

The Burden of Expectations: Exploring the Influence of Cultural and Socioeconomic Factors on Parental Pressure, Academic Achievement, and Suicidal Ideation

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ABSTRACT

This research investigates the link between parental expectations, perceived academic success, and suicidal behaviors among adolescents, along with the moderating effects of socioeconomic status (SES) and cultural norms regarding academic achievement. A total of sixty participants were evaluated using the Suicide Behaviours Questionnaire-Revised (SBQ-R), Perceived Academic Performance Scale (PAPS), and Perceived Parental Expectations Scale (PPES). The analysis of the data was conducted through Pearson's correlation, linear regression, and moderation analysis utilizing Jamovi.

The findings indicated that there was no significant relationship between perceived academic performance and perceived parental expectations ($r = 0.231$, $p = 0.076$), nor between perceived academic achievement and suicidal behaviors ($r = 0.027$, $p = 0.841$). A linear regression analysis indicated that parental expectations were not a significant predictor of suicidal behaviors ($\beta = -0.0229$, $p = 0.409$, $R^2 = 0.0118$). Additionally, moderation analysis revealed that neither socioeconomic status ($\beta = -0.0210$, $p = 0.736$) nor cultural expectations ($\beta = -0.0307$, $p = 0.491$) significantly influenced the relationship between parental expectations and suicidal behaviors.

These results indicate that adolescent suicidal behaviors may be more significantly affected by various psychological and social elements, such as relationships with peers, emotional strength, and coping strategies, rather than solely by perceived expectations from parents. Future studies should aim for extended research with larger and more diverse participant groups and explore additional factors that might affect the mental health of teenagers. Programs that offer parental support, along with counseling services in schools and mental health awareness initiatives, can all contribute to fostering a learning environment that encourages both academic achievement and psychological health.

KEYWORDS: Parental Expectations, Perceived Academic Performance, Suicidal Behaviors, Socioeconomic Status, Cultural Expectations, Adolescent Mental Health, Academic Stress, Moderation Analysis, Coping Mechanisms, Emotional Resilience.

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INTRODUCTION

The expectations held by parents of adolescents have a significant impact on their educational journey. Conversely, excessive pressure from parents can adversely affect both academic success and mental well-being. This research explores the link between parental stress, perceived academic achievement, and suicidal tendencies, aiming to provide data-driven support for the creation of helpful policies and interventions. Education is the most crucial element that contributes to the development of human capital. This cultivates a thriving and knowledgeable community, while also offering opportunities to socially and economically disadvantaged groups within society. Knowledge, abilities, and experiences are mainly transmitted from one generation to another through methods such as teaching, training, research, and development, as suggested by educational theory. These approaches are regarded as the most effective means to replicate the socioeconomic progress of a nation. Conversely, it is believed that parents play a significant role in shaping a child's development. Additionally, parenting practices foster a family-centered environment where parents achieve their goals and instill values in their children (Economic Survey of Pakistan 2015).

In modern society, academic success is frequently seen as a crucial measure of future potential, especially in countries like India that have highly competitive educational systems. Young people face significant pressure from parents, educators, and society as a whole to excel in their studies, often sacrificing their mental and emotional health in the process (Sharma & Singh, 2024). The burden of expectations, lengthy hours of study, ongoing competition, and the anxiety of not succeeding are all factors contributing to the increase in academic stress, anxiety, depression, and suicidal thoughts (Rao et al., 2023).

A prominent tutoring center for students getting ready for entrance exams in engineering and medicine in Kota, Rajasthan, has become an example of the hazards associated with excessive academic stress. With over 200,000 students registered in coaching institutions each year, the city has attracted attention for its impressive success rates as well as the alarming trend of student suicides (Mishra & Reddy, 2023). More than 30 students took their own lives in 2023, marking the highest annual suicide rate in Kota's history, as per recent reports (Kumar & Gupta, 2024). Many young people struggle to cope with the harmful mental health

conditions stemming from severe academic pressure, social isolation from family, and unmet parental expectations.

Parental aspirations can serve as a source of motivation while also inflicting psychological distress on adolescents. Although positive parental involvement has been associated with beneficial academic results, excessive demands, harsh criticism, and unrealistic expectations can harm children's self-esteem, coping strategies, and overall mental well-being (Banerjee et al., 2024). Research indicates that students who perceive their parents' expectations as unreasonable are at a greater risk of experiencing anxiety, depression, and suicidal ideation (Chakraborty & Sen, 2024).

Due to the association of academic failure with personal failure, students tend to prioritize grades over their own well-being in an environment driven by fear (Luthar & Latendresse, 2023). Furthermore, a family's socioeconomic status (SES) significantly influences academic stress. Teens from lower-income households often face added financial pressure because their families frequently invest a significant amount in education, sometimes sacrificing essential needs (Garg et al., 2023). The heightened stress stemming from the belief that achieving a lucrative career will enhance the family's status means academic success transforms from a personal aspiration into a necessity for survival (Singh & Patel, 2024).

There exists a significant link between the perception of academic achievement and suicidal thoughts among adolescents. Studies show that students who believe they are not achieving their potential or meeting expectations are more inclined to engage in self-harm and contemplate suicide (Wang et al., 2023). This phenomenon is particularly noticeable in India, where the stigma surrounding academic failure often causes students to experience feelings of hopelessness, embarrassment, and social isolation (Kumar et al., 2024).

The Suicide Behaviors Questionnaire-Revised (SBQ-R) is a commonly utilized tool for evaluating the occurrence of suicidal thoughts, previous suicide attempts, and potential future suicide risk among adolescents. Prior research has indicated that students under significant academic pressure tend to score higher on the SBQ-R, demonstrating a strong correlation between academic stress and suicidal ideation and behaviors (Osman et al., 2023). With over 13,000 student suicides reported in India in 2022, there is an immediate need for intervention programs focusing on mental health within educational environments (National Crime Records Bureau, 2023).

In light of the concerning statistics, it is crucial to incorporate counseling services, parental guidance programs, and mental health education into the school system. Educational institutions and coaching centers can enhance their students' well-being by fostering psychological resilience, teaching stress management strategies, and establishing peer support networks (Goyal & Mehta, 2023). Campaigns aimed at raising awareness that inform parents about the adverse effects of excessive academic pressure can also contribute to a more balanced and positive learning atmosphere (Sharma et al., 2024).

The aim of this research is to address the knowledge gaps concerning the relationship between the stress experienced by teenage parents, their perceived academic achievement, and thoughts of suicide. This study employs standardized psychological tools, namely the Perceived Academic Performance Scale (PAPS), the Parental Stress Scale (PSS), and the Suicide Behaviors Questionnaire-Revised (SBQ-R), to provide empirical insights into the psychological impact of academic pressure and to advocate for educational policies that support mental health. To illustrate the genuine experiences of students facing significant academic stress, particular attention will be given to case studies from Kota, Rajasthan.

Our goals are to change societal views on academic success, promote open conversations about mental health, and establish systematic policies that protect the wellbeing of young people. Parents, teachers, and policymakers need to collaborate to reconceptualize success in a manner that values both educational accomplishment and emotional resilience.

LITERATURE REVIEW

Parental Pressure and Academic Stress Among Indian Adolescents

Academic pressure continues to be a major issue in India, especially among teenagers who are getting ready for competitive examinations. A study conducted by Sharma and Singh (2024) revealed that 86% of Indian adolescents experience significant levels of academic stress, with 87% indicating they feel considerable pressure from their parents. The research showed that students facing academic stress tend to have poorer psychological well-being and increased anxiety levels. In a similar vein, Rao et al. (2023) pointed out that students subjected to high parental expectations frequently resort to unhealthy coping strategies, which could intensify their mental health challenges.

In a different study, Nair et al. (2023) explored how psychological distress and intergenerational violence relate to suicidal thoughts among Indian adolescent girls. Evidence suggests that individuals facing intense parental expectations and academic stress have a notably higher likelihood of experiencing suicidal thoughts and behaviors (Harvard T.H. Chan School of Public Health, 2024).

Student Suicides and Academic Stress: The Case of Kota, India

In Kota, Rajasthan, renowned for its rigorous coaching environment, a concerning pattern of student suicides linked to academic pressure has emerged. Following the tragic deaths of 26 students by suicide in 2023, officials implemented stringent regulations on coaching centers and hostels. Consequently, there were 17 reported student suicides in Kota in 2024, marking a 50% decrease (The Indian Express, 2024).

The reductions in funding coincided with a 40% decrease in student enrollment, which fell from more than 200,000 in 2023 to over 120,000 in 2024. This substantial drop has created a notable economic effect, as numerous local businesses and coaching centers have faced difficulties due to the reduced number of students (India Today, 2024). A change in parental perspectives towards less rigorous educational settings may have played a role in the decrease in enrollments and suicide rates.

A comprehensive study on student suicides in India conducted by Patel et al. (2024) revealed that the main factors contributing to suicidal thoughts among young people include financial burdens, expectations from parents, and academic pressure. The research suggests that implementing systemic strategies, such as counseling for parents and mental health initiatives, is essential to reduce academic stress experienced by students.

The Role of Parental Stress in Adolescent Mental Health

Parental stress greatly impacts the mental health of teenagers, especially in educational environments that demand a lot from them. Research conducted by Luthar and Latendresse (2023) indicates that children whose parents face substantial stress related to academics tend to report lower self-confidence, heightened anxiety, and increased thoughts of suicide.

Kumar and Gupta (2024) examined the relationship between socioeconomic status (SES) and the impact of parental pressure on students. Their research shows that students from lower socioeconomic backgrounds encounter greater stressors, like financial instability, which intensifies mental health issues and academic difficulties. Conversely, families with higher socioeconomic status are more likely to exert pressure on students for high performance, resulting in heightened anxiety and physical symptoms related to stress.

Significance of the Study

This research is important as it elucidates the connection between parental stress and the mental and academic well-being of teenagers. Gaining a clearer understanding of these connections enables educators, parents, and policymakers to create strategies that alleviate academic pressure and promote the well-being of adolescents. Furthermore, the study enhances the current understanding of adolescent mental health by emphasizing how socioeconomic and cultural influences affect parental expectations and their psychological repercussions.

Objectives of the Research

1. Examine the relationship between parental stress and perceived academic performance among adolescents.
2. Investigate the correlation between perceived academic performance and suicidal ideation.
3. Analyze the influence of parental stress on suicidal behaviors in adolescents.
4. Exploring the Moderating Role of Cultural Expectations and Socioeconomic Status (SES) in the Relationship Between Parental Pressure (PPES) and Suicidal Behavior (SBQ)

Research Questions

1. What is the relationship between parental stress and perceived academic performance among adolescents?
2. How does perceived academic performance relate to suicidal ideation and behaviors?
3. To what extent does parental stress contribute to suicidal behaviors in adolescents?
4. What role do socioeconomic and cultural factors play in moderating the effects of parental stress on academic achievement and suicidal ideation?

METHODOLOGY

Research Design

The present research employed a positivist correlational approach. The study investigated the connections between suicidal behaviors and perceived academic performance as indicated by the Perceived Parental Expectations Scale, utilizing the demographic data of the participants.

Participants

The population for this study included students enrolled in bachelor's, master's, and doctoral programs. The investigation specifically targeted the region of Rajasthan. Data was gathered from participants through a survey. A multistage sampling method was employed to reach out to the participants. The study involved a sample of 60 students, which included both male and female participants.

Instruments

- **Perceived Parental Expectations Scale** (Wang & Heppner, 2002)
- **Perceived Academic Performance Scale (PAPS)** – Assesses students' self-reported academic performance. Verner-Filion, J., & Vallerand, R. J. (2016)
- **Suicide Behaviors Questionnaire-Revised (SBQ-R)** – Evaluates suicidal ideation, past attempts, and risk of future suicidal behavior (Osman et al., 1999).

Procedure

The student agreed to the data collection in a fully informed way. Considering the students' views on parental expectations and academic pressure, a booklet with all the questions was developed. Each student was provided with a booklet that included directions on how to fill out the research tool. Students were assured that their data would remain confidential and used solely for the purposes of this study.

Data Analysis

The analysis of the data was conducted using Jamovi software. Descriptive statistics and inferential statistics were both employed in the data analysis. Jamovi software facilitated the examination of the data. The following statistical methods were implemented: Pearson's Correlation Analysis assessed the connection between reported academic success and perceived parental expectations, as well as between perceived academic achievement and suicidal thoughts. Linear regression analysis was utilized to evaluate how parental stress affects adolescent suicidal behavior. Furthermore, Moderation Analysis utilizing Linear Regression Interaction Terms was employed to investigate the moderating influence of socioeconomic and cultural factors in predicting parental pressure and its effects on adolescent mental health.

RESULTS

Descriptive Statistics

Table 1: Demographic Variables Descriptives

Descriptives								
	Age	Gender	Grade level	Socioeconomic Status	Cultural Expectations for Academic Success:	PPES	PAPS	SBQ
N	60	60	60	60	60	60	60	60
Missing	0	0	0	0	0	0	0	0
Mean				1.08	2.25	105	16.7	6.38
Median				1.00	2.00	103	17.0	4.50
Standard deviation				0.381	0.600	20.2	3.70	4.26
Minimum				0	1	66	9	3
Maximum				2	3	146	25	20

This analytical summary presents an overview of the key demographic and research elements. The average socioeconomic status was 1.08 (SD = 0.381), indicating that the majority of participants belonged to the lower socioeconomic category. The mean score of cultural expectations for academic achievement was 2.25 (SD = 0.600), suggesting that academic aspirations are held in moderate to high regard within families. The Perceived Parental Expectations Scale (PPES) recorded an average score of 105 (SD = 20.2), while the Perceived Academic Performance Scale (PAPS) had a mean of 16.7 (SD = 3.70). The Suicide Behaviors Questionnaire-Revised (SBQ-R) resulted in a mean score of 6.38 (SD = 4.26), reflecting notable variability in the suicidal thoughts and behaviors among the participants.

The dataset was fully intact for statistical evaluation as it contained no absent values. Additionally, the median values for PPES (103), PAPS (17.0), and SBQ-R (4.50) further highlight the fundamental trends of the variables. The range of scores was also analyzed to illustrate the variability of responses, with PPES scores spanning from 66 to 146, PAPS scores ranging from 9 to 25, and SBQ-R ratings from 3 to 20. The distribution of grade level, gender, and other demographic attributes within the sample was also examined. The results offer a foundational understanding of the participants' demographic and psychological traits, which can serve as a basis for more advanced inferential statistical studies.

ANALYSIS

Examine the relationship between parental stress and perceived academic performance among adolescents

Correlation Matrix			
		PPES	PAPS
PPES	Pearson's r	—	
	df	—	
	p-value	—	
PAPS	Pearson's r	0.231	—
	df	58	—
	p-value	0.076	—

The value of Pearson's $r = 0.231$ suggests a weak positive correlation between parental expectations and perceived academic success. Given that the p-value exceeds 0.05, this correlation cannot be considered statistically significant ($p = 0.076$).

There exists a mildly positive correlation ($r = 0.231$) between academic performance and parental expectations, indicating that children who perceive their parents' expectations as higher tend to perform better academically.

Nonetheless, since the p-value (0.076) is above the 0.05 threshold, the relationship is not statistically significant. This implies that perceived parental expectations may not have a meaningful direct impact on the academic achievement of the sample.

Investigate the correlation between perceived academic performance and suicidal ideation.

Correlation Matrix			
		PAPS	SBQ
PAPS	Pearson's r	—	
	df	—	
	p-value	—	
SBQ	Pearson's r	0.027	—
	df	58	—
	p-value	0.841	—

Interpretation:

Pearson's r is 0.027, indicating a minimal positive correlation between perceived academic performance and suicidal behaviors. The p-value is 0.841, which is significantly above 0.05, suggesting that the relationship is not statistically significant.

A correlation analysis was conducted to explore the connection between Suicidal Behaviors (SBQ-R) and Perceived Academic Performance (PAPS). The findings indicated that there is no statistically significant correlation between suicidal behaviors and perceived academic achievement in this group, as evidenced by the weak and non-significant association observed between the two variables ($r = 0.027$, $p = 0.841$, $df = 58$). The elevated p-value suggests that there is no meaningful relationship between students' self-assessed academic performance and their risk of engaging in suicidal behaviors, indicating that the noted correlation may be coincidental.

Analyze the influence of parental stress on suicidal behaviors in adolescents

Linear Regression

Model Fit Measures		
Model	R	R ²
1	0.109	0.0118

Note. Models estimated using sample size of N=60

Model Coefficients - SBQ				
Predictor	Estimate	SE	t	p
Intercept	8.7876	2.9425	2.986	0.004
PPES	-0.0229	0.0276	-0.832	0.409

1. Model Fit

- A correlation coefficient of $R = 0.109$ suggests a very weak link between parental expectations and tendencies towards suicide.
- The value of $R^2 = 0.0118$ shows that merely 1.18% of the variation in suicidal behaviors (SBQ scores) can be attributed to parental expectations (PPES).
- Given the low R^2 value, it is highly probable that other unmeasured factors (such as resilience, peer relationships, mental health, or self-esteem) have a significantly greater influence on suicidal behaviors.

2. Interpretation of Coefficients

Intercept ($\beta_0 = 8.7876$, $p = 0.004$)

- The initial score for suicidal behaviors (SBQ) is 8.79 when parental pressure for educational success (PPES) is at zero. Given that $p < 0.05$, this intercept is statistically significant, indicating that adolescents without elevated parental expectations are still capable of suicidal actions.

Parental Expectations Scale (PPES) ($\beta = -0.0229$, $p = 0.409$)

- The negative coefficient indicates that increased parental expectations may slightly reduce the incidence of suicides; however, this effect is not significant and does not reach statistical significance ($p = 0.409$).
- Given that $p > 0.05$, we cannot assert that parental expectations significantly affect suicidal behaviors.

Perceived parental expectations account for only 1.18% of the variance in suicidal behaviors, as indicated by the model's low correlation ($R^2 = 0.0118$). The regression coefficient for parental expectations shows that they do not significantly forecast suicidal actions in teenagers ($\beta = -0.0229$, $SE = 0.0276$, $t = -0.832$, $p = 0.409$). Additionally, the p-value ($p > 0.05$) suggests that the relationship is not statistically significant. This research indicates that perceived parental expectations alone may not significantly influence suicidal behaviors. Other psychological and environmental factors, such as academic pressure, emotional resilience, and coping strategies, are likely to have a more considerable effect on adolescents' mental health outcomes.

Explore the moderating role of socioeconomic and cultural factors in shaping parental pressure and its impact on adolescent mental health.

MODERATION ANALYSIS WITH CULTURAL

Moderation Estimates				
	Estimate	SE	Z	p
PPES	-0.0254	0.0276	-0.918	0.359
Cultural Expectations for Academic Success:	-0.8554	0.9012	-0.949	0.343
PPES * Cultural Expectations for Academic Success:	-0.0307	0.0445	-0.689	0.491

Suicidal Behavior Questionnaire (SBQ) → Cultural Expectations for Academic Success as a Moderator → Perceived Parental Expectations (PPES) as the Independent Variable (Predictor) → Outcome as the Dependent Variable.

PPES * Cultural Expectations → The interaction term is utilized to determine whether cultural expectations mitigate the impact of parental pressure on suicidal behavior.

The findings indicate that PPES does not have a significant direct effect on suicidal behavior ($\beta = -0.0259$, $SE = 0.0274$, $Z = -0.946$, $p = 0.344$), implying that elevated parental expectations may not notably impact suicidal tendencies within this group. Likewise, there is no significant correlation between socioeconomic status and suicidal behavior ($\beta = -1.0749$, $SE = 1.4303$, $Z = -0.752$, $p = 0.452$). Additionally, the non-significant interaction term PPES * SES ($\beta = -0.0210$, $SE = 0.0623$, $Z = -0.338$, $p = 0.736$) suggests that socioeconomic status does not modify the relationship between parental expectations and suicidal behavior.

MODERATION ANALYSIS WITH SOCIO ECONOMIC

Moderation Estimates				
	Estimate	SE	Z	p
PPES	-0.0259	0.0274	-0.946	0.344
Socioeconomic Status	-1.0749	1.4303	-0.752	0.452
PPES * Socioeconomic Status	-0.0210	0.0623	-0.338	0.736

The objective of the moderation study was to determine whether socioeconomic status (SES) influences the connection between teenage suicidal behavior (SBQ) and perceived parental expectations (PPES). The results reveal that parental expectations alone do not have a significant predictive value regarding suicidal behavior ($\beta = -0.0259$, $SE = 0.0274$, $p = 0.344$), indicating that variations in parental expectations, whether high or low, do not directly affect suicidal tendencies. Likewise, there is no notable main effect of socioeconomic status (SES) on suicidal behavior ($\beta = -1.0749$, $SE = 1.4303$, $p = 0.452$), suggesting that adolescents from different socioeconomic backgrounds display similar levels of suicidal behavior.

Additionally, the lack of a significant interaction effect between parental expectations and socioeconomic status (SES) ($\beta = -0.0210$, $SE = 0.0623$, $p = 0.736$) indicated that SES did not influence the relationship between parental expectations and suicidal behavior. This suggests that the effect of parental expectations on suicidal ideation remains consistent across adolescents from low, middle, and high socioeconomic backgrounds. The non-significant findings imply that other factors, such as gender, parental support, or academic stress, might have a more substantial impact on adolescent suicidal behavior.

DISCUSSION

The results of the study offer a deeper understanding of the intricate connections among parental expectations, perceived academic success, suicidal thoughts, and the influence of socioeconomic and cultural factors. This research aimed to explore the impact of parental stress on academic performance and its relationship with suicidal ideation in teenagers.

The results of the correlation study indicated a weak and statistically insignificant link between perceived parental expectations (PPES) and perceived academic achievement (PAPS) ($r = 0.231$, $p = 0.076$). This implies that even though some children may feel parental pressure to excel academically, it does not necessarily lead to a stronger sense of academic identity. This observation is at odds with other studies that report a robust connection between parental expectations and academic success (Sharma & Singh, 2024), implying that additional factors such as peer influence, intrinsic motivation, and resilience could significantly impact how adolescents view their academic capabilities.

The research revealed no notable link between perceived academic performance and suicidal behaviors ($r = 0.027$, $p = 0.841$). This finding contrasts with studies indicating that children who believe they are underperforming in school are at a higher risk of contemplating suicide (Wang et al., 2023). This variation might be attributed to the possibility that the young individuals in the study possess coping strategies that lessen the harmful impact of academic pressure on their mental well-being, or it could be that suicidal thoughts were more significantly affected by social and familial factors rather than by their self-assessment of academic success.

The linear regression analysis investigating the relationship between parental stress and suicidal behaviors revealed that PPES was not a significant predictor of suicidal behaviors ($\beta = -0.0229$, $p = 0.409$, $R^2 = 0.0118$). This suggests that, although parental stress exists, it does not necessarily correlate with an increase in suicidal thoughts or actions among adolescents. While prior studies have shown that excessive parental pressure can lead to mental health issues, the results of this research indicate that other psychological and contextual variables, including peer relationships, emotional resilience, and parental support, may mitigate the effects of parental stress on suicidal ideation (Banerjee et al., 2024).

In addition, a moderation study was carried out to investigate whether socioeconomic status (SES) and cultural norms regarding academic success influenced the connection between parental expectations and suicidal behaviors. The findings revealed that neither SES ($\beta = -0.0210$, $p = 0.736$) nor cultural expectations ($\beta = -0.0307$, $p = 0.491$) significantly weakened the association. These results imply that the effect of parental expectations on adolescents' mental health remains consistent across various socioeconomic and ethnic groups. This contradicts earlier research that indicated students from disadvantaged socioeconomic backgrounds tend to face greater levels of financial and academic pressure, possibly heightening their risk of suicidal thoughts and behaviors (Garg et al., 2023).

In summary, the findings of the study indicate that the way teens perceive their parents' expectations alone does not have a significant influence on suicidal behaviors. Instead, factors such as coping mechanisms, social support, and personal resilience may play a more crucial role in how academic pressure impacts mental well-being. These findings highlight the importance of conducting further research to explore additional moderating factors, such as peer relationships, academic motivation, and the availability of mental health resources, to create a more comprehensive understanding of adolescent mental health.

CONCLUSION

This research sought to explore the connections between suicidal behaviors, perceived academic success, and parental expectations, as well as the moderating effects of socioeconomic and cultural factors on the mental health of adolescents. The results revealed that there was no significant relationship between parental expectations and perceived academic performance, implying that academic self-esteem may be shaped by factors beyond parental influence. Furthermore, there was no evident link between suicidal behaviors and perceived academic achievement, suggesting that suicidal thoughts among teenagers may not be primarily driven by academic pressures.

Additionally, the regression analysis showed that perceived parental expectations were not a significant predictor of suicidal behaviors, thereby challenging the notion that elevated academic expectations directly lead to mental health problems. The moderation analysis indicated that neither socioeconomic status nor cultural expectations had a significant impact on this relationship, implying that parental pressure influenced teenagers across various economic and cultural contexts similarly. These results emphasize the importance of considering various psychological and social elements, such as coping strategies, emotional strength, and peer support, when evaluating the impact of academic stress on mental health. Future research should include additional mediators like self-efficacy, family communication, and school support systems to gain a comprehensive understanding of the intricacies of adolescent well-being.

LIMITATION AND FUTURE DIRECTION

It is important to recognize the various limitations of this study. Firstly, the limited sample size ($N=60$) restricts the applicability of the findings, as a larger and more varied group would yield more reliable results. Secondly, the accuracy of the responses may be compromised by social desirability bias and recall bias due to the reliance on self-reported data. Additionally, the cross-sectional design prevents the establishment of causal relationships, making it challenging to ascertain if parental expectations exert a direct influence on suicidal behaviors over time.

Furthermore, while concentrating on parental expectations, socioeconomic status, and cultural norms, the study neglected other crucial psychological and social elements that could greatly influence adolescent mental health, such as peer influence, the school atmosphere, coping strategies, and resilience. Lastly, the absence of significant findings in the moderation analysis suggests that additional factors may be necessary to fully comprehend the intricate relationship between academic pressure and suicide attempts. Future research should address these limitations by utilizing larger sample sizes, conducting longitudinal studies, and incorporating more psychological and environmental variables.

FUTURE DIRECTION

Future investigations should aim to address the limitations of this research by employing larger and more diverse samples to enhance the applicability of results across various socioeconomic and cultural contexts. A longitudinal research design could be beneficial in exploring the causal relationships over time between parental expectations, academic stress, and suicidal behaviors. Furthermore, investigating mediating and moderating elements such as self-efficacy, resilience, coping strategies, and family support might yield more profound understanding of the protective mechanisms that assist adolescents in coping with academic stress.

Future research should incorporate qualitative methods such as focus groups and interviews to better understand how students navigate academic stress and mental health issues. Investigating the influences of peer pressure, teacher expectations, and school policies can contribute to a more comprehensive understanding of how external elements affect adolescent well-being. Finally, research focused on interventions that promote parental guidance training, stress management workshops, and mental health awareness campaigns may assist in developing effective strategies to mitigate the adverse effects of academic pressure on

teenagers' mental health.

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