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Based on Culture and Traditions, How Parental Pressure Affects the Academic Attitude of Asian
Children in the United States: Analyzing the Gender Differences

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Abstract

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By Cherie Wang

This thesis aims to understand and evaluate, among Asian Americans, the impact of parental pressure on their children's academic attitudes and behavior, as well as how that impact varies across genders. This thesis relies upon a particular type of qualitative research—the literature review design. By specifying inclusion and exclusion criteria, the literature review settled upon twenty-one sources for review. These sources included peer-reviewed articles, chapters, master's theses, doctoral dissertations, and an editorial. The data analysis involved thematic analysis of those sources, with social cognitive career theory (SCCT) used to guide the subsequent discussion. The results reveal that, according to previous studies, Asian American parents use an authoritarian parenting style, with notable gendered patterns also revealed. For example, Asian American mothers play a more significant role in their children's development than do Asian American fathers. Meanwhile, the results of the involvement vary between boys and girls. Notably, Asian American girls are more affected by parental pressure than are boys. For instance, girls are concerned with good grades, while boys worry about getting a job and residence after graduation. Nonetheless, previous research shows that both genders are significantly affected by parental pressure through stress and depression. Some scholars emphasize that Confucian beliefs and values undergird both this parental pressure and the acceptance of it by Asian American children. The literature review also reveals inconsistent findings regarding parental pressure on Asian Americans. Further research is required to address this inconsistency. Also, Asian Americans are presently using support from institutions and programs that have been developed to promote psychological wellbeing. Future research should

be conducted on evaluating this and its impact on independence and autonomy in the decision-making process of Asian American students.

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Chapter 1: Introduction

1.1 Background

The attainment of educational milestones is influenced by various factors, such as the ethnic background of students. As Naumann, Guillaume, and Funder (2012) have noted about the US, Asian Americans stand out among other ethnic groups in terms of holding higher education degrees, with 52% having earned a bachelor's degree. That percentage draws upon the US census of 2010. Meanwhile, Latinos have the lowest percentage of those earning a bachelor's degree—14%, according to the same 2010 census. A common explanation for such differences is that Asian American parents have high academic expectations for their children compared to other ethnicities in the US (Spera, Wentzel, & Matto, 2009). However, there are consequences for those high expectations, especially when students cannot meet their parents' expectations. Some of the adverse effects are heightened levels of stress, which negatively affects individuals' quality of life, and a focus on achieving other objectives instead of the desired educational success. Yet, despite such adverse effects, we can make sense of these Asian American parental expectations (whether real or stereotypical) by heeding the lived history of this ethnic group in the US, including the prejudice and discrimination Asian Americans have faced over the years.

We can indeed argue that the high expectations of Asian Americans parents for their children result from the legalized discrimination and social prejudice. Poon (2013) makes this very argument, in fact. In the century spans from the 1850s to the 1950s, immigrants from this ethnic group were denied tenant, civil, and marital rights in the United States. Other limitations included restrictions against acquiring professional licenses, marrying other Americans, and owning land. After lifting of discriminatory quotas that limited their movement to the US,

through the Immigration and Nationality Act of 1965, Asian Americans started achieving above-average socioeconomic status despite the years of discrimination and social prejudice. The first generation of Asian American parents facing harsh time were also harsh on their children born in the US, creating a culture that has been passed through generations. The Confucius belief system (prevalent in parts of Asia) that some Asian Americans brought with them to the US also influenced the parents' demanding expectations, as well as assuming that their children would respect their requirements. According to Lu (2013), such Confucius teachings translate in the present US to mean that, in certain neighborhoods and communities, Asian American children are expected to work hard to please their parents. Indeed, a central concern of family life for some Asian American families is parental involvement and expectations fosters the educational attainment of their children (Lu 2013).

High levels of educational expectations also constitute a significant domain of *conflict* among a number of Asian America families. According to Wang (2015), the individual efforts of children to meet these expectations are the foundation of stress for Asian Americans. Indeed, Wang's self-determination theory helps us see how these expectations both motivate and frustrate. The theory postulates that several parental behaviors support the individual's autonomy, relatedness, and competence. These include motivating their children to attain self-autonomy and assisting their children in decision making. Also, parents engaged in these supporting behaviors invest in the continuous improvement of the individual instead of focusing on high achievements. These supporting behaviors help the child in managing stress and demonstrating autonomy. However, high levels of expectations give way to controlling (rather than supporting) behaviors, which results in undue pressure on children and highlights any of their failures to achieve the desired objectives.

When considering how Asian American children respond to parental expectations in terms of academic achievement, we would be wise to also consider the impact of gender. According to DuongTran, Lee, and Khoi (1996), ethnicity *and* gender both play a significant role in stressful life events (SLE). Notably, female adolescents report higher levels of stress for most SLE when compared to male adolescents, the latter of whom are mainly concerned with securing employment after graduation and better grades. Guo et al. (2018) have also found that parental pressure has different impacts that depend on the gender of their children. This is reflected in how the parent is involved in the individual's academic journey and process. The educational achievement of boys are shaped the educational level of their parents, and that achievement is also influenced by parental expectations and parent-child communication. While the educational achievement of girls is also influenced by parental expectations and the communication between the parent and child, as is the case for boys, their educational achievement is also influenced by the extent of parental monitoring at home, which is an influence unique to them when compared to boys.

1.2 Problem Statement

We often see that parental achievements translate to heighten parental expectations for their children's educational attainment—a pattern pronounced more for boys than for girls. Hence, parental expectations have an impact that differs along gender lines (DuongTran et al., 1996; Guo et al., 2018). In comparative terms, Naumann et al. (2012) have described that Asian American parents have the highest expectations and exert the most parental pressure among ethnic groups in the US. As Spera et al. (2009) have noted, Asian Americans parents, when compared to other parents, expect their children to advance more years in their educational careers and to comply with particularly specific career expectations. Amidst such expectations,

Asian American parents demonstrate supportive behaviors for their children's education through direct involvement in homework, reducing playtime, and developing a suitable study period. Naumann et al. (2012), however, notes that there is less research regarding the consequences of parental involvement—what we can describe as the “controlling behaviors.” Indeed, parental involvement has both positive and negative factors. Notably, although parental involvement may promote the educational performance of their children, it may also result in childhood stress if not actual educational “failure.” Considering gender differences, males are concerned with job after graduation and parental expectations, whereas females are pressured by communication with the child, home-monitoring, and expectations. Various studies have examined the impact of parental expectation on the educational attainment of Asian American children, and they each have findings and views that can speak to specific aspects of this relationship between Asian American parental expectations and children's educational success. Therefore, it is essential to consolidate these findings from the literature to understand gender variations in parental expectations in a wholistic fashion.

1.3 Research Purpose and Objectives

This thesis research aims to evaluate how parental pressure impacts different genders' academic attitudes and behaviors in Asian children in the US. It does so by way of a literature review. There are four research objectives in this review, namely

1. To discuss the perception of Asian American parents regarding their children's education based on cultural studies.
2. To highlight gender differences that occur in this interplay between the association of parental pressure of Asian American parents and their children's varied academic attitude in the US.

3. To analyze the gendered impact of the parental pressure of Asian Americans parents on the academic mindset of their children engaged in university-level education in the US.
4. To evaluate the gendered impact of the parental pressure of Asian Americans on the actual academic behavior of their children while pursuing university education in the US.

1.4 Research Contribution

This thesis research will bring some clarity to the consequences of parental expectations among Asian Americans and as well as the gendered differences that arise among those consequences. According to Naumann et al. (2012), although high expectations are beneficial to the individual performance of students, a significant concern is extensively determining the consequences of parental participation and expectations. Guo et al. (2018) have noted that males and females are impacted differently by parental involvement. This thesis will help in illuminating these impacts for the different genders—including those involving stress, the individual's poor performance, getting a job after graduation, and home monitoring (especially for girls). Another contribution of this thesis and its literature review will be the consolidating of numerous research findings regarding the topic to gather more insights regarding the subject, especially from the vantage of cultural studies. This thesis will also help in relating various variables, including parental expectations and the child's performance and the different impacts of parental pressure and involvement in the different genders. Finally, this thesis will hopefully identify the gaps in the literature, gaps which can be explored in future research both to promote educational achievement and to avoid controlling behaviors that undermine that achievement.

1.5 Overview of the Research

This research comprises six sections as outlined below.

Introduction: This section entails a background and overview of the research purpose and objectives.

Literature review: This section comprises an overview of existing literature related to the topic. The section further details the theoretical framework and identifies a research gap.

Methodology: This section involves data collection to answer the research questions. The methodology consists of a literature review approach.

Results: This section outlines the results from the methodology for use in the discussion.

Discussion: This section links the collected data with the research objectives.

Conclusion: This section comprises a summary of the entire research.

Chapter II: Literature Review

This chapter offers an evaluation of previous studies conducted concerning the topic. It also includes the theoretical framework supporting this thesis and its literature review. The definition of the key variables as drawn from the literature is also provided. Based on the literature review, a research gap is also identified amidst the current research foundation.

2.1 Definition of Terms

This thesis aims at evaluating the impact of parental pressure on the behaviors and attitudes of Asian American children in the US, as well the gender differences arising within that impact. There are four main variables drawn from the research purpose: parental pressure, attitude, behavior, and gender variation. The definitions of these terms are as follows.

2.1.1 Parental Pressure

Parental pressure and involvement are defined with reference to their expectations of their children's progress and success in life, more broadly, and in the realm of education, in particular. According to Spaschack (2020), every parent has expectations for their children. However, some parents put immense pressure on their children to perform, which may have adverse consequences on the child's progress and development. Ringeisen and Raufelder (2015) describe parental involvement as the foundation of parental pressure. Some of the aspects describing the involvement and pressure include following up on the individual's progress, attending games, and controlling the child's activities.

2.1.2 Attitude

There are several definitions of attitude. Marcinkowski and Reid (2019) have outlined that attitude, in a psychological context, entails the neural and mental readiness state, which is

ongoing. Furthermore, attitude involves the individual's judgments and dispositions about an aspect, event, issue, or idea. The perception emanates from a situation or experience. Altmann (2008) has provided different definitions of attitude from the noun perspective, treating it as a thing rather than a state. Such definitions include approaching attitude as a settled opinion, a behavior founded on mental views, or an enduring predisposition to behave consistently.

2.1.3 Behavior

The definition of attitude by Altmann (2008) demonstrates a possible relationship between it and behavior. Other studies have attempted to demonstrate this relationship, whereas others dispute it. Chaiklin (2011) provides both sides of the debate: attitude as behavior involves the concurrent change in behavior before a given attitude can be altered. The proponents of attitude as behavior consider the influence that attitude thus has on one's behavior. The opponents of attitude as behavior focus on sociology and the functionalist view of society. According to Chaiklin (2011), attitude can be measured and can be used to predict one's behavior but cannot influence change. According to Lazzeri (2014), behavior also has various definitions, including an organism's movements and activities. It is also an activity engaged by the individual.

2.1.4 Gender variation

The term gender has also attracted various definitions and debates in the literature. According to Lindqvist, Sendren, and Renstrom (2020), defining gender is complex and vital, especially in the context of social change and shifting understandings of what is possible for various genders. Four main facets of defining gender include body or physiological elements, self-identity, legal description, and social understanding. The most common principle in defining

gender is physiological or bodily differences, describing the individual's sex. Phillips (2005) offers a contrary opinion, especially in distinguishing sex and gender. This distinction is based on the sociologists' definition of sex as the unchanging biology of female or male. In contrast, gender entails the expectations and roles related to women and men in society. In this research, the adopted description of gender is that of the biological function describing male and female.

2.2 Theoretical Framework

This thesis and its literature review is based on social cognitive career theory (SCCT). Schaub (2004) describes this model by delineating individual's inputs, socio-cognitive variables, and contextual variations and how they impact the vocational interests, actions, and career goals of individuals. Lent, Brown, and Hackett (2002) also define the model based on three aspects in a person's career development. These include obtaining career success, making career and educational decisions, and developing basic career and academic interests. Several concepts are integrated into the theory—including environmental elements, abilities, interests, and values. These aspects are central to one's academic growth and development and determine the person's performance and behavior.

SCCT theory is grounded in the key concepts of outcome expectations, self-efficacy, and beliefs. Self-efficacy focuses on one's belief about the capabilities for improved performance and to demonstrate particular behavior. Lent et al. (2002) have described outcome expectations as the consequences and beliefs about a specific action or behavior's outcomes. For instance, people are highly likely to select or engage in activities for which they expect better outcomes than those with less desirable outcomes. Based on the SCCT model, one puts into activity persistence and efforts depending on the outcome expectations and self-efficacy beliefs. The SCCT model, according to Wendling and Sagas (2020), is also influenced by additional

variables, including gender and race. These are the predispositions and socio-cognitive variables, shaping an individual's commitment to specific outcomes in the context of assumed competencies and / or capabilities commonly associated with particular genders or ethnic / racial categories (common associations that can also be contested and evolving).

This thesis' SCCT model application is based on the predisposing factors, variables, and the core element—outcome expectations. The primary objective of this thesis is to evaluate the impacts of parental expectations and pressure on the child's attitude and behavior and demonstrate gender differences. Wendling and Sagas (2020) describe gender as a predisposition (given assumptions that individuals can make about a particular gender) and, hence, a critical variable in the model. This study also focuses on Asians in the US. This demonstrates the race or ethnicity difference, which is also a predisposing factor and variable in the SCCT model. As Lent et al. (2002) have described, outcome expectations play a pivotal role in an individual's efforts. In this thesis, particular focus is on the outcome expectations that emanate from parents. This thesis will, therefore, explore the relationship between parental pressure and expectations with the child's self-efficacy.

2.3 Asian American Parents' Behavior: From Tradition and Culture

Middle-class families often serve as the reference for defining parental behavior in the US. As detailed by Campen and Russell (2010), these behaviors are marked by displays of closeness and warmth merged with control and monitoring. Based on these categories, some point to a significant distinction between European Americans and Asian Americans in terms of parenting strategies. European Americans are purportedly engaging and warm, unlike Asian Americans, who are defined as controlling and less warm during their engagement with their children. These differences, according to Campen and Russell (2010), are centered on cultures

and traditions. That being said, Choi et al. (2013) have used Korean American Families (KAF) project data from Korean American youth and parents residing in Chicago over two years to evaluate the relationships between the Korean and Western parenting approaches. The data reveal the integration of the authoritarian American style into Korean families. However, Choi et al. (2013) did not find evidence of harsh parenting characterized by negative discipline and rejection among Korean Americans.

Chen (2005) offers a contrary opinion to the parenting styles of Asians Americans: Compared to European American parenting styles, Asian Americans (including those with roots in China and Taiwan) are characterized by harsh parenting and strictness. These characteristics are linked to the histories of those immigrating to the US from China and other Asian nations. For these immigrants and their children, the value system of Confucianism also plays a significant role. Among its main values are cohesiveness, social deference, and endurance. These values and parental factors are the foundations for low delinquency levels among the Chinese Americans and other Asian Americans. Asian Americans are also described as having low levels of aggression and of controlling their frustrations and stress, with that flowing from high discipline levels.

Xia, Do, and Xie (2013) also reveal differences between European Americans and Asian Americans with regards to parental behavior and strictness. According to their literature analysis, Asian parents are strict and authoritative compared to other American parents. This can be attributed to the immigration process, which has significantly affected Asian Americans' survival and existence in America. Notably, in their view, these immigrants had to work hard in the face of legal and social barriers to achieve their goals. In addition to that, they note that Asian American children are respectful to their elders and are likely to follow their parental guidance.

These values are obtained from the Confucius system. Yunus (2005), by way of another literature review, also describes filial piety and family values of Asians as drawn from Confucianism. These include the reverence of the ancestors, the past, and elders. The child is a product of various generations since the beginning of time. Abiding by customs and rituals, accordingly, should be the foundation of the individual's behavior. Therefore, Asian parents are authoritative and controlling of their children while also acknowledging the traditions that shape their expectations. The next section examines the behavior and culture in education.

2.3.1 Parental Pressure in Education and Academic Achievement: Tradition and Culture

Asian American parents are consistently involved in their children's academic development. According to Weerasinghe and Panizzon (2015), different studies have established that Asian American parents encourage their children to attain academic success. For instance, Cai, Moyer, and Wang (1997) have identified that Asian American parents motivate their children to pursue educational attainment, the foundation of their success. Cao, Bishop, and Forgasz (2007) reveal that Chinese American students are encouraged by their parents, who also have high expectations about their children's academic success compared to the other groups students. Cao et al. (2007) have connected this encouragement to the migrants' status. This involvement in their children's academics is reflected in exemplary performance, especially in scientific subjects, such as mathematics. Weerasinghe and Panizzon (2015), through a survey of four multicultural schools with European and Asian backgrounds, find that Chinese American mothers have a reputation of putting pressure on their children to attain a high education level. Another discovery is that other Asian American groups likewise put pressure on their children, which connects to overcoming past struggles that Asian immigrants faced in the US. Further

findings are that the Asian American children are aware of these expectations and are likely to abide by them due to the Confucius beliefs and value systems.

Asian parents are involved in various ways in their children's academic achievement. Zou, Anderson, and Tsey (2013), through a 322 questionnaire survey and 30 face-to-face interviews with Chinese parents, find that Chinese parents put the children's learning in a vital position. Most of the parents in the study acknowledge the importance of the child's education for their future. This study focused on the middle class and finds that most parents are concerned with their children attaining at least a university education. Almost all parents expressed their expectations for the children to work as civil servants, managers, or professionals. Only 2 out of the 311 parents noted that they did not mind their children working as manual laborers. Three types of parent involvement in the child's academic welfare include after-school courses, daily supervision in home-work, and communicating about studies to the children. These findings are similar to those by Ren and Pope Edwards (2015), who surveyed 154 parents. The study revealed that the small-city Chinese parents expect their children to perform exemplary. This is achieved through authoritative parenting alongside guidance on the individual's social competence. These two studies demonstrate the high pressure by Asian parents on their children, influenced by educational culture and tradition.

Asian parents differ from the American ones in autonomy and level of involvement. Li (2001), through qualitative interviews, assessed the parents' expectations for seven Chinese families in Canada. The findings revealed that Chinese Canadian parents have high expectations of their children, rooted in Chinese tradition and heritage. Also, parental expectations are influenced by acculturative attitudes and life experiences. The immigrant perspective involves the Chinese perceiving disadvantages of visible minorities. Similar to Weerasinghe and

Panizzon's (2015) findings, Li (2001) finds that Chinese parents advise their children to pursue scientific-related professions. An exploratory study by Gorman (1998) also describes Chinese parenting as authoritative, unlike the American style, which provides the child with the autonomy to select the preferred subject and career. An authoritarian parent focuses on controlling, shaping, and monitoring the child's attitude and behavior according to a pre-established set of standards. Chinese mothers, for example, value the virtue of obedience and advocate for forceful and punitive approaches to avert the child's self-will, especially in instances where the child's beliefs and actions conflict with what the parent sees as right. On the other hand, the American parent is permissive and encourages the child to select and regulate own activities. Further, the parent does not encourage the individual to abide by the external standards highly.

2.3.2 Impact of Asian Parental's Pressure on Their Children's Academic Achievement

Asian American parents believe that the success of the child's education requires effort and cultivation. Chao and Tseng (2002) have noted that these parents consider the child's education success as an indicator of the parents' overall efforts. Out of respect for the parents, the children aim for occupations demonstrating a higher socioeconomic status of the parents' tireless efforts. However, other studies demonstrate that parental involvement is not consistently correlated to academic success among the Asian Americans (Mau, 1997). From these findings, it is demonstrated that parental involvement is not as significant as the expectations of the child's academic success (Poon, 2013). Chao and Tseng (2002) espouse that parental expectations are motivational for Asian Americans to meet the vocational and academic expectations through high-paying job preceded by high grades. Notably, complying with the demands is not

equivalent to practicing Confucius's virtues and system. Instead, the values are integrated into the culture.

Parental pressure and expectations, particularly from Asian American parents, have both positive and negative impacts. To some level, parental expectations have positive impacts on the child's achievement at school. According to Peng and Wright (1994), parental expectations influence the achievement of the individual's academic excellence. Although there is no direct parent involvement, the expectations are crucial in the child's efforts. Also, continuous communication about the studies is important in the individual's commitment to performing according to the parent's anticipations. Okagaki and Frensch (1998), through a survey involving 75 Asian Americans, 91 European American families, and 109 Latinos, find that various aspects are positively associated with children's success. These include the constellation of parental beliefs, helping with academic activities, and facilitating a home's learning environment. However, too much pressure has a detrimental impact, including the building of stress, which affect the child's overall wellbeing.

The beliefs guiding learning-related practices are the foundation of the level of involvement. As Ng and Wei (2020) have described, achievement and learning are considered critical, with effort perceived as essential in enhancing learning. Another belief is that parents should be devoted to training children. These beliefs are rooted in the social structure. However, various studies demonstrate that excessive involvement is dangerous to children's growth, development and overall welfare. Mun and Hertzog (2019), through a qualitative study about seven Asian women who entered an Asian American college, reveal that most learners perceive parental involvement as intense in their careers and academics. The majority of these women noted experiencing high pressure, resulting in social isolation, depression, and eating disorders

during the learning process. Chang (1998) has compared the impact of parental expectations to Asian and Caucasian Americans and notes that most Asian American learners are concerned about the difficult parent expectations, challenging to meet. These challenges are foundational for mental health issues, including suicide ideation. According to Chang and Wong (2013), another impact of the high parental expectations on children's development is the limitation of career ideas and opportunities. This results in challenging decision-making, especially when aiming to find an ideal job. Therefore, it is essential to consolidate both the positive and negative impacts of parental pressure on childhood academic attainment.

2.4 Parental Pressure and Its Impacts on Children's Academics: Gender Differences

The differences in gender-based impacts of parental pressure and expectations to the child's development result from the diversity of parental involvement and individual perception. DuongTran, Lee, and Khoi (1996) have used SEA adolescents (comprising 20 Cambodians, 30 Vietnamese, and 20 Laotian-Americans) to gather information on the 30 female 40 males' stressful life inventories. Although both groups note stress and pressure as the main challenges in parental involvement and expectations, females are more affected than males. However, there are different areas of concern for children. The males are more concerned about getting a job and getting a place to live after graduation. Females, on the other hand, are more concerned with pressures to get good grades. This demonstrates that genders are shaped by different aspects of parental expectations.

Diversity in gender-based factors and impact is also based on the different genders considered critical in parental expectations. Guo et al. (2018), through a sample of 299 boys and 299 girls in grades 4 to 6, find that the different genders are affected in distinct ways by their social-economic status (SES). For males (boys), parental education and family income are

mediated partially by the parent-child communication. For females (girls), three pathways partially mediated parental mediation's impacts. These include monitoring the child's activities at home, the communication between a parent and a child, and parental expectations. The parent-child communication is critical in mediating family income. These results indicate that the SES is associated with children's academic development and that SES establishes the context under which that relationships plays out in varied ways.

The intersection of ethnicity, gender, and social class in educational outcomes can account for why girls perform better academically than do boys. As described by Qin (2006), the various scholarship in various ethnic groups has consistently demonstrated the gender diversity favoring girls in the learning outcomes. Considering immigrants, the impact of the parental expectations, socialization at home, school relationships, and the gendered processes, including identity formation and acculturation, all matter. For Asian communities studying in the US, the impact of parental expectations differ for boys and girls. However, girls perform better than boys, a critical aspect when evaluating the future mobility and adaptation of the new generation.

The impacts of parental educational expectations (PEE) and subjective wellbeing (SWB) among Asians also differ based on gender. This is demonstrated by Lu, Nie, and Sousa-Poza (2021) using nationally representative data from China Education Panel Survey in the 2013-2014 and 2014-2015 waves. The findings showed that PEE positively affects adolescents' SWB and that academic pressure attenuates this relationship. Furthermore, the results demonstrate that the PEE impacts on the SWB are more significant and positive for female adolescents than for male adolescents. These findings are especially pronounced among those from non-poor and one-child families. However, there is a need for further studies to determine the gender-based differences in the impacts of parental expectations on the child's performance and overall wellbeing.

2.5 Current Research

The literature analysis above shows that parental expectations and pressure significantly matter for children's academic achievement and wellbeing. Notably, Asian parents are characterized as harsh and authoritative (Chen, 2005; Xia et al., 2013; Yunus, 2005). Notably, the authoritative approach is based on their history in the country as immigrants. As immigrants, Asian parents perceive themselves as occupying inferior positions relative to the main ethnic groups. Therefore, they had to work hard to enhance their socioeconomic status. This approach translates to the children, and the parents are involved in their welfare to ensure they are better placed in society. The involvement in the child's development is also influenced by the Confucius system of belief (Mun and Hertzog, 2019; Okagaki and Frensch, 1998). There are both positive and negative impacts on children. Although some are motivated to perform better, others have negative experiences, including stress, depression, and suicide ideation. However, there is a need to consolidate these findings and evaluate the impacts of parental pressure on Asian children attitude and behavior. Most importantly, there is a difference in the parental pressure and expectations impacts in terms of gender (DuongTran et al., 1996; Guo et al., 2018). Thus, this thesis aims at conducting a comprehensive analysis of how parental pressure impacts the academic attitude of Asian American children in the US, analyzing gender differences in particular.

Chapter III: Methodology

This chapter details the specific techniques and procedures for identifying, selecting, processing and analyzing information regarding the topic. The chapter allows the reader to examine the researcher's reliability and validity. The two core areas of the methodology are how the data is gathered and the analysis. This thesis uses previous studies for the literature review design. This chapter's other sections are philosophy, method and design, data collection, data analysis, and ethics.

3.1 Research Philosophy

Research philosophy entails the guiding framework for conducting a study. Philosophy describes how the research is done according to reality, ideas and knowledge (Hurlimann, 2019). Two primary philosophies are positivism and interpretivism, representing the distinctive ways one makes sense of the world. According to Alharahsheh and Pius (2020), positivism involves the observable reality resulting in generalizations. Interpretivism, on the other hand, focuses on the subjective perspective. It involves an in-depth evaluation of the variables and the factors associated with their context. Humans in interpretivism philosophy are distinct from the physical phenomena created, and they cannot be evaluated in the same manner as the physical aspects. Interpretivism philosophy underpins this research. The rationale is exploring the social phenomena of Asian American parents' academic pressure on their children. The complexities evaluated also involve gender differences. Furthermore, this literature review explores how the world is perceived, particularly the Asians values and beliefs systems as drawn from Confucius teachings. Also, philosophy is based on how the research is conducted. This study is based on interpreting the existing literature related to the topic, defining interpretivism philosophy.

3.2 Research Approach and Design

The research approach for this literature review entails the processes, techniques, and strategies used in collecting data and evidence for analysis. Three research approaches include qualitative, quantitative, and mixed. The quantitative approach involves the use of numerical data to evaluate the objectives. According to Gibson (2017), the qualitative method involves textual, visual, and observation data from focus groups and interviews. The mixed methodology involves a combination of qualitative and quantitative data. This research involves the qualitative approach. The rationale for selecting this method is an in-depth evaluation of the subject to answer the aspects of what and why. This involves examining how Asian American parental pressure affects children's behavior and attitude. Evaluating the traditions and culture is suitably approached from the textual information perspective instead of using numerical data.

The advantage of qualitative research includes the capturing of emotions and attitude with less limitations and more flexibility found in quantitative research attempting the same. Also, qualitative research can be further narrowed according to one's preferences. The disadvantages include a small sample size, potential risk of bias, and challenging data analysis. According to Rahman (2020), there are limitations to generalizing the research findings of qualitative studies.

The research design involves the research method's framework. It is also the approach used to integrate the various components of the research logically and coherently. Several qualitative research designs exist, including interviews, focus groups, case study, ethnography, and record keeping. This research involves the literature review design. According to Snyder (2019), literature review as a research methodology has gained significance in current studies. A literature review involves a systematic approach to gathering and synthesizing information from previous studies. Notably, a profoundly conducted review provides a solid background for

improving the available knowledge and the facilitation of theory development. This literature review will involve collecting and synthesizing information from various sources, including books, articles, and news media. A literature review's advantages include providing adequate information about the topic, identifying the gaps and weaknesses in the current research, and pointing out further research areas. The downsides of conducting the literature review include complex analysis. The researcher may lack the exact information according to the subject and the ethical implications of accessing and analyzing another researcher's study.

3.3 Data Collection

Collecting qualitative data involves various approaches. These include interviews, observations, and focus groups (Sutton and Austin, 2015). These processes are characterized by obtaining vast information for analysis. This thesis involves a literature review. The “data” (previous studies) will be collected online through the inclusion and exclusion criteria. According to Patino and Ferreira (2018), inclusion criteria are elements that the selected sources have for use to answer the research objectives. Exclusion criteria include characteristics of the studies that interfere with the success of the literature review process. The inclusion criteria are studies related to the topic of study and full materials. There was no limitation in the year of publication since aspects such as culture are evaluated from the historical context. A wide range of materials will be used for the literature review analysis, including books, peer-reviewed materials, and credible websites. The literature review sources' exclusion elements include studies not published in English and those with abstracts online.

This research uses “secondary data” so to speak. According to Cheng and Phillips (2014), secondary data is collected by another person besides the current use. As collected in the past, the data is used to answer the research questions, although the information was collected for a

different purpose. Secondary data has become popular in current research approaches due to the availability and the need to establish gaps in the existing information. Some secondary data sources include books, published sources, unpublished sources, newspapers, and journals. The advantages of using secondary data include saving time and cost, making the primary information specific, understanding the problem, and providing a suitable foundation for comparing the researcher's data. The secondary data's disadvantages include challenging to fit the current research, and the information may be outdated. Also, the compilation of the data may be complex.

3.4 Data Analysis

Data analysis involves making meaning of the collected information. This thesis will involve a literature review of the selected sources through the inclusion and exclusion criteria. The literature review will be organized into themes according to the research objectives. Therefore, there will be four core themes. The subthemes will be identified from the literature analysis.

3.5 Research Ethics

Ethics in research are the values and morals of conducting studies. According to Resnik (2020), ethics are based on various principles, including respect for other's autonomy, beneficence, equality, non-maleficence, and justice. In qualitative research, ethics will involve using authorized studies, acknowledging them in the study, and requesting for use if required.

Chapter IV: Results

This chapter involves the findings from the applied methodology. Notably, the data collection approach entailed a literature review. Therefore, an overview of the sources obtained from the search strategy is provided in a table format. Key information in the table is the source's objective, key findings, and implications to this research.

4.1 Search Findings

The search process involved using keywords and phrases to find the relevant sources, including culture and tradition, Asian families, parental pressure, attitude and pressure, and educational attainment. The search yielded 117 references. The inclusion and exclusion criteria were applied, and the final selection included 21 sources. They are comprised of peer-reviewed articles, chapters, dissertations, theses, and an editorial.

#	Citation	Objectives	Findings and Implications to Research
1	Nguyen (2015)	<p>Evaluating the impacts of the two-factor model on the Asian American students.</p> <p>Assessing the gender difference in the stress of the academic expectations experienced by self and others (teachers and parents).</p> <p>Examining the difference in the stress and academic expectations between the US-born Asian Americans.</p>	<p>The two-structure model of the AESI has a suitable fit with Asian American undergraduate. Female Asian American college learners experience high-stress levels from academic expectations. There is no statistically significant difference between the US-born and non-US Asian American students in the academic expectation stress.</p>

2	Poon (2013)	Evaluate the parental influence on the Asian Americans' educational and vocational outcomes.	Parental expectations have a significant influence on the individual's attainment, stress, behavior, and attitude. Confucian ideals can be used to describe this relationship. Notably, Asian Americans should respect the family's reputation by appeasing their expectations and demands.
3	Sarma (2014)	<p>Develop a quantitative tool for measuring the overt and covert parental pressure forms of academic and professional success for the South Asian cultural lens.</p> <p>Examine the importance of self-esteem as a buffer against the adverse effects of stress and pressure.</p> <p>Test the model of the impact of stress, parental pressure, and depression.</p>	<p>Four tools were used to measure the overt and covert parental pressure forms of professional and academic success. They included the Parental Pressure for Success Scale, the Educational Stress Scale-Adolescents, the Center for Epidemiological Studies-Depression scale, Two items from the Youth Self-Report Checklist, and Rosenberg Self-Esteem.</p> <p>The finding revealed that parental pressure is a prediction for academic stress, depression, and suicidality. The study defined the cultural value of education.</p>
4	Saw, Berenbaum, & Okazaki (2013)	Evaluate the ethnic differences between the Asian American and the White American college learners in worrying frequency in two life domains of family and school and the global worrying tendency. Also, the perception of living up to personal standards and parental expectations was examined.	There are ethnic differences in the frequency of academic worry. These disparities are explained by personal standards and living up to parental expectations.

5	Mun & Hertzog (2019). [Exploring the perceived influence of parental expectations on the decision-making processes in academic and career contests for the high-achieving Asian American women who graduated from early college entrance programs.	The majority of women perceived that the parental expectations were specific, high, and inflexible. The participants were expected to perform well, obtain a college degree, and perceived an advanced degree.
6	Wang (2015)	Evaluating the qualitative COEAA project interview data to explore the relationship between the youth's internalizing the motivation for high achievement and the effects of stress and coping approach.	Findings reveal that the parenting behaviors suppress and support the youth competence. The cross-case analysis demonstrates that for the youths' perspectives were suppressed, they had high-stress levels and poor coping strategies.
7	Kim (2018)	Evaluating the relationship between parental involvement and race/ethnicity in pre-secondary education and the relationship between the race/ethnicity and the individual's experiences.	Asian parents participate less in school activities but are highly involved in activities outside the school. Race and ethnicity play a crucial role in the college experiences and perception and mediates the relationship with the college outcomes.
8	Reglin & Adams (1990).	Evaluating the reasons for Asian American high-school students having high-grade point averages and SAT scores compared to other high school learners.	There is an increasing number of success cases of Asian American learners, especially in mathematics and scientific subjects. This is attributed to the parents' pressure and expectation of high grades and social status.
9	Mau (1997).	Examining the variation in the parental influence on White Americans, Asian Americans, and White Americans' academic success.	Asian immigrants and Asian Americans spend more time achieving parental expectations and homework than White American learners. White parents are more involved in school-based activities. A negative relationship between academic achievement and parental involvement was found among Asian Americans and Asian immigrants.

10	Shah (2015)	Examining the parental participation methods in the child's education for the Asian Indian Americans (AIAs) and the South-Asian Americans (SAAs).	Mothers participated more in the child's education compared to the fathers. This study suggested further research to identify the core elements in parental participation.
11	Pang (1991).	To examine the test anxiety, self-concept, and perception about parental support and pressure. The difference was evaluated between 66 European-American middle-school learners and 25 Asian-Americans.	There was no difference between the two groups based on pressure from the parents. However, the Asian-American learners were more concerned with satisfying their parents. They also indicated more support from the parent in pursuing academic performance.
12	Chau (2010)	Evaluating the Chinese adolescents' academic success in relation to the ethnic group's parenting styles of permissive, authoritative, and authoritarian. It also assessed the parenting differences between Chinese fathers and mothers.	There was no significant relationship between the school performance and the parenting styles. Paired t-tests showed no significant variation between fathers and mothers on parenting. However, both parents are permissive and authoritative.
13	Dundes, Cho, and Kwak (2009).	Evaluating the underpinning career and educational choices through survey data to measures the differences between the white and Asian students in the US.	Most Asian students value prestige over their happiness, while whites prefer their satisfaction when selecting a college. The Asian Americans' parents, including both fathers and mothers, emphasized reputation when choosing the school.
14	Kodama and Huynh (2017)	Understanding the working and education experiences for the Asian American learners.	Career and academic development for Asian American learners is sophisticated by culture, racial stereotyping, and interdependence with family.

15	Antony-Newman (2019) [Systematic Synthesis of 40 quantitative and qualitative studies].	Evaluating the parental involvement for the immigrant parents in Asia, Europe, Australia, and North America.	Immigrant parents face several challenges to their involvement due to lack of familiarity and language barriers with the host country's educational system. Another core finding is that high parental pressure is related to the children's academic performance and is associated with educational inequalities among the learners' diverse groups.
16	Wang et al. (2021).	Evaluating the challenges, strengths, and solutions for Asian Americans.	School staff and consultants should recognize the strengths of Asian Americans and develop openness and empathy for their challenges, enhance the communication between parent and youth, and positive parenting.
17	Yoon et al. (2018).	Examining the cultural integration and identity development of East Asian families.	Five domains emerged from the Consensual Qualitative research, including cultural/ethnic socialization and expectation, racial context-racism, bicultural living, peer-context, and family context (parental expectations).
18	Hui & Lent (2018).	Evaluating the culturally relevant elements contributing to the Asian Americans consideration of the areas they are overrepresented (Sciences) and underrepresented (social science and education).	Family acculturation and support play various roles according to the Holland theme. Family support, for instance, is linked to career choice considerations, both directly and indirectly. Their involvement influences career development.
19	Lee and Kang (2018)	Evaluating the helicopter parenting in the Confucian culture valuing parental involvement and authority for the US's college students. Data was collected from Korean adults.	A high degree of helicopter parenting is indirectly related to depressive symptoms due to increased parental expectations in career and education attainment. Higher levels of helicopter parenting are also indirectly associated with psychological adjustment, including life satisfaction and depressive symptoms through parent-child affection.

20	Guo et al. (2019).	Examining how the socio-economic status (SES) process, including parental education and income, relates to the child's academic achievement and the gender difference.	Parental pressure has different impacts on the child across the two genders. The effect of parental stress on boys is mediated by communication and parental expectation. For girls, mediation includes parental communication, home-monitoring, and parental expectations.
21	DuongTran, Lee, and Khoi (1996).	Evaluate the gender and ethnic differences in SLE in Southeast Asian adolescents.	Female adolescents report higher pressure and are concerned with good grades. Male adolescents worry about where to stay after graduating and getting a job.

4.2 Summary of the Sources

Table 1: Summary of Literature Review Sources

Chapter V: Discussion

This chapter involves the data analysis from Chapter IV. Notably, the discussion is an in-depth literature review of the final 21 sources. The discussion follows four main themes regarding the perception of the Asian American parents about their children's education and determining the relationship between parental pressure of Asian American parents and the academic attitude of their children. Other themes include evaluating the impact of parental pressure of Asian Americans on their children's mindset and assessing how that parental pressure influences relates to their children academic behavior at the university. The discussion also involves relating the content with the theoretical framework.

5.1 Perception of Asian American Parents About the Children Education

Asian Americans are identified as a model minority in American culture and education. This was described in the letter from the editors by Poon (2013). Notably, Asian American parents value education and hard work. As described by Poon (2013), the majority of studies attribute these values to their culture. Asian Americans acknowledge that academic achievement is central in addressing discrimination based on race and ethnicity. Their history also shapes the perception of hard work and the need for high level of achievement. Through an account of their experiences between the 1850s and 1950s, Poon (2013) note that Asian Americans were discriminated against in tenant and marital rights and the primary civil rights favorable to the white majority. The minority populations were denied joining labor unions, getting professional licenses, marrying American women, and living in prestigious areas. Until the Immigration and Nationality Act of 1965 was lifted, Asian Americans were not permitted US citizenship.

The perception regarding the Asian American as model minority disadvantages them in terms of inclusion in key policy-related issues. Nguyen (2015), in his doctoral dissertation, also

terms Asian Americans as the model minority. However, there are downsides to this perception about Asian Americans. The main disadvantage is that based on their successes, some perceive that they do not encounter barriers in attaining education. This opinion is misleading because the population is left behind when making critical decisions, especially public policies. Furthermore, being grouped as Asian Americans results in these difficulties, struggles, and barriers facing the model minority. The perception is that they are intelligent and successful and, thus, do not require assistance.

5.1.1 Parental Pressure in Asian Culture

The primary factor in the Asian American perception is that the children should be successful. This is profoundly understood from the cultural lens. Sarma (2014), through a doctoral dissertation, also described the Asian culture framework and how it influences the perception of high educational attainment. Notably, Asian culture shares similarities in food, language, clothing, customs, and family structure. Using India's example, a diverse state with various religions, dialects, languages, and sub-culture, Asian culture is described by highly valuing education, respecting the elders, a hierarchical family structure, family honor, and collectivism. These values are essential in binding the cultural groups. Among the unique factors between the groups are language, religion, and socio-political factors. In the Asian culture, parental pressure, as Sarma (2014) described, is a popular and unique concept and adolescents define their families as sources of inspiration, support, and motivation. Both adolescents and parents explain the importance of social competition as a social capital form among Asians, including Chinese, to motivate them to achieve high standards.

Asian American cultures share various values of conforming to the norms, collectivism, family recognition, and self-control. This is described by Saw, Berenbaum, and Okazaki (2013),

who further note that the minority population is defined by filial piety, the behaviors, and attitudes associated with caring for and respecting parents into their old age. In the parental expectation about academic attainment, various Asian cultural values suggest that the family role and involvement in the individual's achievements are crucial to the child. Comparing Asian Americans and the White American parents, Asians emphasize the children's academic success. This is more pronounced among immigrant Asian Americans that perceive academic achievement as the foundation to social mobility in America. It is also critical in attaining social status, the foundation of respect in the community. The parental expectation about their children is for their respect and abiding by the cultural traditions. These are essential in preserving their ethnic culture.

The social cognitive career theory (SCCT) application in parental perception is based on the variables and values related to academic attainment. According to Lent, Brown, and Hackett (2002), a person's career is described by three elements: obtaining success, making educational decisions, and developing academic interests. The parental expectations about their children's attainment involve these three aspects. For instance, the parental expectations of the child's decisions are based on meeting the family's desire for educational success. Also, obtaining success is an objective for both the parent and the child. Achieving these objectives is central in demonstrating respect for filial piety.

5.2 Relationship Between Parental Pressure of the Asian American Parents and the Academic Attitude

Parental pressure is significantly related to the child's academic attitude. Notably, Asian American children acknowledge that they have to meet parental expectations, a critical element in their attitude towards working hard to achieve high performance. A qualitative study by Wang

(2015) reveals that the model minority dominant image will always overshadow the psychological adjustment that these populations face compared to their white peers. Notably, high academic achievement expectations constitute a significant domain in conflict salient among Asian American families. Individuals are motivated to work hard to meet the parental expectations, although these anticipations may also result in stress. Drawing from the self-determination theory, parental pressure may have varying impacts on the child's behavior and education attitude. It is the foundation of competence, autonomy, and relatedness that motivates the individual to work hard.

Asian American parents are characterized as controlling and authoritative, affecting their children's autonomy. The parenting style is significantly related to academic achievements and internalization. However, there are inconsistent results between psychological adjustments and parenting among Asian Americans (Wang, 2015). Kim (2018) offers a different view and notes that, although Asian Americans are considered a minority model, the meritocracy ideology capturing the capitalist economy's entrepreneurial values relates the individual's success or failure to one's merit. However, not every individual has equal access to these opportunities, and Asian Americans are no exception to the racial and ethnic disparities. This implies that several other factors should be considered when determining the individual's attitude due to parental pressure. An example is the less-privileged in the community. Asian American immigrants, for instance, have limited access to quality education. Although their parents may expect high performance, the structural social inequalities should not be ignored in hampering the child's academic achievement.

5.2.1 Role of Culture in Educational Efforts

Children's educational effort is influenced by parental pressure, although there are positive and negative effects. As Mau (1997) has espoused, there is a prevalent belief in the Asian culture regarding the use of diligence to overcome the deficiency. Notably, this belief is considered critical in the individual's success. The attitude emanates from Confucian values about the importance of efforts in achieving success. In Chinese culture, the educational attitude is described by Confucius's beliefs regarding the impacts of efforts in achievements. This is emphasized in Japanese philosophy and Chinese writings. The individual's effort is defined by time and working hard on the task. Among the core values transmitted in the Asian culture is the child's school endeavor. Compared to White Americans, Asian Americans believe that lack of effort is a crucial factor influencing failure to meet the academic endeavor. The cultural value of the relationship between success and effort is demonstrated in parental pressure and beliefs. Notably, when parents consider that academic achievement is dependent on the individual's efforts, they are likely to motivate them to work hard and participate in academic-related activities. This explains why Asian American students spend most of their time in school-related activities than other non-education activities compared to the White Americans reflecting on the cultural value (but see Lu, 2013 for a different view on the importance of extra-curricular activities like music for some Asian American families).

SCCT theory application is based on the underpinning elements of beliefs, self-efficacy, and outcome expectations. As Lent et al. (2002) have described, outcome expectations are based upon the beliefs and consequences regarding a specific action or behavioral outcome. Parental education expectations for Asian American children influence their attitude towards hard work. Another core element is parental involvement in the individual's education-based activities. The

Confucius beliefs of the relationship between hard work and academic or life achievements profoundly demonstrate the SCCT framework's application. The self-efficacy aspect in the parental involvement and pressure is based on the other elements that define parental involvement, including direct instructions, providing support, and encouragement. It is also crucial for the child to maintain good communication with the institution to promote the individual's performance.

5.3 Gender Variation in Parental Pressure and Expectation on the Child's Attainment

Parental involvement and pressure on the child's attainment differ based on gender. This is demonstrated in both the mothers' and fathers' involvement and the pressures affecting boys and girls. According to Shah (2015), the mother-child relationship is critical to the child's development. Regardless of the child's gender, more emphasis is placed on the mother's responsibility than the father. Notably, the mother plays a vital role in educating the child's emotional and social skills. The active participation of mothers compared to fathers is based on the time spent with the child. Mothers with higher SES, Shah (2015) maintains, have better knowledge about the child's development and have better relationships with the individual than those with less education, reflecting differential access to resources. Lack of sufficient support from the mother results in a child becoming dysfunctional and at risk. Notably, the term "mother" is vital in most traditions and cultures.

Gender variation is reflected in the parenting styles of Asian Americans. As Chau (2010) has described fathers are more likely to apply authoritarian parenting styles than mothers. The issue of gender is further reflected in the strict approach being used to sons and not daughters. Mothers are also likely to apply a permissive approach compared to the fathers. Although there are these differences, both genders among Asian Americans are likely to use the same

authoritarian parenting style. The Asian American cultures underpin these approaches. Antony-Newman (2019) argues that gender is among the factors determining parental involvement in the child's education. Other factors include race, class, and immigrant status. Also, parents with a busy socio-economic life are less likely to participate in the child's efforts and education.

5.3.1 Gender Differences in the Effect of Parental Pressure on Gender

The effects of parental pressure on gender are centered on the perceived areas of concern between men and women. According to Mun and Hertzog (2019), Asian Americans perceive education as an equalizer for children. However, the effect is higher on the identity development for women compared to mainstream culture. In traditional culture, women are taught and expected to be submissive, demure, and passive. The issues with the individual's well-being commence from the expectations. Notably, the woman is expected to be a good daughter, characterized by maintaining high academic achievement and career development. Failure to achieve parental expectations results in anxiety, parent-child conflict, and depression.

There is also a difference between boys and girls in educational aspirations and achievements. Compared to boys, girls have high academic achievement aspirations and experience strict parental control on their outdoor activities. According to Guo et al. (2019), through a sample of 598 Chinese children comprising of 299 boys and 299 girls), girls and boys are affected differently by parental pressure. For the boys, they are affected by parental education and the impacts of the family income. These aspects are partially mediated by communication between parent and child and parental expectations. For the girls, parental education is partially mediated by three core pathways. These include monitoring at home, communication, and parental expectations. These implication of these findings include demonstrating the differences in the aspects that shape boys and girls concerning parental pressure on academic attainment.

Gender differences are also reflected in the factors that influence the individual's thoughts. This is revealed by DuongTran, Lee, and Khoi (1996) from a study of 70 Southeast Asia (SEA) adolescents. In the reported stressful life events (SLE) in the sample, the ranking between Vietnamese, Cambodian, and Hmong revealed that Cambodians are the highest in strict discipline for the child's social life. Vietnamese and Hmong were characterized by academic pressure and social life. T-tests revealed that the female adolescents report high stress for 8/10 life events among females compared to males. Females are concerned with good grades and personal pressure. Males, on the other hand, are worried about where to live or secure a job after graduating. The school's social work practice implications with parents from the SEA families are conducting further research about family distress and parental involvement. This will be essential in indemnifying the main issues in the individual's social and emotional well-being.

Gender is among the underpinning constructs in the SCCT theory. It is a predisposing variable and core element influencing outcomes (Wendling & Sagas, 2020). The cultural and social structures in the Asian American communities reveal that racial differences in academic success are viable explanations along the gender dimensions. Notably, girls are more affected by parental pressure than boys, and the two genders worry about different aspects. Also, the parental influence matter according to gender, where maternal education is more critical for the girls, whereas that of the father is prominent in the son's academic progress. Women's role is significant in the child's education and determines the individual's pursuit for higher learning. However, as DuongTran et al. (1996) note, there is a need for further studies to distinguish the requirements based on gender.

5.4 Impacts of Parental Pressure on the Asian Americans Academics

The effects of parental pressure among Asian Americans are diverse. On the one hand, parental involvement in their academic achievements is associated with high grades and SAT scores compared to other students (Reglin and Adams, 1990). On the other hand, Pang (1991) tested the perception, anxiety, and self-concept based on parental support and pressure. The comparison between the 25 Asian Americans and 66 European-American middle school learners reveals no difference between the two groups based on parental pressure. However, it is revealed that Asian-American learners are more concerned with satisfying their parents, and they indicated more support from the parents to pursue higher education and better academic achievements. The two studies demonstrate inconsistent findings regarding parental pressure and involvement among Asian Americans. Therefore, further research is needed to address this gap and define parental pressure differences among Asian Americans and other ethnic groups.

High parental pressure and involvement from Asian American parents do not translate to the decision-making process. Instead of encouraging the students, the pressure may discourage them and, in turn, result in stress and stigma. According to Kodama and Huynh (2017), Asian American students are concerned with meeting their parents' expectations, impeding their participation in the decision-making process. The parents are more concerned with the individual getting a prestigious job and would question the individual's decision. This is the foundation of having a support system for these learners to make the right career choices according to their preferences. Both the implicit and explicit ways of involving the parents in the career and academic decision-making processes are crucial. This is achieved through family-based programs. The inability to make decisions and the high parental pressure results in the child's stress and emotional cost, affecting the individual's overall well-being and achieving the career

objectives. Dundes, Cho, and Kwak (2009) have discussed this and note that acknowledging pressure in the career achievement should be included in the counseling session. This is based on addressing the collectivistic orientation and the pressure to uphold academic expectations.

The impact of gender in parental pressure and the child's decision-making process are reflected in one's voice. As described by Wang et al. (2021), both boys and girls have continued to struggle in voicing their concerns and protecting their mental health. They have accepted the use of various approaches, including building relationships with institutions to address the stigma. This is critical in ensuring that their parents acknowledge their preferences. Through qualitative research, Yoon et al. (2017) have showed that, although Asian American parents have high expectations for the child's success, the children feel pressured and stripped of their independence and autonomy. This is reflected among both girls and boys. The main concern in this regard is the involvement approach. According to Hui and Lent (2018), family support is associated with career choice considerations, directly and indirectly, and with influencing career development. However, the pressure should be reduced to avoid stress and psychological effect on the individual, particularly girls.

SCCT theory describes three elements in career development. These include career success, making educational decisions, and developing academic and career interests (Lent et al., 2002). Some of the concepts integrated into the theory are the individual's values, abilities, and interests. They are central in the learners' stress due to high academic expectations. Lee and Kang (2018) described high levels of helicopter parenting are associated with depressive symptoms due to parental expectations. They are also indirectly related to psychological adjustment. These aspects impede academic success. Therefore, practical approaches should be explored about parental pressure and addressing the stigma and stress in meeting parental

expectations. The following section involves a summary of the findings, future studies, implications of the discussion, and limitations.

Chapter VI: Conclusion, Limitations, and Future Research

This chapter summarizes the research, including the main findings and the achievement of the objectives. It also outlines the limitations, implications of the results, and future research as drawn from the discussion.

6.1 Summary and Achievement of the Objectives

This thesis aimed to evaluate the impacts of parental pressure on different genders' academic behaviors and attitudes among Asian Americans. The evaluation was based on gender and cultural constructs. The findings reveal that Asian Americans are characterized by high pressure on their children's academic attainment. This pressure is rooted in the ethnic group's historical experiences, especially those between the 1850s and 1950s. The model minority, as they are referred to, was denied fundamental civil rights and was discriminated against during those years, with vestiges of that discrimination remaining in the present. Their involvement in the child's academic is based on ensuring success and social status in life. The cultural explanation is based on Confucius' values, which include filial piety. Asian Americans are expected to respect and acknowledge their elders' (e.g., parents) expectations. However, high parental expectations have positive and negative impacts, including stress and depression, which may adversely affect children's academic achievement.

Parenting style differs among genders (mothers versus fathers), and the impact of those styles on boys and girls are also different. The literature review above shows that, although both Asian American mothers and fathers apply authoritarian parenting styles, mothers play a significant role in the child's development and are more involved in the individual's academic growth. Both parents' academic achievements are crucial in motivating the child. However, parental pressure affects boys and girls differently. Girls are more affected and are concerned

with good grades. Male adolescents from Asian Americans are concerned with their residence and with getting a job after graduation. Further findings show that parental expectations and communications mediate the impacts of parental pressure on the boys. In contrast, those on girls are based on home monitoring, communication, and expectations.

6.2 Study Limitations

This study involved a literature analysis. The qualitative approach was a challenge as the data collected was secondary and did not wholly suit the research's main aim, as the primary data collection approach would. The COVID-19 impeded the collection of primary data. Another limitation was settling on the final 21 sources. The process was indeed tedious and involved analyzing all the references to establish the matching themes, which was a challenge due to time constraints. Finally, a notable limitation is that these 21 sources do not fully capture the totality of Asian Americans parents and children. Indeed, Asian Americans are not a monolithic group, but instead are marked by various histories and cultural traditions. The studies used in this literature provide a lens into that variety but not the complete picture.

6.3 Future Research and Implications

The research revealed inconsistent results in the effects of parental pressure on Asian Americans. There are studies showing the relationship between parental involvement and academic success, whereas others demonstrate the challenges that these children face due to parental pressure, including stress and depression. Therefore, further research is essential in addressing this disparity. Another key finding that informs future research is the dynamic and trends in current Asian Americans' experiences. The majority of students have identified ways to address parental pressure impacts by engaging in supporting programs in the learning

institutions. These approaches help the learners in voicing their concerns and preferences.

Further research should be tailored in understanding the effect of these approaches to meeting the students' goals. The implications of these findings is to continue understanding the experiences of the Asian Americans boys and girls due to parental pressure.

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