

Development and Validation of Perception of Parental Expectations Inventory

S. Sasikala and S. Karunanidhi
University of Madras, Chennai.

The present study made an attempt to develop and validate an inventory to assess perception of parental expectations of adolescent students. Items for this inventory were generated based on review of literature, focus group discussions with parents and adolescents, personal interviews with parents, consultation with experts in the field of parent child related issues, teachers and Principals' of schools. After item generation, content validity and inter item reliability were established. An exploratory analysis was carried out using data collected from 518 adolescent students studying in 9th, 10th, 11th and 12th standard. Four factors were extracted namely Academic expectations, Personal expectations, Career expectations and Parental ambitions and 30 items were retained based on their factor loadings (>.30). By using test-retest method reliability was established and construct validity was established through factor analysis.

Adolescents' mental, emotional and social developments are significantly influenced by parents (Belsky, 1990; Burbach & Borduin, 1986; Maccoby & Martin, 1983; Shaffer, 1996). According to expectancy value theories, people judge the instrumentality of possible options, weigh their costs and benefits, and then select the course of action with highest expected value (Vroom, 1964). Instead of exploring the possibilities for their offspring's highest expected values, parents persuade by imposing their aspirations and expectations on them through their involvement, monitoring, discipline and support. Parental expectations are wishes about their offspring's academic performance and career ambitions. Due to the expectations, parents are stressed during rearing of adolescents. During this time, parents may reevaluate their occupational achievement, deciding whether they have met their youthful aspirations of success (Collins & Laursen, 2004). If the parental wishes are not materialized, they impose it on their

offspring through expectations irrespective of their child's ability and interest.

The nature and structure of the Indian parents not only encourage parents to have investment and expectations for their offspring; children have also been educated to obey and fulfill their parental expectations and needs (Bond, 1986; Chen, 1999; Hsu, 1981; Shek & Chen, 1999; Yang, 1988). Many parents believe that transmitting a sense of high expectations to children is one way to infuse them with confidence, self-esteem, and personal standards of merit and value. But, most of the time these expectations are unrealistic and unattainable. High expectation to succeed can be crushing; in some cases it can be detrimental too. Parents often clamp down and put more pressure on the adolescent to conform to parental standards (Santrock, 2007). Many studies reported the relationships between parental expectations and psychological adjustment, psychological distress and academic performance in foreign

countries such as U.S.A., Taiwan, China, etc. (Belsky, 1990; Burbach & Borduin, 1986; Lin, 1999; McKenna, 1999; Wang & Heppner, 2002; Agliata & Renk, 2007; Kobayashi; 2005).

Parental expectations are considered as one of the important cultural factors affecting the academic achievement of adolescents in Indian context. Most of the daily newspapers carry information on how students struggle with parental expectations in India during their annual examinations. Parental Expectations may be necessary for better performance of an adolescent, however many studies reported the negative consequences such as adjustment problems, psychological distress, behavior problems etc. Agliata and Renk (2007) reported that college students are experiencing lower levels of self-worth and adjustment when higher expectation discrepancies are present between themselves and their parents. According to one study, expectations are one of the basic sources of academic stress in middle and high school Asian students (Ang & Huan, 2006).

Zhan (2005) found that parent expectations partially mediated the relationship between assets and children's educational performance showing the importance of parental expectations on education of the children after controlling for family income and other parent characteristics. Oishi and Sullivan (2005) revealed that American college students have fulfilled parental expectations to a greater degree than Japanese college students. Most importantly, the cultural difference in well-being was mediated by perceived fulfillment of parental expectations. Wang and Heppner (2002) found that a better predictor of psychological distress is the perception of oneself living up to parental expectations, rather than parental expectations, per se.

In recent years, it is observed that the education system in India has become more

demanding because of technological advancement and globalization. Due to globalization, people are expected to manage diversity at work place. Consequently, adolescents are expected to revolve according to the economic spheres which make their education system very demanding and exclusive. Demands and expectations from the school students influence behavior, emotions and other aspects of their life. In addition, adolescent students also tend to face more problems and challenges in the society, getting admission into reputed colleges, competition between schools, competing with different sectors of community, high levels of competition for professional courses driven by societal trends to name a few.

Parental expectation depends upon the culture the adolescent belongs to. Indian culture insists parents to focus on the child's welfare due to which they act over protective and are worried about their offspring's education and future prospects. The Indian parent believes in societal comparison where the success of their wards are compared and judged in par with the offspring of neighbors, relatives and friends. Eventhough the education sectors, government body, and non government organizations are aware of the consequences of parental pressure and current education system, no serious steps are initiated to eradicate or reduce the consequences when they are pressurized with unrealistic aspirations.

The Indian adolescent student faces too many problems in relation to education. In addition they are also instigated by the parental pressure, demands and expectations to excel in academics. These kinds of demands and expectations could be fulfilled by a few students only; whereas other could not do so. This may be the major cause for the increased prevalence of behavior problems and psychological disorders among Indian children and adolescents (Srinath et

al, 2005; Pillai, Andrews, & Patel, 2008). Hence, it is important to assess parental expectations on various aspects of adolescents. There is no valid tool to assess the parental expectations of adolescents that takes into account the cultural constraints and disparity.

A measure of parental expectations will be valuable in the field of educational psychology, social psychology, community psychology and developmental psychology. Such kind of measure can be used as a preliminary diagnostic tool in educational settings to identify the unrealistic expectations of parents and thereby help the adolescents to manage and cope up with parental aspirations. The school counselors can explore the extent of fulfillment or unfulfillment of parental expectations by adolescents using the tool of parental expectations. The major reason for school related problems such as suicide, school dropout, depression, anxiety, distress, etc among adolescents seems to be due to the discrepancy between parental expectations and fulfillment/unfulfillment of parental expectations by adolescents. The results of the tool can be used to organize awareness and education programme for the parents to hold realistic desire for their offspring. Therefore, this study aims to develop a tool to assess the perception of parental expectations by adolescents, where perception of fulfillment and unfulfillment of parental expectations by adolescent students are also measured.

Objectives:

1. To develop a tool to assess perception of parental expectations and perception of fulfillment of parental expectations.
2. To identify the factors of perception of parental expectations.
3. To establish reliability and validity for the Perception of Parental Expectations Inventory.

Method

Steps involved in test construction

Test developer states the objectives of the test and specifies the population for whom the test is intended. After spelling out the objectives and target population of the test, the following steps are carried out to develop and validate the tool of Perception of Parental Expectations Inventory. 1. Planning, 2. Item generation, 3. Screening of the items and Pilot study, 4. Reliability, 5. Validity, 6. Normative information

1. Planning

The main purpose of the development of this inventory was to identify and explore the unique and exclusive expectations of the parents of adolescent students in India. This scale was developed based on the Parental Expectations Inventory developed by Wang and Heppner (2002). Wang's Parental Expectations Inventory consists of three scales namely Perceived Parental Expectations, Perceived Self Performance and Living up to Parental Expectations and each comprises of three factors which include Academic performance, Personal maturity and Dating concern. Academic performance and Personal maturity were very much relevant for Indian culture. Dating concern was the only factor which was found to be inappropriate for the adolescent student in India. Hence, on the basis of the tool development procedure followed by Wang and Heppner (2002), the researcher decided to develop a tool appropriate to the Indian culture.

2. Item generation

The researcher generated the items related to Parental Expectations with the information gathered through focus group interview with 20 students of high school and higher secondary in three different sessions (each session comprising of not more than eight students) and one focus group interview

with parents of high school and higher secondary schools and a few other items were taken from the Parental Expectations Inventory (Wang & Heppner, 2002).

During the focus group discussion with the adolescent students, open ended questions related to adolescents' achievement and reasons for their success or set back were asked and their feelings and responses were recorded by the test developer. The open ended questions also consisted of the pressure they receive from their parents and the ambitions of their parents for them. The focus group discussion with the parents was related to the aspirations' about their offspring. Interview with the psychologists and pediatricians was carried out on the basis of the problems faced by the adolescent students and the causes for the psychological, behavioral, emotional and psychosomatic problems. Two parents of the school toppers were also interviewed to know the type of parental expectations they had on their offspring. The focus groups were conducted in such a way that participants were asked to discuss their experiences of parental expectations, the type of expectations they have experienced, and how those expectations has impact on their well being both physically and psychologically.

Based on the focus group interview, 100 items were generated on parental expectations. The items were simple, clear, relevant and not double barreled. Two response category to be filled by the adolescent students were created using a five point rating scales to assess a) How far your parents expect from you? (Perception of Parental Expectations, PPE) and b) How far you can fulfill it? (Perception of Fulfillment of Parental Expectations by adolescents, PFPE).

Initially ten areas of parental expectations were labeled namely Academic expectations, Personal expectations, Parental

ambition based expectations, Health expectations, Social expectations, Career expectations, Religious expectations, Financial expectations, Peer related expectations, Values expectations.

3. Screening of the items and Pilot study

To ascertain if the items generated, adequately represents the identified area, to check the content and to see the relevance of the items, content validity was carried out in which five raters were chosen namely two faculty members, a research scientist, a teacher, and one counselor. They were asked to place each item into one of the five categories namely, Academic expectations, Personal expectations, Social expectations, Career and Other expectations (Health, Financial, Religion, Parental ambitious expectations etc). The experts were asked to check the simplicity, clarity, relevance, appropriateness, and to identify any repetition of items. Based on the consensus given by the five experts, only 70 items were agreed upon by all the experts as appropriate for the study under the areas specified by the test developer. Hence, 70 items was selected to be administered to the adolescent students during the pilot study.

A pilot study was done among one hundred and seventy five adolescent students studying in 10th, 11th and 12th standard from the city schools of Chennai (45% boys, 55% girls). The adolescent students' were asked to give their response in two response category namely a) How far your parents expect from you? and b) How far you can fulfill it? After finishing the inventory they were requested to write their Parental expectations to check the adequacy of the items in all areas. The responses given for open ended question did not provide any additional items. The collected data were tabulated and subjected to inter item correlation using Cronbach's alpha. The alpha coefficients for the two scales were

0.87 and 0.89 are PPE and PFPE respectively. Further, the means of the items were examined to identify items that received skewed responses. In order to remove the skewed responses, few items were omitted based on their extreme means (more than 4.0 or less than 2.0). Items that had item total correlation less than .30 and standard deviation very less nearing to 0 were also deleted. After the pilot study a total of 46 items were retained. The Cronbach's alpha were .90 and .91 respectively for PPE and PFPE for the 46 items.

After establishing inter item reliability, the data were collected among 550 adolescent students of Chennai city schools to identify the factors related to parental expectations. Out of 550 data that were collected only 518 adolescent students' data were used for analysis as the other 32 data were found to be incomplete. The collected data were used to develop constructs and to identify the factor structure of the Perception of Parental Expectations Inventory. An exploratory factor analysis was conducted to explore the factor structure through maximum likelihood method analysis. Kaiser criterion was examined to determine the appropriate number of factors for Perception of Parental Expectations (PPE) and Perception of Fulfillment of Parental expectations by adolescents (PFPE). Both Kaiser criterion and Scree test (Cattell, 1966) were used to determine the appropriate number of factors for Perception of Parental Expectations and Perception of Fulfillment of

Parental expectations by adolescents. The Kaiser criterion yielded a total of 14 factors with eigen values more than 1.0 across the PPE and PFPE. A scree test plots the components in the X axis and the corresponding eigenvalues in the Y axis. As one moves to the right, toward later components, the eigenvalues drop. When the drop ceases and the curve makes an elbow toward less steep decline, Cattell's (1966) scree test suggests dropping all further components after the one starting the elbow. As too many factors may not give an appropriate result, a Scree test was done which indicated four factors.

Although these constructs were conceptualized as being related to each other, both orthogonal and oblique rotation were done to examine the factor structure. Results obtained after oblique rotation and orthogonal rotation were identical, but results of orthogonal rotations were selected as the four factors in orthogonal rotation yielded most interpretable result. The eigen values for each scale (after four factor orthogonal rotation) were given in table 1. A general guideline was adopted to retain items that had factor loadings greater than .30 not just on one scale but across two scales on PPE and PFPE. Thus 30 items were finally retained from 46 items.

The first factor named "Personal Expectations" (PE) consisted of 10 items and factor loadings of the items in this factor ranged from .31 to .59.

Table 1. Eigen values and rotation sum of squared loadings for PPE and PFPE

Factor	Eigen Values(PPE)	Rotation sum of squared loadings(PPE)	Eigen Values (PFPE)	Rotation sum of Squared loadings(PFPE)
1	10.06	3.77	10.68	3.75
2	2.30	3.38	1.88	3.39
3	1.89	3.16	1.66	2.95
4	1.53	2.66	1.46	2.77

PPE – Perception of Parental Expectations;

PFPE – Perception of Fulfillment of Parental Expectations

Table 2 Summary of items and their factor loadings for each factor on PPE and PFPE scales of Perception of Parental Expectations Inventory

Factors and Items	Factor loadings	
	PPE	PFPE
Personal Expectations		
2. My parents expect me not to make them ashamed by my behavior.	0.42	0.35
12. My parents expect me not to create any problems in school and at home.	0.59	0.46
13. My parents expect me to be well mannered.	0.52	0.38
15. My parents expect me not to get involved in unnecessary activities.	0.51	0.45
16. My parents expect me to believe in almighty.	0.33	0.39
18. My parents expect me to know the value of money.	0.45	0.38
19. My parents expect me not to argue with adults.	0.48	0.40
23. My parents expect me to be polite.	0.40	0.31
26. My parents expect me to inform them while I am away from home.	0.39	0.45
28. My parents expect me to control / manage my bad temper.	0.34	0.41
Academic Expectations		
7. My parents expect me to manage my time in a useful manner.	0.43	0.37
8. My parents expect me to be a top ranker.	0.35	0.37
20. My parents expect me to learn professional skills also.	0.33	0.32
21. My parents expect me to get the maximum marks in examinations in all the subjects.	0.53	0.50
25. My parents expect me to work hard.	0.40	0.33
27. My parents expect me to study more during examinations.	0.45	0.54
29. My parents expect me to perform better than others academically.	0.51	0.47
30. My parents expect me to share my knowledge with others.	0.42	0.52
Career Expectations		
3. My parents expect me to study hard to get a well paid job.	0.46	0.50
9. My parents expect me to be financially secure in future.	0.41	0.52
11. My parents expect me to get good marks to join job-oriented courses.	0.39	0.41
22. My parents expect me to choose a career that the society appreciates.	0.36	0.51
24. My parents expect me to gain knowledge other than studies.	0.42	0.33
Parental Ambitions		
1. My parents expect me to honor them by fulfilling their wishes.	0.40	0.47
4. My parents expect me to share the financial burden of the family in future.	0.40	0.38
5. My parents expect me to accept their choice of academic field for me.	0.58	0.37
6. My parents expect me to focus on my studies than on sports and extra curricular activities.	0.40	0.33
10. My parents expect me to pursue their choice of career for me.	0.58	0.36
14. My parents expect me to reach home before the specified time.	0.47	0.50
17. My parents expect me to follow their advice.	0.51	0.35

PPE – Perception of Parental Expectations;

PFPE – Perception of Fulfillment of Parental Expectations

The second factor labeled “Academic Expectations” (AE) comprised of 8 items with factor loadings ranging from .32 to .54. The third factor labeled “Career Expectations”

(CE) which has 5 items with factor loadings ranging from .33 to .52. The final factor is labeled “Parental Ambitions” (PA) which has 7 items is a very important factor that

distinctly emerged after the factor analysis. The factors loadings on this factor ranged from .33 to .58. The factor loadings on all the four factors of PPE and PFPE are shown in Table 2. An inter correlation of all the four factors on both the scales range between .28 to .60, all at $p < .001$. Thus, it suggests that all the four factors of both the scales are interrelated but still represent distinct factors because factors are moderately related to each other and not highly correlated.

4. Reliability

Inter item reliability

Inter item reliability was established using Cronbach's alpha. The coefficients of two scales namely PPE and PFPE were .90 and .91 respectively.

Estimates of Internal consistency

Cronbach's alpha coefficient of the four factors for each of the two scales namely perception of parental expectations (PPE) and perception of fulfillment of parental expectations (PFPE) were as follows: PPE - .78, .76, .65, .71; PFPE - .76, .75, .66, .65 respectively. These estimates of reliability suggest that internal consistency is acceptable.

Test-retest reliability

To examine the stability of the instrument, estimates of test- retest reliability for the PPE and PFPE were obtained after a 14 days interval among 50 students studying in 8th, 7th and 9th standard. The reliability coefficients were as follows: PPE: .83, .79, .68, .72; PFPE: .77, .73, .67, .71. The results indicated that estimates of test – retest reliability for the three scales indicated a moderate to high level of stability in a 2- weeks' period.

5. Validity

Content validity was established by getting consent from the experts', where they rated the items on simplicity, clarity, relevance,

appropriateness and identified any repetition of items. The factor analysis also provided construct validity for the existence of a multidimensional assessment of PPE and PFPE.

6. Normative and Descriptive information

The means and standard deviation for each of the four factors on PPE and PFPE respectively are indicated in table 3. The mean for PPE and PFPE scales indicated that students endorsed items substantially above the midpoint. Higher scores on PPE and PFPE factors reflect higher levels of perception of parental expectations and perception of fulfillment of parental expectations. The scale also assesses unfulfillment of parental expectations by adolescent students. Unfulfillment of parental expectations by adolescent students (UPE) is calculated by finding the difference between total score on perception of parental expectations and perception of fulfillment of parental expectations. Higher scores on the UPE factors indicated higher levels of unfulfillment of parental expectations by adolescent students.

Table 3. Mean and SD of all four factors on PPE and PFPE scales

		PE	AE	CE	PA
No of items		10	8	5	7
PPE	Mean	42.9	35.06	21.61	26.02
	SD	6.4	4.79	3.30	5.69
PFPE	Mean	38	30.71	19.66	25.20
	SD	6.53	5.08	3.52	4.91

PPE – Perception of Parental Expectations; PFPE – Perception of Fulfillment of Parental Expectations; PE – Personal Expectations; AE – Academic Expectations; CE – Career Expectations; PA – Parental Ambitions

Results and Discussion

The results of this study on psychometric approximates proved the utility of Perception of Parental Expectations Inventory to assess

the perception of parental expectations, fulfillment and unfulfillment of parental expectations by adolescents. The factor analysis explored four factors pertaining to perception of parental expectations and four factors related to perception of fulfillment by adolescents. However, unfulfillment of parental expectations could be calculated by finding the difference between total score of PPE and total score of PFPE. The initial validation and reliability proved the appropriateness and the level of internal consistency followed by inter item reliability. The correlation between the four factors indicated a good level of internal consistency between the factors.

At first instance, inter item reliability showed skewed responses, but based on total item correlation and extreme means items were deleted after which the scores were normally distributed for all the four factors in both the scales. The factor analysis provided construct validity for the existence of a multidimensional assessment of Parental Expectations. During the content validation, experts categorized the items as academic expectations, personal expectations, career expectations, social expectations, and other items were parental expectations related to health, religion, finance etc. However, after the factor analysis four factors emerged namely Personal Expectations, Academic expectations, Career expectations and Parental ambitions. Personal Expectations measures the expectations of Indian parents of their offspring related to obedience, respect for others, maturity, overall discipline, responsibility etc. Similarly, Academic Expectations includes items related to parental expectations of their offspring's academic aspiration, achievement and performance. Likewise, Career Expectations deals with items related to parental expectations about their offspring's life ambitions and future career. Finally, items in Parental Ambitions measures are related to

parental unfulfilled wishes and also their values that are expected from their offspring. The items which were categorized as social, health, finance, values expectations did not emerge in the factor analysis, however, these items were loaded in either personal, career or academic expectations. While comparing this Parental Expectations Inventory with other available tools on parental expectations many distinguished cultural variation could be seen. In a study carried out by Wang and Heppner (2002), they have developed a tool on parental expectations and identified three factors namely Academic performance, Personal maturity and Dating concern. In the present study it was observed that a few items were identified relating to interpersonal relationship of adolescent students with the opposite gender. But since these items had very low factor loadings they were deleted from the inventory. It is a known fact that Indian parents' generally doesn't appreciate or encourage dating behavior among adolescent students, henceforth that dimension did not emerge as a factor.

Further, a study by Li (2001) identified five dimensions of parental expectations namely Cultural Expectations, Career Aspirations, Acculturative Attitudes, Life Experiences and Minority Ideology by using qualitative interviews with the Chinese parents who had immigrated to Canada. These dimensions on acculturative attitudes, cultural expectations and minority ideology clearly reflect the cultural variation and the nature of immigrant parents. Career expectations is the only factor that has emerged probably due to commonality of Asian culture in the present study. It is found that parental ambitions emerged as a unique factor in the present study. This could be understood based on the cultural phenomenon prevailing in India. Being a collectivistic society, people share their goals and interests of the group with more importance over those of individual members.

(Triandis, 1995). Similarly, the decisions, behavior, and self-definition of individuals within such a tradition are expected to reflect the needs, values, and expectations of the larger group (Markus & Kitayama, 1991; Triandis, Bontempo, Villareal, Asai, & Lucca, 1988). Moreover, family is considered as one of the primary unit of an individual wherein they provide support and involvement during crisis as well as while deciding one's education, career, marriage etc. Moreover, Indian parents' sacrifice many things for their offspring's education and career. Due to this, parents expect their offspring to fulfill their dreams and unfulfilled wishes in their life. Hence, parental ambitions emerged as a distinct factor in the present study.

Studies on parental expectations and its consequences were carried out in foreign countries such as U.S.A, Canada etc. Generally, in those countries after 18 years, adolescents are independent from their parents and hold responsibility for their success in academics and career. The exceptional feature of India is the dependence of adolescents' on their parents in every aspect. India is known for the family system which binds all the members of the family and lives together as a joint family even after their offspring's marriage. Due to this prevailing culture over a period of centuries, providing good education and knowledge becomes the primary responsibility of the parents. To fulfill these duties, most parents spend a lot of money, time, energy, love and care to make their offspring economically secure and sound for the future. They also expect the child to acquire high status in the society. The older generation derives happiness from their relative societal status based on their wealth, and additional happiness in raising their grand children. Such culture curtails the uniqueness and creativity of the individual especially among adolescents. Parents act as the goal setters, motivators, trainers etc, due to their

involvement and interest in getting better employment for their offspring. They desire better quality of living for their offspring. These cultural values, beliefs, etc are reflected in the personal, academic and career expectations of parents on their wards and imposing parental ambitions on their offspring's.

Future research

Perception of Parental Expectations Inventory would provide many important directions for future research in education, society, family, community etc, and other wide range of research areas. First, additional psychometric validation such as confirmatory factor analysis, convergent and divergent validity could be carried out to provide refinement to the tool. Further, discriminant validity can be estimated by administering the tool to different group of individuals based on their socio economic status, gender and other socio demographic factors. Second, norms can be established to the current tool which would help the researcher in identifying the high, low and optimum level of parental expectations of different age group. Third, future research could be carried out in identifying the negative influence of high and low levels of parental expectations on children and adolescents. Finally, it would also help in exploring the consequence of parental expectations in relation to child's intelligence, coping ability, self efficacy and personality.

Conclusion

The study reports on the assessment of perception of parental expectations which also measures fulfillment and unfulfillment of parental expectations by adolescent students. Four factors have been identified through factor analysis namely academic expectations, personal expectations, career expectations and parental ambitions. The present inventory found to be highly reliable and valid. This inventory not only assesses the range of perception of parental

expectations but also more importantly it identifies unfulfillment of parental expectations by adolescent students as well.

Reference

- Agliata & Renk (2007). College Students' Adjustment: The Role of Parent-College Student Expectation Discrepancies and Communication Reciprocity. *Journal of Youth and Adolescence*, 37, 967-982.
- Ang, R. P., & Huan, V. S. (2006). Academic Expectations Stress Inventory Development, Factor Analysis, Reliability, and Validity. *Educational and Psychological Measurement*, 66, 522-539.
- Belsky, J. (1990). Parental and nonparental child care and children's socio-emotional development: A decade in review. *Journal of Marriage and Family*, 52, 885-903.
- Bond, M.H. (1986). *The Psychology of the Chinese people*. Hong Kong: Oxford University Press.
- Burbach, D.J., & Borduin, C.M. (1986). Parent-child relations and the etiology of depression: A review of methods and findings. *Clinical Psychology Review*, 6, 133-153.
- Cattell, R. B. (1966). The scree test for the number of factors. *Multivariate Behavioral Research*, 1, 245-276.
- Chen, S. (1999). Benevolence and propriety: The family values and attitudes toward work in Taiwan. *Research in Applied Psychology*, 4, 205-227.
- Chung, R. C., & Walkey, F. H. (1989). Educational and achievement aspirations of New Zealand Chinese and European secondary school students, *Youth & Society*, 21, 139-152.
- Collins, W.A., & Laursen, B. (2004). Changing relationships, changing youth: Interpersonal Contexts of Adolescent Development, *The Journal of Early Adolescence*, 24, 55-62.
- Hsu, F.L.K. (1981). Americans and Chinese: Passages to differences. Honolulu: University Press of Hawaii. Interpersonal contexts of adolescent development. *Journal of Early Adolescence*, 24, 55-62.
- Kobayashi, E. (2005). Perceived parental expectations among Chinese American college students: The role of perceived discrepancy and culture in psychological distress. Retrieved from ProQuest Digital Dissertations. Retrieved from ProQuest Digital Dissertations. Publication Number: 3202510
- Li, J. (2001). Expectations of Chinese Immigrant Parents for Their Children's Education, The Interplay of Chinese Tradition and the Canadian Context, *Canadian Journal of Education*, 26, 477-494.
- Lin, H. (1999). Mother's beliefs, goals, and child-rearing behaviors (1): An analysis of the themes. *Research in Applied Psychology*, 2, 143-180.
- Liu, R. W. (1997). Management of personal and perceived parental expectations for educational and career achievements of Chinese-American undergraduates. *Dissertation Abstracts International*, 58, UMI No. 9809966.
- Liu, R.W. (1998). Educational and career expectations of Chinese-American college students. *Journal of Counselling Psychology*, 41, 288-291.
- Maccoby, E.E., & Martin, J. (1983). Socialization in the content of the family. In P.H. Mussen & E.M. Hetherington (Eds.). *Handbook of Child Psychology: Vol 4. Socialization, personality and social development* (4th ed.). New York: John Wiley.
- Markus, H. R., & Kitayama, S. (1991). Culture and self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.
- McKenna, E.R. (1999). The relationship between parenting style, level of culture change and depression in Chinese living in the United States. Unpublished dissertation, Pacific Graduate School of Psychology.
- Oishi, S., & Sullivan, H. W. (2005). The mediating role of parental expectations in culture and well-being. *Journal of Personality*, 73, 1267-1294.
- Pillai, A., Andrews, T., & Patel, V. (2008). Violence, psychological distress and the risk of suicidal behaviour in young people in India. *International Journal of Epidemiology*, 38, 459 - 469.

- Santrock, J.W. (2007). *Adolescence*. New Delhi: McGraw Hill.
- Shek, D.T.L & Chen, L.K. (1999). Hong Kong Chinese parents perceptions of the ideal child. *Journal of Psychology*, 133, 291-302.
- Srinath, S., Girimaji, S.C., Gururaj, G., Seshadri, S., Subbakrishna, D.K., Bhola, P., & Kumar, N. (2005). Epidemiological study of child and adolescent psychiatric disorders in urban and rural areas of Bangalore, India. *Indian Journal of Medical Research*, 122, 67-79.
- Triandis, H. C. (1995). *Individualism and collectivism*. Boulder, Co: Westview.
- Triandis, H.C., Bontempo, R., Villareal, M.J., Asai, M., & Lucca, N. (1988). Individualism and collectivism: Cross-cultural perspectives on self-help group relationships. *Journal of Personality and Social Psychology*, 54, 323-338.
- Vroom, V. H. (1964). *Work and motivation*. New York: Wiley.
- Wang, L.F., & Heppner, P. P. (2002). Assessing the impact of parental expectations and psychological distress in Taiwanese college students. *The Counseling Psychologist*, 30, 582-608.
- Yang, C.F. (1988). Familism and development: An examination of the role of family in contemporary China Mainland, Hong Kong and Taiwan. In D.Singh & S.R.Kao (Eds.). *Social values and development: Asian Perspectives*, New Delhi: Sage Publication.
- Zhan, M. (2005). Assets, parental expectations and involvement, and children's educational performance. *Children and Youth Services Review*, 28, 961-975.

Received: October 12, 2010

Revision received: November 04, 2010

Accepted: November 24, 2010

S. Sasikala, Teaching cum Research Fellow, Department of Psychology, University of Madras, Chennai-600 005.

S. Karunanidhi, PhD, Professor and Head, Department of Psychology, University of Madras, Chennai-600 005..