed about school policies and teachers develop strong and effective mechanism for communicating with parents about children progress in classroom. Volunteering encourages families of the student to take part in activities and attend events arranged by the school. Families get to know the school environment, teachers and learning process. Volunteer coordinators, as tutors and mentors, help in making learning process effective at higher secondary level. Students are helped in this way to understand adult skills and occupations, coordination

with adults. Parents understand and appreciate the teacher skills while coordinating with their children and adolescents. Teachers learn to focus more on individual students and appreciate parental talent (Epstein, 1995).

Learning at Home involves parental participation. Schools must focus on the efforts of the parents and must help them to assist and interact with children by informing them about curriculum and skill development of the students at different educational levels. These activities will increase productivity of the students in homework with effective supervision of parents. Teachers can prepare assignments that will incorporate cognitive, social and psychomotor skills of the students. Per class and age of the student (Epstein, 1995).

The activities, based on Decision Making, incorporate parents in the teaching-learning process and important issues of their children. Accountability and transparency increases through parent-teacher associations, councils and committees. Students came to know the importance of parental involvement in school. Parents can give input and suggestions for the betterment of the school environment and productivity. Teachers become aware of the parental role in the policy development perspective (Epstein, 1995).

The sixth involvement is collaboration with the community. Families and teachers must use and involve community resources for the enhancement of teaching-learning process for the betterment of the students. The pupils will link the school knowledge with the ground facts of the world and career options in the market. Parents and teachers get more knowledge of the issues of the community, resources available in the co munity and their application in the students' life betterment (Epstein, 1995).

Parental participation in academic learning and other activities on a meaning full way is called parental involvement. Hoover-Dempsey and Sandler (1995) argued that home based activities and school based activities are two main types of academic activities of students. This model clarified that with growing age, children learn logical thinking and parents feel this tie tough for them. As Caspe, Lopez, and Wolos (2007) concluded that children undergo important developmental changes during elementary schooling like logical reasoning, adaptability to their environment, and mannerism.

In Pakistan, Parental Involvement is a very recent phenomenon and very less work has been done in this regard. Per Punjab Education Assessment System (PEAS) Report 2007-2008, students' achievement is higher for the group who gets assistance from their parents. The extent of parent's interaction with students increases the achievement level of students. Atta, Amer and Jamil (2012) concluded that In Pakistan some parents participate in the educational activities of their children, in this way they can remove near about all the deficiencies of their children. Parent participation is highly correlated with the academic accomplishments of learners. The parental influence has strong effect on educational attainments of the students and helps shape their further improvement.

Robinson and Harris (2014) described parental involvement as practices that entail parent communication with their children about education, behaviors in which parents engage with the exclusive aim of increasing academic outcomes, and parental engagement with schools and teachers.

McNeal (1999) defined a framework of three broad domains of parental involvement: child, school and other parents. By all these three domains, it can be assumed that parental involvement with children, school administration and with other

parents will lead their expectations of tangible return. The expectations of return are not confirmed but it can improve educational outcomes, role performance, academic achievement and relationship among school administration and parents. Parental involvement is important because it create impact in two ways either on students' attitude and behavior or on their achievement. Shatkin and Gershberg's (2007) found in their research conducted on school-based councils in educational governance that parent participation can increased activism regarding school issues and can improve school performance.

Hoover- Dempsey and Sandier's (2005) contention that a mechanism through which parental involvement affect students' behavior is known as Modeling and it helps the students to improve their academic achievement. Monitoring is the second mechanism through which parents got engaged in children's life, their homework assignments in a complete form. It is often associated with students' behavior and performance. Parents monitor their children's' behavior by both desirable and non-desirable ways like truancy, absenteeism and homework tasks. Parental reinforcement will indirectly affect achievement of students and will keep them away from bad behavior. Modeling and Monitoring both help the parents to alter students' attitude and behavior especially adolescents. (Dearing, Kreider, Simpkins, & Weiss. 2006; Lareau 1989; Machen, Wilson & Notar 2004).

A study conducted by Xitao and Chen (2001) found positive influence of parental involvement on academics of students, the findings of meta-analysis conducted to combine the quantitative literature about the relationship between parental involvement and students' academic achievement revealed a practically meaningful relationship between parental involvement and academic achievement. The results

indicated that Parental support has positive effect on academic performance of children (Eccles & Harold, 1983).

In this vein, Steinberg (2001) concluded that children whose parents were actively involved in their academics performed better academically ass compared to others. Parental support and guidance is crucial and important for secondary school students academic career (Sanders, Epstein & Connors 1999). Flowers, Milner and Moore (2003) revealed that maternal educational expectations were much stronger in predicting students' college aspirations than were paternal educational expectations.

Farhana Jehangir, Tahir and Tahir (2000) revealed the parents' educational contribution regarding the personality makeup of males (N= 695) with the age range of 18 to 35 years, qualification intermediate to masters and professional qualification in various fields. The results indicate that students having highly educated parents were more confident, less anxious in a comparison with less educated parents.

Ahmed (1991) studied on 56 candidates who qualified public sector and provisional public commission and found that among these candidates, 30 were from the educated parents having the qualification of bachelors and above.

a systematic methodology to examine the differences in roles and norms in males and females is Gender analysis. A study conducted by Guarnieri and Tani (2010) Regarding gender differences in parental involvement argued that females perceived lower levels of encouragement toward autonomy from both mother and father, and higher overprotection from their father than their male counterparts.

Duckworth and Seligman (2006) revealed that children's academic achievement and parental involvement is measure by gender difference. Girls seem to be more determent and mastery oriented in academics as compared to boys. They mostly

perform better than boys in academic grades (Kenney-Benson, Pomerantz, Ryan, & Patrick, 2006).

Cummings and Davies (1996) revealed in their research with adolescents that parental positive expression results in positive emotion regulation in children and parental love and affection leads to secure attachment. Children have the ability to deal with negative life events and emotions (Contreras, Kerns, Weimer, Gentzler, & Tomich, 2000; Eisenberg et al., 2005).

Emotion Regulation

Emotion regulation has been defined as those mechanisms that serve to modulate, inhibit, and enhance emotional experiences and expressions, both effort fully and automatically (Calkins & Hill, 2007).

Emotion regulation skills start developing from infancy or childhood and continues in adolescents till maturity. The core feature of emotional problems and maladjustment is emotional dysregulation that causes aggression, poor performance, substance abuse and depression. Adolescents became out of control when experience acute stress. There are number of ways to cope with stress like to avoid difficult emotions, anger, jealousy and fear. Poor emotion regulation skills can lead to substance abuse, consistent worry, heightened anxiety and depression. It can prevent adolescents to develop a balance and flexibility in emotions that is hallmark of healthy emotion regulation. Emotional regulation is a complex process that changes someone's state or behaviors in each situation like feelings, thoughts, physiological responses and bodily actions. Inability in regulating emotions lead to psychosocial and emotional dysfunction which are often caused by traumatic experiences. For adolescents, these experiences can be harsh words at school or at home and are often associated with bullying. These children are not likely to develop conflicted relations with their teachers, fellows and family members.

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Inability to adjust to schools and drop out is most common problems of these children (Bandura, 2003).

Development of Emotion Regulation.

In a first year of life, attachment relationships are formed with primary caregivers (Bowlby, 1969/1982). Based on experiences, individuals develop a sense of secure attachment with responsive caregivers (Ainsworth, Bell, & Stayton, 1971; Ainsworth, Blehar, Waters, & Wall, 1978; Mikulincer, Shaver, & Pereg, 2003). Once these attachment styles formed, they tend to be stable through early adulthood (Fraley, 2002). When an individual reach at a stage of adolescents; attachment become an internalized construct; the ability to recognize, interpret and overcome negative perceived states of others, and based on these constructs they approach to new relationships (Bowlby, 1969/1982).

Adolescents secure attachment allow them to use their emotions and seek out other for assistance (Allen & manning, 2007; Shaver & Mikulincer, 2003). It is supported by a theory that secure attachment is associated with positive emotion regulation in adolescents (Kobak, 1988).

When caregivers do not respond to infant signals, insecure attachment take place (Ainsworth, Blehar, Waters, & Wall 1978). Adolescents' insecure attachment make them unable to self-regulate their emotions (Cassidy & Kobak, 1988; Mikulincer, Shaver, & Pereg, 2003). Avoidantly attached insecure adolescents feel that no one is available to help them and they became defensive so they avoid people as a self-protected measure (Cassidy & Kobak, 1988, Mikulincer, Shaver, & Pereg 2003, Shaver & Mikulincer, 2002).

Bowen's Family System theory.

Bowen's family system theory describes a model that throughout the developmental processes both adolescents' and parents have mutual influence on each other. Interpersonally, a well-differentiated adolescent can separate thinking and feeling, and can do both spontaneously and adaptively, whereas interpersonally, a well differentiated adolescent can separate his or her thoughts and feelings from those of the parents, and take definite positions on issues (Bowen, 1985). Undifferentiated adolescents have trouble separating thoughts and feelings, are often psychologically overwhelmed by what they feel, and may be enmeshed with their parents' emotions. Empirically, adolescents who were triangulated into parental conflict were more emotionally reactive one year later (Buehler & Welsh, 2009). Alternatively, cohesive and flexible family environments that provide warmth without excessive enmeshment may provide sufficient conditions to help adolescents regulate emotions and explore autonomy in emotion regulation with peers. Emotion Regulation is not only the result of parenting but also by temperament. It is a factor that strongly predicts emotion regulation of children and adolescents (Wills, Gibbons, & Brody, 2000).

Morris et al. (2007) described that emotion regulation is socialized through processes including parental practices, emotional climate of the family like parenting styles, attachment relationships and marital relationship and modeling. Although adolescence is a time marked by increased conflict therefore parental support is particularly important during this time due to adolescents' negative emotion regulation (Larson, Richards, Moneta, Holmbeck, & Duckett, 1996; Steinberg & Morris, 2001).

Parental education affects the emotion regulation of children. A study conducted by Riaz, Hafeez, Riaz and Batool (2014) described that Children with highly qualified

parents (graduates and master) exhibited higher emotional regulation and less behavioral problems, whereas children with parents having less formal education (matriculation and intermediate) exhibited higher behavior problems and less emotional regulation. It was reported in another study that higher parents' educational level influenced adaptive behavior in the child and the higher is the education of parents the lower is the developmental decay (Metsiou, Papadopoulos, Agaliotis, 2011).

Gender difference in emotion regulation has been at the center of issues in the study of emotion regulation (Fujita, Diener, & Sandvik, 1991; Flynn, Hollenstein, & Mackey., 2010; Tamers, Janicki, & Helgeson, 2002; Thoits, 1994). Existing research reflects that females are more likely to perceive and regulate their emotions (Fujita, Diener, &Sandvik,1991). Additionally, females prefer to use emotional support and cognitive reappraisal. Active coping, and acceptance strategies to regulate their emotions (Tamers, Janicki, & Helgeson, 2002), while men tend to use expression suppression to modulate their emotional responses (Cabello, Salguero, Fernández-Berrocal, &Gross, 2013; Flynn etal., 2010).

Effortful control includes cognitive strategies, such as attentional redeployment, planning, or reappraisal, as well as behavioral responses such as withdrawal and direct action. Studies of children consistently find that girls show greater and effortful control abilities than boys with large effect size of gender (else Quest, Hyde, Goldsmith, & Hulle 2006).

A study conducted by Graziano, Reavis and Susan (2006) at University of North Carolina investigated the role of emotional regulation in children's early academic succession. Results indicated that emotional regulation was positively associated with children's academic success and productivity in classroom. Findings also discussed in

terms that how emotional regulation skills facilitate children's development of positive student teacher relationship.

Educational Stress

Education is an important determinant of economic and social development of a nation. Quality of education in a country indicates the quality of its human resource. The role of parents on an adolescent's academic wellbeing is looked at in the current study because parental involvement and support positively predict academic wellbeing and engagement at all levels especially through adolescence (Upadyaya, & Salmela-Aro, 2013).

Government of Pakistan (2009) report revealed that Pakistan spent only 02% on education. In public institutes, 90% students of primary section and 70% of secondary level are enrolled. A trend towards private sector is increasing. In Pakistan, only public sector cannot fulfill the whole requirement of quality education so private sector is working to share this burden. Both sectors are working to provide education to masses. Encouragingly, growth of private sectors is increasing annually with the average of 25%.

Learning and achievement at schools, colleges and universities is called academic performance and this leads to get good job and career in future for likelihood. Crage (2006) argued that educated mothers are sensitive to their children and provide attention to their children regarding their academics. In a line with above research Khan, Khan and Zubairi (1999) revealed that uneducated parents do not understand the requirements of children's education. Either they arrange some tuitions at home or rely on institutes for the education and this result poor performance at school.

Educational Stress and Academic Performance.

Parental expectations regarding academic performance of their children seems to be a source of stress for students (Deb, Majumdar, & Sun 2011). Deb et al. (2011) examined that there is a difference in parental pressure significantly with differences in their educational level, their occupation and number of sources for academic performance like tuitions. Fathers' academic qualification also affect academic performance of students. Fathers having low academic qualification were seemed to pressurized their children more in their academics. Indian children with non-disruptive family has high academic stress as compared to disruptive family. It is likely that disruptive family provide less attention and guidance to their children regarding their academics that reduce educational stress in these children and raise negative impact of parental involvement on their academic lives (Ganesh & Magdalin, 2007). Stress arises in social environment. It not only develops in complex and competitive situation but also raise in less motivated environment (Feng, 1992).

Family and Educational Stress.

The bond between siblings is the most unique one from all human relationships, is the second one after the attachment bond between parents and children (Moore, Howard, McLaughlin, 2002) being one of the most important and long lasting relationship in a human's live (Baumann, Dyches, & Braddick, 2005). Studies from the United States (e.g., Blake 1989; & Jaeger 2008), Europe (e.g., Lawson, Makoli & Goodman 2013; Sieben, Huinink & de Graaf 2001), Asia (e.g., Li, Zhang & Zu 2007; Post & Pong 1998), and Australia (e.g., Evans, Kelley & Warner 2001) show that when the number of siblings increases, educational performance tends to decrease. In addition, research has shown that when parental resources increase, educational

attainment also tends to increase (e.g., DavisKean & Pamela 2005). Wichman, Rodger and MacCallum (2006) explained the confluence model that is used to explain the relation between sib ship size and the educational outcomes of the second generation.

Cheng (1999) argued that students take much stress due to high expectation of parents and teachers and students suffer a lot. In various countries, students rate was high in attempting suicide, Academic stress was leading cause.

Sometimes people cannot perceive stress by themselves, it is often perceived by others. Stress can be contributed in both ways; directly through physiological symptoms and indirectly through psychological symptoms (Glanz & Schwartz, 2008). it is important for people to adjust their life stress with appropriate stress coping strategies. College and university enrolled students may face several challenges that pressurize them continuously to perform well. Students face difficulty in final exams and projects' deadlines. The other factors might be financial insecurity and lack of communication with class fellows. Many independent students may develop bad habits like drug addiction, internet addiction, and gambling. Generally, there are many other factors like time management difficulty, workload, demanding tasks, responsibility and lack of training (Michie.S 2002).

Around all over the World and especially in Asia academic stress is most important source of stress (Brown, Teufel, Birch, & Kancherla, 2006; Christie & MacMullin, 1998; Dodds & Lin, 1992; Gallagher & Millar, 1996; Huan, See, Ang, & Har, 2008; Tang & Westwood, 2007). Students of Asian countries have severe academic stress (Lee & Larson, 2000), extreme dissatisfaction in their performance and high expectations (Crystal et al., 1994) and may suffer academic stress (Huan, 2006 Ang, Huan, & Braman, 2007) by comparing it with other counter parts in English speaking

countries. Academic stress is significantly contributing to other mental and behavior disorders like anxiety, depression and suicidal behavior (Ang & Huan, 2006b; Bjorkman, 2007).

Concept of Educational Stress.

Stress cannot be avoided in education. If individuals become aware of their stress, they can reduce it by taking primitive actions educational organizations should figure out ways to reduce stress if they become aware of stress problems. In current situation, students feel that they need help on when their problem become severe and require help (Michie, 2002).

Educational stress is the unpleasant psychological state that occurs due to parents, other family members and teachers' outlook at studies. Academic stress refers a mental distress that is anticipated with frustration associated with failure or awareness of possible failure (Gupta & Khan 1987).

Schafer (1996) observed that school related stress is because of daily hassles like constant pressure, little time, term papers, tests, future and harsh instructions. Students experience stress both from their own expectations and from parents and teachers (Ang & Huan, 2006). Students use different coping strategies for academic stress. Some of them report avoidant coping strategies by using drugs, denial and behavioral disengagements while rest of them accept the stress through planning and positive reframing and take necessary steps to overcome the stressful situations (Sree rama reddy 2007).

Sapru (2006) found that majority of adolescents in the stressed and unstressed groups were in the age group of 14–16 years. Stressed adolescents perceived academics as burdensome. Bernstein, Penner, Stewart,and Roy (2008) defined the sources of stress

as every circumstance or event that threatens to disrupt people's daily functioning and causes them to adjust. These sources of stress are called "Stressors". Stressors are demands made by the internal or external environment that upset balance, thus affecting physical and psychological well-being and requiring action to restore balance (Lazarus & Cohen, 1977).

Students appeared to be under high pressure originating from course overload and academic evaluation procedures and least stressed by personal familiar and social factors (Zeidner, 1992). Curriculum being highly concept laden, inappropriate school timings, high student-teacher ratio, nonconductive physical environment of classrooms, the absence of healthy teacher-student interaction, irrational rules of discipline, physical punishment, excessive or unbalanced school-work, teaching methodology, indifferent attitudes of teachers, overemphasis on weaknesses rather than strengths, expectations of students themselves, and expectations of teachers (Ang & Huan, 2006). Additionally, the following were recognized to be associated to academic stress based on studies: academic workload, attending lectures (Agolla & Ongori, 2009), examinations, school curriculum,inadequate learning materials (Shah, Hasan, Malik,& Sreeramareddy 2010), subject-related projects (Conner, Pope, & Galloway, 2010).

Perceived stress or pressure from academic activities varies across gender. Females usually report more stress or pressure than males (Jones & Hattie 1991; Xie 2007; Zhao & Yuan 2006). One reason may be that females are more likely to regard school performance as very important, and worry about academic failure (Jones & Hattie 1991). In Western countries, students from ethnic minority groups, especially those with Asian back-grounds, are more likely to be stressed by academic learning than others (Coney & West 1979; Jones & Hattie 1991).

Researches have been conducted to compare the various aspects of public and private schools all over the world. Jimenez and Lockheed (1995) have summarized many studies comparing public and private schools and reported conclusion that private schools in USA improved students' performance as measured by standardized test of verbal and mathematical skills. It was also reported that average student performance was better in private than public schools is widespread.

Iqbal (2006) found in her comparative study that teachers in English medium schools use more than one teaching methodologies, English medium schools provide more instructional material for teaching, heavy small class size, arrange more co-curricular activities, art and science exhibition as compared to Urdu medium schools which are mostly public schools.

Misra and McKean (2000) conducted a study surveying 249 college students at a Midwestern university. The study showed that anxiety, ineffective time management and a lack of satisfying activities outside of academia were strong predictors of academic stress. The study also showed that while female students managed their time more effectively than male students, they also experienced the highest levels of stress and anxiety.

Comparative study of public versus private schools and their effectiveness has been the topic of many studies. Several studies have been conducted in all over the world to compare the various features of public and private schools. The researchers tried to make the sense of superiority of either by focusing on different measures of performance. Per National Assessment of Educational Progress (NAEP) which is representative at national level for the assessment of American's students' knowledge in various subject areas, reports that private schools performed better than public

schools in all major subject areas including mathematics and science (U.S. Department of Education 2012).

Rationale of Study

The purpose of this study is to examine the role of parents on the emotional regulation and educational stress among students. Adolescents are chosen for sample with the age range of 13-19 years. Freud believed that adolescence was a universal phenomenon and included behavioral, social and emotional changes; not to mention the relationships between the physiological and psychological changes, and the influences on the self-image. He also stated that the physiological changes are related to emotional changes, especially an increase in negative emotions, such as moodiness, anxiety, loathing, tension and other forms of adolescent behavior (Freud, 1925).

In previous researches, parenting styles have been used for measuring emotional regulation among adolescents as shown in a research conducted by Jabeen, Ulhaq and Riaz (2003). Presently, parental involvement having separate forms of father and mother have been used to measure the same variable. Sub categorization of secure parenting and insecure parenting has also been used to understand the detail interaction of adolescents with their parents.

Emotional regulation of adolescents is another variable, a short form of questionnaire having two strategies; cognitive reappraisal, expressive suppression was selected. Rare literature has been found in using this variable with demographical difference; gender, institute level and parental education.

Educational stress is a major element in adolescents' life. The scale that is using in present research is unusual in published researches. The uniqueness of present study is that parental involvement with educational stress has been measured on the sample

of School, College and University students of both Government and Private institutes. In previous researched academic stress was used as a negative predictor but in present study, it is used a positive predictor among adolescents.

Parental education is chosen as demographic for the measuring the use of emotional regulation strategies and educational stress. There has been evidence that mothers' education impacts the Emotional Regulation of children as indicated in the study conducted by Parveen and Alam (2008). In current study impact of both father and mothers' education level on Emotional Regulation and educational stress of adolescents has been measured. For measuring Parental Education level, two categories were taken; up to metric and Intermediate considered as Less Educated and Above Graduation and Masters are considered as More Educated from the study conducted by Isani (2001).

METHOD

Chapter-II

Method

Objectives

1. To measure the differences on parental involvement, emotion regulation and educational stress among students of private and government institutes.
2. To investigate the differences in parental involvement, emotion regulation and educational stress across demographics (gender and Parents' Education).
3. To measure the differences based on secure and insecure parental attachment on Emotion Regulation and Educational Stress among students.
4. To find out the impact of parental involvement on emotion regulation and educational stress among students.
5. To find out the impact of emotion regulation on educational stress among students of private and government institutes.

Hypotheses

1. There will be a significant gender differences on Parental Involvement and Emotional regulation
2. Girls will show more Educational Stress as compared to boys.
3. students of private institutes will show more Parental Involvement, Emotional regulation and Educational Stress as compared to students of government institutes.
4. Students having educated parents will take more educational stress and use positive emotional regulation strategy than students with less educated parents.
5. Students with secure parenting will have more educational stress and positive emotional regulation as compared to students with insecure parenting.

6. There will be differences on the students of schools, colleges and universities on parental involvement, emotional regulation and educational stress.
7. Secure parenting will be a positive predictor of emotional regulation and Educational stress among students.
8. Emotion regulation will be a positive predictor of education stress among students.

Operational Definitions of Variables

Parental Involvement. Parent involvement" as the participation of parents in every facet of children's education and development from birth to adulthood, recognizing that parents are the primary influence in children's lives (Greenberg, 1987).

Emotional Regulation. Emotional regulation is a complex process that changes someone's state or behavior in each situation like feelings, thoughts, physiological responses and bodily actions (Gross & John,2003).

Educational Stress. Academic learning is among the most important sources of stress. students often have high academic burden, low satisfaction regarding their academic performance and strong external pressure to study, and may suffer more academic stress (Dunne,2010).

Instruments

Inventory of Parent-Peer Attachment Questionnaire. Inventory of Parent-Peer Attachment Questionnaire is developed by Greenberg, and Armsden (Greenberg, 1987).

It has three sub scales of Father, mother and peers having three categories: trust, communication and alienation. It is consisted of 25 items with reversed scores on 5 items; 03, 05,07,10,15. Five point likert scoring system will be used. Questionnaires of both parents (mother and father) will be used in this study. Cronbach alpha reliability (mother 0.87, father 0.89

Emotional Regulation Questionnaire. Emotion Regulation Questionnaire was developed by Gross and John (2003). It was designed to assess individual differences in the habitual use of two emotions regulation strategies: cognitive reappraisal and expressive suppression. This questionnaire has 10 items with 07 point likert scale. Reappraisal Items: 1, 3, 5, 7, 8, 10; Suppression Items: 2, 4, 6, 9, (07 point Likert scale, 10 items). Test retest reliability is 0.69

Emotion regulation is an ability in appropriate and flexible manner to stressful events and experiences encounters (Cole, Michel, & Teti, 1994; Eisenberg & Morris, 2002; Walden & Smith, 1997). Emotions are performed in expressive and communicative functions and in a functionalist perspective; it serves to energize, motivate and guide adaptive functioning. In a fear or threat when social demands do not meet a person behave in a maladaptive way (Cicchetti et al., 1995). An essential objective in the development of emotion regulation is to manage emotions in socially appropriate ways (Eisenberg & Morris, 2002; Kopp, 1992).

Educational stress Scale for Adolescents (ESSA). Educational Stress Scale for Adolescent (ESSA) was developed by Sun, Dunne, Hou and Xu (2010). It is comprised of 16 questions (n=16) using 5-pointscale from 1 (strongly disagree) to 5 (strongly agree) with higher scores indicating greater stress. This new instrument for measuring academic stress contains can be used to measure

the multidimensional nature of educational stress, including Pressure from study, Worry about grades, Despondency, Self-expectation, and Workload. The Cronbach's alpha for the total 16-item ESSA scale was .81 indicating good internal consistency. (5 point likert scale, 16 items) (Dunne, 2010).

Sample

Sample of (N=300) has been selected from the students of private and government sectors. Students (n=150) are taken from private schools, college and universities including 75 girls and 75 boys and the same from Government sector. Age range is 14-19 years. Data has been collected from the sectors of Wah Cantt, Rawalpindi and Islamabad. At school level, the students of 9th, 10th grade, at college level, students of intermediate level and from university BS 1st and 2nd semester are randomly selected. Purposive sampling technique has been used.

Table- A showing frequency and percentage of selected sample

	f	%
Institute		
Private	153	51.0
Government	147	49.0
Institute level		
School	100	33.3
College	100	33.3
University	100	33.3
Institute Name		
Fazaia Inter college school campus Nur khan Base	50	16.7
Sir Syed college Campus -I	25	8.3
Government High school Rawalpindi	25	8.3
Government Girls High School Rawalpindi	25	8.3
Fazaia Inter college Jinnah Camp	50	16.7
Sir Syed College campus- II	25	8.3
University of Wah	20	11
Arid Agriculture University, Rawalpindi	33	7.3
Wah Engineer College	22	8.2
University of Engineering and Technology, Taxila	25	8.3

Procedure

For present study, adolescents were taken from different institutions. Sample (N= 300) was collected from schools, colleges and universities. Institutions were approached through permission letter issued from university. Informed consent was signed by students with assurance that data will be kept in confidential. Questionnaires along with biodata sheet was supposed to be filled completely by students. Students

were advised to fill the form with actual information in order that privacy will be maintained by researcher. Unfilled forms were discarded.

RESULTS

Chapter-III

RESULTS

Table 01

Demographic characteristics of the Sample (N=300)

Demographics	*f*	%
Gender		
Boys	152	50.7
Girls	148	49.3
Institute		
Private	153	51.0
Government	147	49.0
Institute level		
School	100	33.3
College	100	33.3
University	100	33.3
Father		
Father's education		
Less educated	73	24.3
More educated	227	75.7
Mother		
Mother's education		
Less educated	224	81.3
More educated	56	18.7

Table I shows the different demographic features of sample. Among 300 participants, 152 are boys while 148 are girls with different educational institutes. Moreover, Table indicates the age, institutes, institute level of the participants, education and occupation of their parents.

Table 02

Descriptives of the Inventory of Parents and Peer Attachment (IPPA), Educational Stress (ESSA) and Emotional Regulation (ER) (N=300)

					Range		
	N	*M*	*S. D*	*α*	Potential	Actual	skewness
M.Trust	300	39.48	5.68	.63	1-5	2.12-4.63	-1.15
M.Com	300	33.37	6.04	.68	1-5	3.16-4.12	-.34
M.Alie	300	20.88	4.84	.61	1-5	2.86-3.77	-.23
Mother IPPA	300	93.73	12.92	.67	1-5	2.12-4.63	-.18
F.Trust	300	38.72	6.53	.73	1-5	1.92-4.46	-1.26
F.Com	300	32.35	6.26	.68	1-5	3.0-3.97	-.35
F. Alie	300	20.31	5.11	.64	1-5	2.77-3.86	-.37
Father IPPA	300	91.38	14.33	.83	1-5	1.92- 4.46	-.41
Pressure	300	14.95	3.42	.62	1-5	3.59- 3.97	-.53
Worry	300	12.03	2.74	.66	1-5	3.73-4.16	-.30
Despondency	300	9.30	3.21	.59	1-5	2.96- 3.37	-.16
Self-Exp	300	10.85	2.95	.63	1-5	3.51- 3.81	-.47
Workload	300	10.60	3.09	.74	1-5	3.47- 3.62	-.27
ESSA	300	57.74	9.73	.76	1-5	2.96- 4.16	-.23
Reappraisal	300	27.43	6.98	.599	1-7	4.17-4.91	-.18
Suppression	300	17.36	5.38	.544	1-7	3.44-4.66	.03
ER	300	44.82	10.52	.69	1-7	3.45-4.91	-.06

Note: M trust= mother trust, M alie= mother alienation, M com= mother communication, IPPAM= Inventory of Parent-Peer Attachment Mother, F trust= father trust, F alie= Father Alienation, F com= Father Communication, IPPAF= Inventory of Parent-Peer Attachment Father, Trust P= trust parents, Alie P= Alienation parent, Com P= Communication Parent, IPPA Total. ES Pressure= educational stress pressure from study, ES Worry= educational stress worry about grades, ES Despon. = educational stress despondency, ES Self Exp= educational stress self-expectations, ES Workload= educational stress workload, ES Total= educational stress total. ER Reappraisal= emotion Regulation reappraisal items, ER Suppression= Emotion regulation suppression items, ER Total= emotion regulation total items.

The findings suggested that good reliability was shown ranges from 0.61 to 0.87. the reliability of Mother IPPA Total is 0.67, Father IPPA Total is 0.83 and IPPA Parents id 0.87. it showed that this scale is highly reliable. Reliability of Educational Stress Scale for Adolescents and its sub scales was measured. It ranges from 0.59 to 0.76. despondency showed the lowest reliability .59, pressure from study showed the reliability of .62, workload showed the highest reliability. The present table indicate the reliability of Emotion Regulation Questionnaire and its sub scales. The reliability of reappraisal items is 0.59, suppression is 0.54 and ER Total is 0.69

Table 03

Summary of Inter co-relation, Means and Standard Deviation for scores on Educational Stress Scale for Adolescents (N=300)

measures	1	2	3	4	5	6	7	8
1 Mtrust	_	.25**	.58**	.81**	.50**	.36**	.15**	.44**
2 Malie		-	.34**	.65**	.16**	.12*	.47**	.29**
3 Mcom			-	.85**	.41**	.42**	.17**	.43**
4 IPPAM				-	.47**	.39**	.33**	.51**
5 Ftrust			-		-	.67**	.30**	.85**
6 Fcom						-	.34**	.86**
7 Falie							-	.64**
8 IPPAF								-

Note: intercorrelations of Adolescents of Different Institutes (N= 300) are presented above the diagonal. Means and Standard Deviation for adolescents are presented in horizontal rows. For Scale, higher scores are indicative of more extreme responding in the direction of the construct assessed. M trust= mother trust, M alie= mother alienation, M com= mother communication, IPPAM= Inventory of Parent-Peer Attachment Mother, F trust= father trust, F alie= Father Alienation, F com= Father Communication, IPPAF= Inventory of Parent-Peer Attachment Father, Trust P= trust parents, Alie P= Alienation parent, Com P= Communication Parent, IPPA Total.

*$p<0.05$, ** $p<.01$*

Table 03 shows that IPPA and the sub scales of IPPA are positively correlated with each other ($p<0.05$ and $p<.01$). It ranges from .59 to .76. Mother trust and parental alienation showed the lowest significant correlation .25 and .27. parental trust and communication showed the highest correlation ranges .86 and .88. parent alienation showed the low correlation with parental trust and parental communication.

Table 04

Summary of Inter co-relation, Means and Standard Deviation for scores on Emotion Regulation Scale (N=300)

	Measure	1	2	3
1	ER Reappraisal	-	.43**	.88**
2	ER Suppression		-	.80**
3	ER Total			-

Note: intercorrelations of Adolescents of Different Institutes (N= 300) are presented above the diagonal. Means and Standard Deviation for adolescents are presented in horizontal rows. For Scale, higher scores are indicative of more extreme responding in the direction of the construct assessed. ER Reappraisal= emotion Regulation reappraisal items, ER Suppression= Emotion regulation suppression items, ER Total= emotion regulation total items.

**$p<0.01$

Result of Table 04 indicate that ER and its sub scales are positively correlated with each other ($p<0.01$) that ranges from .43 to .88.

Table 05

Summary of Inter co-relation, Means and Standard Deviation for scores on Educational Stress Scale for Adolescents (N=300)

	Measure	1	2	3	4	5	6
1	ES Pressure	-	.18**	.11**	.36**	.35**	.66**
2	ES worry		-	.06	.12*	.09	.56**
3	ES despon.			-	.19**	.17**	.49**
4	ES Self exp.				-	.33**	.63**
5	ES workload					-	.62**
6	ES Total						-

Note: intercorrelations of Adolescents of Different Institutes (N= 300) are presented above the diagonal. Means and Standard Deviation for adolescents are presented in horizontal rows. For Scale, higher scores are indicative of more extreme responding in the direction of the construct assessed. ES Pressure= educational stress pressure from study, ES Worry= educational stress worry about grades, ES Despon. = educational stress despondency, ES Self Exp= educational stress self-expectations, ES Workload= educational stress workload, ES Total= educational stress total.

**p< 0.01, *p< 0.05

Result of Table 05 shows that ES and its sub scales are positively correlated with each other (p< 0.01, p< 0.05). pressure from study showed the high significant correlation with total score of ESSA. Worry about grades showed the non-significant result with despondency and workload and significant results with self-expectations.

Table 06

Summary of Intercorrelations, Means and Standard Deviations between IPPA Total, ES Total, ER Total and their Subscales (N=300).

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
1.Trust	-	.69**	.29**	.86**	.17**	.09	.16**	.14*	.14*	-.1*	.08	.13*	.13*
2.Com		-	.33**	.87**	.11	-.02	.06	.20**	.10	- .21**	.03	.16**	.11
3.Alie			-	.64**	.08	-.07	.02	.03	.03	- .31**	-.08	.11	-.06
4.IPPA				-	.15**	.01	.11	.16**	.12*	- .25**	.02	.17**	.08
5. Reap					-	.43**	.88**	.19**	.68**	.08	.17**	.13*	.47**
6.sup						-	.80**	.12*	.65**	.16**	.18**	.07	.45**
7.ERT							-	.18**	.79**	.14*	.22**	.12*	.54**
8.Press								-	.18*	.10	.36**	.35**	.66**
9.worry									-	.06	.21*	.09	.56**
10. Desp										-	.19**	.17**	.49**
11. Exp											-	.33**	.63**
12.Work												-	.62**
13.EST													-
Mean	78.20	65.73	41.19	185.11	27.43	17.39	44.82	14.45	13.80	9.30	10.85	10.60	59.50
SD	10.61	10.35	8.56	23.67	6.98	5.40	10.52	3.43	4.26	3.21	2.59	3.09	10.07

Note: : intercorrelations three sclaes IPPA, ER, ESSA and their sub scales (N= 300) are presented above the diagonal. Means and Standard Deviation for adolescents are presented in horizontal rows. Trust= trust parents, Alie = Alienation parent, Com = Communication Parent, IPPA= Inventory of Parents Peer Attachment, Reap= emotion Regulation reappraisal items, Sup= Emotion regulation suppression items, ERT= emotion regulation total items, Pressure= educational stress pressure from study, worry= educational stress worry about grades, Desp = educational stress despondency, Exp= educational stress self-expectations, Work= educational stress workload, EST= educational stress total.

*p<0.01, **p<0.05

IPPA total has shown positive co relation with ER and ES Total scores.

Table 07

Mean differences, Standard Deviation and t values of Parental Involvement of students' mother and father; sub scales of IPPA, ER and ESSA between boys and girls (N=300).

Subscales	Girls (n= 148)		Boys (n=152)		*t* (298)	*p*	95% C		Cohen's *d*
	M	*SD*	*M*	*SD*			LL	UL	
M Trust	39.27	6.39	39.67	4.91	298	.54	-.89	1.68	-0.07
M Alie	20.77	4.90	20.98	4.80	298	.71	-.89	1.31	-0.04
M Com	34.01	6.67	32.75	5.32	298	.07	-2.6	.11	0.20
IPPA M	94.06	13.85	93.40	11.97	298	.65	-3.61	2.27	0.05
F Trust	38.51	6.48	38.92	6.60	298	.59	-1.08	1.89	-0.06
F Com	32.31	6.28	32.40	6.26	298	.89	-1.33	1.52	-0.01
F Alie	19.97	5.20	20.63	5.03	298	.26	-.51	1.82	-0.12
IPPA F	90.79	13.68	91.95	14.97	298	.48	-2.09	4.42	-0.06
E Reap	27.85	7.16	27.02	6.80	-1.02	.31	2.41	.76	0.11
E Supp	17.74	5.52	17.04	5.27	-1.11	.26	1.92	.53	0.13
ER Total	45.59	10.84	44.07	10.17	-1.25	.21	3.91	.86	0.14
Pressure	15.39	3.31	14.50	3.49	-2.26	.02	-1.6	-.12	0.26
Worry	14.29	4.09	13.31	4.37	-2.01	.04	-1.95	-.02	0.23
Despon.	9.37	2.94	9.23	3.46	-.36	.72	-.86	.59	-1.05
Self exp.	11.38	2.78	10.33	3.03	-3.1	.01	-1.71	-.43	0.36
Workload	10.73	3.05	10.46	3.12	-.75	.45	-.97	.43	0.08
ES Total	61.18	10.4	57.85	9.41	-2.9	.01	-5.59	-1.07	0.33

Note. cl= class Interval, *LL*= lower Limit, *UL*= upper Limit. M trust= mother trust, M alie= mother alienation, M com= mother communication, IPPAM= Inventory of Parent-Peer Attachment Mother, F trust= father trust, F alie= Father Alienation, F com= Father Communication, IPPAF= Inventory of

Parent-Peer Attachment Father, Trust P= trust parents, Alie P= Alienation parent, Com P= Communication Parent, IPPA Total. *Note. cl*= class Interval, *LL*= lower Limit, *UL*= upper Limit. E Reapp= emotion Regulation reappraisal items, E Supp= Emotion regulation suppression items, ER Total= emotion regulation total items. ES Pressure= educational stress pressure from study, ES Worry= educational stress worry about grades, ES Despon. = educational stress despondency, ES Self Exp= educational stress self-expectations, ES Workload= educational stress workload, ES Total= educational stress total.

Results of Table 07 indicate that there is no significant difference in mean scores of both boys and girls. This rejects the hypothesis that there is a gender difference regarding Parental involvement. There is no significant difference gender on emotion regulation and its sub scales i.e.; reappraisal and suppression. This rejects the Hypothesis that there is a gender difference on Emotion Regulation and its sub scales. The sense of equality in boys and girls is developing in parents both Islamic preaching and media awareness. Result showed that mean difference of girls is higher on ES Total and its three sub scales; ES Pressure, ES Worry and ES Self expectations than Boys. The difference however, non-significant on ES Despondency and ES Workload. This supports the hypothesis that there is a gender difference on Educational Stress among students of Schools, Colleges and Universities. The results indicate that girls take more stress as compared to boys.

Table 08

Mean Differences, Standard Deviation and t values on IPPA, ER, ESSA and their sub scales between the students of Private and Government Institutes (N=300)

Subscales	Private (n= 153)		Govt. (n=147)		*t(298)*	*p*	95% CI		Cohen's *d*
	M	*SD*	*M*	*SD*			*LL*	*UL*	
M Trust	39.75	5.79	39.19	5.58	.85	.39	-.73	1.85	0.09
M Alie	21.83	4.41	19.88	5.08	3.55	.00	.87	3.03	0.40
M Com	33.50	6.28	33.23	5.80	.37	.70	-1.11	1.64	0.04
IPPA M	95.09	13.06	92.31	12.65	1.87	.06	-.14	5.70	0.21
F Trust	39.52	6.58	37.88	6.41	2.18	.03	.16	3.11	0.25
F Alie	21.18	5.06	19.39	5.02	3.06	.00	.64	2.93	0.35
F Com	32.04	6.98	32.67	5.41	-.86	.38	-2.05	-.79	-0.10
IPPA F	92.75	15.82	89.95	12.49	1.69	.09	-.45	6.04	0.19
IPPA T	187.84	24.44	182.26	22.58	2.05	.04	.23	10.93	0.23
Reappraisal	28.30	7.35	26.53	6.48	2.19	.02	.17	3.33	0.25
Suppression	18.16	5.03	16.58	5.66	2.55	.01	.36	2.79	0.29
ER Total	46.45	10.37	43.12	10.43	2.77	.01	.97	5.70	0.32
Pressure	14.92	3.39	14.96	3.47	-.09	.92	-.82	.74	-0.01
Worry	14.44	4.18	13.12	4.25	2.71	.01	.36	2.28	0.31
Despondency	8.96	3.60	9.65	2.73	-1.85	.06	1.41	.04	-0.21
Self exp.	11.18	2.83	10.51	3.04	1.98	.04	.01	1.34	0.22
Workload	10.62	3.18	10.57	2.99	.11	.91	-.66	.74	0.02
ES Total	60.14	11.30	58.82	8.60	1.13	.26	-.97	3.60	0.13

Note. cl= class Interval, *LL*= lower Limit, *UL*= upper Limit. M trust= mother trust, M alie= mother alienation, M com= mother communication, IPPAM= Inventory of Parent-Peer Attachment Mother, F trust= father trust, F alie= Father Alienation, F com= Father Communication, IPPAF= Inventory of

Parent-Peer Attachment Father, Trust P= trust parents, Alie P= Alienation parent, Com P= Communication Parent, IPPA Total. ER Reappraisal= emotion Regulation reappraisal items, ER Suppression= Emotion regulation suppression items, ER Total= emotion regulation total items. ES Pressure= educational stress pressure from study, ES Worry= educational stress worry about grades, ES Despon. = educational stress despondency, ES Self Exp= educational stress self-expectations, ES Workload= educational stress workload, ES Total= educational stress total.

Results of Table 08 shows that mean difference of Private institutes enrolled students are higher on IPPA Total. The mean score of Private institutes enrolled students are higher on Emotion Regulation Total and its sub scales E Reappraisal and E Suppression with an effect size of $r = 0.25, 0.29$ and 0.32 than students of Government institutes. This supports the hypothesis no 07 that there is a significant difference in private and government enrolled students on Emotion Regulation and its sub scales. Result showed that the mean score of Private institutes enrolled students are higher with an effect size of $r = 0.31$ and 0.22 on two sub scales of Educational Stress; ES Worry and ES Self expectation. However non-significant results are indicated on ES Total and other sub scales.

Table 09

Mean difference, Standard Deviation and t values on ER and its sub scales and ES and its sub scales on demographic Father's Education (N=300)

Variables	Less Educated (n= 94)		More Educated (n= 206)		*t*	*P*	95% CI		Cohen's d
	M	*SD*	*M*	*SD*			*LL*	*UL*	
Reapp	28.29	6.39	27.16	7.15	1.20	.23	.72	2.97	0.16
Suppr	16.84	4.89	17.57	5.55	1.01	.31	2.2	.69	0.13
ER Total	45.12	9.30	44.73	10.90	.28	.78	2.40	3.18	0.38
Pressure	14.95	3.41	14.95	3.43	.004	.99	-.91	.90	0.00
Worry	13.75	4.90	13.81	4.19	.09	.92	1.18	1.73	0.01
Despond	9.16	3.51	9.35	3.11	.42	.67	1.03	.67	0.05
Self exp	10.74	2.72	10.89	3.02	.37	.70	-.93	.63	0.05
Workload	10.56	3.38	10.61	2.99	.12	.90	-.87	.76	0.01
ES Total	59.16	10.30	59.61	10.02	.33	.74	3.12	2.28	0.04

Note. cl= class Interval, *LL*= lower Limit, *UL*= upper Limit. ER Reappraisal= emotion Regulation reappraisal items, ER Suppression= Emotion regulation suppression items, ER Total= emotion regulation total items. Pressure= educational stress pressure from study, Worry= educational stress worry about grades, Despon. = educational stress despondency, Self Exp= educational stress self-expectations, Workload= educational stress workload, ES Total= educational stress total.

The result showed non-significant difference on educated and less educated fathers on emotion regulation and educational stress among adolescents.

Table 10

Mean difference, Standard Deviation and t values on ER and its sub scales and ES and its sub scales on demographic mothers' Education (N=300)

Variables	Less Educated (n= 244)		More Educated (n= 56)		*t*	*P*	95% CI		Cohen's d
	M	*SD*	*M*	*SD*			*LL*	*UL*	
Reapp	26.89	6.64	29.79	7.97	2.82	.005	4.90	0.87	0.39
Suppr	17.00	5.44	19.11	4.91	2.66	.008	3.67	0.55	0.41
ER Total	43.89	10.25	48.89	10.78	3.26	.001	8.02	1.98	0.47
Pressure	14.74	3.52	15.86	2.81	2.21	.02	-2.11	0.12	0.35
Worry	13.39	4.19	15.57	4.15	3.50	.000	-3.40	0.96	0.52
Despond	9.45	3.09	8.64	3.62	1.71	.08	-.12	1.74	0.24
Self exp	10.91	2.93	10.63	3.06	0.64	.52	-.58	1.14	0.09
Workload	10.53	3.07	10.89	3.17	0.78	.43	-1.26	0.54	0.11
ES Total	59.02	9.80	61.59	11.03	1.72	.08	-5.19	0.35	0.24

Note. cl= class Interval, *LL*= lower Limit, *UL*= upper Limit. ER Reappraisal= emotion Regulation reappraisal items, ER Suppression= Emotion regulation suppression items, ER Total= emotion regulation total items. Pressure= educational stress pressure from study, Worry= educational stress worry about grades, Despon. = educational stress despondency, Self Exp= educational stress self-expectations, Workload= educational stress workload, ES Total= educational stress total.

Results of Table 10 indicated that high educated mothers show higher mean score with an effect size $r = 0.39$ and 0.47 as compared to less educated mothers on Emotion Regulation of students. Results showed that highly educated mothers' score was significantly high on two sub scales of Educational Stress; pressure from studies and worry about grades with an effect size of $r = 0.35, 0.52$. However, non-significant score is shown on Despondency, Self-Expectation and workload.

Table 11

Means, Standard Deviation and t-values on secure and insecure parental attached adolescents on ER and ESSA (N= 300)

Variables	Insecure parenting (n= 146)		Secure parenting (n= 154)		*t(298)*	*P*	95% CI		Cohen's d
	M	*SD*	*M*	*SD*			*LL*	*UL*	
E Reapp	26.90	7.21	27.94	6.74	-1.29	.19	-2.63	.54	0.15
E Suppr	17.84	5.00	16.97	5.73	1.39	.16	-.35	2.09	0.16
ER Total	44.73	10.11	44.91	10.18	-.14	.88	-2.57	2.21	0.02
Pressure	14.48	3.45	15.39	3.35	-2.31	.02	-1.68	-.13	0.26
Worry	13.50	4.40	14.08	4.11	-1.17	.24	-1.54	.39	0.13
Despond	10.13	2.83	8.52	3.36	4.47	.000	.90	2.31	0.52
Self exp	10.79	3.08	10.92	2.82	-.37	.70	-.80	0.54	0.04
Workload	10.16	2.95	11.02	3.16	-2.43	.01	-1.55	-.16	0.28
ES Total	59.05	10.75	59.92	9.40	-.74	0.45	-3.15	1.43	0.08

Note. cl= class Interval, *LL*= lower Limit, *UL*= upper Limit. E Reapp= emotion Regulation reappraisal items, E Supp= Emotion regulation suppression items, ER Total= emotion regulation total items. ES Pressure= educational stress pressure from study, ES Worry= educational stress worry about grades, ES Despon. = educational stress despondency, ES Self Exp= educational stress self-expectations, ES Workload= educational stress workload, ES Total= educational stress total.

Table 11 showed a non-significant difference of secure and insecure parenting on Emotion Regulation and its sub scales. The result indicated that the significant mean difference of secure and insecure parenting on Educational Stress and its three sub scales; pressure from studies, workload and self-expectation.

Table 12

Mean differences, Standard Deviation and f value of students of schools, colleges and universities on IPPA, ER and ESSA and their sub scales (N=300).

Variables	*N*	School		College		University		F	*p*
		M	SD	Mean	SD	Mean	SD		
M Trust	300	39.17	4.64	38.76	6.16	40.50	6.03	2.58	0.07
M ali	300	20.23	4.45	20.78	4.71	21.63	5.28	2.13	0.12
M com	300	32.40	5.94	33.47	5.65	34.25	6.45	2.37	0.09
F trust	300	39.68	5.93	37.63	6.65	38.85	6.88	2.51	0.08
F alie	300	19.53	5.11	21.04	4.30	20.35	5.11	2.20	0.11
F com	300	33.13	5.78	31.35	6.50	32.58	6.40	2.13	0.12
IPPA m	300	9.80	11.41	93.01	13.31	96.38	13.61	3.43	0.03
IPPA f	300	92.34	12.93	90.02	14.14	91.78	15.82	0.71	0.49
IPPA	300	184.14	21.17	183.03	24.18	188.16	25.39	1.31	0.27
E reap.	300	26.37	6.74	29.15	6.52	26.78	7.40	4.73	0.01
E Supp.	300	17.34	5.17	17.50	5.52	17.33	5.54	0.03	0.96
ER	300	43.71	10.51	46.65	9.57	44.11	11.27	2.3	0.10
Pressure	300	14.29	2.91	16.07	3.25	14.48	3.82	8.53	.000
Worry	300	14.21	3.81	14.01	4.45	13.17	4.47	1.68	0.18
Despond	300	10.36	2.95	9.38	3.23	8.17	3.09	12.56	.000
Self exp.	300	10.54	3.22	11.57	2.51	10.45	2.98	4.54	0.01
Workload	300	10.23	2.87	11.19	2.92	10.38	3.38	2.82	0.06
ES Total	300	59.63	8.81	62.22	9.23	56.65	11.31	8.01	.000

Note: M trust= mother trust, M alie= mother alienation, M com= mother communication, IPPAM= Inventory of Parent-Peer Attachment Mother, F trust= father trust, F alie= Father Alienation, F com= Father Communication, IPPAF= Inventory of Parent-Peer Attachment Father, Trust P= trust parents, Alie P= Alienation parent, Com P= Communication Parent, IPPA Total. Between Group *df*=02; Within Group *df*=297; Groups Total *df*= 299.

The result of Table 12 showed that students of school level showed significantly more concern and attachment with mothers as compared to college and university level students. However, non-significant difference was shown on comparisons on other sub scales of Inventory of Parents and Peer Attachment. Significant result was shown on reappraisal among students. Table indicated significant mean difference was shown on ES Total and its 03 sub scales; pressure, Despondency and Self Expectation. However non-significant difference on worry and workload.

Tukey's Honestly Significant Difference (HSD) Test on IPPA (N=300)

		Mean Dif.			95% CI	
I (Group)	J (Group)	I-J	St. Error	*p*	*LL*	*UL*
School	University	4.58	1.81	.03*	.31	8.84

Note: *CI*= Class Interval, *LL*= Lower Limit, *UL*= Upper limit.

The above table indicate a significant mean difference of school students with university level students.

Tukey's Honestly Significant Difference (HSD) Test on reappraisal subscale of ER Total (N=300)

		Mean Dif.			95% CI	
I (Group)	J (Group)	I-J	St. Error	*P*	LL	UL
College	school	2.78	.97	.01**	.48	5.07
	University	2.37	.97	.04*	.07	4.66

Note: CI= Class Interval, LL= Lower Limit, UL= Upper limit.

The above table indicate significant mean difference of college level students as compared to school and university level students.

Tukey's Honestly Significant Difference (HSD) Test on ES Total and its sub scales (N=300)

Subscales			Mean Dif			95%CI	
	I (Group)	J (Group)	I-J	St. Error	*p*	LL	UL
Pres.	college	School	1.78	.47	.001***	-2.90	0.66
		University	1.59	.47	.003*	.47	2.70
Desp	University	school	-2.20	.44	.000***	-3.22	-1.15
		College	-1.21	.44	.01**	-2.24	-.17
Self ex	College	school	1.03	.41	.03*	.05	2.00
		University	1.12	.41	.01**	.14	2.09
EST	College	University	5.57	1.39	.000***	2.28	8.85

Note: CI= Class Interval, LL= Lower Limit, UL= Upper limit, Pres= Educational stress pressure from studies, Desp= Despondency, Self ex= Self Expectations, EST= Educational Stress Scale Total.

****p<0.001, **p<0.01, *p<0.05*

The above table indicate the significant mean difference of schools, colleges and university level students on Educational Stress scale total and three sub scales.

Table 13

Simple Linear Regression Analysis on Inventory of Parents and Peers Attachment; secure parenting as a positive Predictor of Parental Attachment for Emotional Regulation of Students (N=300)

		ER	
		95% CI	
variables	B	LL	UL
(Constant)	35.81***	26.41	45.21
Secure Par	.07*	.00	.13
Insecure Par	-.03	-.18	.12
R2	.01		
F	2.35*		

Note: B= unstandardized regression coefficient, and CI= Confidence interval

*$p<.05$

Result of table 13 indicated that secure parenting is positive predictor of Emotional Regulation among students. The value of R^2 0.1 represent the 01% variance caused by the predictor in dependent variable F (2) = 2.35 (**p <.05).

Table 14

Simple Linear Regression Analysis on Inventory of Parents and Peers Attachment as a positive Predictor of Parental Attachment for Educational Stress of Students (N=300)

		ESSA	
		95% CI	
variables	β	LL	UL
(Constant)	52.57***	43.64	61.15
Secure Par.	.09**	.02	.15
Insecure Par	-.14	.28	.008
R2	.03		
F	4.57**		

Note: β= unstandardized regression coefficient, and CI= Confidence interval

****p<.001, **p<0.01, *p<.05*

Result of table 14 suggested that secure parenting is significantly positive predictor of Educational Stress among students as it proved the hypothesis that Secure parenting positively predicts educational stress i.e.; pressure from study, worry about grades, despondency, self-expectation and workload. The value of R^2 ·03 that represents the 3% of variance caused by the predictor in dependent variable F (2)= .14 *(*p<.05)*.

Table 15

Simple Linear Regression Analysis on Emotion Regulation and Educational Stress as a positive Predictor of Emotion Regulation for Educational Stress of Students (N=300)

		ESSA	
		95% CI	
variables	B	LL	UL
(Constant)	36.10***	31.87	40.32
Reappraisal	.49***	.34	.65
E. Suppression	.56	.36	.76
R2	.30		
F	63.50***		

Note: B= unstandardized regression coefficient, and CI= Confidence interval.

****P<.000*

Result of Table 15 showed that Emotion Regulation is positively correlated with Educational Stress among students. The R value .30 represents the 30% variance caused by predictor in the dependent variable with F (1) = 63.50 (p<.000). this proved the hypothesis that Emotion regulation positively predicts education stress i.e.; pressure from study, worry about grades, despondency, self-expectation and workload.

DISCUSSION

Chapter-IV

Discussion

The present study was aimed to measure role of parental involvement on emotion regulation and educational stress among students. Students from both private and government institutes were taken through convenient sampling. Both boys and girls were selected from schools, colleges and universities of Wah Cantt, Taxila, Rawalpindi and Islamabad.

Demographic profiles; Gender, Age, Institute (private/ Government), Institute level (school, college, university), Information about Father and mother (education, employment status) was shown in table 01 with frequency and percentage.

Table 02 showed the descriptive of Inventory of Parent and Peer Attachment, Emotional Regulation and Educational stress scale. For IPPA, It ranges from .61 to .87. the alpha reliability of Emotion Regulation Questionnaire was from .54 to .69. and the alpha reliability for Educational Stress Scale for Adolescents was from .59 to .76

The intercorrelation matrix of study variable Inventory of Parents and Peer Attachment with its sub scales; mother and father are presented in Table 03. It showed significant correlation (*p<0.05, ** p<.01). Table 04 showed the significant inter item correlation of Emotion Regulation Questionnaire (p<0.01). A significant inter item correlation of Educational Stress Scale for Adolescents (p< 0.01, p< 0.05) shown in table 05.

Inter scale correlation of all studied variables showed in table 06 indicate significant correlation among all variables. IPPA total has shown positive co relation with ER and ES Total scores. David, Susan, Terri and Susan (2010) found that parental involvement is proved to be a significant predictor of academic performance of students

with the interaction of student teacher relationship in analysis. A study was conducted by Laslie, Sheryl, Teresia, Thomas, Jennifer and Nancy (2012). They revealed that attachment style is one of many other sources that variates between parents' child interaction. Emotional Regulation showed the positive co relation with ESSA. Reappraisal showed a positive co relation with all sub scales of ESSA expect despondency and Suppression was found in a positive correlation with all sub scales of ESSA expect workload. Reappraisal was showed to be a negative predictor of perceived stress among school teachers (Gliebe, 2013)

Gender differences were studied on Inventory of Parents and Peer Attachment, Emotional Regulation and Educational Stress. Non-significant gender difference was found on this scale shown in table 07. A survey was conducted in which clear majority (92%) of parents surveyed at Fraser Institute by Deani, Patricia and Derek (2007) reported that they felt at least 'fairly involved' in their child's school life. Around half felt very involved, which has increased from 2001, when 29% felt very involved. In a light of above survey, it can be argued that parental awareness about equality among both sex children might be a reason behind present result. Results rejected the hypothesis no 06 and indicated that there is no significant gender difference on emotion regulation and its sub scales i.e.; reappraisal and suppression. Chaplin & Aldao (2013) reviewed gender differences in emotion Regulation from childhood through adolescents. They reveal that children exhibit more internalized and externalized responses and these responses become weaker with growing age like adolescence. Chastensen, Fung and Charles (2003) claimed that as age increases, Emotion Regulation Strategies become selective and adolescents learn to adapt socially approved strategies. Findings showed significant gender difference on Educational Stress Scale for Adolescents and its three sub scales pressure form study, worry about

grades and self-expectation. However, non-significant result is shown on despondency and workload. Campbell and Sevenson (1992) measure the difference between students and find that students of undergraduate level feel more academic pressure. In a line with above research Misra and McKean (2000) revealed that females feel more academic stress and anxiety ass compared to boys. Zhou and Yuan (2006) indicated that females take more stress and pressure in studies as compare to males.

In present study, students of both private and government sectors were taken to measure mean difference on all studied variables. results of table 08 indicated that the mean score of private institutes are significantly high as compare to government enrolled students. Hashmi and Akhter (2016) revealed that parental involvement in private institutes is higher as compared to government institutes. The results also revealed significant mean difference on Parental alienation in students enrolled in private institutes. Lee and Burkham (2002) conclude that academic performance of private institute students are better than government enrolled students. Parents who enrolled their children in private institutes are more involved than their counterparts.

Atta, Khan, Sheikh and Akbar (2014) revealed that in Pakistan, parents provide all possible facilities to their children but do not involve and participate in their studies. The reasons that were addressed in the above research were illiteracy, hard job timings and tough courses taught in institutes. In a light of above research, it can be said that private institutes offer tough courses that are unable for parents to understand and they provide alternate facilities that causes alienation between students and parents. Findings indicated the significant mean difference of private and government sector students on Emotion Regulation and its sub scales. The result show higher mean difference on private institutes. A survey was conducted at Fraser Institute by Deani, Patricia and Derek (2007) indicate that private schools provide motivated, supporting and nurturing

environment to students and arrange Parents Teacher meetings to develop confidence and emotion regulation skills in students so that they can easily handle frustrated situations. Private institutes put major emphasize on personal values and set behavioral standards for the development of adolescents into a mature adult. This is the reason that mostly parents prefer private institutes over government. Barber, M., (2010) points out in his study that parents experience poor facilities, location and outcomes that reduced their enthusiasm for government institutes.

it is showed that students of private sector scored significantly high on two sub scales of Educational Stress Scale for Adolescents as compared to students of government sector. However, non-significant result is shown on other three sub scales along with total scores on ESSA. Husain, Kumar and Husain (2008) explored the level of academic stress and overall adjustment among Public and Government high school students and examined the relationship between academic stress and adjustment. Results indicated that magnitude of academic stress was significantly higher among the students of Public school. Ghosh (2016) revealed that academic stress was found to be more prominent among the students of private school than government school.

Findings of table 09 showed non-significant difference on educated and less educated fathers on emotion regulation and educational stress among adolescents. Chang, Schwartz, Dodge and McBride (2003) conducted a study on educated parents and revealed that mothers parental style affect emotion regulation of adolescents as compare to fathers. The result also indicate that Fathers' education did not affect the academic performance of children as compared to mothers as it is seen in the study conducted by Crede, wirthwein, McElvany & Steinmayr in 2015. A possible explanation for this result may lie in the fact that mothers, even if they are highly educated and have a job, often do more parenting work than fathers (e.g., Allmendinger,

2009). women predominantly acting as mothers and housewives, while men are "breadwinners" (Trappe & Rosenfeld, 2000).

Table 10 measured the difference of students' Emotion Regulation and Educational stress with the reference of more educated mothers and less educated mothers. Results of table 17 indicate that students whose mothers were more educated scored significantly high on Emotion Regulation and its one sub scale; reappraisal ass compare to less educated mothers. Riaz, Hafeez, Riaz and Batool (2015) stated that children of high educated parents have high emotion regulation. A study conducted by Parveen and Alam (2008) revealed that less educated parents have low emotional stability as compared to higher educated parents. Stevenson and Baker (1987) found that educated mothers' expectation levels were reported higher and they were more demanding about academic achievement of their children. Results also indicated that high educated mothers show higher mean score with an effect size $r = 0.39$ and 0.47 as compared to less educated mothers on Emotion Regulation of students. Students having higher educated mother significantly score high on two sub scales of ESSA; pressure form studies and worry about grades as compared to students having less educated mothers. Magnuson and Shager (2010) argued that students educated parents continue to perform better than other children. In a line with above research Awan and Bilal (2015) argued that educated mothers affect greatly the performance of their children. Riaz, Hafeez, Riaz and Batool (2015) stated that children of high educated parents have high emotion regulation. Smith (1989) argued that parental education level influence the realistic expectations and ideal educational aspiration of students.

Findings of Table 11 showed a non-significant difference of secure and insecure parenting on Emotion Regulation and its sub scales. Brumariu (2015) concluded that there is no enough evidence to confirm that insecure attachment play a different role to

emotion regulation processes while comparing it with secure attachment. Anderson and Whitaker (2011) argued that insecure parenting leads poor emotion regulation. The result also indicated that the significant mean difference of secure and insecure parenting on Educational Stress and its three sub scales; pressure from studies, workload and self-expectation. It has been proved that students who are securely attached with parents feel academic stress and find effective ways to deal with it (Li, 2008).

ANOVA test was analyzed to measure the mean difference of the students of three institution levels; Schools, Colleges and University. In present study, result of table 12 revealed the significant mean difference was shown on mother total score in which school level students scored high as compared to college and university level students. Kenny (1986) conducted a study on university students and revealed that students viewed their parents as a secure base. Maximo and Carranza (2016) concluded that boys get affirmation and girls spent their quality time with mothers. Saleem, Mehmood and Subhan (2015) found that children perceive mothers as more kind, protective, caring and concerned than fathers. Anh and Karsh (2010) found that children (12-18 years) found their mothers warmer and protective (Panelo, Viladrich & Domenech 2010). Allen, Porter, McFarland, McElhaney and Marsh (2007) conducted a study on a sample of grade 10 school students and revealed that adolescents evaluate themselves with the relationship of their mothers with them and showed high degree of positive with their mothers.

Emotion regulation was tested on sample of schools, colleges and universities indicated that college level students showed significant higher mean score on sub scale of Emotion regulation; reappraisal as compared to school and university level students. Desatnik, Bel-Bahar, Nolte, Crowley, Fonagy and Fearon (2017) conducted a study to

measure use of suppression among 53 adolescents and revealed that suppression was decreased with increasing age.

Findings showed that college level students scored high on Educational Stress and its sub scales; pressure from studies and self-expectation as compared to school and college level students. Ross, Neibling and Heckert (1999) determined educational stress among college students and workload was one of the major stressor. Polychronopoulou and Divaris (2009) found academic pressure, workload and other stress provoking factors. Hashim (2003) indicate that academic pressure is a source of stress for many college students. Michie (2002) found that students of college level may face many challenges that continuously pressurize them for good performance. He also found that university students face difficulty in time management, lack of training in task completion and responsibility that causes stress to them. Ang and Huan (2006) argued that academic stress arises from their own expectation that leads to stress. Mirsa and McKean (2000) found that college level students feel more academic stress as compared to others

In table 13, hypothesis is accepted that secure parenting is positively predicted the emotional regulation in students. It showed the significant result ($p< 0.01$). Tronick (1989) argued that parental positive responses towards their children help in reducing parent- child communication gap and in this way children learn how to manage their emotions and adjust in environment. Gillom (2002) found that earlier attachment predicts later emotion regulation. Contreras (2000) found that successful emotion regulation was associated with secure parenting. Main and Goldwyn (1984) argued that adolescents who are securely attached with their parents are higher in emotion regulation.

Result of table 14 proved the hypothesis that secure parenting is positively predicted the educational stress among students. Richardson (2009) claimed that parental involvement and encouragement develops a positive result in return, students work hard so as not to disappoint parents (Epstein, 1995; Keith & Keith 1998). Parental involvement is strongly related to academic performance and academic related stress in students (Renk & Smith, 2007).

Findings of table 15 proved the prediction that emotion regulation positively predicts educational stress in students. Gumora (1999) investigated that students who were not good in managing their emotions had low academic competence. Kumar and Bhukar (2012) argued that if college students have an excellent ability to take good decisions and responsibility, stress will be positive in their lives.

A study conducted by Piryae, Mohebbi, Askzai and Askzzai (2017) revealed that students with low academic performance have low emotion regulation. Bhukar (2012) associated the students' positive ability of dealing with their decision making and responsibility with academic stress in positive sense.

Conclusion

The aim of present study was to measure role of Parental Involvement on Emotional Regulation and Educational Stress among students. For this purpose, adolescents were chosen as a sample. The overall results of the study are almost in line with existing literature, showing the importance of both father and mother involvement. It was the reason to take Inventory of Parents and Peer Attachment was chosen to measure on selected sample. Emotion Regulation was taken along its two main strategies; cognitive reappraisal and expressive suppression. It was taken to measure gender difference and in adolescents of three institutional levels; schools, colleges and

universities. The results on all three studied variables were found out by using SPSS 16. And it showed significant differences with the reference of demographics; gender, institutional level and educated mothers. Results are supported by both Pakistani and western researches. Suggestions for future researchers and limitations of present research are addressed.

Limitations

Although present study was conducted with utmost input, there are certain limitations that are noteworthy.

1- Primary due to time constraints data was collected from only urban areas of Pakistan where almost all facilities are available for students that facilitate them in studies.
2- For measuring Emotion Regulation only adolescents were chosen. Their parents were not included.
3- For Parental Involvement, perceived parental involvement scale was used.

Suggestions

The suggestions are

1- Further researchers must also utilize the sample with rural areas to measure these variables. the institutes of urban areas are well established enough to provide facilities and other opportunities to their students as compared to institutes in rural areas.
2- Adolescents Emotion Regulation was measured by self-observation that is not enough. Many previous researched suggested that for measuring Children's Emotion Regulation, it is necessary to measure their Parents'

Emotion regulation abilities because Children follow and observe their parents.

3- For measuring Parental Involvement, a perceived scale was used. The study will be more significant if questionnaire will be filled directly from parents that how much they involve in their adolescents' academics.

Implications

A study was conducted to measure role of Parental Involvement in Emotional Regulation and Educational Stress among students. A comparative analysis was done regarding these three studied variables between Private and Government institutes.

1- Results indicate that parents are more involve in the academics of students enrolled in private sector and not in government one. Private institutes provide space to parents to visit institutes regularly by difference means; PTMs. They assign many tasks to students in which parental involvement seems mandatory. Government institutes should also provide platforms like this to engage parents in students' academics.

2- Another important factor is Education. If parents will be educated they will get involve themselves in children's education but mostly and visit their institutes but when parents see that they are unable to deal with academic curriculum, they quit from the scenario and avoid taking part in academics.

3-In this case, teachers should be given professional training to deal with less educated parents effectively to overcome their weakness.

4-Institutes should establish facilitation center for students in every institute so that they visit it when needed. This policy should take step at government level that every

institute should be liable to establish a facilitation center and hire a suitable person to run this center.

Mostly School psychologists perform this duty in western countries. There is a strong need to hire a school psychologist in institutions for better future of Pakistan.

5-Public health campaigns to educate parents about adolescents at Government Institutes should also be encouraged.

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Chapter V

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ANNEXURES

ANNEXURE A

Gmail noureen kazim <noureen.kazim.iiui@gmail.com>

IPPA

MARK T GREENBERG <mxg47@psu.edu> Tue, May 10, 2016 at 5:24 AM
To: noureen.kazim.iiui@gmail.com

Hello Noureen

the IPPA is attached as well as the translation.

regards

mark

Mark T. Greenberg Ph.D.
Bennett Chair of Prevention Research
Biobehavioral Health Bldg Room 306
Edna Bennett Pierce Prevention Research Center
Penn State University
University Park, PA 16802
PHE 814 863-0112
FAX 814 865-2530

Visit our website: http://www.prevention.psu.edu

From: "sobia razzaq" <sobiarazzaq006@gmail.com>
To: "MARK T GREENBERG" <mxg47@psu.edu>
Sent: Monday, May 9, 2016 2:23:02 AM
Subject: hello

i am student of m.phil psychology in universty of gujrat pakistan . i want to use ur "inventory of parent and peer attachment IPPA for my research kindly permit me to use it .
thanku

---

3 attachments

abstract Anum Javed - Pakistan.docx
15K

IPPA in Urdu.docx
25K

IPPA Manual December 2013.docx
194K

Gmail noureen kazim <noureen.kazim.liui@gmail.com>

permission for using scale

noureen kazim <noureen.kazim.liui@gmail.com> Mon, May 9, 2016 at 10:13 PM
To: mxg47@psu.edu

hi, I Noureen kazim, MS Scholar Educational Psychology at International Islamic university, Islamabad wants to use parent-peer involvement inventory for my thesis. kindly permit me to use this scale.

The topic of my study is "Emotional regulation and educational stress among students of Govt. and Private sectors; mediating role of Teaching competencies and Parental involvement"

i'll be very thankful to you
Regard,
Noureen Kazim
Wah cantt, Pakistan

ANNEXURE B

Gmail noureen kazim <noureen.kazim.iiui@gmail.com>

Permission for using scale in study

James Gross <gross@stanford.edu> Thu, Mar 10, 2016 at 8:38 PM
To: noureen kazim <noureen.kazim.iiui@gmail.com>

You're welcome to use the ERQ.

Best,

James

—

James J. Gross, Ph.D.
Professor of Psychology
Bass University Fellow in Undergraduate Education

Department of Psychology
Stanford University
Stanford, CA 94305-2130
Tel: (650) 723-1281
Fax: (650) 725-5699
Email: gross@stanford.edu

Director, Stanford Psychophysiology Laboratory
http://spl.stanford.edu

Director, Stanford Psychology One Program
http://psychone.stanford.edu

[Quoted text hidden]

ANNEXURE C

On Fri, Mar 11, 2016 at 3:26 AM, Michael Dunne <m.dunne@qut.edu.au> wrote:

Dear Noureen Kazim,

You have permission to use the ESSA for your research.

I have attached several papers that describe how we have used the scale, and the original scale items. For fine details of the scale development, see the methods chapter in the PhD thesis of Dr Hansen Sun at: http://eprints.qut.edu.au/53372/3/Sun_Jiandong__Thesis.pdf

I hope your study goes well.

Regards,

Michael

Professor Michael Dunne

School of Public Health and Social Work

Queensland University of Technology

Brisbane, Australia

m.dunne@qut.edu.au

From: noureen kazim [mailto:noureen.kazim.iiui@gmail.com]
Sent: Friday, 11 March 2016 2:16 AM
To: Michael Dunne
Subject: Permission for using scale in study

hi, I Noureen kazim, MS Scholar Educational Psychology at International Islamic university, Islamabad wants to use Educational stress Questionnaire for my thesis. kindly permit me to use this scale.

The topic of my study is "Emotional regulation and educational stress among students of Govt. and Private sectors; mediating role of Teaching competencies and Parental involvement"

i'll be very thankful to you

Regars,

Noureen Kazim

Wah cantt, Pakistan

Gmail noureen kazim <noureen.kazim.iiui@gmail.com>

ESSA scoring query RE: Permission for using scale in study

Michael Dunne <m.dunne@qut.edu.au> Mon, Jul 24, 2017 at 6:23 AM
To: noureen kazim <noureen.kazim.iiui@gmail.com>
Cc: Hansen Sun <j1.sun@qut.edu.au>

Hi Noureen,

Nice to hear fro you.

We have distinguished between students with low, moderate and high levels of academic stress by using the tertiles of the frequency distribution of ESSA scores. That is, the scores are classified as low (bottom third), moderate (middle third) and high (upper third). We do not have evidence that there is a particular threshold indicating 'clinically significant" levels of educational stress.

You could sue the PhD thesis of Dr Jiandong Sun as a reference. See: https://eprints.qut.edu.au/53372/3/Sun_Jiandong__Thesis.pdf

My colleague Associate Professor Hansen (Jiandong) Sun is copied here and he may be able to advise you further

Best regards

Michael

From: noureen kazim [mailto:noureen.kazim.iiui@gmail.com]
Sent: Saturday, 22 July 2017 10:17 PM
To: Michael Dunne
Subject: Re: Permission for using scale in study

respected sir, hope you will be good in health. I have used Educational Stress Scale for Adolescents in my thesis. sir is there any cut off to measure the intensity of its sub scales? my sample is students of schools, colleges and universities or a way to find out median. plz help.

regards

Noureen Kazim

MS Scholar (Educational Psychology)

International Islamic University, Islamabad, Pakistan

ANNEXURE D

INFORMED CONENT

I Noureen Kazim, MS scholar at International Islamic University Islamabad conducting a research to measure emotional indicators and role of parents on adolescents' education. You are requested to fill these questionnaires. All the information taken from you will be kept confidential. Your cooperation and participation will be appreciated.

_____ _____

Signature of the Participant Signature of the Researcher

ANNEXURE E

DEMOGRAPHIC SHEET

Gender: _____

Age: _____ Years

Class: _____ (science/ Arts)

Name of Institute:
_____(Private/ Government)

CGPA/ Grades in last Exam: _____

Father's Occupation: _____

Father's Education: _____

Mother's Occupation: _____

Mother's Education: _____

Number of Siblings: _____

Birth Order: _____

ANNEXURE F

INSTRUCTIONS: Please complete the following questions to reflect your opinions as accurately as possible. Your information will be kept strictly confidential.

ANT= Almost never true, **NOT**= not often true, **ST**=sometimes true, **OT**= often true,

AAT= almost always true

Sr.no	Statements	ANT	NOT	ST	OT	AAT
1	My mother respects my feeling.					
2	I feel my mother does a good job as my mother.					
3	I wish I had a different mother.					
4	My mother accepts me as I am.					
5	I like to get my mother's point of view on things I'm concerned about.					
6	I feel it's no use letting my feelings show around my mother.					
7	My mother can tell when I'm upset about something.					
8	Talking over my problems with my mother makes me feel ashamed or foolish.					
9	My mother expects too much from me.					
10	I get upset easily around my mother.					
11	I get upset a lot more than my mother knows about					
12	When we discuss things, my mother cares about my point of view.					
13	My mother trusts my judgment.					
14	My mother has her own problems, so I don't bother her with mine.					
15	My mother helps me to understand myself better.					
16	I tell my mother about my problems and troubles.					
17	I feel angry with my mother					
18	I don't get much attention from my mother.					
19	My mother helps me to talk about my difficulties.					
20	My mother understands me.					
21	When I am angry about something, my mother tries to be understanding.					
22	I trust my mother.					
23	My mother doesn't understand what I'm going through these days.					
24	I can count on my mother when I need to get something off my chest.					
25	If my mother knows something is bothering me, she asks me about it.					

Sr.no	Statements	ANT	NOT	ST	OT	AAT
1	My father respects my feeling.					
2	I feel my father does a good job as my father.					
3	I wish I had a different father.					
4	My father accepts me as I a					
5	I like to get my father's point of view on things I'm concerned about.					
6	I feel it's no use letting my feelings show around my father.					
7	My father can tell when I'm upset about something.					
8	Talking over my problems with my father makes me feel ashamed or foolish.					
9	My father expects too much from me					
10	I get upset easily around my father.					
11	I get upset a lot more than my father knows about					
12	When we discuss things, my father cares about my point of view.					
13	My father trusts my judgment.					
14	My father has her own problems, so I don't bother his with mine.					
15	My father helps me to understand myself better					
16	I tell my father about my problems and troubles.					
17	I feel angry with my father					
18	I don't get much attention from my mother.					
19	My father helps me to talk about my difficulties.					
20	My father understands me.					
21	When I am angry about something, my father tries to be understanding.					
22	I trust my father.					
23	My father doesn't understand what I'm going through these days.					
24	I can count on my father when I need to get something off my chest.					
25	If my father knows something is bothering me, he asks me about it.					

ANNEXURE G

1----------2----------3----------4----------5----------6----------7

Strongly disagree **neutral** **strongly agree**

Sr. no	Statements	1	2	3	4	5	6	7
1	When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.							
2	I keep my emotions to myself.							
3	When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.							
4	When I am feeling positive emotions, I am careful not to express them.							
5	When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.							
6	I control my emotions by not expressing them.							
7	When I want to feel more positive emotion, I change the way I'm thinking about the situation.							
8	I control my emotions by changing the way I think about the situation I'm in.							
9	When I am feeling negative emotions, I make sure not to express them.							
10	When I want to feel less negative emotion, I change the way I'm thinking about the situation.							

ANNEXURE H

SDA=strongly Disagree, **SA**= strongly agree, **N**=neutral, **A**=agree, **SA**= strongly agree

Sr.no	STATEMENTS	SDA	DA	N	A	SA
1	There is too much competition among classmates Which brings me a lot of academic pressure.					
2	I feel a lot of pressure in my daily studying.					
3	Future education and employment bring me a lot of academic pressure					
4	My parents care about my academic grades too much which brings me a lot of pressure.					
5	I feel that I have disappointed my teacher when my test/exam results are not ideal.					
6	I feel that I have disappointed my parents when my test/exam results are poor.					
7	Academic grade is very important to my future and even can determine my whole life.					
8	I am very dissatisfied with my academic grades.					
9	I always lack confidence with my academic scores.					
10	It is very difficult for me to concentrate during classes.					
11	I feel stressed when I do not live up to my own standards.					
12	When I fail to live up to my own expectations, I feel I am not good enough.					
13	I usually cannot sleep and worry when I cannot meet the goals I set for myself.					
14	I feel there is too much homework.					
15	I feel that there is too much school work					
16	I feel that there are too many tests /exams in the School.					