

Exploring Parental Pressure and Its Effects on Students' Personality Development in Higher Secondary Level at District Gwadar

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Abstract: This qualitative study, performed in Gwadar, Balochistan, explored numerous kinds of parental pressure and their outcomes on higher secondary students' personality development through individual interviews and thematic analysis. Findings discovered that excessive control, criticism, and unrealistic expectations caused anxiety, low self-esteem, self-doubt, worry of failure, and emotional withdrawal. Students regularly felt remote from parents and struggled with decision-making and self-expression. Conversely, supportive parental behavior fostered self-confidence, motivation, and emotional stability. The study concludes that even as parental involvement is vital, poor stress hinders emotional increase and character formation. It recommends balancing expectations with empathy and open communication. To mitigate excessive stress, consciousness classes and counselling for parents, alongside school-prepared parent-trainer workshops on high-quality reinforcement and emotional intelligence, are suggested. Encouraging scholar involvement in decision-making can strengthen relationships, reduce stress, and promote confident personalities.

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Introduction

Children's personality is strongly influenced by environmental factors, society, and family, especially parents. Personality is a relatively permanent and unique trait that provides stability to an individual's personality in their behaviour (Roberts & Mroczek, 2008). Children are the seeds, strength, and young generation to continue the ideals of the nation's struggle, have a strategic task and have distortive Characteristics characters that ensure the continued existence of the nation and state in the future. Parents are the main and first educators before children and get formal education at school, it is in the family that children first learn. The family is not only the successor of offspring, but also for the direction of the child's personality (Masnawati & Masfufah, 2023). Parenting by parents plays an important role in building children's Character. Children's personalities that are influenced by parenting patterns vary. Families, particularly parents, society, and the environment all have a big impact on a child's personality. According to Roberts and Mroczek (2008), personality is a distinctive and comparatively permanent characteristic that gives a person's behaviour stability. In addition to having a strategic task and unique characteristics that ensure the nation and state's continued existence in the future, children are the seeds, the strength, and the next generation to carry on the nation's struggle ideals. Children will also show their different characters depending on how the parenting provided by their parents. Parenting is the foundation of a child's character in the future. Because parents are the first teachers for their children. One of the patterns of parental education is to demand or pressure their children So that the child is

always obedient to them. Cultural differences exist in parental pressure. Academic or professional achievements are given a greater importance in some cultures as signs of social status and family pride. For example, East Asian nations have a reputation for boasting about being accepted into one of their esteemed universities, which is frequently and consistently regarded as a testament to the honour and achievement of the entire family as well as a personal accomplishment. In such a setting, the child is obligated to uphold the family's collective honour as well as to achieve personal goals. Therefore, even though emotional burden must be carried, cultural acceptance makes this type of pressure even harder to sense or overcome. Every parents have different parenting styles that's may effect their children personality such as; to pressurised their children for high academic achievement, social and behavioural pressure, careers choices, emotional pressure and pressure to maintain family reputation such types of pressurisation can cause psychological and emotional issues that influence the children's personalities development .

Research Problem

Parents naturally want the best for their children but sometimes, their high expectations can turn into pressure that students struggle to manage. From choosing a career path to getting top marks, students often feel like they're living to meet someone else's standards. Over time, this pressure might not just affect their stress levels, but also shape who they become their confidence, decision-making, emotional stability, and sense of identity (Qadeer et al., 2025). Numerous studies on parental pressure and its effects on children psychological and emotional well-being have been undertaken in other places, but no research has been conducted in District Gwadar on this topic. As a result, this study is being performed to address this gap, namely the effect of parental pressure on students' personality in District Gwadar.

Objectives

The objectives of the study are:

1. To explore different types of parental pressure at high secondary level at District Gwadar.
2. To explore the effects of parental pressure on student's personality at higher secondary level at District Gwadar.

Research questions

The research questions are:

1. What are the different types of parental pressure at higher secondary level at District Gwadar?
2. How the parental pressure effect student's personality development at higher secondary level at District Gwadar?

Literature Review

Parental Pressure

Parental pressure is defined variably across psychological and cultural lenses. Grolnick and Ryan (1989) view it as controlling parenting that stifles autonomy and intrinsic motivation. Luthar (2003) highlights emotional costs in high-achieving families, linking excessive expectations to anxiety and self-worth issues. Chao (1994) observes that in East Asian cultures, pressure is perceived as care yet retains psychological impact. Assor, Roth, and Deci (2004) emphasize that performance-contingent approval fosters internalized inadequacy, adversely affecting personality. Overall, moderate pressure is inherent in parenting, but excessive or emotionally detached forms yield lasting negative effects on students' personality development.

Types of Parental Pressure

Emotional Pressure

Using psychological control techniques like guilt, fear, and obligation to affect children's behaviour is known as emotional pressure in parenting. Emotions are changes in one's body or mind caused on by feelings that affect behaviour. Additionally, emotional control is a type of social intelligence that includes the capacity to regulate one's own emotions as well as those of others and to apply this knowledge, claim Cripps and Zyromski (2009). For directing a person's thoughts and behaviour. However, it primarily refers to an individual's efforts to manage the production, experience, or display of emotion as well as their emotional response. Parental psychological control is defined by



Barber (1996) as manipulative and disruptive actions that interfere with children's emotional and psychological growth. According to Newman (1997), this is known as "emotional blackmail," in which parents use guilt, obligation, and fear to get their children to follow their commands. According to Grolnick and Pomerantz (2009), these controlling behaviours interfere with children's needs for independence and connection, which can result in harmful outcomes like anxiety and low self-esteem.

Academic Pressure

One of the most common types of parental expectations is academic pressure, in which parents place a strong emphasis on academic success and achievement. According to Grolnick and Ryan (1989), parents who set high expectations for their children's performance can increase motivation, but they also run the risk of making their children feel anxious and burned out if they are seen as controlling rather than encouraging. Chao (1994) goes on to say that in certain cultures, like Chinese families, parental expectations of "training" and discipline are strongly linked to academic success, which puts a lot of pressure on kids. Children's psychological health may suffer from excessive academic pressure, which can lead to stress and a decline in intrinsic motivation (Ryan & Deci, 2000).

Career Choices Pressure

Parental strain regarding profession selections is a reflection of parents' preference to direct their kids towards unique professions, regularly setting a better value on social standing, financial stability, or status than at the child's interests (Eccles, 1993). Research suggests that after children sense forced into roles that don't match with their identities or goals, it could result in internal struggle and decrease activity satisfaction (Whiston & Keller, 2004). Baumrind's parenting style framework states that this form of strict professional stress is regularly connected to authoritarian parenting, which limits children's autonomy in decision-making and is excessive in control however low in warmth (Baumrind, 1966).

Behavioural Pressure

Behavioural control refers to the patterns of behaviour that parents employ to manage their children's circumstances. Parental efforts to monitor, discipline, and establish rules for their children are examples of behavioural control (Cripps & Zyromski, 2009). Because behavioural control refers to the regulation of children's behaviour, adolescents who lack it are at risk (Barber & Harmon, 2002). Behavioural pressure is the term used to describe parental expectations regarding their children's behaviour, discipline, and obedience to social or cultural norms. While excessively strict control, which is a typical of authoritarian parenting, can lead to compliance as well as internalizing problems or disobedience, Kerr and Stattin (2000) emphasize that, when balanced with warmth, parental monitoring and behavioural control can promote positive adjustment. In the absence of emotional support, behavioural control can lead to social anxiety and a deterioration in psychological well-being (Darling and Steinberg, 1993).

Social Pressure

The types of pressure society apply to maintain law and order are known as social control. When it comes to academic activity disruption, parental social control such as laws and restrictions on political freedom may encourage students to be more active. Parental expectations regarding their child's friendships, social interactions, and involvement in cultural or community events are examples of social pressure. According to Parke and Burial (2006), parents socialize their kids to fit in with cultural expectations and preserve the family's reputation, which can lead them to stress when the kids' social preferences don't match these standards. Children's social competence and emotional well-being are negatively impacted by perceived rejection from their parents or lack of acceptance in social domains, according to Rohner's (2004) Interpersonal Acceptance-Rejection Theory.

Consequences of Parental Pressure

Psychological Consequences of Parental Pressure

Parental stress with out emotional help or autonomy makes youngsters equate love with performance, main to pressure, tension, depression, low self-esteem, and worry of failure (Ma et al., 2022). Harsh excessive expectations growth internalized troubles along with tension and depression (Rahmandani, 2020). Children start to base self



confidence on achievement, adverse trust, communication, and emotional bonds. Long-time period pressure increases cortisol levels (Mikolajczak et al., 2023), harming emotional law and wholesome development. Even excessive achievers sense consistently inadequate, dropping self belief and motivation.

Cognitive and Educational Effects of Parental Stress

Parental educational stress reduces intrinsic motivation, moving students' attention from interest to grades and diminishing pleasure in learning. Although it can increase short-time period performance, long-time period results encompass burnout, disengagement, and poorer achievement. Students develop worry-primarily based totally attitudes closer to learning, keep away from risks, and lose vital wondering and cognitive flexibility. Test anxiety similarly impairs memory and consciousness (Frontiers in Psychology study). Rising expectations fuel perfectionism, harming each intellectual fitness and performance. Children start to view failure as a private flaw, limiting creativity and adaptability. Balanced parental help emphasizing autonomy, interest, and practical expectancies is critical for wholesome cognitive, emotional, and educational development.

Long term Consequences of Parental Pressure

Behavioral and Social Consequences of Parental Pressure

High parental pressure triggers behavioral issues in students, manifesting as internalized withdrawal or externalized aggression, with emotional needs often ignored (Crnic & Ross, 2017). Elevated anxiety and depression lead to anger, social isolation, and impaired school performance. Children develop an external locus of control, tying self-worth to achievements, fostering perfectionism, self-doubt, and poor failure coping. Maladaptive strategies emerge, including rebellion or risky behaviors. "Helicopter parenting" hinders independence, resulting in low self-esteem, binge drinking, and deficits in confidence, decision-making, and problem-solving (Kang & Seo, 2009). Unaddressed, these issues disrupt relationships and extend beyond school.

Relational Consequences of Parental Pressure

Parental pressure strains parent-child bonds by fostering emotional distance, reduced open communication, and judgmental interactions. Children perceive parents as controlling, prompting rebellion to assert independence (Kahn, 1957). Constant criticism escalates minor issues into conflicts, eroding trust, increasing misunderstandings, and diminishing emotional investment. Children internalize performance-based worth, viewing parents as stress sources rather than support, leading to withdrawal, jealousy, or seeking solace in peers/hobbies. Severe cases result in self-isolation, risky behaviors, or relationship rupture. Conditional love undermines trust, discouraging vulnerability and help-seeking.

Long Time Period Effects of Parental Stress

Parental stress profoundly shapes profession paths and lifestyles pleasure through direct and indirect mechanisms. Positive, supportive parenting complements adolescent well being and long-time period pleasure. Conversely, excessive stress and overparenting correlate with profession indecision, decreased self-efficacy, and frustration in work lifestyles (Wang, 2023). High educational expectancies strongly predict decrease lifestyles pleasure, higher depression, and educational stress (Aziz & Tariq, 2019). Students internalize parental fulfillment definitions, regularly leaving behind private passions for imposed norms, growing self-stress. While parental involvement is vital, it should be balanced. Supportive practices foster autonomy and wonderful outcomes; over manage hinders independence, main to terrible intellectual fitness and profession struggles. Nurturing independence with guidance is prime to expert fulfillment and universal lifestyles pleasure.

Personality Trait

Personality trends are strong styles of thoughts, feelings, and behaviors that form character, social interactions, and responses to situations. Examples encompass cheerfulness (uplifting others in adversity) and conscientiousness (reliability, organization, commitment). The Big Five—openness, conscientiousness, extraversion, agreeableness, and neuroticism categorize those trends, which continually have an impact on behavior and relationships throughout lifestyles.



Neuroticism

Neuroticism involves common poor feelings like anxiety, anger, and emotional instability. High parental stress specially unrealistic educational or behavioral expectancies—elevates neuroticism in college students by inducing continual stress, self-doubt, and worry of failure (Chen et al., 2014). This manifests as anxiety, irritability, or emotional reactivity. In contrast, supportive, information parenting reduces neurotic inclinations by fostering a stable surroundings in which recognition is unconditional.

Openness to Experience

Openness to revel in encompasses imagination, creativity, curiosity, and willingness to explore. It flourishes in environments promoting autonomy and important thinking. Excessive parental manage or stress mainly implementing rigid educational/profession paths fosters worry of failure, stifling curiosity, creativity, and flexibility. Authoritarian settings breed rigid mindsets. Conversely, supportive parents who inspire exploration and prize unique hobbies enhance openness, intellectual risk-taking, and creative thinking (McCrae & Costa, 2008).

Agreeableness

Agreeableness reflects empathy, cooperation, compassion, and respect. It develops through emotional warmth and supportive parenting, fostering internalization of those qualities (Roberts & Mroczek, 2008). Harsh, important, or performance-contingent stress suppresses empathy, main college students to grow to be aggressive, uncooperative, and emotionally remote as coping mechanisms, in the long run decreasing agreeableness (Chen et al., 2014).

Extraversion

Extraversion involves sociability, assertiveness, enthusiasm, and enjoyment of social interplay. It flourishes in supportive environments allowing self-expression, peer engagement, and emotional freedom (McCrae & Costa, 2008). Excessive parental stress mainly in achievement-centered or authoritarian settings fosters withdrawal, self-criticism, and social inhibition through prioritizing compliance over private growth (Chen et al., 2014). Conversely, parents encouraging open communication and social interplay construct self belief and interpersonal capabilities, improving extraversion. The trait is hence closely shaped through parental stress degrees and own circle of relatives emotional openness.

Positive Effect of Parental Stress on Pupil Persona Tendencies

Effects on Youngsters Emotional Stability

Mild parental stress, paired with encouragement and support, fosters emotional stability (low neuroticism) through constructing strain control and emotional law capabilities (Roberts & Mroczek, 2008). In a secure environment, youngsters advantage self belief, decreased anxiety, and resilience through assembly challenges, selling emotional adulthood and adaptability.

Effects on Youngsters Openness to Enjoy

Parental stress can enhance openness to enjoy when it encourages extracurricular, new studies, or cultural sports through thought instead of manage. Supportive encouragement fosters creativity, curiosity, adaptability, and a love of gaining knowledge of even as maintaining autonomy, promoting cognitive and private growth (McCrae & Costa, 2008).

Effects on Youngsters Agreeableness

Positive parental stress fosters agreeableness through emphasizing cooperation, empathy, and politeness. Warm regular role-modeling through parents encourages kindness and social awareness, assisting youngsters internalize those tendencies and grow to be extra amiable in interactions (Zarra et al., 2015).

Effects on Youngsters Extraversion

Parental stress, while supportive and encouraging, boosts extraversion through selling social interplay and self belief. Gentle steerage to talk in class, lead, or be a part of organizations allows college students conquer shyness, construct sociability, and expand critical interpersonal capabilities for educational and expert success (McCrae & Costa, 2008).



Negative Effects of Parental Stress on Pupil Personality Trait

Effects on College Students Neuroticism

Excessive parental stress extensively increases neuroticism in college students, mainly to persistent strain, tension, and emotional instability (Chen et al., 2014). Constant excessive standards, complaint, and worry of failure foster self-doubt and emotional reactivity, growing intellectual fitness risks. This stress drives worry-primarily based totally motivation and heightened sensitivity in preference to resilience.

Effects on Pupil Conscientiousness

Excessive parental stress hinders healthful conscientiousness, fostering worry-pushed perfectionism in preference to intrinsic motivation (Roberts & Mroczek, 2008). Unrealistic needs cause burnout, procrastination, or obsessive overwork. Students expand harsh self-criticism and war with sensible goal-setting, undermining time control and balanced discipline.

Effects on Pupil Openness to Enjoy

Rigid parental manage stifles openness to enjoy via way of means of implementing strict academic/profession paths and discouraging interest or impartial decisions (McCrae & Costa, 2008). Fear of failure or deviation fosters risk-aversion, decreasing creativity, interest, and flexibility, mainly to inflexible questioning and conduct.

Effects on Pupil Agreeableness

Harsh, controlling parenting hinders agreeableness with the aid of using pairing stress with complaint, neglect, or punishment (Zarra et al., 2015). Students end up aggressive, rude, or detached, suffering with cooperation and trust. High-stress environments foster jealousy, opposition, and isolation rather than empathy and teamwork.

Effects on Pupil Extraversion

Excessive parental stress suppresses extraversion by prioritizing overall performance over social growth, discouraging self-expression and peer interaction (Chen et al., 2014). Fear of complaint or failure breeds shyness, isolation, decreased confidence, and inhibited assertiveness, mainly to social tension and faded management skills.

Parental Stress in Pakistan

In Pakistan, parental stress profoundly influences college students' mental fitness and educational strain. Ilyas et al. (2023) observed a robust wonderful hyperlink among parental expectancies and educational strain amongst lady pre-scientific college students, wherein better needs improve stress without boosting satisfaction. Tayyab (2023) in Gujarat recognized parents' tension over social behavior and fulfillment as key drivers of pupil strain. Collectively, those research display that well-intentioned stress regularly harms emotional development, self-esteem, and universal persona formation.

Gender Differences and Parental Stress in Pakistan

In Pakistani culture, parental strain intertwines with conventional gender roles, growing distinct expectations. Male college students face more educational needs as future breadwinners, linking achievement to own circle of relatives honor and economic security. Female college students, though under much less direct educational strain, internalize expectancies extra intensely, displaying better tension, low self-esteem, perfectionism, and emotional withdrawal while failing to fulfill standards (Kausar & Munir, 2004). Boys showcase externalized responses like aggression or burnout, at the same time as women display internalized distress. These styles align with self-dedication idea, in which externally pushed motivation undermines autonomy and emotional balance without support. Recognizing those gender variations is important for centered counseling and academic interventions to mitigate strain's effect on mental well being and character improvement.

International Attitude on Parental Strain and Personality Improvement

International studies suggests parental strain influences college students' mental and character improvement throughout cultures. In South Korea, educational strain lowers vanity through worry of negative grades, growing



neuroticism. In China, overprotective parenting heightens tension, weakens self-worth, and fosters withdrawal or emotional instability (Saha, 2009). U.S., Belgium, and China comparisons monitor authoritative parenting boosts conscientiousness and balance, at the same time as authoritarian/neglectful patterns increase tension and decrease agreeableness. In Iran, authoritative parenting promotes mastery and maturity; authoritarian patterns hyperlink to psychotism and occasional openness. In India, take a look at tension mediates parental strain's consequences on motivation, vanity, and emotional manipulate (Nagpal, 2016). Despite cultural variations, strain constantly impacts motivation, self-worth, and emotional coping—highlighting a everyday concern.

Theoretical Framework

Parenting patterns Idea (Diana Baumrid 1960)

Baumrid's Parenting Styles Theory classifies parenting into authoritative (excessive demand + excessive responsiveness), authoritarian (excessive demand + low responsiveness), permissive (low demand + excessive responsiveness), and uninvolved (low demand + low responsiveness). Authoritative parenting—warm, clean rules, supportive—fosters resilience, excessive self-esteem, and educational achievement. Authoritarian parenting—strict, obedience-focused, low empathy—breeds tension, low vanity, and negative emotional regulation, frequently fueling perfectionism and persistent strain from strain. Permissive parenting gives love however lacks shape, main to susceptible willpower and motivation. Uninvolved parenting reasons intense deficits in motivation, self-worth, and relationships. The idea emphasizes that how expectancies are conveyed topics as an awful lot as the expectancies themselves: supportive shape builds assured adults; performance-pushed manipulate inflicts lasting tension and failure intolerance.

Research Methodology

This examine used a qualitative phenomenological technique to discover higher secondary college students' reviews of parental stress in District Gwadar. A purposive pattern of 5 college students (one male, 4 women) changed into decided on through comfort sampling. Data have been gathered thru face-to-face semi-established interviews, proven through the supervisor. Ethical suggestions have been strictly followed, making sure knowledgeable consent, confidentiality, anonymity, voluntary participation, and participant safety.

Data Analysis

This chapter analyzes qualitative interview information from 5 higher secondary college students in Gwadar to discover forms of parental stress and their results on behavior, self-esteem, confidence, and character development. It consists of participant profiles, crucial themes, and classes from the information, supported through translated Balochi to English quotes.

Participant Profiles

The examine includes 5 college students, four women and 1 male, from the better secondary degree college of district Gwadar. The individuals have been decided on to offer perception into the unique styles of parental stress and its results on student's character development.

Table 1

Profile Summary

Participant No	Gender	Levels	School
1	Female	2 nd year	GDA school
2	Female	2 nd year	GDA school
3	Female	1 st year	Bahria school
4	Male	1 st year	Bahria school
5	Female	2 nd year	Newtown grammar school



Different Forms of Parental Pressure

Academic Pressure

Academic stress is one of the most distinguished types of parental affect recognized on this study. It refers back to the excessive expectations and needs that parents area on their kids to excel in school, gain pinnacle grades, and carry out always nicely in each educational task. This strain frequently stems from parents' preference for his or her kids' success, social recognition and a stable future. However, at the same time as supposed as motivation, such expectancies can create pressure, anxiety, and worry of failure amongst students. In the context of this study, contributors defined numerous shape of educational strain, which include regular tracking of grades, needs to top each check, and emotional coercion, which considerably motivated their gaining knowledge of stories and personal development.

Participant 1 stated: "*mni parents hn mna gushtg tra top knagi en chahe elegance e kasan en check e hm botg mna gushtge tho top bkn.*" [My parents told me that you must get top even in class small test they said you must top].

Participant four stated: "*mn educational strain face kotg parents hn mna pressurised kotg okay sharen grade biyar hrch check e b ya application topper tho bubu.*" [I have faced academic pressure my parents pressurised me to get top grade in every test and programs you must be topper].

Field Choice Stress

Field or profession choice strain takes place while parents impose their very own choices concerning the educational or expert paths their youngsters must follow, frequently prioritizing socially prestigious or financially stable fields which include medical, engineering and regulation. This strain may also struggle with the youngsters personal interests, abilities or aspirations, main to frustration, pressure and a feel of helplessness. In this study, individuals mentioned stories in which their personal profession selections have been over hidden through parental strain, highlighting the anxiety among parental aspiration and adolescents' autonomy in making decision.

Participant 1 stated: "*mn subject choice strain face kotg jessa k mn gushtg mn regulation kna o mni parents hn gushtg tra medical knagi en.*" [I have faced field selection pressure such as I want to pursue law and my parents said you must study medical].

Participant 2 stated: "*mn subject choice e shekla strain face kotg mni khwaeish botg okay mn engineering kna bly mni parents hn mna zor kotg k medical bkn.*" [Yes I have faced pressure in the shape of field selection, my wanted to pursue engineering but my parents force me to take medical].

Social and Behavioural Pressure

The findings from the participants' responses indicate that social and behavioural strain is a distinguished shape of parental manage skilled through adolescents. This form of strain includes parents placing strict barriers on social interactions, friendships, conversation styles, and behavior in public and personal spaces. Such expectancies are generally rooted in cultural traditions and own circle of relatives honour, in which parents agree with preserving social recognition and ethical area is their responsibility. However, excessive regulations restrict adolescents' freedom, social growth, and capacity to broaden impartial self-expression.

Participant three stated: "*mni parents skk strict hn ha hn baaz cheeze sara pabandi jatg gudh gwara knagy sara bger take dany rwagy missal choshen gudh gwara mkn haib en dana maro dazgwahar ani goma, zyada gp mkn, phn use mkn.*" [My are very strict they put restriction in almost everything from wearing dress to go out for example they told us that do not wear such kinds of clothes that types of clothes are not acceptable in our culture and do not go out with friends, do not talk too much, don't use phone].

Participant five stated: "*Hao mn parental stress face kotg, ewada k mni parents hn mna skk bound kotg missal pelan mrdume goma gp mkn, shor e sara gp mkn o makand, pelan gudh ha gwara mkn, make up mkn, kassi loga maro. o mna wanaga b neshtge mthlb mn gushta mn eda nwana rwan Quetta ha mna neshtge tho jinike dana maro mrdum harab gushan wagera.*" [I faced parental pressure; my parents restricted whom I could talk to, how I behaved, what I wore,



and whether I could do make-up. They also didn't allow me to go out for studies. I wanted to go to Quetta after matric, but they stopped me, saying people would gossip about us].

Comparison and Emotional Pressure

The analysis of participants' responses found out that contrast and emotional stress are most of the maximum emotionally taxing styles of parental influence. Comparison stress takes place while parents regularly examine their kids with siblings, relatives, or friends to inspire performance, at the same time as emotional stress includes the use of guilt, emotional manipulation, or expectancies to manipulate kids' behaviour and performance. Though such pressures can also additionally originate from a choice to inspire tough paintings and success, they frequently produce emotions of inadequacy, low self-esteem, and emotional distress amongst youth.

Parents' consistent comparisons generally tend to create a aggressive and judgmental environment, main children to impeach their self-worth. Similarly, emotional stress — which includes guilt induction or reminding kids of parental sacrifices — can reason mental strain, making them sense accountable for their parents' happiness and reputation. These pressures in the end have an effect on self-self belief and make contributions to overthinking, worry of failure, and self-doubt.

Participant 1 stated: "O mn comparasion stress b face kotg jesa k mni parents hn hr waqt ha gushtg o anga gushan k wti czn hn bichar ha hr waqt top kna o ha competitive examination ani tayari knaga hn shoma nwany socially b ha mna examine kna jesa k gushan pelan rishtadare chok ha bichar ha chon adab wala hn o ha ani izat asthen family ha wagera." [I also faced comparison pressure; my parents constantly told me to look at my cousins who always get top grades and are preparing for competitive exams. They also compared me socially, saying that our relatives' children are more respectful and bring honour to their families].

Participant four stated: "ha hn mna emotionally stress datg missal agr mn sharen nmbr nageptha mna gushtge mah muftha tai sara enka karcha knaga en o umeed dashtg k tho wany bly tho wanagy wda nae eshia cha mn skk guilt feel kotg". [They emotionally pressurised me like if I don't get good marks they said we are spending too much money on you and hoping from you that you will study but you are not studying good and it made me feel guilt].

Gender Based Pressure

The information discovered that gender-primarily based totally strain is one of the most dominant and culturally embedded sorts of parental impact amongst participants. This sort of strain refers back to the differentiated expectations, regulations, and roles assigned to teenagers primarily based totally on their gender. Within traditional family systems, in particular in collectivist cultures, women are regularly subjected to extra manage and ethical law than boys. Parents generally tend to impose behavioural obstacles concerning dress, mobility, education, and social participation, assuming that such measures guard family honour and align with cultural values. However, those regulations regularly suppress individuality, restriction possibilities for personal development, and make stronger gender inequality.

Effects of Parental Pressure on Students' Personality Development

Emotional and Psychological Effect

Parental pressure triggers stress, anxiety, fear of judgment, jealousy, self-doubt, overthinking, and perfectionism. Students feel nervous during exams, guilty for failing expectations, and jealous of others' praise. Constant demands for high grades and parental ambitions cause emotional vulnerability, mental exhaustion, and difficulty accepting mistakes.

Participant 1 stated: "e pressure ha cha mn skk pareshan bitgn especially exam ani time ha mni toka hme turs bitha agr mn fail bebn ya sharen nmbr myaran mni parents hurt bn. O hme pressure hn gon baaz bara mn sharen nmbr nyarthha pda mna wti sara shak bitg k mn h nzn hn." [I feel very stressed because of this pressure, especially during exams. I am always scared that if I fail or don't get good marks, my parents will be hurt. This fear affects my performance, and sometimes I score poorly because of it. It makes me doubt myself and feel like I don't know anything.].



Participant 2 stated: "Parents ani musalsil mni hrch faisla ha ra rad knagy wjaha cha ni mna wti hrch faisla e sara shak b k shayad mn h nzn hn mna ni yaqeen nkn wti h faisla e sara". [Due to my parents continuous rejection of my decision now I doubt every decision which I make I thought maybe I don't know anything and now I don't believe my any decision].

Participant 3 stated: "mni toka judgement e skk baaz turs asthen mthlb mna cha judgement ha skk tursi, baz bara class ha mn question ani jwb ha zana bly h ngushan k galat bn mrdum kalg bndhan". [I have a strong fear of judgment. Even when I know the answer in class, I stay quiet because I'm scared that if I say something wrong, others will make fun of me.].

Participant 4 stated: "academic pressure ha cha mn skk anxious bitgn especially exam ani time ha mn pareshan bitgn". [Academic pressure made me so anxious especially during exam].

Participant 4 also stated: "[mni toka mistake acceptance nst mthlb baaz bara mni nmbr kmo b km bn cha class fellow hn mn pareshan bn o wtara gon classmate hn compare kna k ha gishter zana mn nzn hn o baz bara wti class fellow hn cha jealous bn k ha ani nmbr chea baaz hn o mni kam hn." [I have developed difficulty accepting mistakes. If my marks are even slightly lower than my classmates, I feel anxious and start comparing myself to them. I think they are more intelligent than me, and sometimes I even feel jealous, wondering why they scored higher].

Participant 5 stated: "parents ani gon hrchiz e faisla wth knagy mna laggi ni mn h nzn hn o h capacity nst cheeze knagy." [Due to parental decision I feel that now I don't know anything and don't have any capacity do anything].

Personality Trait and Behavioural Changes

Parental pressure profoundly shapes students' personality traits and behaviors. Participants reported diminished confidence, decision-making ability, and self-perception due to constant expectations, comparisons, and fear of parental disapproval. This fosters perfectionism, where acceptance hinges on flawlessness, leading to stress, self-doubt, and emotional exhaustion. Many hesitate to decide independently, feeling undervalued, resulting in dependency, overthinking, and eroded self-trust. Behaviorally, it triggers introversion, social isolation, and communication avoidance—even at home—stemming from anxiety and low self-esteem. While one noted fear-driven motivation to work harder, overall, pressure yields lasting emotional instability and suppressed behavioral expression.

Participant 1 stated: "parental pressure ha cha mni personality skk effect bitg perfectionist mindset jod bitg missal mn gushan hrchiz bs perfect bb ,eshia elawa mni decision making skill skk effect bitg mn h cheez faisla zorth nkn hn mn gushan mni faisla hn value nst [Parental pressure has strongly affected my personality. I have developed a perfectionist mind-set, feeling that everything must be perfect. It has also weakened my decision-making skills because I feel my choices and interests are not valuable].

Participant 2 stated: "Hao e pressure ha cha mni decision making skill skk effect bitg, mn ni wti personal o kasane cheez ani hm faisla zorth nkn hn mna laggi mni faisla shr nyn." [Yes these pressure effect my decision maing skill ,now I can't make even a small decision I think that my decisions are not good].

Participant 3 stated: " eshia cha mni confidence skk effect bitg ,mn skk introvert jod botgn mrdum ani toka mna vsh nbi social anxiety asthen ancho cha mrdum skk tursan h gp koth nkn hn kassi goma even parents ani goma hm mn skk kamosh hn." [Parental pressure eroded my confidence, turned me introverted, and caused social anxiety. I avoid people, fear interaction even with parents and stay silent.].

Participant 4 stated: "mni personality effect bitg bly yk hisabe bichare positively prcha mn cha parents ani tursa menat baaz kne." [My personality is effected but to somehow its effected positively because due to parental fear I work hard].

Participant 4 also added: "bly negative effect b baz bitg prcha k e wjaha mni toka perfectionist baz developed bitha prcha k agr mah kasanr galti e kotg parents hn harab react kotg hme wastha ni mn gushan hrchiz perfect bb." [Parental pressure fostered perfectionism; small mistakes trigger harsh reactions, making me believe everything must be flawless].



Participant 4 further added: "baz bara mn drog b bastag ya cheez cher datgn missal agr mni nmbr kam bitgn mn ngushtg prcha mn nlotetha mni parentys hurt bebn." [Sometimes I also lie and hide my bad things from my parents for example if I get bad result, because I don't want to hurt my parents].

Participant 5 stated: "hao yk e wa mn skk reserve hn kassi goma gp nkn hn h cheez share nkn hn wti parents ani goma hm mni toka h confidence nst gp knagy prcha mn zindagi h jaga nshotgn kassi goma nameletgn." [Parental pressure made me extremely reserved; I avoid talking, sharing feelings even with parents and lack confidence due to constant isolation at home].

Participant 5 also added: "mni decision making skill b sk effect bitg." [My decision making skill is also effected].

Relational Effects

Parental pressure through comparison, competition, and control disrupts students' social and personal relationships. Participants reported strained ties with siblings, relatives, and peers due to jealousy and comparison. Many avoid sharing interests or thoughts with parents, especially on career choices, damaging trust. Strict oversight limits friendships and social comfort, fostering loneliness, isolation, and emotional disconnection. Overall, such pressure weakens interpersonal bonds, reduces communication, and creates emotional distance in family and social settings.

Participant 1 stated: "Competetion e wjaha mni relationship gon wti cousin , classfellow o siblings ani goma karab botgn." [Competition from parental pressure damaged my relationships with classmates, cousins, and siblings.]

Participant 2 stated: "parents ani field selection pressure ha cha mni rishta gon wti parents hn harab botg prcha ni mn wti interest hn gusht nkn hn hahani goma." [Career pressure damaged my relationship with parents; I no longer share my interests].

Participant 3 stated: "mni social relationship skk harab bitgn parents ani social control hn gon mn h friends na bnaentha." [Due to parental social control my social relationship are very effected I don't make any friends].

Participant 4 stated: "comparasion ha gon mni relation gon cousin hn skk harab hn." [Due to comparison my relation are negatively affected with my cousin].

Participant 5 stated: "Mni social realationship skk karab bitgn mn h social nyn kassi goma gp nkn hn rishta bnaenth nkn hn." [Social pressure ruined my relationships; I'm unsocial, can't talk or connect with anyone.].

Self-Perception Issues

Parental pressure, social control, and academic expectations dominate students' self-perception over personal interests. All five participants reported low self-worth, dependency, and reduced autonomy from ongoing demands.

Participant 1 stated: "parents ani hr time ha academic pressure ha cha o compare knaga mna ancho lagetha mni toka h capability nst". [Parental continuous academic pressure and comparasion realized me that I don't have any capability].

Participant 2 stated: "ancho k mn wti jindhy interest yall datg o parents ani faisla e sara botgn mna lagetha mna wti zindagi e choice ani sara h control nst." [As I give up my own interest for parental decision I realized that I don't have control on my own choices].

Participant 3 staed: "parents ani enka pabandi o sakti ani wjaha mna lagetha mn powerless hn." [Due to parental restriction and strictness I feel that I am powerless].

Participant 4 stated: "parents ani yakui emotional pressure o guilt feel knaenaga mna lagetha k mn baki hn cha kmther hn." [Parental continuous emotional pressure like guilt I developed sense of inadequacy].

Participant 5 stated: "parents ani pabandi hn cha mni self-image asthen skk effect bitg." [Due to parental restriction my self-image is effected].

Findings

This study in Gwadar exhibits that parental stress through educational needs, pressured profession choices, consistent comparison, and strict social controls profoundly shapes higher secondary students' personality. Nearly



all contributors faced relentless expectancies for top grades, triggering anxiety, guilt, and diminished intrinsic motivation as self esteem have become tied to performance. Many had been coerced into prestigious fields like medicine in opposition to their interests, main to frustration, identification loss, and occasional self-esteem. Frequent comparisons with siblings or friends fostered jealousy, perfectionism, and lack of confidence, eroding individuality. Strict social regulations, particularly on girls, restricted friendships, expression, and autonomy, resulting in social anxiety, introversion, and isolation. Overall, strain bred perfectionism, self-doubt, emotional distress, and misleading behaviors to keep away from criticism, with just a few viewing it as motivating. Negative mental and emotional affects overwhelmingly outweighed any short-time period area, hindering healthful character improvement

Discussion

This study in Gwadar reveals parental strain substantially affects higher secondary students' personality and mental development, causing inner conflicts, emotional distress, and lasting behavioral adjustments through educational, emotional, and behavioral forms—aligning with previous research (Yoo, 2022; Barber, 1996). High expectancies and comparisons foster internalized stress, inadequacy, anxiety, depression, worry of failure, perfectionism, dependency, and occasional self-esteem, regular with authoritarian parenting (Baumrind, 1966), decreased intrinsic motivation (Ryan & Deci, 2000), and emotional disengagement (Grolnick, 2009). Constant needs form lack of confidence and self-doubt, at the same time as regulations restriction social autonomy and decision-making (Barber, 1996). In Pakistan's collectivist culture, strain stems from norms emphasizing obedience, achievement, and family honor, regularly considered as care in spite of mental harm (Dwairy, 2010). Self-Determination Theory (Ryan & Deci, 2000) is supported, as thwarted autonomy, competence, and relatedness erode well-being. Moderate strain with empathy can inspire and construct resilience, however excesses predominate negatively. Personality improvement entails slow affects from parenting, friends, and society

Conclusion

This study in Gwadar suggests parental strain through educational needs, profession imposition, and comparisons profoundly harms students' character and emotional health, fostering perfectionism, emotional detachment, low confidence, indecision, anxiety, stress, and worry of failure. It widens conversation gaps, weakens parent-child bonds, and triggers guilt, inadequacy, and protective behaviors like emotion suppression or hiding mistakes. While some mentioned area and ambition from strictness, those are overshadowed via way of means of emotional strain. Balanced parenting with open conversation, empathy, and recognize is essential, appearing as facilitators, now no longer controllers. Excessive interference stifles autonomy and self-esteem. Ultimately, changing worry and manage with reputation and encouragement transforms parental affect right into a basis for confidence, independence, and wholesome improvement.

Recommendations

General Recommendations

Promoting Parental Awareness

Parents have to be made aware about the terrible outcomes of excessive stress on their kids' emotional, social, and personality development. Through campaigns, workshops, and seminars, they are able to study supportive parenting strategies that stability steering with independence and foster self-confidence, resilience, and motivation without causing worry or tension.

Encouraging Open Verbal Exchange

Communication and belief are the essential components of a healthful parent-toddler relationship. In addition to giving their children the liberty to specific themselves, parents have to actively pay attention to their opinions, passions, and concerns. In addition to decreasing tension and emotional despair introduced on through inflexible parental control, open verbal exchange allows children develop of their capability for problem-solving, emotional intelligence, and decision-making.



Redefining Achievement

Parents and society have to view achievement past academics, valuing emotional stability, morality, creativity, important thinking, and private growth. Recognizing attempt in preference to simply outcomes encourages youngsters' passions, self-esteem, and well-rounded development.

Strengthening Emotional Support Systems

To manipulate strain and stress, college students want lots of emotional help from their parents, schools, and communities. Students can discover secure places to speak about problems via network steering programs, mentorship programs, and faculty counseling services. Children sense supported and favored while parents and educators display empathy and offer superb reinforcement, which complements intellectual health.

Reducing Opposition and Comparison

Parents have to keep away from evaluating kids to siblings or peers, as it may motive lack of confidence and perfectionism. Instead, they have to awareness on every child's growth, praising attempt, commitment, and achievements.

Future Recommendations

- ▶ Creating awareness programs to teach parents about balanced parenting that target a range of socioeconomic and ethnic groups.
- ▶ encouraging educational institutions to implement programs for students' emotional intelligence and mental health.
- ▶ Promoting societal recognition of multiple forms of achievement beyond academics, such as creativity, leadership, and social skills.



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